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Vision and Mission of KGMC

Khyber Medical University: Vision



Khyber Medical University will be the global leader in health sciences academics and research for efficient and compassionate health care.

Khyber Girls Medical College: Vision



“Excellence in health care, research ,teaching and training in the service of Humanity”

Khyber Girls Medical College: Mission



The mission of KGMC is to promote compassionate and professional health care leaders

Who are knowledgeable, skillful, and community oriented lifelong learners serving humanity through evidence based practice

Curriculum Committee KGMC

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Co-Chair:

Professor Dr Amir Mohammad , Associate Dean KGMC.

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- Dr. Raheela Amin Department of Community Medicine, KGMC.
- Dr. Zubia Shah Department of Physiology, KGMC.
- Dr. Naheed Siddique Department of Forensic Medicine, KGMC.
- Dr. Shams Suleman Department of Pharmacology, KGMC.
- Dr. Shahab-ud-Din, Department of Anatomy, KGMC.



Introduction

The PRIME (Professionalism, Research, Identity formation, Management and leadership, and Ethics) is an innovative curricular theme developed by the Institute of Health Professions Education & Research of the Khyber Medical University to develop future doctors who can serve the society with utmost care and empathy. The module is vertically placed for all 5 years of MBBS training which includes the disciplines of behavioral sciences, medical education and research (to be taught by the discipline of community medicine. The module also included the subjects of Islamic studies and Pakistan studies that is meant for developing the identity as a Muslim and a Pakistani respectively before developing the identity as a medical professional. The document presented here includes the topics, learning objectives, placement of the topics in different years and their hours' distribution as well as assessment methods. The first part of the module study guide shows the general learning outcomes while the second part describes the detailed learning objectives and table of specification.

Part- A

Learning Objectives

Professionalism & Behavioral Sciences

General Learning Outcomes

By the end of year 5, the MBBS students will be able to;

1. Define professionalism in various perspectives and list the key attributes of professionalism.
2. Demonstrate caring attitude for the patients.
3. Display honor and integrity in their characters.
4. Practice reflective writing such as portfolio.
5. Communicate skillfully in breaking bad news.
6. Address conflicts, anger and stress situations.
7. Counsel patients for lifestyles modifications.
8. Practice a character of high values, self-respect and self-regulation.
9. Act as positive role models in their practice.

Specific Learning Objectives

1. Define professionalism in various perspectives.
2. Enlist key attributes of professionalism.

3. Recognize and discuss the dynamics of trust in health professional-patient relationship.
4. Differentiate between altruism and fiduciary.
5. Discriminate between empathy and sympathy.
6. Identify their roles in terms of professional identity.
7. Demonstrate caring attitude for the patients
8. Serve the patient as an individual, taking into account lifestyle, beliefs and support system.
9. Display professional behavior while dealing with patients suffering from debilitating diseases, and their families.
10. Demonstrate empathy in patient-health professional interaction.
11. Identify the health care needs of community.
12. display honor, self-respect and integrity in their characters
13. Acts honestly in dealing with patients.
14. Adheres to principles of trust in day-to-day professional interactions.

15. Avoids misuse of power for personal gains.
16. Accept errors and mistakes in responsible manner.
17. Practice discretely and appropriately while dealing with confidential information.
18. Practice reflective writing such as portfolio
19. Identifies his own strengths and weaknesses.
20. Display appropriate emotional and social intelligence.
21. Prepare personal development plan and reflective portfolios.
22. Analyze critically his personal development plan.
23. communicate skillfully in breaking bad news.
24. Develops counselling skills in professional life.

Communication Skills

General Learning Objectives

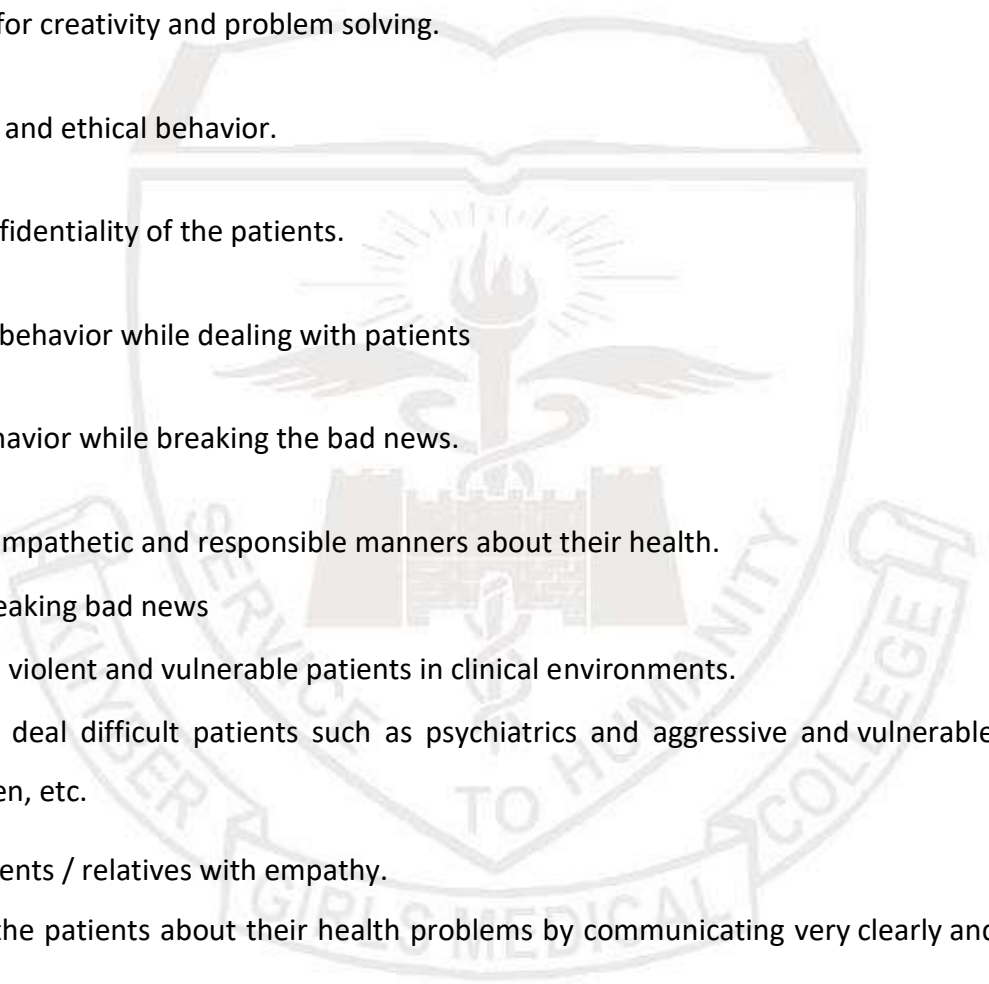
By the end of year 5, the MBBS students will be able to;

1. Apply general principles of good communication
2. Communicate with patients / relatives with empathy.
3. Communicate with colleagues effectively.
4. Communicate as a teacher effectively.
5. Communicate as a patient advocate effectively.
6. Communicate with media and press effectively.

Specific Learning Objectives

By the end of year 5, the MBBS students will be able to;

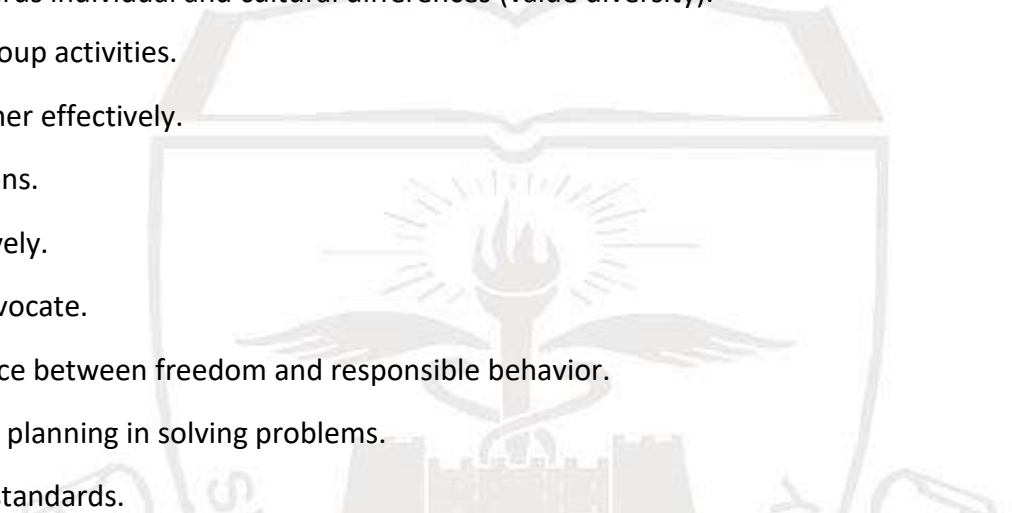
- 1) Apply general principles of good communication.
- 2) Listen to the patients about their health problems by communicating very clearly and with respect.
- 3) Discuss with the patients regarding health problems available management options.
- 4) Demonstrate the ability to solve problems keeping in view the individual and cultural differences.

- 5) Display sensitivity towards individual and cultural differences keeping in view the principles of equality and equity.
 - 6) Integrate new ideas, models and can actively participate in different academic discussions.
 - 7) Display teamwork in group activities for creativity and problem solving.
 - 8) Accept responsibility for professional and ethical behavior.
 - 9) Display privacy and confidentiality of the patients.
 - 10) Adhere to professional behavior while dealing with patients
 - 11) Exhibit professional behavior while breaking the bad news.
 - 12) Inform the patients in empathetic and responsible manners about their health.
 - 13) Display sensitivity in breaking bad news
 - 14) Deal appropriately with violent and vulnerable patients in clinical environments.
 - 15) Demonstrate ability to deal difficult patients such as psychiatric and aggressive and vulnerable groups such as children, elders, handicapped and women, etc.
 - 16) Communicate with patients / relatives with empathy.
 - 17) Listen to and educate the patients about their health problems by communicating very clearly and with respect, even in breaking the bad news.
 - 18) Listen for and remember the name of newly introduced people.
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19) Educate the patient regarding the health problem, available choices, management plan, self-care, and use of prescribed drugs and equipment,

20) Advise patients on lifestyle modification.



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- 21) Demonstrate sensible attitude in problem solving keeping in view the individual and cultural differences.
 - 22) Demonstrate sensitivity towards individual and cultural differences (value diversity).
 - 23) Demonstrate teamwork in group activities.
 - 24) Communicate as a peer-teacher effectively.
 - 25) Participates in class discussions.
 - 26) Deliver presentation effectively.
 - 27) communicate as a patient advocate.
 - 28) Recognize the need for balance between freedom and responsible behavior.
 - 29) Explain the role of systematic planning in solving problems.
 - 30) Accept professional ethical standards.

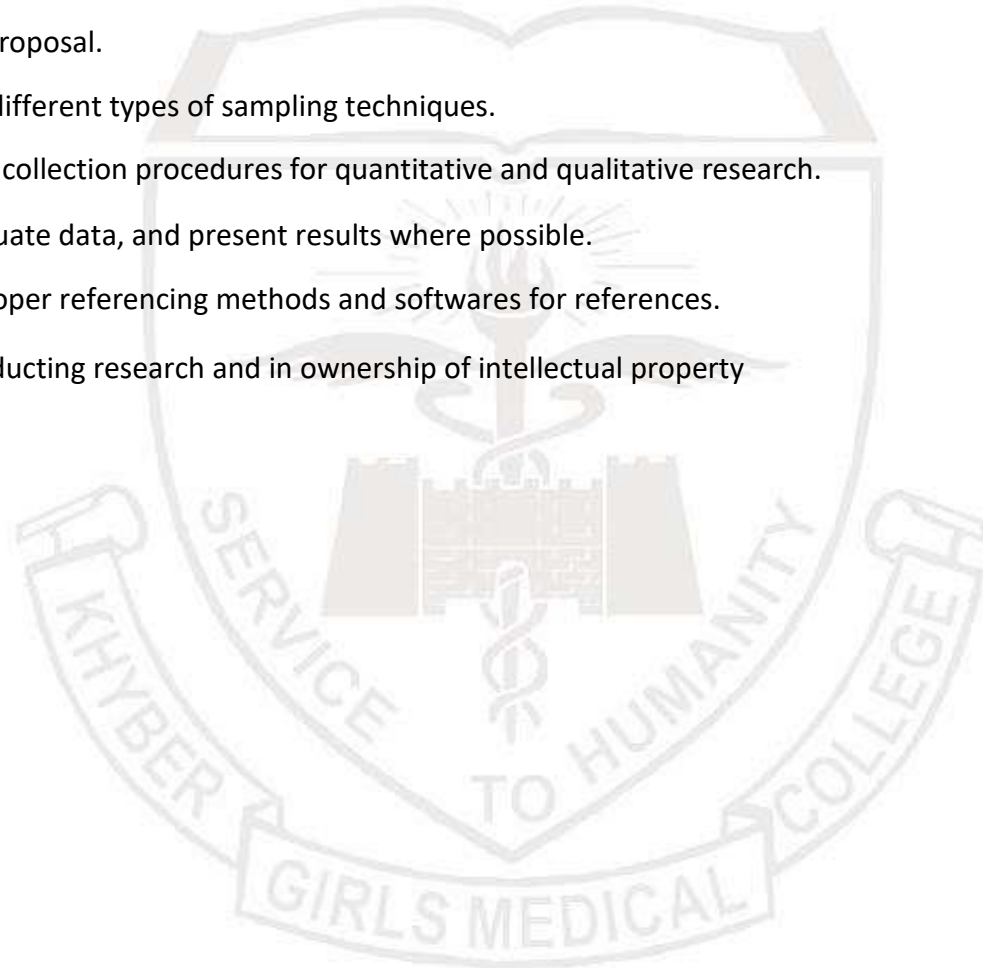
Research Methods, Statistics, and Proposal Development

General Learning Objectives

At the end of year 5, the MBBS students will be able to;

1. Identify a researchable problem and critically review literature
2. Phrase succinct research questions and formulate hypotheses
3. Differentiate between the different types of research.

4. Conduct analysis of quantitative and qualitative data.
5. Identify the appropriate scientific methods underpinning the research designs.
6. Prepare the research proposal.
7. Differentiate between different types of sampling techniques.
8. Apply the different data collection procedures for quantitative and qualitative research.
9. Collect, analyze and evaluate data, and present results where possible.
10. Demonstrate the use of proper referencing methods and softwares for references.
11. Demonstrate ethics in conducting research and in ownership of intellectual property

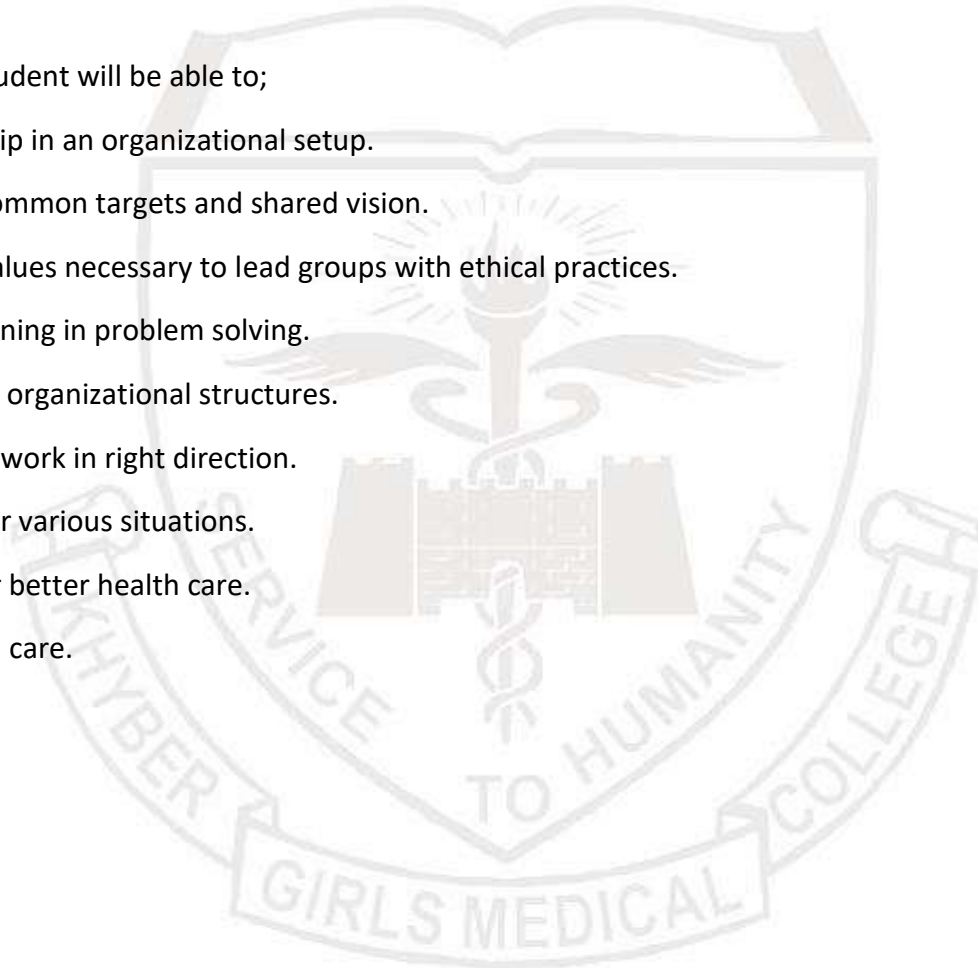


Management and Leadership Skills

General Learning Objectives

At the end of year 5, the MBBS student will be able to;

1. Practice principles of leadership in an organizational setup.
2. Motivate groups to achieve common targets and shared vision.
3. Demonstrate character and values necessary to lead groups with ethical practices.
4. Use critical thinking and reasoning in problem solving.
5. Construct effective teams and organizational structures.
6. Persuade people to positively work in right direction.
7. Develop strategic approach for various situations.
8. Display visionary approach for better health care.
9. Create vision for better health care.



Specific Learning Objectives

By the end of year 5, the MBBS students will be able to;

1. Define and differentiate between leadership and management
2. Describe different attributes and styles of leader in their context
3. Compare different models of leadership and management.
4. Demonstrate self-management skills
5. Apply different motivational skills for team members
6. Apply critical thinking skills to different problems
7. Analyze situations and apply ethical principals
8. Demonstrate positive attitude in different environments
9. Exhibit positive attitude and outlook in workplace environment,
10. Practice emotionally intelligent behavior to deal with different situations
11. Willing to work with other people and team members for maintenance and improvement of performance.
12. Respect the leadership and management role of other team members and non-medical colleagues.
13. Describe and design organizational hierarchical structures.
14. Perform SWOT analysis for a particular task.
15. Describe different strategy developing approaches.
16. Develop strategies for given scenarios.
17. Delegate powers to juniors and teammates.

18. Display visionary approach for health care situations.

19. Raising and acting on concerns.

20. Participate confidently in a problem and choose to act in the most proper leadership style.



Part- B

Table of Specification

Year 1						
Topic	Contents	Learning Objectives	Teaching Method	Module	Hours	Assessment
Behavioral sciences						
Model of healthcare	Bio-Psycho-Social model of health care	Describe Bio-Psycho-Social model of health care	Lecture/ Group Discussion	Foundation 1	1	MCQs and Formative
	Health and behavioral sciences	Correlate health with Behavioral sciences. Describe Important of behavioral sciences in health.	Lecture/ Group Discussion	Foundation 1	1	MCQ and Formative



Affective domain	attitude	Describe Attitudes in health professionals Describe factors affecting it.	Lecture/ Discussion	Group	Foundation 1	1	MCQ and Formative
	Attention and concentration	Define attention and concentration. What factor affect them?	Lecture/ Discussion	Group	Blood 1	1	MCQ and Formative
	Personality	Define personality. Describe factor affect personality	Lecture/ Discussion	Group	MSK1	1	MCQ and Formative
	Motivation	Define motivation and describe the types of motivation	Lecture/ Discussion	Group	MSK 1	1	MCQ and Formative



Stress	Stress and its management	Define and classify stress and stressors. Describe relationship of stress and stressor with illness. Describe the concept of life events and their relationship with stress and illness.	Lecture/ Group Discussion	MSK 1	1	MCQ and Formative
	Coping skills and Defense mechanism	Describe the concepts of adjustment and maladjustment? explain coping skills and describe the psychological defense mechanisms.	Lecture/ Group Discussion	MSK 1	1	MCQ and Formative
Professionalism						

Introduction to Professionalism	Definition of a professionalism, behavior's, attitudes, emotions, and their attributes	Define Professionalism, and its attributes	Lectures/Group discussion	Foundation 1	2	MCQ, SAQ,
Dynamics of Professionalism	Trust definition, its attributes, and components, and its' application	Dynamics of trust in health professional-patient relationship	Lecture Role Play Workplace	Foundation 1	1	Formative



Attributes of prof	Differences between empathy and	Discriminate between empathy and sympathy	Lecture/ Group discussion/ Role play	MSK 1	2	MCQ, SEQ, and Formative
Professional identity formation (PIF)	White coat ceremony, Types, multiple identities, Components, Professional identity formation	Students' roles in terms of professional identity	White coat ceremony	Foundation 1	2	Formative
Attributes	Accept errors and mistakes in responsible manner	Accept errors and mistakes in responsible manner	Lecture	CVS1	2	Formative
PIF	Identifies his own strengths and weaknesses	Identifies his own strengths and weaknesses	Lecture/Group discussion/Role Play	Foundation 1	1	Formative Portfolio

Emotional intelligence	Emotional and social intelligence in given contexts	Describe & Display appropriate emotional and social intelligence	Lecture/Group discussion/Role Play	Blood 1	2	Formative
Personal Development Plan (PDP)	Personal development plan & reflective portfolios	Prepare personal development plan & reflective portfolios	Lecture/ Group Discussion	Foundation 1	2	Assignment
Personal Development Plan (PDP)	Peer feedback session on PDP	Analyze critically his personal development plan (PDP)	Group Discussion among peers	MSK 1	2	Formative



Social accountability	Describe social accountability	Definition, types, components, theoretical background	Lecture	Respiration 1	2	MCQ
Communication skills						
Cultural sensitivity	Concepts of Equality and Equity, Cultural sensitivities.	Display sensitivity towards individual and cultural differences keeping in view the principles of equality and equity	Lecture equity, equality/Role play,	Blood 1	1	Continuous Formative
Teamwork	Dynamics of Teamwork	Display teamwork in group activities for creativity and problem solving	Role play,	SGTs in first year	2	Formative



Communicating with administration	Share with administration on matters one feels sensitive about	Communicating with administration	DME Orientation session /Role play	Foundation 1	3	Formative
Confidentiality	Confidentiality of colleagues and patients Appropriate use of social media	Ensuring confidentiality	Lecture/Role play / Group Discussion	Blood 1	1	continuous Formative



<p>Communicate as a peer-teacher</p>	<p>Recognizing the limits of one's knowledge and skills; and to ensure the accuracy of teaching content delivered to others</p>	<p>Knowing limitations</p>	<p>Lecture /Group Discussion,</p>	<p>MSK 1</p>	<p>2</p>	<p>continuous Formative</p>
	<p>Evaluating the quality of teaching</p>	<p>Understanding of methods to evaluate the effectiveness and quality of teaching</p>	<p>Lecture/Group Discussion</p>	<p>Foundation 1</p>	<p>1</p>	
	<p>Evaluating the quality of teaching and quality of teaching</p>	<p>Understanding of methods to evaluate the effectiveness and quality of teaching</p>	<p>Lecture/Group Discussion</p>	<p>Foundation 1</p>	<p>1</p>	<p>continuous Formative</p>

<p>Communicate with media and press</p>	<p>Use of Social media/blogs for communication</p> <p>Communicating with Media and Press</p>	<p>Understanding of who should give information to the media and press and what form it should take, including the need to maintain confidentiality where individual patients are concerned</p>	<p>Lecture/Group Discussion, Role Play</p>	<p>MSK 1</p>	<p>2</p>	<p>Continuous Formative</p>
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Leadership and Management						
Introduction	Definition of a leader & manager Differences between leadership and management	Differentiate between leadership and management	Lecture	Orientation session of foundation 1	1	MCQ, SAQ
Self-management skills	What is self-management? Its importance. Self-management Mechanisms	Demonstrate self-management skills	Task	foundation 1	1	Continuous Formative
	Attributes and style of leadership	Describe different attributes and styles of leader in their own cultural context	Lecture/ Group Discussion	Respiratory 1	2	MCQs Formative
Ethics						

Ethical principles	Ethical principles. (Autonomy, Beneficence, Non-maleficence, Justice)	Explain the pillars of medical ethics and their application in different situations	Lecture/Group Discussion	foundation 1	1	MCQ, Formative
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Research							
Introduction	Background, concepts, uses. Definition of medical research Need of medical	Describe the background and purpose of research.	Lecture/ Discussion	Group	Foundation 1	1	MCQs
Types of Research	Types of Research & Epidemiological methods (descriptive, analytic and experimental).	Explain different types of research.	Lecture/ Discussion	Group	Foundation 1	1	MCQs



Formulation of Research Question	Importance of Research Question in starting research Scope of research question Study design implications for research question Describe how to develop a	formulate research question	Lecture/ Discussion Group	Foundation 1	1	MCQs Assignment
Research objectives Hypothesis	Developing Objectives and hypothesis	Write research objectives for a research study. Develop hypothesis for a study. Select a study	Lecture/ Discussion Group	Foundation 1	2	MCQs Assignment



Literature Search	Literature Review (Background, keywords)	Describe techniques of literature search and review. conduct literature search to finalize the research question using Boolean logic	Lecture/ Discussion	Group	Blood 1	4	MCQs Assignments
Title, Rationale, Purpose	Title, Rationale, Purpose	Explain the process of title selection for a research study. Describe the purpose and justification of any selected title.	Lecture/ Discussion	Group	Blood 1	2	MCQs Assignment
Operational Definitions	Operational Definitions	Describe Operational Definitions	Lecture/ Discussion	Group	Blood 1	1	MCQs Assignment

Year 2

Professionalism and Behavioral sciences

<p>Literature Search</p>	<p>Literature Review (Background, keywords)</p>	<p>Describe techniques of literature search and review. conduct literature search to finalize the research question using Boolean logic</p>	<p>Lecture/ Group Discussion</p>	<p>Blood 1</p>	<p>4</p>	<p>MCQs Assignments</p>
<p>Title, Rationale, Purpose</p>	<p>Title, Rationale, Purpose</p>	<p>Explain the process of title selection for a research study. Describe the purpose and justification of any selected title.</p>	<p>Lecture/ Group Discussion</p>	<p>Blood 1</p>	<p>2</p>	<p>MCQs Assignment</p>

Operational Definitions	Operational Definitions	Describe Operational Definitions	Lecture/ Group Discussion	Blood 1	1	MCQs Assignment
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Year 2

Professionalism and Behavioral sciences

Dealing with patients	Culture, Life style, and Belief System in the society	Serve the patient as an individual, considering lifestyle, beliefs and support system	Lecture	Neurosciences 1A	2	Formative
Power Dynamics	Power dynamics, bullying, harassment, its influences on interrelationships	Avoids misuse of power for personal gains.	Lecture Group Discussion/ Role Play.	Neurosciences 1A	1	Formative



Social accountability	Definition and concept of social accountability	Describe the concept of social accountability	Lecture/ Small group Teaching	Neurosciences 1B	1	MCQ
Mental illness	Definition, types, components, theoretical background	Define mental illness, its importance, impact, and prevention	Lecture/ Small group Teaching	Neuroscience IB	1	MCQ and formative
Social psychology, health & terrorism	Definition, types, components, theoretical background	Describe social psychology, and its relation on health and terrorism	Lecture	Neurosciences IB	1	MCQ and formative
Stigma and reactions to illness	Stigma and reactions to illness, Strategies for not being judgmental	Describe Stigma and reactions to illness, and how not to be judgmental	Lecture	GIT	1	MCQ and formative
Communication Skills						

Verbal and non-verbal communication skills	Verbal and non-verbal communication skills	Develop and Demonstrate effective verbal and non-verbal communication skills	Role play, Group Discussion	GIT 1/ Renal 1	0.5	MCQ and Continuous Formative OSPE
Listening skills	Listening skills	Develop and demonstrate active listening skills for learning purposes and to the patient's problems	Role play, Group Discussion	GIT1/ Renal 1	0.5	MCQ and Continuous Formative OSPE
Social accountability	Definition and concept of social accountability	Describe the concept of social accountability	Lecture/ Small group Teaching	Neurosciences 1B	1	MCQ

GIRLS MEDICAL

Mental illness	Definition, types, components, theoretical background	Define mental illness, its importance, impact, and prevention	Lecture/ Small group Teaching	Neuroscience IB	1	MCQ and formative
Social psychology, health & terrorism	Definition, types, components, theoretical background	Describe social psychology, and its relation on health and terrorism	Lecture	Neurosciences IB	1	MCQ and formative
Stigma and reactions to illness	Stigma and reactions to illness, Strategies for not being judgmental	Describe Stigma and reactions to illness, and how not to be judgmental	Lecture	GIT	1	MCQ and formative

GIRLS MEDICAL

Communication Skills						
Verbal and non-verbal communication skills	Verbal and non-verbal communication skills	Develop and Demonstrate effective verbal and non-verbal communication skills	Role play, Group Discussion	GIT 1/ Renal 1	0.5	MCQ and Continuous Formative OSPE
Listening skills	Listening skills	Develop and demonstrate active listening skills for learning purposes and to the patient's problems	Role play, Group Discussion	GIT1/ Renal 1	0.5	MCQ and Continuous Formative OSPE
Reading skills	Reading skills	Develop and Demonstrate effective reading skills	Role play, Group Discussion	GIT 1/ Renal 1	0.5	MCQ and Continuous Formative



Research						
Qualitative research methodology	Introduction to qualitative research methodology	Describe qualitative research methodology.	Lecture/ Group Discussion	Neurosciences (IB)	3	MCQs/Assignment
Sample size	Sample Size Calculation	Calculate sample size for different research projects. Calculate sample size for a specific research project.	Lecture and Hands on Exercise in Computer lab	GIT 1	1	MCQs/Assignment
Sampling techniques and sample selection	Probability and non-probability Sampling techniques Sample Selection i. Inclusion Criteria	Describe various sampling techniques. Justify sampling techniques chosen for a specific research project. Select sample for a	Lecture/ Group Discussion	Renal 1	1	MCQs/Assignment

Designing of a Questionnaire	Steps for making a questionnaire	Design a questionnaire Identify validated questionnaire	Lecture/ Group Discussion	Renal 1	2	MCQ and Assignment
Data Collection Procedures	Data Collection Procedures	Discuss procedure of data collection for	Lecture/ Group Discussion	Endocrine 1	2	MCQ and Assignment
Ethical Review	Ethical principles for medical research	Describe ethical principles for the purpose of medical research	Lecture	Endocrine 1	1	MCQ and Assignment
Plagiarism	Definition, Types, Strategies to avoid it	Describe plagiarism and how to avoid it	Lecture/ Group Discussion	Reproduction 1	1	MCQ and formative
Management and Leadership						
Models of Leadership and management	Models of leadership & management	Compare different models of leadership and management	Lecture /group discussion	Endocrine 1/ Reproduction 1	1	MCQs

Year 3

Professionalism and Behavioral sciences

Dynamics of professionalism	Trust definition, its attributes, and components, and its' application	Dynamics of trust in health professional-patient relationship		Foundation 2	2	Formative
Attributes of professionalism	Differences between empathy and	Discriminate between empathy and sympathy	group discussion/ Role play	Infection and inflammation	2	MCQ, SAQ and Formative
Professional identity formation	Types, multiple identities	Students' roles in terms of professional identity	Group Discussion/ Role Play	Foundation 2		Formative
Attributes of professionalism	Empathy levels & its application	Demonstrate empathy in patient-health professional interaction.	Group Discussion and Role Play	MSK2	1	MCQ, SAQ Formative

	Principles of trust in daily work activities	Adheres to principles of trust in day-to-day professional interactions	Group Discussion/ Role Play	Foundation 2	2	Formative
Communication skills						
Counselling skills	Counselling skills	Develops counselling skills in professional life	Lecture/Group Discussion	CVS-2	2	Formative
Dealing with patient	Patient reception, and respect	Receive patients with respect	Role play, Group Discussion	Foundation 2	1	Continuous Formative
Listening skills	Listening skills	Listen to the patient's problems	Role play, Group Discussion	MSK 2	1	Continuous Formative
Communicating with administration	Communicating with administration	Share with administration on matters one feels sensitive about	Role play, Hospital teaching	Foundation 2	3	Continuous Formative



Principles of ethics	Privacy and confidentiality of the patients, Medico-legal and cultural aspects	Display privacy and confidentiality of the patients keeping in view a-cultural traits	Role play, Hospital teaching	Blood 2	3	Continuous Formative
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Dealing with patients	Professional behavior while dealing with patients	Adhere to professional behavior while dealing with patients	Group Discussion, Hospital teaching	Respiratory 2	2	Continuous Formative
	Answering to patient queries	Answering questions and giving explanations and/or instructions	Role play, Group Discussion	Foundation 2	1	Continuous
Informed consent	Informed consent Special Situations	Obtaining informed consent	Lecture Bedside teaching	CVS -2	2	Continuous
Confidentiality	Confidentiality of colleagues and patients Appropriate use	Ensuring confidentiality	Lecture/Role play, Group Discussion	Blood 2		Continuous Formative

Communicate as a peer-teacher	Knowing limitations	Recognizing the limits of one's knowledge and skills; and to ensure the accuracy of teaching content delivered to others	Group Discussion, Hospital teaching	MSK 2	2	Continuous Formative
Motivation	Motivation. Team working	Explain motivational skills for team members for clinical tasks	Small group/team	Foundation 2	2	Formative
Dealing with patients	Professional behavior while dealing with patients	Adhere to professional behavior while dealing with patients	Group Discussion, Hospital teaching	Respiratory 2	2	Continuous Formative
	Answering to patient queries	Answering questions and giving explanations and/or instructions	Role play, Group Discussion	Foundation 2	1	Continuous

Informed consent	Informed consent Special Situations	Obtaining informed consent	Lecture Bedside teaching	CVS -2	2	Continuous
Confidentiality	Confidentiality of colleagues and patients Appropriate use	Ensuring confidentiality	Lecture/Role play, Group Discussion	Blood 2		Continuous Formative
Communicate as a peer-teacher	Knowing limitations	Recognizing the limits of one's knowledge and skills; and to ensure the accuracy of teaching content delivered to others	Group Discussion, Hospital teaching	MSK 2	2	Continuous Formative
Motivation	Motivation. Team working	Explain motivational skills for team members for clinical tasks	Small group/team	Foundation 2	2	Formative

Positive attitude	Positive attitude processes	Exhibit positive attitude and	Bedside/community Visit	CVS-2	2	Formative
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Leadership and Management

SWOT Analysis	SWOT Analysis	Perform SWOT analysis for a particular task	Group Discussion	CVS 2	1	MCQ, SAQ, Formative
Power dynamics	Power dynamics and	Delegate powers to juniors and team mates	Lecture, and Role Play	Respiratory 2	1	MCQ, SAQ, Formative

Research



Purpose and process of health research	Background, concepts, uses. Definition of medical research Need of medical research Broad overview of the different types of research (qualitative, quantitative, mixed methods and the common research	1.1 Define and categorize types of health research Explain the purpose of health research	Teaching method	Foundation 2	2	MCQ
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	Steps of research process	Explain the steps involved in the research process	Lecture	Infection and inflammation	1	MCQ
Identifying study question	Brainstorming for identifying a research topic. Selecting a general topic Narrowing from a broad general topic to a more specific focused	Develop a list and mind map of possible research topics	Lecture/SGD	Infection and inflammation	2	Assignment
Literature review	Types of literature review					
	Strategies of literature review					



	Search engines and their limitations such as google, google scholar ,PubMed Databases for thesis, abstracts, full text article Difference between the various sources of information Selecting	2.2 Select a single topic of interest from the list 2.3 Review the literature	Lecture/SGD Small group discussion	Infection and inflammation	2	Assignment
	Academic reading and writing					
	Develop an evidence table					
	Formulate / refine research question from gaps from evidence table					



Referencing	Bibliography Intacts (secondary citation Mandeley / Zotero	Differentiate between references, citation & bibliography List different styles of referencing Select appropriate referencing style	Lecture Self-directed learning	Multisystem module	1	MCQ
	Explore and practice free reference software Zotero for referencing(open access)	4.5 Apply referencing software to word document	Lecture Small group format	Multisystem module	2	Assignment
Academic Reading and writing and Plagiarism	Grammarly		Practical Small group discussion	Blood 2	2	MCQ

Academic integrity		<p>Define academic integrity.</p> <p>Define plagiarism.</p> <p>Explain how to avoid plagiarism.</p> <p>List and explain software used to check plagiarism.</p> <p>Develop writing</p>				
Proposal writing	<p>Guidelines and Templates for proposal writing /synopsis writing</p>	<p>Write a proposal for research project using KMU or CPSP guidelines or any other standard guidelines</p>		MSK 2	7	<p>Assignment (develop a literature review and synopsis for your topic of interest)</p>
GANTT Chart	<p>How to make a GANTT Chart</p>	<p>Make a GANTT Chart for a research project</p>	<p>Hands-on exercise in computer lab</p>	CVS 2	1	<p>MCQ and Assignment</p>
Year 4						

Professionalism and Behavioral sciences

Dealing with patients	Culture, Life style, and Belief System in the society	Serve the patient as an individual, taking into account lifestyle, beliefs and support system	Group Discussion/ Role Play		2	Formative
Community Need analysis (approaches to professionalism)	Needs analysis & SWOT analysis	Identify the health care needs of community	Lecture/ Group Discussion		1	MCQ, SAQ
Power Dynamics	Power dynamics, bullying, harassment, its influences on interrelationships	Avoids misuse of power for personal gains	Lecture/ Group Discussion/role play		1	Formative portfolio
Emotional intelligence	Emotional and social intelligence in given contexts	Describe & Display appropriate emotional and social intelligence	Group Discussion/role play		2	Formative

	Simulated situations	Differentiate between different social accountability issues.	Group discussion/Role play		2	
Communication skills						
Conflict resolution	Problem solving skills	Show the ability to solve problems regarding difficult patients/attendant.	Group discussion/Role play		2	Continuous
dealing with patients	Dealing with difficult patients	Demonstrate ability to deal difficult patients such as psychiatric and aggressive	Group discussion/Role play		1	Continuous Formative

Dealing with vulnerable groups	Knowing the art of dealing with vulnerable groups such as children, elders, handicapped and women.	Dealing with vulnerable groups	Group discussion/Role play		1	Continuous Formative
Counselling	Educating patients and facilitating self-management of illness	Patient education	Role play, Hospital teaching		1	Continuous Formative
Leadership and Management						
Emotional intelligence	Practice in an emotionally intelligent		Practice/ bedside		2	Formative

Measures of central tendency	Measures of central tendency	Classify measures of central tendency	LGF		1 hr	
		Calculate measures of central tendency				
		Interpret and signify the results				
		Describe the advantages and disadvantages of different measures				
Measures of dispersion	Measures of dispersion	Classify measures of dispersion	LGF		1 hr	
		Calculate measures of dispersion				
		Interpret the results of measures of dispersion				

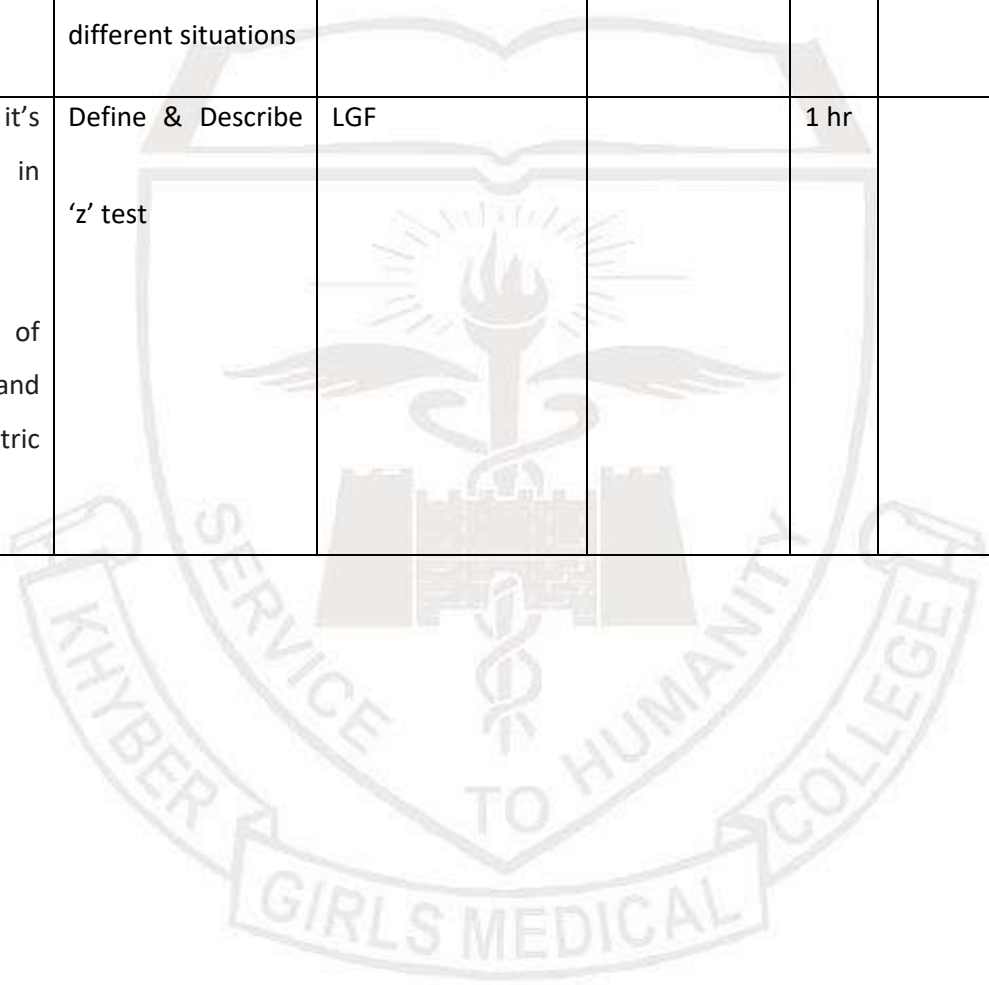
		Explain the advantages and disadvantages of measures of dispersion				
		Explain the use of different measures in specific circumstances				
Normal distribution	Normal distribution	Define normal distribution	LGF		1 hr	

		Describe normal distribution				
		Calculate and graphically represent normal distribution				
		Explain its use & significance in relation to data				
		Describe percentile and interquartile range				
		Calculate and depict percentile and interquartile range				

		Explain use and significance of these in different situations				
Confidence Interval, Confidence level, Standard error	Confidence interval, Confidence level, standard error	Define confidence level and interval	LGF		1 Hr	
		Describe confidence level and interval				

		Calculate confidence level and interval				
		Explain their use and significance in different situations				
P value, critical region, rejection region, alpha beta errors	P value, critical region, rejection region, α β errors	Define P value, critical region, rejection region, α β errors	SGD		2 hrs	
		Describe P value, critical region, rejection region, α β errors				
		Calculate P value, critical region, rejection region, α β errors				

		Describe their use and significance in different situations				
Z test & it's appkication, Types / shapes of frequency distribution	'z' test & it's application in hypothesis testing, applications of parametric and non parametric tests	Define & Describe 'z' test	LGF		1 hr	

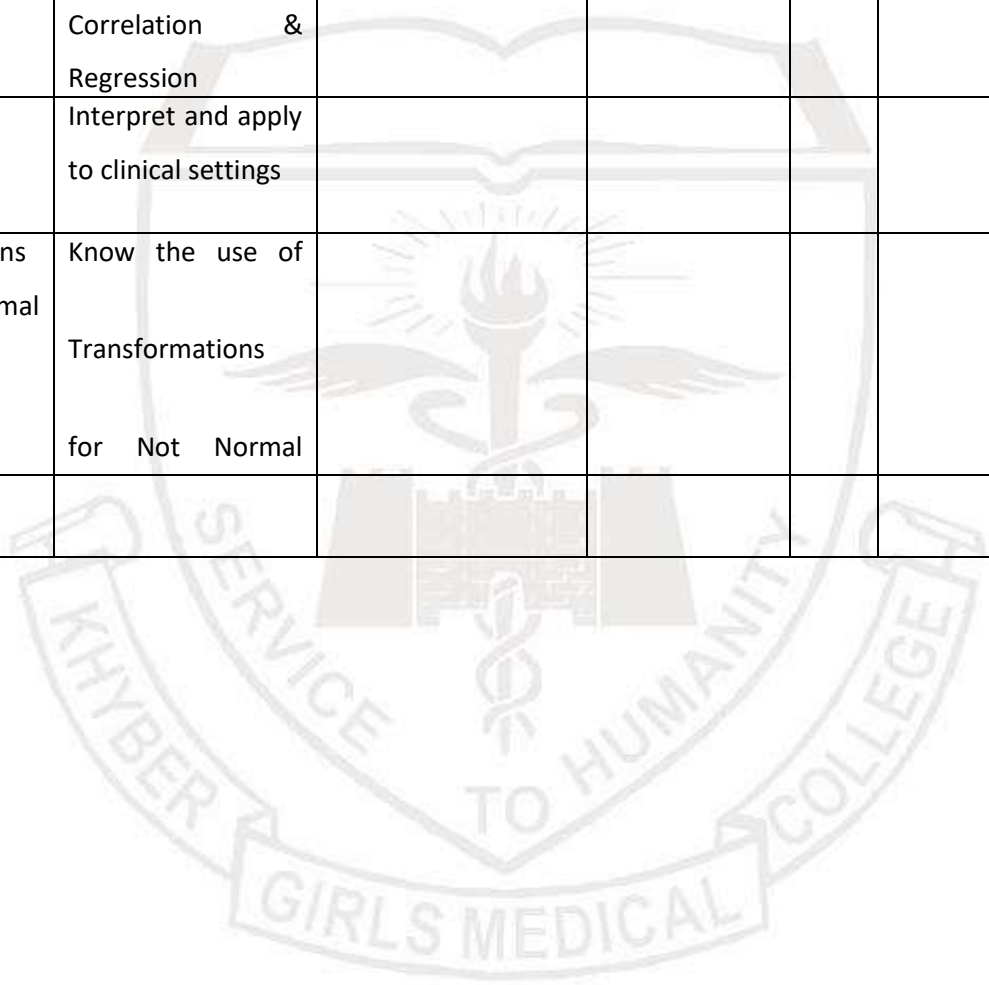


		Describe its use in different statistical settings				
		Calculate 'z' test				
		Explain its application in hypothesis testing				
		Interpret and apply to clinical settings				
	Discuss various shapes of frequency distribution					
		Describe the applications of parametric and non parametric tests				

T test & it's application	t' test & it's application in hypothesis testing, degree of freedom	Define & Describe 't' test	LGF		1 hr	
		Explain it's use in different statistical settings				
		Calculate 't' test				
		Describe it's application in hypothesis testing				

		Interpret and apply to clinical settings				
		Calculate degree of freedom				
Chi square test & its application	Chi square & its application in hypothesis testing	Describe 'x ² ' test	LGF		1 hr	
		Describe its use in different statistical settings				
		Calculate 'x ² ' test				
		Explain its application in hypothesis testing				
		Interpret and apply to clinical settings				

Correlation, regression	Correlation, regression,	Describe Correlation & Regression	LGF		1 Hr	
		Interpret and apply to clinical settings				
Transformation for not normal distribution	Transformations for Not Normal distributions	Know the use of Transformations for Not Normal				
Referencing						



Practical Problems in biostat		Practical problems in biostat		SGD	2Hrs	
Data analysis	Data analysis Hands on		Use of MS Excel for data analysis		2 HRS	
			Use of SPSS for data analysis		6hrs	
			Use of Endnote for reference management		2hr	
			Data compilation, analysis and dissertation writing		8 hrs	
	Honesty and its dynamics in workplace Fake certification	Acts honestly in dealing with patients	Group Discussion/ Role Play			Formative

Attributes	errors and mistakes in responsible manner	Accept errors and mistakes in responsible manner	Lecture Group Discussion/ Role Play			Formative
Attributes	Dealing with confidential information	dealing with confidential information	Group Discussion/ Role Play			Formative, OSCE
Communication skills	Counselling skills	Develops counselling skills in professional life	Lecture Group Discussion/ Role Play		2	Formative

Cultural competence	Gender sensitivity					
Communication skills						
counseling	Case discussions on health problems and their management	Discuss with the patients regarding health problems and available management options	Role play, Group Discussion		1	Continuous Formative
Cultural sensitivity	Concepts of Equality and Equity, Cultural sensitivities.	Display sensitivity towards individual and cultural differences keeping in view the principles of equality and equity	Role play, Hospital teaching		2	Continuous Formative

Counseling	Empathetic communication with patients	Inform the patients in empathetic and responsible manners about their health	Group Discussion, Hospital teaching		2	Continuous Formative
Breaking the bad news	Breaking the bad news	Display sensitivity in breaking bad news	Group Discussion		1	Continuous Formative
Informed consent	Informed consent Special Situations	Obtaining informed consent	Lecture Bedside teaching		2	Continuous Formative
Communicate with colleagues	Oral and written communication (daily	Passing on and sharing information orally, in writing and electronically	Role play, Hospital teaching		2	

Communicate with colleagues	Writing patient referral to colleague	Writing a good management summary and patient	Role play, Hospital teaching		1	Continuous Formative
Communicate with colleagues	Providing all necessary clinical information	Filling lab investigation forms	Role play, Hospital teaching			
Communicate as a	Communicating complex information in	Conveying complex information to others, individually or in	Group Discussion, Hospital teaching			Continuous Formative
Communicate as a	Patient Advocacy	Recognizing when patient advocacy is appropriate and how it	Group Discussion, Role Play		2	Continuous Formative

Communicate with media and press	Use of Social media/blogs for communication	Understanding of who should give information to the media and press and	Group Discussion, Role Play		2	Continuous Formative
Leadership and Management						
Team work	Strategies to Improve performance	Willing to work with other people and team members for maintenance and improvement of performance	Role Play		2	Formative
Change management	Change management	Willingness to assist and bring change of the system in right direction	Lecture and Role play		1	MCCQ, SAQ, and Formative

Dealing with colleagues	. Respect for colleagues	Be able to respect the leadership and management role of other team members	Role Play		1	Formative
Organization structure of health care system	Organizational types, hierarchies, and cultures	Describe organizational hierarchical structures	Lecture		1	SAQ, Formative



Teaching and learning strategies:

The following teaching learning methods are used to promote better understanding:

- Interactive Lectures
- Hospital Clinic visits
- Small Group Discussion
- Skills session
- Self-Directed Study

Interactive lectures:

An interactive lecture is an easy way for instructors to intellectually engage and involve students as active participants in a lecture-based class of any size. Interactive lectures are classes in which the instructor breaks the lecture at least once per class to have students participate in an activity that lets them work directly with the material.

- The instructor might begin the interactive segment with an engagement trigger that captures and maintains student attention.

- Then the instructor incorporates an activity that allows students to apply what they have learned or give them a context for upcoming lecture material.
- As the instructor feels more comfortable using interactive techniques he or she might begin to call upon a blend of various interactive techniques all in one class period.

Hospital Clinic visits:

In small groups, students observe patients with signs and symptoms in hospital or clinical settings. This helps students to relate knowledge of basic and clinical sciences of the relevant module.

Small group discussion (SGD):

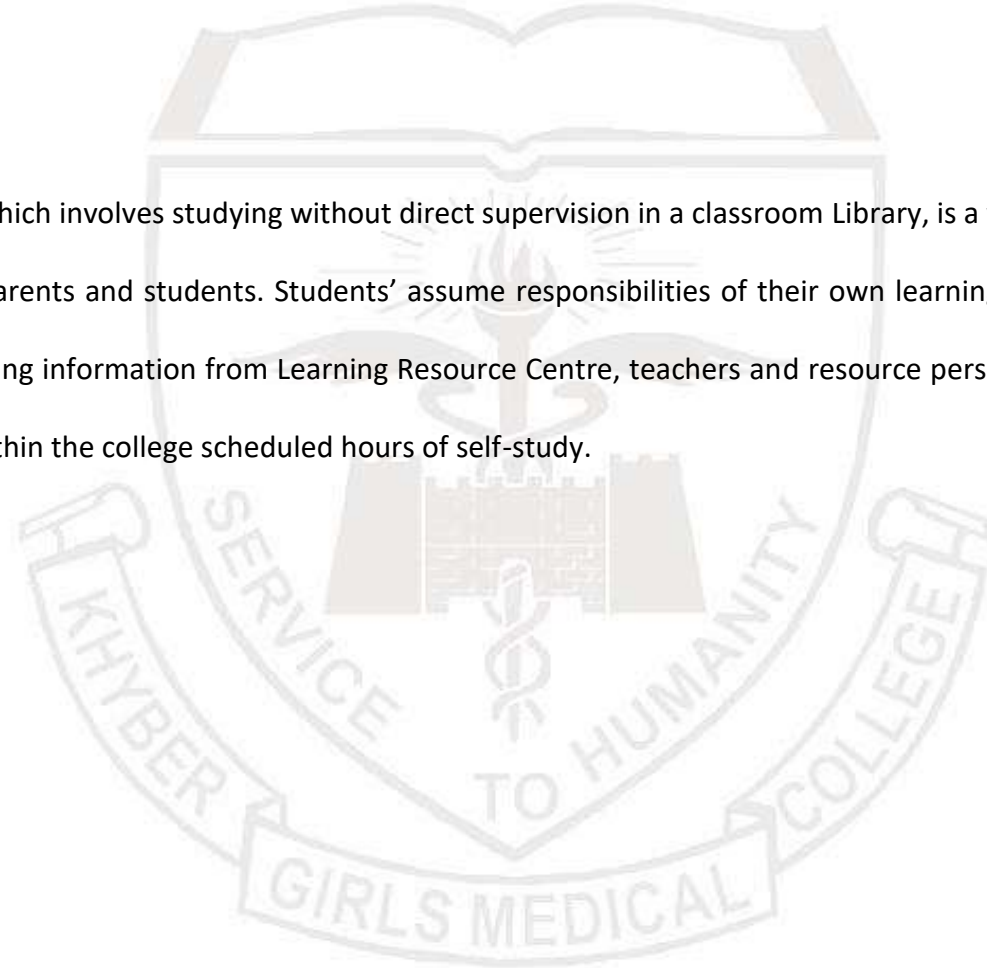
The shy and less articulate are more able to contribute. Students learn from each other. Everyone gets more practice at expressing their ideas. A two way discussion is almost always more creative than individual thoughts. Social skills are practiced in a 'safe' environment e.g. tolerance, cooperation. This format helps students to clarify concepts acquire skills or attitudes. Students exchange opinions and apply knowledge gained from lectures, tutorials and self-study. The facilitator role is to ask probing questions, summarize, or rephrase to help clarify concepts.

Skills Practical session:

Skills relevant to respective module are observed and practiced where applicable in skills laboratory or Laboratories of various departments.

Self-Directed learning (SDL):

Self-directed learning, which involves studying without direct supervision in a classroom Library, is a valuable way to learn and is quickly growing in popularity among parents and students. Students' assume responsibilities of their own learning through individual study, sharing and discussing with peers, seeking information from Learning Resource Centre, teachers and resource persons within and outside the college. Students can utilize the time within the college scheduled hours of self-study.



Time Table:

The timetables for the module will be shared via Edmodo and the notice boards in advance.

Assessment tools:

Theoretical knowledge is tested by a written examination system constituted by multiple choice questions (MCQs). The assessment of practical knowledge involves oral, spot, or objective structured practical examinations (OSPE).

Multiple Choice Questions (MCQs):

- Multiple choice questions (MCQs) are a form of assessment for which students are asked to select the best choice from a list of answers.
- MCQ consists of a stem and a set of options. The stem is usually the first part of the assessment that presents the question as a problem to be solved; the question can be an incomplete statement which requires to be completed and can include a graph, a picture or any other relevant information. The options are the possible answers that the student can choose from, with the correct answer called the key and the incorrect answers called distractors.
- Correct answer carries one mark, and incorrect 'zero mark'. There is NO negative marking.
- Students mark their responses on specified computer-based sheet designed for the college.
- The block exam will comprise of 120 MCQs and will be compiled according to the shared blueprint.

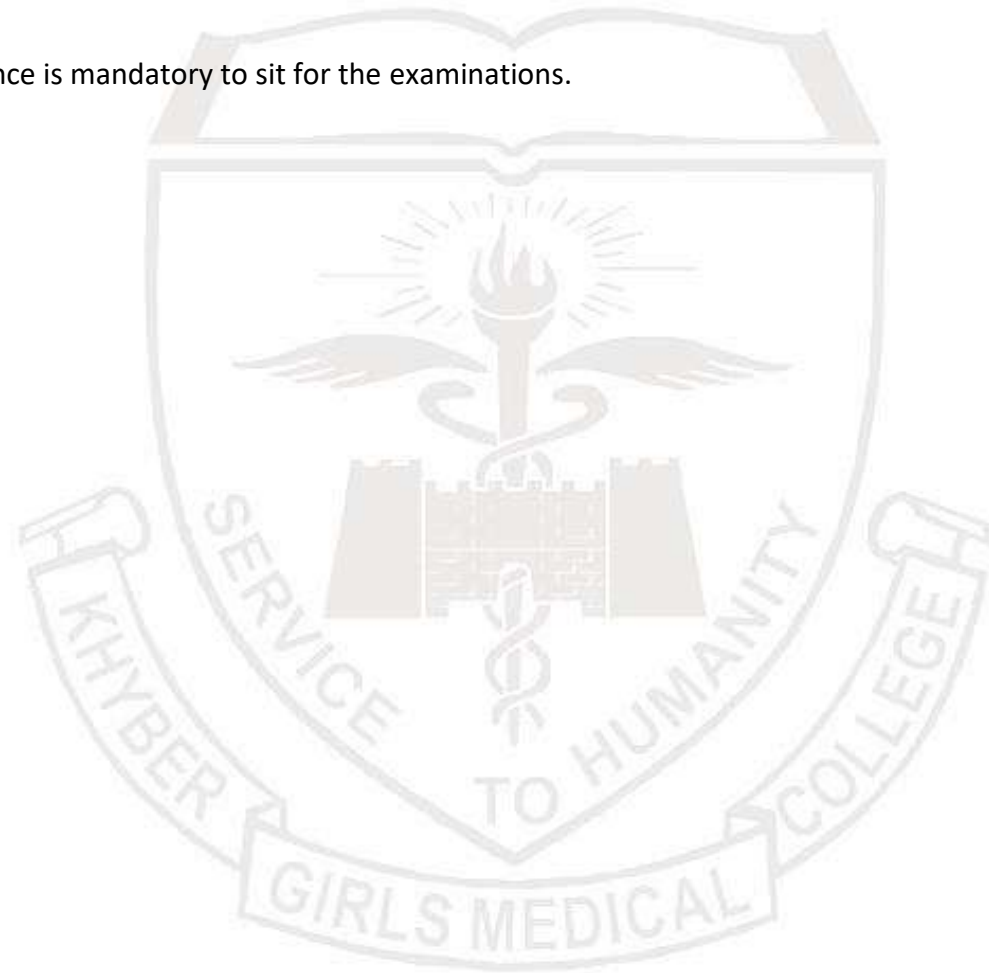
Objective Structured Practical Examination (OSPE)

- The content may assess application of knowledge, or practical skills.
- Student will complete task in define time at one given station.
- All the students are assessed on the same content by the same examiner in the same allocated time.
- A structured examination will have observed, unobserved, interactive and rest stations.
- Observed and interactive stations will be assessed by internal or external examiners.
- Unobserved will be static stations in which students will have to answer the questions related to the given pictures, models or specimens the provided response sheet.
- Rest station is a station where there is no task given, and in this time student can organize their thoughts.
- The Block OSPE will be comprise of 20 examined station and 5 rest stations. The stations will be assigned according to the shred blueprint. There will be 8 stations for viva of core subjects like Pathology, Pharmacology, Forensic Medicine and Community Medicine (2 station for viva of each core subject) and 2 clinical station and rest of 10 out of 20 stations will be assigned according to shared blue prints.



Attendance Requirement:

More than 75% attendance is mandatory to sit for the examinations.



Learning Resources for Students

students can consult books available in library or recommended by the specialty experts.

