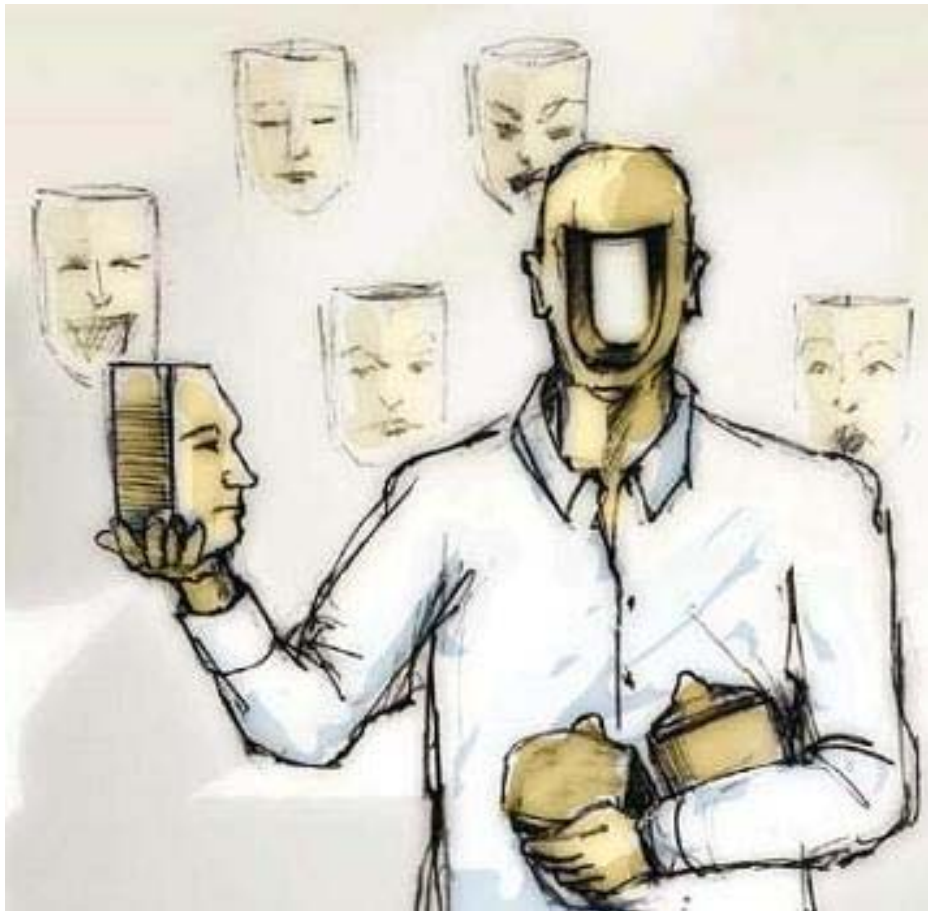




The Kingdom of Saudi Arabia  
Ministry of Higher Education  
Al-Baha University  
Faculty of Medicine



## Decision of Behavioral Sciences



# **WELCOME**

Welcome Dear second year student, Faculty of Medicine

This course aware of behaviors help you a lot to the knowledge of the human soul and its effects on the formation of symptoms of the patient, we are in a changing world is always in the behavior and the situation emotional and mood due to the pressures faced by the rights and affect the safety of his body, and is not strange to find a general practitioner graduates from medical schools that about 80% of the reluctant patient clinics complain symptoms called scientifically symptoms self - physical, ie it is physical symptoms with meaning and psychological impact, including headaches, stomach ulcers, duodenal ulcers, and glaucoma eye, and pain Rheumatology, loss of appetite, and sleep disorders .. etc, from Symptoms, which stands in front of the doctor a lot in the clinical diagnosis.

Therefore, this decision will help you a lot to learn aspects of human behavior affects the physical condition and I pray to God that I learned from the vocabulary of this decision in your life and scientific career .

The student is expected to study for this office to be able to know the psychological aspects associated with certain physical disorders and on the following themes:

Theme I: The relationship between self, body, and disorders resulting from this relationship Psycho-somatic disorders.

Second axis: the training of students to clinical cases illustrate the relationship between human behavior and physical interactions.

Axis III: supply the student with the skills profile of the application to cases of clinical illustrates the effect of Clarification of the human behavior and its impact on the physiological status and biological behavior, also provides this course the student life skills and how to modify the behavior and mechanisms of the different patients later when he becomes a doctor practicing the profession.

Dr. Ashraf Abdou

Assistant professor of mental health

Consultant psychotherapy to psychiatric

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## Behavioral sciences

- Module name:

(Behavioral sciences)

\* Module code:

\* Year: 2<sup>rd</sup>

\* Semester: 2<sup>nd</sup>

\* Duration: 9 weeks

\* Timetabled hours: 18

- Module Coordinator:

Dr. Ashraf Abdou  
Assistant professor of mental health  
Consultant psychotherapy to psychiatric  
[aabdou20@hotmail.com](mailto:aabdou20@hotmail.com)

## **Knowledge Objectives**

### **By the end of the course, you should be able to:**

- 1 - The student should be able to know the relationship between psychology as a science and Human science.
- 2 - The student should be able to know the relationship between the biological and physiological aspects and human behavior.
- 4 - The student should be able to find out the psychological theories and attitude it and models applied in modifying human behavior.
- 5 - The student should be able to know the tools of professional psychological and clinical effects of various scientific and types.
- 6 - The student should be able to find out the biological aspects of human behavior and its impact in changing behavior.
- 7 - The student will be able to know the moral principles and laws governing the profession of medicine and psychiatry and ethics.
- 8 - The student should be able to know the relationship between clinical tasks and duties of the therapeutic and the duties and functions of the patient's treatment and the problems between them.
- 9 - The student will be able to find out some scientific subjects, such as:
  - A- Human sexuality
  - B-Learning and Behavior Modification
  - C- Defense Mechanisms
  - D-Psychological healthy and Testing
  - E-Human Developmental
  - F-Sleep and Sleep disorders
  - N-Physician-Patient relationships
  - O-Psychopharmacology and Substance abuse.
  - M-Ethical and legal issues.

### **Intended Skills Objectives**

- 1 - Develop a sense of clinical skill of the student developed symptoms in the sense of mental illness.
- 2 - Development of clinical psychological skill examination through a review of clinical cases.
- 4 - Training on the skill of behavior modification by the various mechanisms and models.
- 5 - Development of skill in the defferational diagnosis to distinguish between symptoms and clinical cases.
- 6 - Developing the skill of dynamic diagnosis of the student's knowledge of mechanisms to raise the defense used by the various human normal and the patient.
- 7 - raising the skill of application of the tools diagnostic (psychological tests), such as personality test multi-faceted and Beck depression and test anxiety, and intelligence tests such as Test Stanford Binet fifth edition, test and Wechsler Bellevue for adults and

adolescents, and diagnostic tests, psychological - nervous (Neuro-psychology) such as test Bandar Gestalt and Benton of the injured Member the brain.

8 - the development of personal skills of the student, especially his knowledge of moral laws regulating the profession and ethics.

9 - the development of clinical communication skills of students through knowledge of medical and therapeutic tasks and functions and duties towards the patient..

### **Intended Attitudinal Objectives**

1-Knowing the student cultural and social differences associated with mental illness and mental disorders in so-called disease stigma.

2-Developing a sense of discriminative knowledge of the students in both the standards and laws and social introversion and emotional for them.

### **Intended Generic Skills Objectives**

#### **Be able to:**

1-Reflect on your own learning

2-Manage time efficiently

3-Work in a team

4-Communicate effectively verbally and in writing to teachers and peers

## **INTRODUCTION**

Psychology is a science that deals with the human psychological and behavioral changes that appear to humans using the scientific method in the interpretation of human behavior.

The aim of psychology, like other sciences to understand the phenomenon, psychological and work on the set and docked in the variables and predict behavior, which at that uses scientific instruments, and psychology as one of the humanities, who cares about human behavior closely related to the knowledge of medicine and psychiatry alike.

The soul and body are two sides of one coin, which is the human component of them, went the old Greek philosophers to the in-depth study of the soul and body, such as Socrates, Plato and Aristotle and all of them have pointed to the relationship between the self and the body.

The body is the theater, who sings it in the happiness of the human soul and wake up in the normal or abnormal.

The soul of that is the engine of the body and the physiological and biological functions.

The fact of the matter there are two teams of blindness, a team of them believes that the body and physiology and biology engine is of behavior, and the other team of scientists believes that the self is that control in the biological body and its functions

physiologically, it authorized the relationship between the self and the body ,theories theory of biological behavior, and other social theory and behavior interpretation, and all of the theories are indispensable in dealing with human behavior.

It is human behavior, learning and models of behavior modification, and the behavior of sexual reproduction, and the motives and mechanisms, and addiction (substance abuse effective psychological and Psychological Drugs used, and others such as sleep troubles, types, and the rights of the doctor and the patient and the ethics of the doctor are all behaviors must be understood medical student responsibilities towards it from where the awareness and knowledge of biological and psychological interactions.

And lectures, the following describes each of the angles of the biological and environmental behavior in the interpretation of humanitarian law.

## STRUCTURE OF Behavioral sciences course

This is **not** a teacher centred course! You should learn from text books, patients and other resources available/recommended to you in the course. Instructions will be carried out in many formats.

You are to attend the sessions with prior reading and learning of allotted topics.

### **a) Lectures**

There are 18 lectures in this course designed to provide you with essential information, insights not found in the textbook and serve as an adjunct to your reading. Review prerequisites for each topic before you attend these lectures. At each lecture, you should be able to ask questions and interact with the lecturer.

### **b) Lab (Practical) sessions**

The practical exercises will be used as a visual aid to theoretical learning. You should attend these sessions after thoroughly reading the relevant topics to maximise learning. In addition, there may be some questions to stimulate you to read around the subject using the additional resources noted for a particular topic. You may also be required to draw labelled diagrams depending on the exercise. Remember the purpose of these sessions is for you to learn concepts and not to memorise slides!

### **c) Tutorials/Case Based Learning (CBL)**

Tutorials and CBL sessions will be conducted in small groups of (35) students facilitated by a tutor in each group. The purpose of the tutorials is to stimulate active learning and to provide a more personal and interactive teaching than occurs with lectures. In preparation for each tutorial, you are to read material pertinent to the topics before the session. Take this opportunity to develop skills in communication, teamwork, problem solving and self directed learning. Tutorials will be graded using a rating scale and will contribute to the in-course assessment scores.

### **d) Self -Directed Learning (SDL)**

Critical reading assignments and videos of selected disorders will be provided to you during the timetabled SDL hours.

**e) Clinical skills:**

There will be a 2 hour skills training session in the skills lab each week where you will have opportunities to develop basic clinical skills and to interact with a few real or simulated patients. The sessions will also provide an opportunity to correlate signs and symptoms of diseases to underlying alteration in structure and function.

**f) Field Visit (to a Beljarshy mental healthy hospital)**

Will be a visit to a hospital for mental health Beljarshy visit of field training, to cases of sleep disorders, and cases of addiction and the various training on how to describe the psychological and medical drugs according to the schedule in effect.

**g) Computer Assisted Learning (CAL)**

In the computer section of the library, interactive sessions on a few important topics are available on psychological testing CD –ROM. This will be a timetabled session where a tutor will also be present to facilitate your learning.

**h) Integrated Student Seminars**

To gain the most from the seminars you must read the assigned topics at least twice from recommended textbooks. The seminars will be integrated across disciplines and a panel of subject experts will be present to highlight key areas of learning from different perspectives or clarify any misunderstandings.

## Aims OF Behavioral sciences course

The aims of this module are to:

- 1 - study of sexual disorders of man and the types of sexual disorders.
  - 2 - Studying the models of learning and behavior modification for troubled human being of the patient.
  - 4 - know the motives of the patient's treatment and defense mechanisms used by the defense.
  - 5 - knowledge of the unrest that accompanied the growth of the patients in different stages of growth of the patient.
  - 6 - knowledge of sleep disorders and types.
- Knowledge of addiction and disease patterns of clinical and psychological medicine.

## Objectives Of Behavioral sciences course

By the end of this module, the students should be able to:

- 1 - The student should be able to know the relationship between psychology as a science and Human science.
- 2 - The student should be able to know the relationship between the biological and physiological aspects and human behavior.
- 4 - The student should be able to find out the psychological theories and attitude it and models applied in modifying human behavior.
- 5 - The student should be able to know the tools of professional psychological and clinical effects of various scientific and types.
- 6 - The student should be able to find out the biological aspects of human behavior and its impact in changing behavior.
- 7 - The student will be able to know the moral principles and laws governing the profession of medicine and psychiatry and ethics.
- 8 - The student should be able to know the relationship between clinical tasks and duties of the therapeutic and the duties and functions of the patient's treatment and the problems between them.
- 9 - The student will be able to find out some scientific subjects, such as:  
A- Human sexuality  
B-Learning and Behavior Modification  
C- Defense Mechanisms  
D-Psychological healthy and Testing  
E-Human Developmental  
F-Sleep and Sleep disorders  
N-Physician-Patient relationships  
O-Psychopharmacology and Substance abuse.  
M-Ethical and legal issues.

## Transferable Skills

By the end of this module, students will demonstrate the ability to:

1. Assimilate and integrate information from lectures, practical sessions, tutorials, clinical sessions and independent learning activities.
2. Explain the Behavioral sciences of the integumentary system .

## Cross OF Behavioral sciences Themes

- 1 - the sex life of humans and the kinds of sexual disorders and clinical cases.
- 2 - learning and learning theories and methods of behaviour modification.
- 3 - sleep and sleep disorders.
- 4 - and addictive drugs and psychological types.
- 5 - the problems of sleep disturbance and behavioural diseases in **childhood and adolescence.**



# ASSESSMENT

## **A. Formative assessment:**

This form of assessment is designed to produce feedback to students to identify deficiencies in the understanding of a subject or a topic; and to the teacher to enforce more guidance to students in relation to areas of deficiencies. Thus; it helps the student to improve performance by:

- a) Identification of areas for improvement.
- b) Specific suggestions for improvement.

This includes a mixture of MCQs, short answer-questions (SAQs), extended matching questions (EMQs), problems-solving exercises and independent learning activities in all subjects. These will be given during tutorial sessions and practical. The answers are presented and discussed immediately with the students after the assessment. Results are published to students. Examples are also given in the lecture outlines.

## **B. Summative assessment:**

This type of assessment is used for judgment or decisions to be made about a student's performance. It serves:

- a) Verification of satisfactory achievement of requirements.
- b) Motivation of the student to maintain or improve performance.
- c) Certification of performance for others.
- d) Grades.
- e) Promotion.

In all subjects covered, examination papers are divided into 3 parts:

### Part 1: Continuous assessment:

1 - Lecture on Saturday every week from the time 10-12 am and is divided to the participation of students Power Point presentation  
Are discussed in a scientific subject, and to participate score 20% of the degree of realization of the year.

### Part 2: Written final assessment:

There will be a total of 40 MCQs. The time required is 2 hours (including preparation time). Projected are 1.5 minutes for each question. This part carries 40% of the total mark for summative assessment.

### Part 3: Clinical assessment:

Student by providing the type clinical case complete and submitted before the final test a ,This part carries 20% of the total mark for summative assessment, And 20% of the Rating of discipline, attendance and absence and educational participation

## Module Assessment

Continuous assessment	40 %
Written Exams	40 %
OSPE	20 %
Total:	100 %

## **Student's Responsibilities**

We will be making the journey through the Integumentary System in 5 weeks. Therefore, this course requires an intensive coursework load. Class attendance and participation are extremely important to your learning and as such are considered in the evaluation of your course grade. This course is recommended for students that can make the required time and energy commitment. If there is anything that the coordinator can do to assist you during the course, please feel free to contact him.

Attendance will be monitored during the different teaching activities. If you are repeatedly absent, you may not be allowed to sit for the final examination. All examinations must be taken on the date scheduled. Because the examinations are presented electronically no student will be allowed to enter the examination area after starting the projectors. So, please be there on time.

In case of an emergency, the coordinator must be notified as soon as possible. In case of sickness, please report to the emergency department of the university hospital or of one of the government hospitals. Sick leaves from private hospitals may only be accepted after approval of the faculty committee. Sick leaves from dispensaries or private clinics will not be accepted and the student will be considered unexcused.

No make-up examinations will be provided if you fail to notify and discuss your situation with the coordinator.

# Lectures

**Number of Lectures: 9**

1	Module for Topics decision behavioral sciences	Module Contact Hours(Behavioral sciences)						
		Lectures	Practical	Tutorial	PBL	SDL	Clinical	Total
1	Human sexuality	1	-	-	-	-	-	1
2	Learning and behavior modification	1	-	-	-	-	-	1
3	Defense mechanism	1	-	-	-	-	-	1
4	Psychology health and testing	1	-	-	-	-	-	1
5	Human Developmental	1	-	-	-	-	-	1
6	Sleep and sleep disorders	1	-	-	-	-	-	1
7	Physician- Patient relationships	1	-	-	-	-	-	1
8	Psychopharmacology and substance abuse	1	-	-	-	-	1	2
9	Ethical and legal issues	1	-	-	-	-	-	1
<b>Total hours</b>		<b>18</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>20</b>
<b>Dr: Ashraf abdou</b> <b>Clinical psychotherapy</b> Assisted Professor of Mental Healthy at Education and Psychology Department, Education College, Al-Baha university.		<a href="http://fac.ksu.edu.sa/aabdou/biocv/cv">http://fac.ksu.edu.sa/aabdou/biocv/cv</a> <b>E mail: drashrafabdou@hotmail.com</b> <b>Mobil:0590669843</b>						

## Lecture 1 Human sexuality

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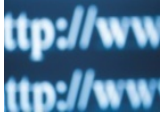

### Lecture 1 : Human sexuality

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**Department:** psychology

**Tutor:** Human sexuality

**Location:** Auditorium

	<p><b>At the end of this lecture you should be able to:</b></p> <ol style="list-style-type: none"> <li>1- Identify the structure aims of behavioral sciences course.</li> <li>2 - Identifying the sexual history of man.</li> <li>3 - Identify the development of sexual physiology and functionally, psychologically and socially.</li> <li>4 - provide the student with the skills of critical thinking, communication and Amadadhh the necessary skills to deal with sexual behavior in a scientific manner.</li> <li>5- provide the student with sexual disturbances cases.</li> </ol>	<p><b>Student notes</b></p>
	<p><b>Structure of the integumentary system module.</b></p> <ol style="list-style-type: none"> <li>1-Curiosity and self-directed learning.</li> <li>2 - Some aspects of the physiological</li> <li>3 - some of the psychological and social aspects of the role of sex</li> <li>4 - the positive aspects of sexual life of man</li> <li>5 - the negative aspects of sexual life of man.</li> <li>6 - sexual disorders (third sex) and society's perception.</li> <li>7- seminar.</li> <li>8- A visit to the mental health hospital district Beljarshy</li> </ol>	
	<ol style="list-style-type: none"> <li>1 - quality of life for individual and sex</li> <li>2 - Still of life for humans and the style of sex.</li> <li>3 - the human personality and sex</li> </ol>	
	<p>A library link to the educational material on internet can be found at: <a href="http://www.medicalstudent.com">http://www.medicalstudent.com</a>  <a href="http://www.kinseyinstitute.org/resources/education.html">http://www.kinseyinstitute.org/resources/education.html</a>  <a href="http://rcrc.org/pdf/HumanSexuality_1.pdf">http://rcrc.org/pdf/HumanSexuality_1.pdf</a></p>	
	<p><b>Short Questions:</b></p> <p>Describe the style of your life and your role sexual society, explaining positive and negative aspects.</p>	




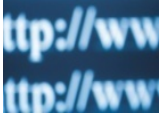

## Lecture 2 : Learning and Behavior Modification

### Lecture 2 : Learning and Behavior Modification

**Department:** psychology

**Tutor:** Learning and Behavior Modification

**Location:** Auditorium

	<p><b>At the end of this lecture you should be able to:</b></p> <ol style="list-style-type: none"> <li>1- Identify the structure aims of behavioral sciences course.</li> <li>2 - The student learns the concept of learning and different types.</li> <li>3 - The student recognizes the different learning theories such as learning theory attempt and error and learning conditioning and social learning.</li> <li>4 - The student learns the behavior modification techniques such as reinforcement and extinction and the composition and the similarity and modeling .. etc..</li> <li>5 - The student learns at the use of these techniques applied to human behavior.</li> </ol>	Student notes
	<p><b>Structure of the integumentary system module.</b></p> <ol style="list-style-type: none"> <li>1-Curiosity and self-directed learning.</li> <li>2 - Training the student through the scientific debate on how to modify the behavior by using different modifications.</li> <li>3 - you know the student on aspects of behavior modification skills and knowledge of scientific applications.</li> <li>4 -seminar.</li> <li>5- Discussion of effective educational.</li> </ol>	
	<ol style="list-style-type: none"> <li>1 - learning and the quality of student life.</li> <li>2 - learning styles used by the student.</li> <li>4 - Harmonic methods in the learning patterns in the life of the student.</li> </ol>	
	<p><b>A library link to the educational material on internet can be found at:</b></p> <p><a href="http://www.medicalstudent.com">http://www.medicalstudent.com</a>  <a href="http://www.learningandteaching.info/learning/behaviour_mod.htm">http://www.learningandteaching.info/learning/behaviour_mod.htm</a>  <a href="http://psych.athabascau.ca/html/aupr/ba.shtml">http://psych.athabascau.ca/html/aupr/ba.shtml</a></p>	
	<p><b>Short Questions:</b></p> <p>What is the preferred learning style and fits your personality? Do you prefer to change the way learning and what how they can change it?</p>	

## Lecture 3: Defense Mechanisms

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### Lecture 3 : Defense Mechanisms

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**Department:** psychology

**Tutor:** **Defense Mechanisms**

**Location:** Auditorium

	<p><b>At the end of this lecture you should be able to:</b></p> <ol style="list-style-type: none"> <li>1- Identify the structure aims of behavioral sciences course.</li> <li>2 - The student learns to stress and coping mechanisms with them.</li> <li>3 - The student learns the concept of psychological adjustment and non-nonsel self only.</li> <li>4 - The student learns how to use the individual's defense mechanisms.</li> <li>5 - The student learns the types of defense mechanisms such as: the mechanism of repression, and regression, transportation, and autism, and sublimation, and the reaction formation,projective,Introjecation, etc. ..</li> <li>6 - The student learns the theory of mental function on the use of defense mechanisms, a psychoanalytic theory of Freud Samjohnd.</li> </ol>	<p>Student notes</p>
	<p><b>Structure of the integumentary system module.</b></p> <ol style="list-style-type: none"> <li>1-Curiosity and self-directed learning.</li> <li>2 - Training of student behavioral examples of the types of the various defense mechanisms.</li> <li>3 - Training the student to Analysis stages Developmental and how to use one's defense mechanisms in each stage.</li> <li>4 -seminar.</li> <li>5- Discussion of effective educational.</li> </ol>	
	<ol style="list-style-type: none"> <li>1 - Patterns of compatibility with the student and the nature of psychological mechanisms.</li> <li>2 - How to deal with students who faced psychological Stress and the mechanism used.</li> <li>3 - Still of life and patterns the student faced by the defense.</li> </ol>	
	<p><b>A library link to the educational material on internet can be found at:</b></p> <p><a href="http://www.medicalstudent.com">http://www.medicalstudent.com</a></p> <p><a href="http://psychology.about.com/od/theoriesofpersonality/ss/defensemech.htm">http://psychology.about.com/od/theoriesofpersonality/ss/defensemech.htm</a></p> <p><a href="http://users.rider.edu/~suler/defenses.html">http://users.rider.edu/~suler/defenses.html</a></p>	
	<p><b>Short Questions:</b></p> <ol style="list-style-type: none"> <li>1 - Describe the mechanisms of interactions with the Stress of everyday life, which are offset in your daily schedule?</li> </ol>	




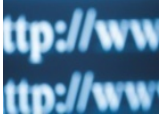

**Lecture 4: Psychological healthy and Testing**

**Lecture 4: Psychological healthy and Testing**

**Department: psychology**

**Tutor: Psychological healthy and Testing**

**Location: Auditorium**

	<p><b>At the end of this lecture you should be able to:</b></p> <ol style="list-style-type: none"> <li>1- Identify the structure aims of behavioral sciences course.</li> <li>2 - The student learns the concept of mental health.</li> <li>3 - The student learns both the standards and social introversion.</li> <li>4 - The student learns the meaning of mental illness and psychological symptoms, pain, psychological and organic and the concept of disorder.</li> <li>5 - The student learns to psychiatric diagnoses, such as the fourth U.S. diagnosis of mental disorders.D.S.M VII</li> <li>6 - to know the methods of measuring student good behavior and disruptive behavior.</li> <li>7 - The student learns the concept of psychological testing and types such as psychometric tests, and projective tests and Neuro-psychological tests.</li> <li>8 - to know the student on tests measuring mental abilities such as the measure of the Stanford Binet intelligence is the fifth copy 1995, and the scale and the Wechsler Bellevue to measure the intelligence of adolescents and adults, and the WISC to measure the intelligence of children, and the test fee the man and the tree and the person .. etc</li> </ol>	<p>Student notes</p>
	<p><b>Structure of the integumentary system module.</b></p> <ol style="list-style-type: none"> <li>1-Curiosity and self-directed learning.</li> <li>2 - Training the student to psychometric tests, which measure mental disorders such as multi-faceted personality test, and the Beck Depression Scale, and the Taylor scale of anxiety, test anxiety Sepelbergr of the case and feature, and the measure of a list of symptoms.</li> <li>3 - Training of students on tests measuring intelligence, such as the Stanford Binet different is the fifth copy, test and Kessler.</li> <li>4 - Training students to diagnostic tests such as Neuro-psychological testing(Algshtalt) Loretta Bender, and the Benton test, etc. ..</li> <li>5 -seminar.</li> <li>6- Discussion of effective educational.</li> <li>7- A visit to the mental health hospital district Beljarshy</li> </ol>	
	<ol style="list-style-type: none"> <li>1 - Training students to psychological tests quantity.</li> <li>2 - Training the student to the use of tests such as projective test TAT imagery.</li> <li>3 - Training students to use diagnostic tests such as brain injuries organic test (Algshtalt) Loretta Bender</li> </ol>	
	<p><b>A library link to the educational material on internet can be found at:</b></p> <p><a href="http://www.mental-health-today.com/tests/">http://www.mental-health-today.com/tests/</a>  <a href="http://www.nejm.org/doi/full/10.1056/NEJM199211123272001">http://www.nejm.org/doi/full/10.1056/NEJM199211123272001</a></p>	
	<p><b>Short Questions:</b></p> <ol style="list-style-type: none"> <li>1 - Try to answer the next question that mental health is relatively different from one individual to another and from one society to another?</li> </ol>	

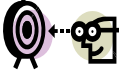


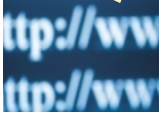

## Lecture 5: Human Developmental

## Lecture 5: Human Developmental

**Department:** psychology

**Tutor:** Human Developmental

**Location:** Auditorium

	<p><b>At the end of this lecture you should be able to:</b></p> <ol style="list-style-type: none"> <li>1 - Identify the structure aims of behavioral sciences course.</li> <li>2 - The student learns the concept of human development and its definition and the laws and principles of development and the factors that affect development, such as Genetics and the environment, and the endocrine glands, and the nature of food, school, culture and education of parents and parental age .. etc..</li> <li>3 - The student learns the various aspects of growth such as the manifestations of physical development, mental, emotional, and motor, and social, and religious.</li> <li>4 - The student learns the psychological theories used in human development such as the theory of cognitive development Piaget, and the theory of social growth for Ericsson, and the theory of development analysis of Freud.</li> <li>5 - The student learns at different development stages and aspects of development, such as the stage of the fetus, infancy and early childhood and late childhood and adolescence and young adulthood, and old age.</li> <li>6 - The student learns the problems of growth and the various methods of treatment, such as eating disorders, lying, theft, and aggression, jealousy, etc. ..</li> </ol>	<p>Student notes</p>
	<p><b>Structure of the integumentary system module.</b></p> <ol style="list-style-type: none"> <li>1-Curiosity and self-directed learning.</li> <li>2 - introduce students to the different development stages and manifestations of the development.</li> <li>3 - introduce students to the different development problems such as lying, stealing, and eating disorders, and jealousy, aggression, and escape from the school, and the use of masturbation adolescence (sexual deviations of the adolescent) .. etc.</li> <li>4 -seminar.</li> <li>5- Discussion of effective educational.</li> </ol>	
	<ol style="list-style-type: none"> <li>1 - lifestyle and pattern of development.</li> <li>2 - the problems of current development.</li> <li>3 - treatment methods to the problems of development.</li> </ol>	
	<p><b>A library link to the educational material on internet can be found at:</b></p> <p><a href="http://nmhm.washingtondc.museum/collections/hdac/anatomy.htm">http://nmhm.washingtondc.museum/collections/hdac/anatomy.htm</a>  <a href="http://www.mrc.ac.uk/Ourresearch/Resourceservices/HDBR/index.htm">http://www.mrc.ac.uk/Ourresearch/Resourceservices/HDBR/index.htm</a></p>	
	<p><b>Short Questions:</b></p> <p>What are the problems identified by the different development I've seen in your life whether one is suffering from now?</p>	



## Lecture 6: Sleep and Sleep disorders

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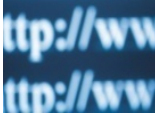

### Lecture 6: Sleep and Sleep disorders

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**Department:** psychology

**Tutor:** Sleep and Sleep disorders

**Location:** Auditorium

	<p><b>At the end of this lecture you should be able to:</b></p> <ol style="list-style-type: none"> <li>1 - Identify the structure aims of behavioral sciences course.</li> <li>2 - The student learns the physiological regulation of sleep and diseases associated with clinical symptoms.</li> <li>3 - The student learns the stages of sleep, quiet sleep stage, the stage of preparation for sleep, and the stage of light sleep, deep sleep and the stage, and the stage of sleep comfort.</li> <li>4 - The student learns to diseases associated with sleep disorders such as rheumatic pain, tumors, mental illness and mental illness and substance abuse effective psychological (addictions)</li> <li>5 - to recognize the student sleep disorders and types of disturbance such as difficulty sleeping, and sleep disturbance-compulsive disorder, and disorder sleep apnea, the disorder is stable legs syndrome, nightmares, sleep walking, snoring.</li> <li>6 - The student recognizes that the symptoms of sleep disorders such as insomnia, increased sleep, fatigue or depression and snoring.</li> <li>7 - The student learns the methods of treatment of sleep such as relaxation training, dealing with stress.</li> </ol>	<p>Student notes</p>
	<p><b>Structure of the integumentary system module.</b></p> <ol style="list-style-type: none"> <li>1-Curiosity and self-directed learning.</li> <li>2 - Training the student to a biofeedback and the development of skills in identifying the nature of the interaction of the electrification of alpha, beta, theta and their relationship to normal and troubled sleep.</li> <li>3 - Training the student to psychological relaxation sessions and how to set up.</li> <li>4 -seminar.</li> <li>5- Discussion of effective educational.</li> </ol>	
	<ol style="list-style-type: none"> <li>1 - lifestyle and pattern of development.</li> <li>2 - the problems of current development.</li> <li>3 - treatment methods to the problems of development.</li> </ol>	
	<p><b>A library link to the educational material on internet can be found at:</b></p> <p><a href="http://www.aan.com/familypractice/pdf/FINAL%20SLEEP%2012.pdf">http://www.aan.com/familypractice/pdf/FINAL%20SLEEP%2012.pdf</a>  <a href="http://www.sciencedirect.com/science/article/pii/S0166223600015940">http://www.sciencedirect.com/science/article/pii/S0166223600015940</a></p>	
	<p><b>Short Questions:</b></p> <p>Describe the stages of sleep by going through the turmoil and suffering through?</p>	

## Lecture 7: Physician-Patient relationships

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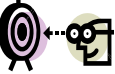




### Lecture 7: Physician-Patient relationships

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**Department:** psychology

**Tutor:** Physician-Patient relationships

**Location:** Auditorium

	<p><b>At the end of this lecture you should be able to:</b></p> <ol style="list-style-type: none"> <li>1 - Identify the structure aims of behavioral sciences course.</li> <li>2 - The student learns the skills of the establishment of clinical interview, psychological and respect for the patient as a human being.</li> <li>3 - The student recognizes the role of the patient in medical decision-making and the nature of his conflict between his self and the physical and psychological health.</li> <li>4 - The student learns the values and the values of the patient's doctor and the conflict between them (conflict of values) ideals.</li> <li>5 - The student learns to plan medical treatment that draws physician and patient expectations.</li> <li>6 - to work for the doctor to the patient and make him feel safe medical and psychological.</li> <li>7 - to follow the doctor and the medical professional honesty and notice the patient's condition accurately and medical science.</li> <li>8 - that exhibits the behavior of the Secretariat physician medical treatment and patient safety notice medical and psychological.</li> <li>9 - to identify trends in the patient's doctor about treatment collaborator or dismissive.</li> </ol>	<p>Student notes</p>
	<p><b>Structure of the integumentary system module.</b></p> <ol style="list-style-type: none"> <li>1-Curiosity and self-directed learning.</li> <li>2 - Training the student in the art of clinical interview skills and different.</li> <li>3 - Training students on the skills of human development.</li> <li>4 -seminar.</li> <li>5- Discussion of effective educational.</li> </ol>	
	<ol style="list-style-type: none"> <li>1 - Identifying the quality of life of the patient.</li> <li>2 - Identify the lifestyle of the patient.</li> <li>2 - you know the values and trends in patient treatment.</li> </ol>	
	<p><b>A library link to the educational material on internet can be found at:</b></p> <p><a href="http://jama.ama-assn.org/content/273/4/323.short">http://jama.ama-assn.org/content/273/4/323.short</a></p> <p><a href="https://www.law.uh.edu/healthlaw/perspectives/Internet/020430Talking.html">https://www.law.uh.edu/healthlaw/perspectives/Internet/020430Talking.html</a></p>	
	<p><b>Short Questions:</b></p> <p>What is known about trends and social value to your patient? Is equal to or inconsistent with your direction for the treatment and its impact on the therapeutic process?</p>	




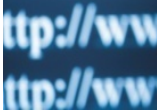

**Lecture 8: Psychopharmacology and Substance abuse.**

**Lecture 8: : Psychopharmacology and Substance abuse.**

Department: psychology

Tutor: **Psychopharmacology and Substance abuse**

Location: Auditorium

	<p><b>At the end of this lecture you should be able to:</b></p> <ol style="list-style-type: none"> <li>1- Identify the structure aims of behavioral sciences course.</li> <li>2 - The student learns the concept of pharmacology and psychology pharmaceuticals.</li> <li>3 - The student recognizes the concerns of psychology pharmaceuticals.</li> <li>4 - The student learns the classification of neurological drugs.</li> <li>5 - The student learns the theory of psychotherapy and pharmacological classification of psychiatric drugs such as Major Tranquillizers and Minor Tranquillizers.</li> <li>6 - to recognize the student to illness abuse drugs effective psychologically addictive.</li> <li>7 - The student learns the concept of addiction and the various clinical types, such as addiction, mental and addictive stimulant Breacher and addiction heroin addiction and psychologically active substances, cannabis, and other synthetic materials and the impact of abuse on the nervous system and consciousness, memory and behavior.</li> <li>8 - to recognize the student to modern therapeutic trends in the treatment of addiction (therapeutic group) component of the psychiatrist and the doctor and the organic therapist and clinical psychologist, social worker, nurse and psychological, and mentor.</li> </ol>	<p>Student notes</p>
	<p><b>Structure of the integumentary system module.</b></p> <ol style="list-style-type: none"> <li>1-Curiosity and self-directed learning.</li> <li>2 - The student learns the concept of therapeutic team with patients with substance abuse effective psychologically.</li> <li>3 - Training the student to psychotherapy and the collective and individual rehabilitation therapy.</li> <li>4 -seminar.</li> <li>5- Discussion of effective educational.</li> <li>6- A visit to the mental health hospital district Beljarshy</li> </ol>	
	<ol style="list-style-type: none"> <li>1 - To provide the student anti-depressant drugs.</li> <li>2 - Provide the student with skill psychotherapy individual and collective and rehabilitation.</li> <li>3 - provide students with quality of life of the pattern of abusive use of effective psychologically.</li> </ol>	
	<p><b>A library link to the educational material on internet can be found at:</b></p> <p><a href="http://psycnet.apa.org/psycinfo/1990-08016-001">http://psycnet.apa.org/psycinfo/1990-08016-001</a>  <a href="http://www.sciencedaily.com/articles/p/psychopharmacology.htm">http://www.sciencedaily.com/articles/p/psychopharmacology.htm</a></p>	
	<p><b>Short Questions:</b></p> <p>Have you ever watched addicted? What are the nature of the withdrawal symptoms? Do as your observations? on the therapeutic process?</p>	






**Lecture 9: Ethical and legal issues.**

**Lecture 9: : Ethical and legal issues.**

Department: psychology

Tutor: **Ethical and legal issues.**

Location: Auditorium

	<p><b>At the end of this lecture you should be able to:</b></p> <ol style="list-style-type: none"> <li>1- Identify the structure aims of behavioral sciences course.</li> <li>2 - The student learns the law governing the psychological service in the Kingdom of Saudi Arabia.</li> <li>3 - The student learns to Aale indicative of the Council for International Organizations of Medical Sciences in 1993 and even 2012.</li> <li>4 - to know the student's clinical cases is not subjected to physical or psychological harm harsh punishment inhuman.</li> <li>5 - The student learns to ethical issues and legal profession of psychiatry and practicing the profession</li> <li>6 - that the law recognizes the student described the psychiatric drugs in Saudi Arabia and drugs inside and outside the table.</li> <li>7 - to know the student on the ethics of the profession of psychiatry and to maintain the mystery of the patient and not to tell it according to the Department Aksmh professional and not take advantage of the patient who is physically or psychologically, or physically or sexually.</li> <li>8 - to maintain his tools on the psychological and not to reveal its components in the media.</li> <li>9 - to take into account in the provision of psychological services for children accompanying a parent of the child to him.</li> </ol>	<p>Student notes</p>
	<p><b>Structure of the integumentary system module.</b></p> <ol style="list-style-type: none"> <li>1-Curiosity and self-directed learning.</li> <li>3 -seminar.</li> <li>4- Discussion of effective educational.</li> </ol>	
	<ol style="list-style-type: none"> <li>1 - Review the student to professional ethics and laws.</li> <li>2 - not to carry out scientific research harmful to humans.</li> <li>3 - not to exploit children in scientific experimentation.</li> <li>4 - Do not described the student and the recipe for the drug myself, without reference to the legal regulation of drug distribution in Saudi Arabia.</li> </ol>	
	<p><b>A library link to the educational material on internet can be found at:</b></p> <p><a href="http://www.emro.who.int/ahsn/pdf/Islamic_EthicsCodeAr.pdf">http://www.emro.who.int/ahsn/pdf/Islamic_EthicsCodeAr.pdf</a>  <a href="http://www.wpanet.org/uploads/Latest_News/WPA.../Sartorius-ARAB.doc">www.wpanet.org/uploads/Latest_News/WPA.../Sartorius-ARAB.doc</a></p>	
	<p><b>Short Questions:</b></p> <p>What are the dimensions of the moral and Legal worker mental medical professions?</p>	