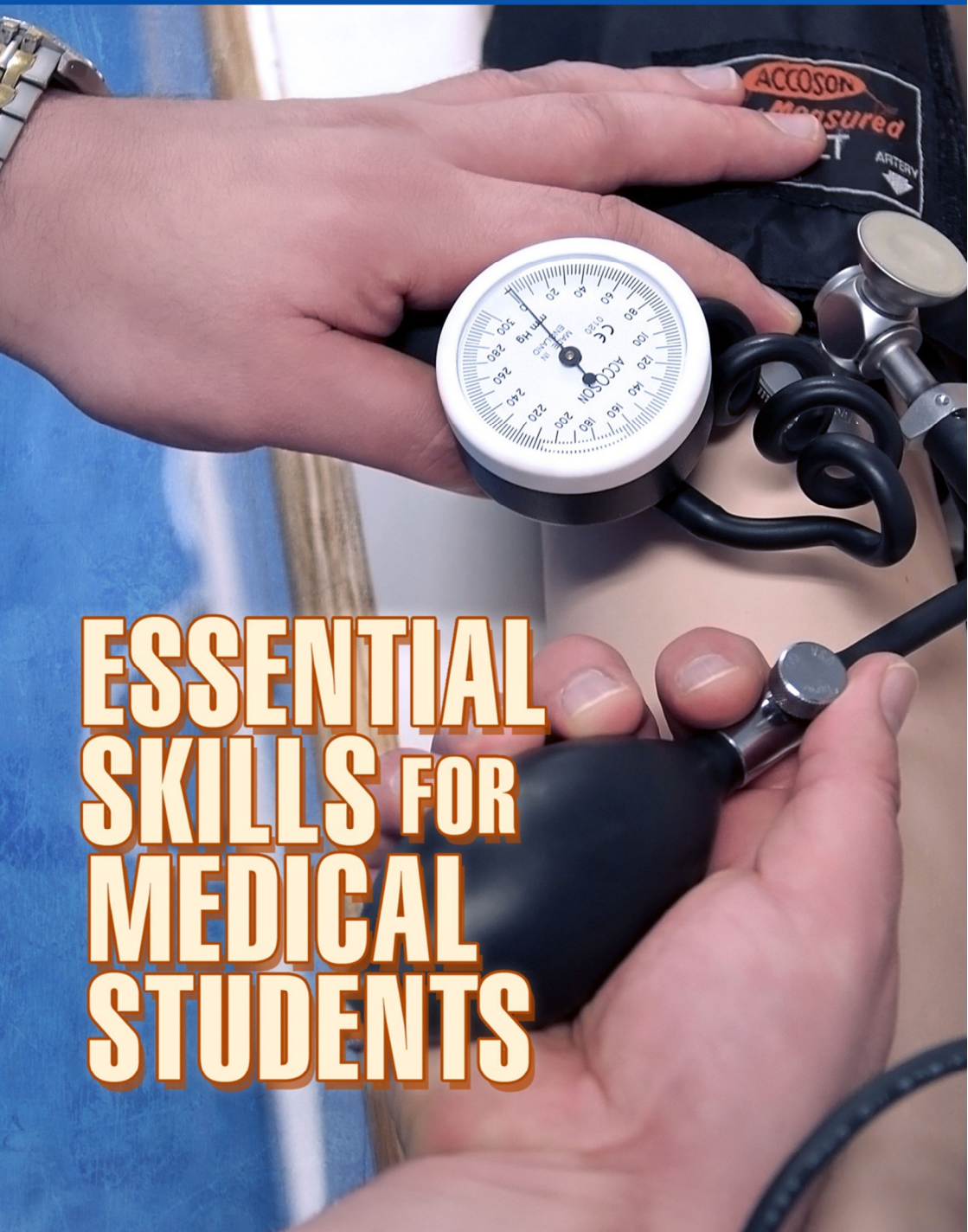




Sultan Qaboos University
College of Medicine and Health Sciences



**ESSENTIAL
SKILLS FOR
MEDICAL
STUDENTS**



Sultan Qaboos University

College of Medicine and Health Sciences

ESSENTIAL SKILLS FOR MEDICAL STUDENTS

Dean's Message

University education is the dream of many secondary school students aspiring to further their studies in various fields of knowledge. The study of Medicine, in particular, is chosen by many students because of its noble cause and contribution to humanity.

However, learning in a university environment and, in particular, Medicine is vastly different from Secondary School education. Higher degree education requires adapting to the University learning environment where there is more emphasis on guided and facilitated continuous self-learning and development that will shape future professionals. This obviously puts a great pressure on secondary school students joining the new environment of university life.

To bridge this gap, this book and the accompanying lecture series are offered to first-year students joining the College of Medicine & Health Sciences, Sultan Qaboos University. Various sections included in this book will help prepare students further for university learning environment.

Finally, I would like to thank all those who contributed to this important effort, and in particular, Mrs. Zulfa Al-Busaidi who conceived the original idea.

Dr. Mansour Saif Al-Moundhri

Dean, College of Medicine & Health Sciences

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Chapter 1

Introduction

Dr. Omar Habbal (Asst. Dean, Pre-Clinical Affairs)

College work requires a lot of independent learning. As a college student, you will need to schedule time to go to the library, write up lab reports, meet with professors, and take care of other academic business. Compared to high school, you will be spending few hours in class. However, you will be expected to spend twice that much time preparing for each class. For example, if you are taking 12 credit hours, you should plan to spend 24 hours a week on homework. Twelve hours of class time, plus 24 hours of homework time equals 38 hours devoted to school each week. This is the equivalent of a full-time job!

In college, completing assigned homework is just the start and is often not enough to ensure success. Professors expect you to do whatever is necessary to master the course material. This means going above and beyond what's assigned. Use your weekly study time wisely: make class notes, highlight important topics and create sample test questions. Getting involved in a study group is also a good way to make friends and test your knowledge. Have regular meetings with your academic advisor and professors to keep track of your progress. By investing time each week, you can keep grades up and reduce stress at exam time. So, while you are planning time for eating, sleeping, and having fun, do make sure to schedule enough time to prepare for class. That's the key to success!

Developing effective study skills, improving reading comprehension, discovering your own personal study style, learning to manage your time more efficiently and learning the best way to prepare for exams are

just a few of the topics covered in "The Study Skills Guide for Students". Get the study skills e-book. We're confident that if you take the time to learn and apply the concepts and principles taught in this booklet. You will not only improve your performance, but you'll also increase your ability to learn. Whether you're a junior or a senior student in college, be it medical or other, you'll find this study skills guide invaluable.

One final word. The study of Medicine is demanding and can be stressful. You must look after yourself in all aspects. With time, you will grasp the skills of time management, learning techniques, and interaction with staff and colleagues. All of us may need help at some point, and that should be asked for at the right time. Your professors want the best for you, but can only help you when and if you ask. You should take the initiative. Failure is a downward spiral of your own making.

Chapter 2

Professionalism

Dr. Amna Al Fathaisi (Senior Consultant, Pediatric Neurology)

A guide to professional behavior of medical students at College of Medicine and Health Sciences, Sultan Qaboos University

Introduction

The medical profession requires students to master a large amount of knowledge and to attain sound clinical skills. In addition they are required to display high standards of behavior and appropriate attitudes. Furthermore, fulfilling all the academic requirements is not sufficient for the student to graduate, from medical school and practice the profession of medicine. In order to graduate, students should possess appropriate attitudes, personal attributes, and behaviors consistent with universally accepted standards of behavior and attitudes for the profession.

At Sultan Qaboos University, College of Medicine, we look beyond teaching the “science” of medicine. We strive to foster ideal professional values, attitudes, and behaviors in our students. This professional formation involves a number of processes, beginning with the first day of medical school and ending—at least formally—at the completion of medical student training. Indeed, professional growth and development does not end with formal medical training, rather, it continues as the physician practices medicine throughout his or her professional life.

The professional attributes expected of College of Medicine's medical students include the following:

1. **Professional Responsibility:** The foremost responsibility of students and physicians is to possess sound medical knowledge and to deliver good medical care to their patients. They should give precedence to the concerns of patients above their own. He or she should always make the effort to create a positive learning environment for themselves and their peers. It is essential they are punctual, committed to any expected professional task, and should be reliable in completing tasks related to health care.
2. **Competence and Self-Improvement:** Our students are expected to self-reflect on their encounters with patients and on their learning experience. They should know the limits of their abilities and make constant efforts for self-improvement. They can achieve this goal by enhancing and mastering medical knowledge, skills, and attitudes through continuous professional development. Displaying high standards of knowledge will further boost their confidence in providing optimal care for patients.
3. **Respect for Others and Professional Relationships:** Medical students should always provide appropriate level of respect to their patients and consider their vulnerability during illness. They should always be respectful to fellow human beings. Student-patient interactions are guided by respect and they should give the utmost consideration to the patient's dignity, privacy, cultural values and confidentiality. Students should demonstrate sensitivity, respect, compassion, emotional support and empathy at all times—to patients, their families, other health care team members, and their peers.
4. **Social Responsibility:** Societies empower physicians with positions of authority and control over the patients' lives and

their families' well-being. Medical students must always behave in a manner worthy of that trust. They should exhibit concern and respond to social issues which affect from the medical, cultural, spiritual and emotional health of patients. Students, and doctors in general, should give consideration to social justice and equal distribution of resources to all patients.

5. **Honesty:** Medical students should promote and adhere to honesty at all times, including in their interactions with patients, their families, other professional colleagues, and peers. This commitment extends from the classroom or laboratory in the pre-clinical curriculum to the ward, clinics, and operating theatre in their future career. Absolute honesty should be transparently visible in patients' record entries as well as in oral presentation of findings. At all times, they have to be able to prove that their medical statements are true, complete and verifiable.
6. **Health:** Students have a responsibility to assess the impact of their own physical and mental health on their fitness to work. They should seek medical consultation for their own health problems, if any, from a qualified physician. They must reveal to the appropriate academic advisor a condition or illness that might put at risk colleagues or patients and modify their practice accordingly. Students are responsible for protecting patients' health by assessing their own health needs. They should take all the mandatory and appropriate vaccinations for their institution.
7. **Function under stress:** Student should be able to handle all stressful situations. They should maintain their professional composure and demonstrate appropriate personal and clinical judgment in stressful situations.

8. **Appearance:** Students seeking to enter the medical profession should make sure that they are appropriately groomed and they should always look professional. Students must comply with the University dress code
9. **Tolerance:** The student is expected to demonstrate ability to accept people and situations. A medical student must acknowledge his/her biases and should make sure such biases does not affect patient care or lead to threatening/harassing interactions with others.
10. **Dependability:** Students must complete tasks promptly and properly. They should arrive on time and actively participate in clinical and didactic activities.

Deficiency in professional behavior

A student may fail to progress in a course or rotation despite adequate demonstration of knowledge and clinical skills due to a failure in the domain of professionalism. Any student registered in the MD program is expected to adhere to the professional standards of College of Medicine and demonstrate professional behavior within coursework and clerkship, as well as outside of the classroom and clinical setting when the student is clearly identifiable as a medical student. Any unprofessional behavior in an official setting or in an official communication will be brought to the attention of the Assistant Deans of the College of Medicine, and may lead to remediation and/or academic sanction according to the University bylaws.

Chapter 3

Study Habits of Successful Students

Dr. Zahra Al Rawahi (Chairperson, Medical Informatics Group)

Successful students must develop good study habits. These study habits will assist you in mastering the content that you have to learn.

To be successful, try to follow these tips:

1. Don't burden yourself with trying to learn too much at one time. If you take on too much, you will not be able to concentrate properly, and that will lead to problems rather than benefits. Prioritize your work and take short breaks to enhance your mental energy.
2. Schedule specific times throughout the week for different activities, for example, completing assignments, reading, doing term papers, projects, and studying for upcoming tests.
3. Fix the same study time each day. This will help to establish a routine which becomes a regular feature of your life. When a scheduled study time comes up during the day, you will then start studying.
4. Set precise study times. Your objective is to have certain goals during your study times. This will help you to comprehend,

focus, concentrate, and monitor your progress. Studying without having a goal is of little use. You must be very clear about what you would like to accomplish during your studies.

5. Plan study time according to the task. You may delay starting your studying because you don't like an assignment or think it is too hard. If you put off study for any reason, you will find it difficult to get everything done on time. If you hurry to make up for the lost time, your hasty work will result in errors.
6. Prioritize your assignments. Start on the most difficult assignments first while you have the most mental energy. Difficult assignments do require more effort.
7. Allocate time to review your notes before beginning an assignment. Reviewing your notes can avoid errors and mistakes. Furthermore, your notes may include important information that will help you to accomplish an assignment.
8. Study in quiet atmosphere away from distractions. Avoid chatting to your friends on your cell phone as this will interrupt your studies and waste time. It is highly recommended to switch-off your cell phone during study times.

Motivating yourself to study

Motivation is important for good studying. When you are motivated, you will find it easier to stay focused over a period of time. When you are not motivated, you will not only find it difficult to stay focused, but you will also find it difficult to commence studies.

Here are some points would help you to enhance your motivation to study.

1. A successful study session must be rewarded. For example, treat yourself by watching T.V.
2. Study in a group. Some people find it useful to study in a group, allowing them to ask and answer questions, and even teach other students. (Not everybody likes this approach, and it might not suit you, but you should try it)
3. It is essential to devise long term plans and goals to achieve success. Remind yourself of your goals. Educational success can be achieved only through perseverance
4. Develop an interest in your studies. This will make your study more enjoyable.
5. Take breaks. Whenever you need a break, try to stop at a logical point. This will make it easier for you to resume studying after your break.
6. Establish reasonable goals for a study session. You probably won't get very far if you look at your study session as "mission impossible."
7. Use a motivational poster. Place the poster where you can see it as you study. The poster should include positive words and a picture depicting success.
8. Encourage yourself to start work. Once you do, you will feel far better, than you don't have to worry about completing it.
9. Think about this analogy. You have a car with a full tank of fuel, a well-tuned engine, good set of tires, and a shiny, elegant exterior. There it sits. This car has incredible potential. (Have you heard that before?) However, until a driver sits

behind the wheel, puts the key in the ignition, and starts it up, the car doesn't function. You guessed it!

The KEY is MOTIVATION!

Reading strategy (SQRW)

"SQRW is a four-step strategy for reading and taking notes from chapters in a textbook. Each letter stands for one step in the strategy. Using SQRW will help you to understand what you read and to prepare a written record of what you learned. The written record will be valuable when you have to participate in a class discussion and again when you study for a test. Read to learn what to do for each step in SQRW".

1. **Survey:** You will come across some topics and chapters you are quite familiar with, which will help prepare to comprehend more. To get more familiar with the chapter, it is very important to survey the work. Read the title, abstract, introduction, headings, and the summary or conclusion. Check all visuals such as pictures, printing matters, tables, maps, and/or graphs and read the caption that goes with each other. By surveying a chapter first, you will more easily understand the material in the chapter.
2. **Question:** define headings as questions using what, who, when, where, how, and why. If the heading contains more than one idea, form a question for each idea. This will give you a purpose to read and help you to comprehend accordingly. Avoid forming questions for the Introduction, Summary, and Conclusion.
3. **Read:** Read the information that follows each heading to find the answer to each question that you formed. As you do this, you may decide that you need to change a question or turn it

into several questions to get the answer. Keep focused and flexible so you can gather more information as you need to answer each question.

4. **Write:** Note down each question and its answer in your notebook. Re-read each of your answers to ensure that each answer contains all the important information required.

HINT: Once the Survey is completed, go on to the Question, Read, and Write steps for the first heading. Continue in this way for the remaining headings in the chapter.

KWL chart

The KWL chart was designed as an instructional reading strategy. You can use KWL to help you learn about a topic.

Here is what a blank KWL chart looks like.

K	W	L

The **K** in KWL stands for what you already know about the topic. Complete the K column by thinking about and writing what you already know about the topic.

The **W** in KWL stands for what else you want to know about the topic. Complete the W column by writing the questions you want to answer about the topic.

The **L** in KWL stands for what you learned about the topic as you read your textbook and use reference sources. Complete the L column by writing the answers to the questions you wrote in the **W** column. Also,

write in the **L** column other information you learned as you answered the questions.

Using a KWL chart can help you bring together information about any topic.

Mind Maps – An effective method of note taking

Mind Mapping is a useful technique that improves the way you take notes, and supports and enhances your creative problem solving. Mind Maps show not only facts, but also the overall structure of a subject and the relative importance of individual parts of it. They help you to associate ideas and make connections that you might not otherwise make.

By using Mind Maps, you can quickly identify and understand the structure of a subject, and the way that pieces of information fit together. Mind Maps hold information in a format that your mind finds easy to remember and quick to review. In addition, Mind Maps encourage creative problem solving.

Mind Maps discard the list format of conventional note taking. They do this in favor of a two-dimensional structure. A good Mind Map shows the 'shape' of the subject, the relative importance of individual points, and the way in which facts relate to one another.

Mind Maps are more compact than conventional notes, often taking up one side of paper. This helps you to make associations easily. And if you find out more information after you have drawn the main Mind Map, then you can easily add it in.

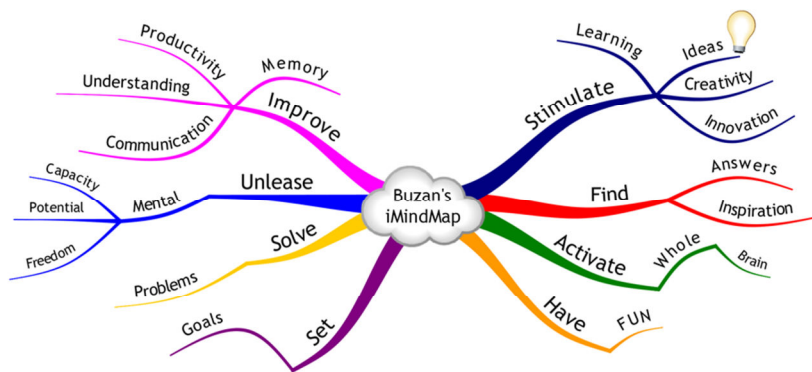
Mind Maps are also useful for:

- Summarizing lecture notes and reading materials.
- Associating information from different sources.
- Presenting information in a layout that shows the overall organization of a subject.

Moreover, they are very quick to review as you can often refresh information in your mind just by glancing at one. In the same way, they work as an effective tool for remembering information by remembering the shape and structure of a Mind Map can give you the clues that you need to remember the information within it. Mind Maps engage your brain in the process of assimilating and connecting facts.

Drawing simple Mind-Maps

An Example Mind Map (Buzan's iMindMap):



To make notes on a subject using a Mind Map, draw it in the following way:

1. Write the title of the subject you're exploring in the center of the page, and draw a circle around it.

2. As you come across major subdivisions or subheadings of the topic (or important facts that relate to the subject) draw lines out from this circle. Label these lines with these subdivisions or subheadings.
3. As you go still deeper into the subject and uncover another level of information (further subheadings, or individual facts) belonging to the subheadings above, draw these as lines linked to the subheading lines.
4. Finally, for individual facts or ideas, draw lines out from the appropriate heading line and label them.
5. As you come across new information, link it in to the Mind Map appropriately.
6. Always remember to draw an image or a picture representing the information on each link.

Key points

Once you understand how to make notes in the Mind Map format, you can develop your own conventions to take them further. The following suggestions may help to increase their effectiveness:

- Use single words or simple phrases for information.
- Use color to separate different ideas. Color makes your Mind Map easier to remember. It also helps to show the organization of the subject.
- Use symbols and images. Pictures can help you to remember information more effectively than words.
- Using cross-linkages: Information in one part of the Mind Map may relate to another part. Here you can draw in lines to show the cross-linkages. This helps you to see how one part of the subject connects with another.

Improving concentration

(This section repeats information from previous sections)

Many students have difficulty concentrating while studying. Being able to concentrate while you are studying is essential for performing well in class and in tests.

Here are some further suggestions for improving your study concentration:

1. Try to study at the time of day you work best. Some people work well early in the morning, others late at night. You know what works best for you.
2. Ensure that you are not tired and/or hungry when you study. Otherwise, you won't have the energy you need to concentrate.
3. Relaxation. It's difficult to concentrate when you're tense. It's important to relax when working on a task that requires concentration.
4. Keep your mind off worries and thoughts. Being mentally alert is extremely important for concentration. You can get distracted easily by your own thoughts. Monitor your thoughts and prevent yourself from following any track that takes you off. Do not daydream.
5. Develop interest in what you are studying. Try to relate what you are studying to your own life to make it as meaningful as possible. This will further motivate you to concentrate.

Chapter 4

Report Writing

Mr. Andrew Daniel (Program Coordinator, English for Medicine)

& Ms. Zulfah Al Busaidi (Student Affairs Officer)

In the modern times report writing has become very vital in universities around the world. There are various types of reports: scientific reports, business reports, systems analysis reports, management case study reports, client case work reports, labs reports, and feasibility studies reports. These reports have their own formats and principles based on its field.

Usually research papers are lengthy compared to report writing. However, writing a research paper involves all of the steps for writing an essay with some additional steps.

Good writing consists of careful selection of words, which constitute full sentences, paragraphs that consist of interrelated ideas and following paragraphs which develop ideas and logical arguments from the introduction to the conclusion.

Students need to understand the given question, identify the relevant information and ideas, highlight the key points, draw up outline for the paper and develop a structure for the report.

In writing a report paper, students should initially do some research. They should select a topic by reading from a variety of sources such as: books, magazines, newspapers including the Internet. Students can also interview and collect information in the form of survey, which can

be a source for writing their report. The information one gathers from these sources is then utilized to support the points writing in the paper.

Students are frequently asked to write reports during their studies. Before the student begins writing, he/she should consider the following aspects.

Report writing has four key aspects: structure, readability, style, and grammar. Each aspect is like a solid pillar which fortifies your knowledge.

To facilitate the process of writing the report, consider the following steps:

Part 1 (Pre-Write)	Part 2 (Draft)
Brain Storming	Draw an outline for directing your writing
Note down your ideas	Get your ideas down in a coherent (understandable) form
Gather information and develop details plan	Pay attention particularly on the main idea
Report should be organized around the main idea.	Don't worry too much about spelling or other mistakes at this stage
Outline main ideas and details	

Part 3 (Revise) Concentrate on the main idea and organization Revise the first draft searching for traits of good writing Carefully analyze how your writing sounds Alter the wording to improve your writing and grammatical mistakes	Part 4 (Proof reading) Ensure spelling, punctuation, grammar, and forms are correct. Review mechanical errors Indent each new paragraph Start all sentences and proper nouns with capitals Completes all sentences (no fragments) and avoid run-on sentences (sentences joined only with a comma)
Part 5 (Presentation) Type your report as a final draft Adhere to neatness and overall appearance Cite and reference using Vancouver or APA style (or the style adopted by the institution/ publisher)	

Define the reader

As a writer, you must decide who your reader is, what is the reader's approach, what does the reader already know and what does he/she wants or needs to know. To save a great deal of time and trouble, the reader is first told what the writing is about, and then given the supporting facts or details. This way, the reader is not left guessing at the writer's main idea.

Define the purpose

As a writer, you must know why you are writing report as this will determine what type of report to write.

Title page

This page usually is the first page of the report and should enable the reader to furnish with some basic information regarding the report. This page should display the title, date, authors /student's name, student ID and cohort. There may also be some classification of the document, such as Confidential, Extremely urgent, etc. Simple layout is always the best.

Hint:

- A Report on...
- An Investigation into...
- An Analysis of...
- Student Name:
- Submitted in partial fulfillment of the requirement of thecourse.
- Student number:
- Date of submission:

Acknowledgments

In a few words, express thanks to the people who assisted you in compiling and writing up the report

Hint:

"I would like to thank my tutor, Dr. _____, for the valuable suggestion and support she/he has given me in writing this report. I would also like to thank my colleagues, Mr. _____ and Mrs. _____ for their support and guidance. Thanks also to my supervisor Dr. _____, for the suggested revisions and for his support. "

Abstract/executive Summary

Abstract must be clear and precise by its title. It is a summary of what the report consists of. A short report abstract can be written in five lines or a short paragraph. For longer reports, abstracts are usually 200 words or more.

This helps the reader to get the essence of the report without having to read all of it. If the abstract is well written, it may stimulate the reader to read the whole report.

Hint:

- This aim of this study was to....
- The purpose of this paper is....
- It was requested....
- This investigation was done by....
- The main findings of this study were that....

Table of contents

Table of contents displays the page numbers starting with each section of the report which enable easy access to sections directly. It identifies the sections of the report as they occur in the report. The sub-sections or sub-headings must be in unified style. Font and font-size should be uniform as this will help the reader to quickly navigate through the pages.

Hint:

No.	Description	Page
1	Cover page	1
2	Index	2
3	Abstract	3
4	Introduction <ul style="list-style-type: none">• Personal Background• Educational Background• Professional Background	4 4-8 9-11 11-14
5	Conclusion	14-15
6	References	16-17
7	Appendix	18

Introduction

The introduction of a report consists of three parts: subject, background and objective/aim of the study. It should answer the following questions: what the topic is about; why is it important; and what the specific purpose of this study is; and (perhaps) what the methodology of this study is.

Hint:

- The report has been written because...
- The report is going to introduce ...

Background

The introduction usually starts by giving some **background** information, necessary before we can understand the need for the study or research. This may include a brief definition of the medical issue to be investigated, and some indication of the magnitude or importance of this problem. Previous research on the topic may be reviewed briefly to show what has been investigated by others in the field, and what is already known - or not yet known.

Hint:

- It was requested on (date).
- It is known that...
- Previous studies have shown...
- Recent research has shown....
- ...has not yet been established / fully investigated

Objective/Aim

This part of a report introduces the problem to be investigated, and states the aim or objective of their study. The aim is usually stated towards the end of the Introduction section.

Hint:

- This report investigates...
- The aim of this report is to establish... / assess... / evaluate... / describe...
- The report examines... / describes... / considers...
- The objective of this report is

Scope

This part of the report clearly states what issues are encompassed by the report and what areas are excluded from the report. Outlining the parameters is known as determining the scope of the report.

Hint:

- This report will look at...
- This report will investigate ...
- This report will not include details about...

Methodology

This section should explain clearly the methodology of the study, for example:

- What kind of study is it? (Retrospective / prospective? A case – control study? Clinical trial? Double-blind study? Cohort study?)
- When was it conducted? What year? How long did it run for?
- Where was the study conducted? (Which country? In a hospital / in the community?)
- How was the data gathered? (Questionnaire? Clinical examination? Lab tests?)
- How were the data analyzed? (statistical methodology etc)
- Who was studied? (sex, age-group, etc). And how many subjects?
- What data were recorded for each patient?

The system of collecting data for research projects is known as research methodology.

Hint:

- The methodology was selected via method of ____ were surveyed for three months. For this study were requested to interview three female patients for period of one months starting (____) ends (____).
- The figures were evaluated using a _____ high tech equipment
- The consequence of the outcome was _____

Conclusions

Finally, the most significant new findings of the study (relevant to the aim) are highlighted and discussed. These may be compared and contrasted with the findings of studies conducted previously or in other places. Sometimes it is necessary to mention the limitations (problems) of the study, and to suggest further research that may be needed. The authors will indicate whether or not their study has been successful, in terms of their original aim. The medical implications of the results are discussed, and the article will usually conclude with suggestions and recommendations. Remember that the purpose of the conclusion is not to summarize what has been said before: it generally looks forward into the future.

Hint:

- The main conclusion that can be drawn is:
- In the light of this, it is recommended that:
- These results suggest... / indicate.../ demonstrate...

Recommendations

The report will usually conclude with suggestions and recommendations. Remember that the purpose of the conclusion is not

to summarize what has been said before: it generally looks forward into the future.

Hint:

- In conclusions and based on student survey, I recommend that ,this workshop should take place once a year for one day (Thursday) from 9:00am to 5:00 p.m. This will give students enough room for discussion and interaction.

Citation and referencing

Writing a report paper also involves documenting your sources of information in a reference page. This enables the reader to know where you got your information and can judge whether it is authenticated. Proper citation is necessary throughout the report.

When to cite...

Remember that your first aim is to avoid **plagiarism**. You need to be aware of occasions when you are using other people' information: this is usually obvious to you, and to your audience. Therefore, a useful rule is *when in doubt, cite*; in this way plagiarism will be avoided. Basically, there are a number of occasions when citation is essential.

- Clearly, when you refer directly by name to any author, researcher or their publication or website, these must be referenced in full.
- If you wish to use somebody's exact words without changing them, these are quotations and must be cited appropriately.
- More often, in scientific discourse, you will find yourself paraphrasing the information supplied by another writer. The citation is essential, regardless of how completely you change the original wording.

- Citation is required when you include statistical data in your work since such data will almost always have been taken from a source. Moreover, statistics are of little value unless we can check their date and origin.
- When you have received help and information directly from experts and professionals – for example doctors at the hospital, you need to give a written acknowledgement of their contribution, as part of your list of references. This avoids the risk of plagiarism, and is a way to recognize and thank them for their help. Your acknowledgement must include the person's full name, job designation and workplace, as well as the date.

... and when *not* to cite:

When you read journal articles you will find that the authors make careful use of citation; however, not every sentence is followed by a citation number. In research articles such as the ones included in this course, where much of the content is original, information taken from other writers is used primarily as support for the author's own research.

Since you are a student, your work in this course will rely more heavily on the thinking and research of other writers. This does not necessarily mean, however, that you must cite every idea and statement in your presentation. There are, in fact, several occasions when you need not document.

- Obviously, you do not cite your own ideas and observations, or those of your student partners. By brainstorming on your topic you may surprise yourself with the depth of your own knowledge in the field; such information has become your own and need not be cited.
- Another occasion when citation is not required is when your report discusses common knowledge. This includes facts and information that one would expect an average, educated person to know of. For instance, it is not necessary to give a

source for the fact influenza is an infectious disease or that water boils at 100°C.

Note that the citations are numbered in the order in which they appear in the text and your list of references will therefore follow the same order in which you have cited your sources. This means citation #1 should refer to #1 in your list of references.

Bibliography

In the College of Medicine at SQU, Vancouver style is generally favored for citation and bibliography.

(a) Internet sites and Web pages

Because the Internet is a relatively new phenomenon, there is still some variation in the format for Vancouver Style citation of online sources. However, it is essential to remember the main aim of your citation and to provide the reader with:

- author, if applicable
- title of web page
- date of publication, if known
- date accessed
- full URL

Swarns R. <i>Free AIDS care brings hope to Botswana</i> . Online.

<http://nytimes.com> (accessed 8 May 2001).

Men are twice as likely to develop Parkinson's disease. Online.

<http://www.eurekalert.org>. (accessed 23 April 2001).

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www.defra.gov.uk/animalh/diseases/notifiable/ai/index.htm

(accessed 9 Oct 2006).

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www.dh.gov.uk/PolicyAndGuidance/fs/en (accessed 2 May 2006).

(b) Books

In the examples below, which are citations for books, notice the items of information included, the order in which they occur, the instances where capital letters are required, and the punctuation used.

Anthony C, Thibodeau GA. The eye. New York : Mosby Co., 1980.

Kennedy I, Grubb A. Medical law. London: Butterworths, 2000.

Krentz AJ, Bailey CJ. Type 2 diabetes in practice. London: Royal Society of Medicine, 2001.

(c) Dictionary or encyclopedia

When citing an encyclopedia or dictionary, it is not usually necessary to give the name of the author or editor. Begin with the **headword of the entry** being cited, then the title of the encyclopedia or dictionary, and the edition. Here are some examples:

Malaria. Encyclopaedia Britannica. 15th ed. Chicago : University of Chicago Press,

1986 : Vol 7 : 725.

Malaria. Taber's cyclopedic medical dictionary. 20th ed. Philadelphia : F.A. Davis Co., 2005 : 1294.

(Below is an example from a single-volume encyclopaedia where the authors' names appear on the cover - so these should be given first.)

Wingate P, Wingate R. Malaria. The Penguin medical encyclopaedia. 3rd ed. London : Penguin Books, 1988 : 304.

(d) Articles from journals, magazines and newspapers

Here are some examples of citations of journal articles:

Al-Harthy AS, Al-Harbi M. Accidental injuries during Muslim pilgrimage. Saudi Medical Journal 2001; 22 : 523-525.

Day M. AIDS experts doubt vaccine will be found in near future. British Medical Journal 2007; 334 : 1133.

King H, Rewers M. Global estimates of diabetes mellitus and impaired glucose tolerance in adults. Diabetes Care 1993;16:157-177.

In the case of newspaper articles, it is not strictly necessary to mention the page number (if there is no record of this). However, pay attention to the date format:

McNeil DG. In the world of life-saving drugs, a growing epidemic of deadly fakes.

New York Times 2007 February 20.

Ahmed A. Smoking could shorten one's life by 25 years. Gulf News 2002 November 1.

Schwartz J. New tobacco hazard for babies. Guardian Weekly 1998 August 30.

If the author's name is not given, the headline of the newspaper article must appear first:

Diabetics warned against sweets during Ramadan. Times of Oman 1997 November 5.

UAE to be named malaria-free today. Gulf News 2007 October 20.

Style

A report is usually expected to be **formal** in style. This means that you remove reference to yourself as the author as much as possible by using the **passive voice**. The readership is never addressed directly (e.g. do not use 'you' and 'your' in a report but rather the impersonal 'one' and 'one's'. Correct medical and scientific terminology must be used. Do not use contractions (e.g. *it's*, *can't*) but rather the full forms.

Report checklist

- Define what the purpose of the report.
- Define your reader.
- Have you comprehended the question?
- Have you verified the structure, grammar, heading, style, font, etc?
- Is the title page complete?

- Have you ensured that the page numbers have been inserted into your report?
- Have you included a table of contents?
- Will you meet the deadline?
- Have you kept a copy for your future references?

Chapter 5

Goal Setting

Dr. Muna Sadoon (Asst. Dean, Clinical Affairs)

Students must know how to set goals. Goal Setting is rather like GPS equipment which guides and helps you to get where you want to go. It is a roadmap which helps in achieving your full potential as well as in reaching your final destination.

Benefits of goal setting

- Higher levels of : Achievement, Self-confidence, Performance, Personal motivation, Personal satisfaction, Happiness throughout life
- Motivates a person to produce an "I can do attitude"
- Increased satisfaction with life

Five principles of goal setting

1. **Clear** (Measurable, Unambiguous, Behavioral)
2. **Challenging** (Motivation to achieve, Increasing rewards)
3. **Commitment** (Loyal, Promise, Faithful, Reliable)
4. **Feedback** (Clarify expectations, Adjust goal difficulty, Intermediate milestones)
5. **Task complexity** (Provide enough time for practice, Sufficient time to meet the goal, Make sure conditions don't inhibit)

Setting Goals Effectively

The following broad guidelines help to set effective goals:

- You should consider each goal as a positive achievement: 'Execute this technique well' , better goal than 'don't make this stupid mistake'
- Define important tasks precisely: dates, times, amounts (to measure achievement)
- Prioritize your daily activities: This will help you to avoid becoming overwhelmed
- Note down your goals: this crystallizes them and gives them more force
- Keep operational goals small: larger goals can seem to be more difficult to achieve as the progress towards achieving them is usually slow. This can be solved by keeping goals small and incremental which gives you more opportunities for rewarding yourself after achieving them (Derive today's goals from larger ones) "Keep goals small and achievable".

Set performance, not outcome goals

- Set goals over which you have as much control as possible
- Failing to achieve a goal is very dispiriting as it can be for reasons outside your control.
- Goals based on outcomes are vulnerable to failure because of things beyond your control
- Base your goals on personal performance, skills, and knowledge to be acquired (keep control over the achievement)

Support/Rewards

Discuss your goals with others and be surrounded by positive emotional support (friends, family). This increases your support and can keep you on your path. **Rewards** are powerful motivators, celebrate your successes! Positive self-treatment will encourage you to keep going forwards.

Intrinsic and extrinsic theory of motivation

Intrinsic motivation: people are motivated for personal, internal reasons. i.e.: I would feel good about my level of English if I passed IELTS Level 6. **Extrinsic motivation:** people are motivated by external factors. i.e. I want to get high GPA in the college, so I must pass IELTS Level 6

How to strengthen your motivation

Intrinsic Motivation

- Look for meaningful quotes and place them where you will read them: www.motivatingquotes.com
- Think of the big picture, believe in yourself, and develop a deep interest in your goals.
- Remind yourself why you joined the college and what you plan to do after
- Be curious! Do research, make lists, develop your plans (practice what you learn)

Extrinsic Motivation

- Choose a **specific goal with a deadline**. Center your goal on something measurable: a test, a number (GPA of 3.00), or an accomplishment (certificate, acceptance, etc.)

- Seek support from
- Note down the practical benefits
- Delegate a portion of your free time to achieving your dreams

The goal setting blueprint

- **STEP 1:**
Develop **DESIRE** to achieve the goal. Desire must be intense
- **STEP 2:**
WRITE your goal down
- **STEP 3:**
IDENTIFY 1) the obstacles you will need to overcome, 2) the help you will need to acquire (knowledge, people, organizations). In each case write them out in a clear list and analyze them.
- **STEP 4:**
DEADLINE your goal. Analyze where you are now in relation to the goal and then measure how long you will reasonably need to complete the goal
- **STEP 5:**
Take all the details of steps 3 and 4 and make a **PLAN**. List all the activities and prioritize them
- **STEP 6:**
Get a clear **MENTAL PICTURE** of the goal already accomplished.
- **STEP 7:**
Back your plan with **PERSISTENCE** and resolve. **Never, never, never give up . . .**

Achieving goals

- Enjoy the goal you achieved. If you achieved it too easily, make your next goals harder
- If the goal took a dispiriting length of time to achieve, make the next goals a little easier
- If you learned something that would lead you to change other goals, do so
- If while achieving the goal you noticed a deficit in your skills, decide to set goals to fix this

Chapter 6

Time Management

Dr. Muna Sadoon (Asst. Dean, Clinical Affairs)

Definitions

Managing your time is one of the most important aspects of daily life. Being a student makes time management even more crucial. Time is precious and has to be utilized carefully. All activities (academic and extracurricular) have to be carried out within the time frame as the saying goes: "a stitch in time saves nine". There is also a famous Arabic proverb: "The time is like a sword if you won't cut it...it will cut you". Time management is defined as "all practices that individuals follow to make better use of their time". Furthermore, it is "a mislabeled problem", which has little chance of producing an effective approach. What you really manage is your activity during time, and defining outcomes and physical actions required is the core process required to manage what you do".

Advantages of time management

- Gain time
- Eliminate escaping
- Immediate Review
- Avoid Cramming
- Decrease Anxiety

Five steps to successful time management

1. Maintain a specific academic achievement and private goal.
2. Generate a schedule; write down the most important events.
3. Produce a weekly plan of your classes, labs, tutorials, seminars, etc.
4. Allocate sufficient time for each subject.
5. Make a measurable agenda every night before you go to bed.

How to do that

1. Maintain a record of all academic activities such as class & lab times, seminars, tutorials, as well as daily personal activities such as meetings, prayers, and student activities.
2. Allocate (5-30 minutes) as a preview time immediately before the beginning of each class whenever possible to review all/some of the notes in preparation for upcoming class.
3. Allocate (5-30 minutes) review time immediately after your classes, whenever possible. This will give you enough time to edit, summarize notes, look over any assignments given and begin to plan for accomplishment.
4. Schedule intensive study/review time for each class and schedule study time each day for each class.
5. Arrange a review time at the end of each week (Weekly Review). Utilize this time to review the previous week notes, complete reading assignments, and also plan the next week's activities including (reading requirements for tests, preparation for projects...etc.).

6. Maintain time on a daily basis for physical activity (regular exercise will enhance sense of well-being, reduce tension, reduce stress, and actively help accomplish classes...etc).
7. In your agenda, label some empty blocks of time as OPEN for academic activities or personal desires.
8. Allocate some quality time during weekends to relax and for fun (reward yourself for sticking to the schedule).

Important things

- Learning is more effectively & efficiently accomplished in short regular sessions rather than in long irregular sessions.
- Use most of the day (i.e. morning, afternoon) for studying effectively rather than evening.
- Always consider your time as blocks of activities to be accomplished within the available time, rather than hours to be spent.
- Start your study period with the courses you like the least or the courses you don't perform well. Try to study the same subjects at the same time each study day.

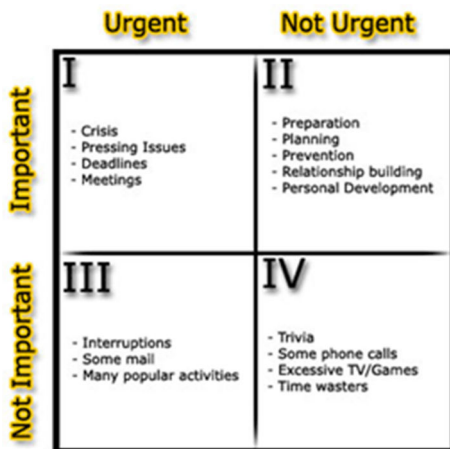
Top 9 time management tips

1. Reduce entertainment time such as watching TV, chatting, phone calls, BBM messengers, etc.
2. Know yourself. Start keeping track of how you are currently utilizing your time.
3. It is highly recommended to do the assignment right the first time. This will save you more time and eliminate mishap.

4. Make a realistic schedule and stick to it.
5. Get enough sleep.
6. Learn to say “NO” to people.
7. Develop a routine of doing the things that help further your goals.
8. Don’t overwhelm yourself.
9. Priorities your daily activities accordingly. Try to locate yourself in quite atmosphere avoid interruptions.

Manikavelu Velayutham diagram

Try to prioritize your activities using this diagram by Manikavelu Velayutham:



The above diagram shows you how to prioritize your activities based on the urgency and importance of that task. There are only four possibilities to decide which task to take first.

- Urgent and Important
- Not Urgent but Important
- Urgent but Not Important
- Not Urgent and Not Important

Chapter 7

Preparation for Examinations

Dr. Nadia Al Wardy (Head, Medical Education Unit)

During your studies in the College you will be assessed on your acquisition of skills and knowledge through formal examinations. This may seem daunting at first; however, if you take advantage of these tests, they can become a valuable learning tool.

The method of examination in this college consists of written examinations in several styles as well as examining the practical and clinical aspect of a course through Objective Structured Practical Examinations (OSPEs), Objective Structured Clinical Examinations (OSCEs), Short Cases and to a lesser extent, Long Cases. Your written exam questions will vary in style; they will include Multiple Choice Questions (MCQs), Extended Matching Items (EMIs) and Short Answer Questions. It is the duty of your teachers to provide you with examples of the style to expect in your examinations. The OSCEs will test your abilities to perform practical procedures as well as your history taking skills, which will incorporate your communications skills among many other skills which you will come across in your learning sessions. These stations will be approximately 5 minutes long. You can find examples of questions styles in the document on Assessment Policy, Regulations and Guidelines available at the College website. The details of the examinations will be provided to you by the course coordinators.

Since you will be assessed throughout the semester, it is vital that you receive feedback on your performance in midterms (in-course assessments) and other assessments before your finals. If feedback is not provided to you, you have a right to access your exam paper and discuss it with your tutor. Find out what your weak points and strong points are so that you can be best prepared for your final examination, which usually holds a greater percentage of your grade.

Here are some tips and advice to help you prepare for your examinations:

During the semester/year

- **Prepare:** Preparing for an exam starts at the beginning of the course. Take good notes in class and organize and review the notes before each class. Keep up with readings given to you by your instructor and try to schedule a longer period of time, at least once a week, to review course materials.
- **Plan your study time:** Plan on beginning to study for the test at least a week before it will be given. Try to estimate how much time you need, then set aside this time throughout the week before the exam to study. It may help to actually write down in an organizer or planner the time set aside so that other activities do not get planned during the blocks of study time.
- **Organize what you will study during your study time:** When the teacher explains what will be on the exam and the style of the exam (MCQ, EMI, etc) organize your notes and other materials according to what will be on the test. Decide which information you will study during the study sessions already blocked off throughout the week so that there is enough time to study all of the materials.

- **Begin by studying content that is the most difficult:** You will be the freshest, most alert, and less distracted at the beginning of a study session, so this is the best time to study difficult material. Make flash cards, study guides, potential questions, and even mock exams to test yourself on the material. And try to finish studying the night before the exam so that you are not overwhelmed the day of the test.
- **Anticipate what questions the instructor will ask:** Has the instructor given any handouts that outline the key concepts, readings, etc.? These will most likely appear in the exam. Questions asked on quizzes may appear again on the final exam. Pay attention to the questions the instructor asks in the class, to any terms or notes the instructor writes on the board, and to when the instructor reviews material already covered in class. These are clues that this information will appear on the exam.
- **Get feedback:** Review other tests you have taken in the course as they are indicators of your strong and weak points and will give you an idea on what to concentrate on. Since exam questions are not released, you can ask your instructor to go over your previous exam papers with you.
- **Familiarize yourself with the structure and guidelines of the test:** Ask your instructor for sample questions and exercises as they are indicators to the format the instructor may use. Get in as much practice as you can before taking the actual exam.

The day before the test

- **Consolidate your learning:** Revise the relevant material by practicing previous exams, sample questions or in a study group depending on your preferred learning style.

- **Focus on the big picture:** Try to ensure that you leave the day before an exam free from learning new material and instead use your summary notes to go over the major learning points from your lectures.
- **Leave the trivia behind:** Do not waste time memorizing details the night before an exam. Remember, the examiners are more likely to ask about what they have stressed in lectures, rather than a small fact hidden within the lecture notes.
- **Eat well:** Do not skip meals as it only makes it more difficult to concentrate. Have nuts and fruits in your reach in case you have an urge to snack while studying. Avoid sugary or caffeinated energy drinks later on in the day as you might find difficulty relaxing and falling asleep.
- **Rest well:** Do not stay up all night! There is a chance you may fall asleep during your exam. Avoid this risk by getting a good night's sleep. It is better to wake up and revise early in the morning rather than ending up asleep on your notes.
- **Be confident:** You have come this far to qualify for entrance into medical school. You already know what you are doing. Studying for university exams is not so different.

During the exam

- **Pace yourself:** Use the first few minutes of the exam to figure out how many minutes you can allocate to each question. Make sure you have a watch or you can see a clock from where you are sitting.

- **Focus on the question:** Underlining relevant points in the question will help you familiarize yourself with the problem and it may end up looking similar to one you have seen in a practice paper.
- **Answer the question first:** Avoid looking at the choices if you are taking an exam with multiple choice or EMIs. Cover the choices while reading the question, answer the question in your head before finding it in the choices.
- **Don't leave it blank:** If you don't find the answer, read the question one more time to make sure you have understood it. If you are still stuck, choose the answer that looks best, note down the question and come back to it later.
- **Make educated guesses:** If you find no straightforward answer, use your common sense and what you have learnt to eliminate choices. Narrowing it down to 3 or 2 answers gives you a better chance of choosing the correct one.
- **Use your spare time:** After going through the exam once, go back to the questions you were not sure about. Don't spend too long on them, if you really don't know the answer. Make an educated guess and move on.
- **Don't doubt yourself:** Try not to change your answers unless you have made an obvious mistake and you are sure of the answer while double-checking your paper.
- **DO NOT PANIC:** If you find that panic suddenly grips you and you can no longer focus on the exam, sit back, take a deep breath and recite something you know by heart. Collect your thoughts and try again.

Chapter 8

Stress Management

Prof. Sameer Al Adawi (Elective Officer, Behavioral Medicine)

Settings and faces...unfamiliar?
Independence...intimidating?
Learning methods...different?
So much to do, so little time?
Homesick?

In other words, suffering from
maladjustment?

Welcome to University!



It is no doubt going to be the most important milestone of your life...where you are prepared for employment and thereby can contribute to the nation building of Oman as a respectable member of society.

But don't be so worried! We are here to help you through your studies at the College of Medicine and Health Sciences!

Hopefully, this guide will highlight key factors to improve your wellbeing, which in turn, will help you get the most out of your time here at the College of Medicine and Health Sciences.

What on earth is MALADJUSTMENT?

Maladjustments are triggered by events that are perceived to strain or exceed one's ability to cope, resulting in **s.t.r.e.s.s.**

So what are these events that trigger maladjustment in University?

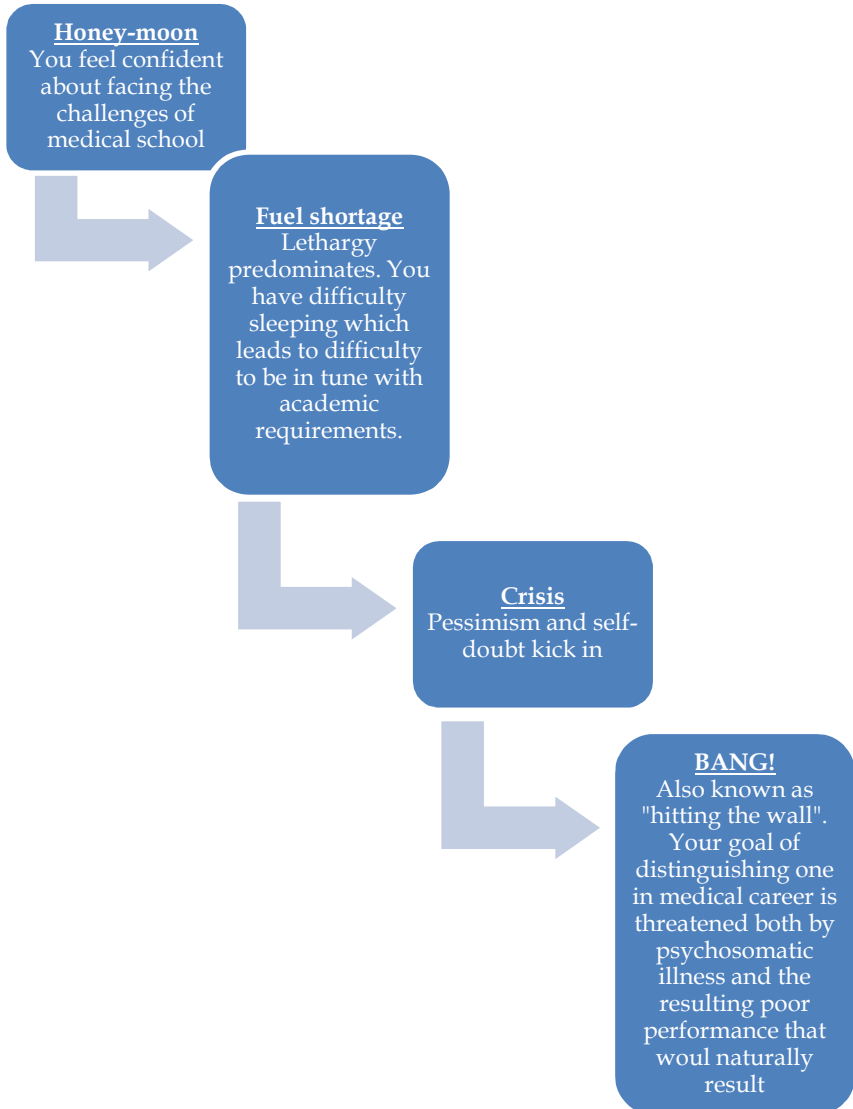
The biggest culprits are:

- **Unfamiliar faces in unfamiliar settings:** Here, people get feelings of alienation and the resultant "dysphoria". In normal English, that means we feel uncomfortable, lonely and/or sad. Some students then start having self-doubts and begin to lose their individualism and resort to a group mentality...typically taking up bad habits under peer pressure like smoking, drinking, misbehaving, etc. ... And then suddenly, they realize they're failing miserably academically! ... And possibly socially as well.
- **Independent work:** Some of you may be living away from your parents and their prying eyes. Now, suddenly you have to look after yourself, clean up your room, buy your own food, wash your clothes, finish your work on time...and the list goes on. It's common to feel useless and helpless in such a situation. You see, independence does come with a huge price tag
- **Different learning methods:** Do the lecture halls and lectures scare you? Sometimes the teaching is just as endless theoretical lecture, sometimes so practical, but then that is not to your liking. Independent learning is an important ingredient in the good recipe of University life. Is this not what you expected? Do you want your cozy school classrooms with colorful posters back? You're probably not alone. But recognition of the challenge is the basis of coming to the grips with the new situation

- **Time management:** This is a BIG one! Quite frankly, many students fail to manage their time. Most of them get carried away with the freedom, and end up spending a huge amount of time having fun with their friends, and ditch their work. Others get carried away with their studies and bury themselves in books, and forget about everything else, mainly the meaning of “FUN”. If you fit into either category, then, you’re going down the wrong track! There is no remedy for procrastinators, but recognition that you are one is the basis for doing something about it.
- **Emotions:** Apart from your academic milestones, young adults start to develop strong opinions about many things in life. Such a tendency leads to strong emotional attachment toward your world. This, of course, has its pitfalls as well as its advantages. To be strongly attached to your medical specialization is indeed an attitude to cherish. However, many young adults may get too emotionally involved, like in the legend of Majnun and Leila. Such emotions are common, but are likely to be detrimental to one’s performance in the University as they may negatively affect your academic competency.

Like we said earlier, all these can lead to the dreadful: STRESS. A moderate amount of stress is in fact desirable (look at the section on ‘Medical Education Burnout Phases’) as some level of stimulation keeps you active and involved and helps you achieve your great potential... But once it becomes unbearable, it becomes a problem.

The medical education burnout phases... What are they?



Moving on to, "how maladjustment and stress can be minimized", here's what you have to do:

- **“Never put all your eggs in one basket”:** If you put all your eggs in one basket, what happens if you drop the basket? They all break. Not rocket science is it? Same thing, if you put all your efforts and hopes into one thing, and that one thing, let's say excelling in study, turns out to be unsuccessful, then you're not going to have much left! So split your activities wisely and put some time and effort into other things you enjoy, for example sports, or any other hobby you might have.
- **Manage your time well!** Procrastination...Ah, don't we all love it? “Oh, I'll do that tomorrow...And that as well...And that...” When tomorrow comes it's the same thing, and later, you realize your deadline is in just 2 hours, and you've got nothing done! Let's not allow this happen. Believe me, it leads to lots of stress.

Time management also means being able to split your time wisely so that you don't have to sacrifice your social life or good quality sleep for the sake of your academic achievements. If you manage your time well, you should be able to hand in all your assignments in time and revise well for assessments without having to ditch your friends and lock yourself up in your room. You should be able to see your friends, watch movies, catch up on Facebook, shop, have fun, and take care of yourself with physical activities and a healthy lifestyle (that means getting good amount of sleep, and no gulping down mugs of coffee or cans of Red Bull every morning to keep you awake through lectures!)

Be aware that without a balanced lifestyle, you may succumb to emotional distress!

If you have problems, you must get a professional opinion, but we've attached a 20-question self-test which may help you become aware of some signs and symptoms of emotional distress.

INSTRUCTIONS: Please tick YES or NO next to each statement. Be sure to choose the statement that applies to how you have been feeling over the past week.

		Yes	No
1.	Headaches		
2.	Lack appetite		
3.	Sleeping problems		
4.	Being frightened		
5.	Shaking hands		
6.	Feeling nervous		
7.	Poor digestion		
8.	Not thinking clearly		
9.	Being unhappy		
10.	Crying more than normally		
11.	Not enjoying activities		
12.	Difficulty with decision-making		
13.	Studies suffering		
14.	Not feeling life is useful		
15.	Loss of interest in life		
16.	Feeling worthless		
17.	Thinking of ending life		
18.	Always feeling tired		
19.	Stomach problems		
20.	Easily irritated		

In order to find out more about your temperament, look below for the three main topographical features of Oman – Rock, Sand and Falaj/Wadis, and figure out the description that fits you the best.

Rock-type	<p>When you carve words into a rock (or your desk), the words stay there throughout your lifetime. Do you hold on to your stress for a long time, just like how words cut into a rock are there for a very, very long time?</p>
Sand-type	<p>When you write on sand, the words remain for quite a while, but when you come back to the same spot the next day, the words disappear, don't they?</p> <p>As if writing your problems in the sand, do you express?? Disappointment, but let the disappointment quickly pass away like the words in the sand?</p>
Fallaj/Wadi-type	<p>When you try to write on water, what happens? Nothing happens! Try the sharpest knife, or the best ink but the words just don't appear. The water remains undisturbed and pure.</p> <p>Are you like water, and allow the problems, disappointments and stresses to just wash away? Do you remain unaffected by stress?</p>

If you feel that everything is getting out of hand, SQU has several facilities available to help you. You must first...

Consult your academic adviser regarding your distress
Feel free to knock the door of any of the college doctors. They're getting paid to help you. They will never ever feel you are bothering them. The least you can do is to allow them to fulfill their job!
The university also has a Student Counseling Center (2414 1981 / 1826) to help you through any academic distress you may have.
The students' clinic (2414 1144) part of the Family Medicine & Public Health Department, staffed by the medical team, is also available for you.

Do not hesitate to seek help!

Finally, and most important of all, don't forget to get the most out of your university years! It only happens once in your life, you might as well make it a fruitful and memorable experience! 😊

The Prophet Mohammed (Peace Be Upon Him) said:

“The ink of the scholar is more sacred than the blood of the sword”

Chapter 9

Academic Advising

Dr. Omar Habbal (Asst. Dean, Pre-Clinical Affairs)

Academic advising

Every student is allocated to an Academic Advisor during the orientation week. Advisers will help students in all matters relating to their studies and the organization of their courses, in addition to personal problems.

The assigned academic advisor's role is to:

- help the student discover his/her potential and capabilities.
- verify the student's choice of courses each semester in accordance with Academic Regulations.
- assist the student in exploring alternative paths to the degree plan if for any reason the normal pace of the degree is disrupted.
- advise the student on other matters affecting his/her studies.

The advisor must verify a student's proposed registration each semester and help develop a recovery plan for students on academic probation in consultation with the appropriate Assistant Dean. A student may be re-assigned to a new Advisor upon selection/change of major or may have 2 advisors in majors such as Science and Education.

The name of the Advisor to whom you are allocated will be given to you by the Education Office and Department Coordinator. Students should

consult their advisors whenever they have problems, but should also see them regularly at least once a month. Schedule a regular time, place, and venue and have a current transcript.

Academic Advisors receive copies of transcripts of students under their care and students should make a point of keeping them well informed of all other aspects of their academic progress.

Going the extra mile: Extra Curricular Activities

At University a student must have additional interests that sweeten and invigorate the stressful curricula activity that fills most of his/her time. It is therefore necessary, therefore, that you take up extracurricular activities such as sports, travel and reading. You can join others in outdoor activities exploring deserts, mountains and islands around Oman. You can join students committees and social activities such as debates, chess tournaments and theatre. You may participate in voluntary work, such as blood donation campaigns, care of the elderly etc.

These activities will show others your leadership qualities and dedication. They also show that you care about people and the environment. They will help you to explore your physical, creative and social potential. It will encourage you to engage in teamwork. It elevates your sense of responsibilities and discipline. Finally, it strongly boosts your self-esteem.

Conclusion

For a successful career in medicine, you not only need to be knowledgeable, but act as a professional, be compassionate, work as a team member, and act as an advocate of health, among many other attributes. Therefore, you need to set your goals early on, successfully manage your time and adapt to working under stress, we hope that this booklet would guide and help you navigate through your College years. We wish you a successful start in a bright and a lifelong career.

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