



MEDICINE & ALLIED FINAL YEAR STUDY GUIDE

This Study guide of the module/course outlines the key components and areas for the facilitation of the students.

Department of Medical Education

Contents

Vision and Mission of KGMC.....

Khyber Medical University: Vision.....

Khyber Girls Medical College: Vision

Khyber Girls Medical College: Mission

Curriculum Committee KGMC.....

Module committee.....

Outcomes of the curriculum:

KNOWLEDGE.....

PSYCHOMOTOR.....

AFFECTIVE.....

Introduction to the Course/Module

General Learning Outcomes of the Module/Course

Specific learning objectives of the pharmacology

Teaching and learning strategies:

Learning opportunities.....

Time tables:.....

Assessment tools:

Internal Evaluation:.....

Attendance Requirement:

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

Chair:

Professor Dr.Zahid Aman , Dean KGMC.

Co-Chair:

Dr. Sabina Aziz, Associate Dean KGMC.

Clinical Sciences:

- Dr Mohammad Noor Wazir ,Department of Medicine KGMC/HMC
- Dr. Said Amin Department of Medicine KGMC/HMC.

- Dr. Sofia Iqbal, Department of Ophthalmology KGMC/HMC.
- Dr. Ghareeb Nawaz Department of ENT KGMC/HMC.
- Dr. Bushra Rauf Department of Gynae KGMC/HMC.
- Dr. Jamshed Alam Department of Surgery KGMC/HMC.
- Dr. Ambreen Ahmad, Department of Pediatrics KGMC/HMC.
- Dr. Ain-ul-Hadi Department of Surgery KGMC/HMC.
- Dr. Fawad Rahim Department of Medicine KGMC/HMC.

Behavioral Sciences:

- Dr. Ameer Abbas Department of Psychiatry KGMC/HMC.

Medical Education

- Dr. Naheed Mahsood, Department of Medical Education, KGMC.
- Dr. Naveed Afzal Khan, Department of Medical Education, KGMC.
- Dr Onaiza Nasim , Department of Medical Education, KGMC

Basic Sciences:

- Dr. Khalid Javed Department of Pathology, KGMC.
- Dr. Zubia Shah Department of Physiology, KGMC.
- Dr. Amin-ul-Haq Department of Biochemistry, KGMC.
- Dr. Naheed Siddique Department of Forensic Medicine, KGMC.
- Dr. Shams Suleman Department of Pharmacology, KGMC.

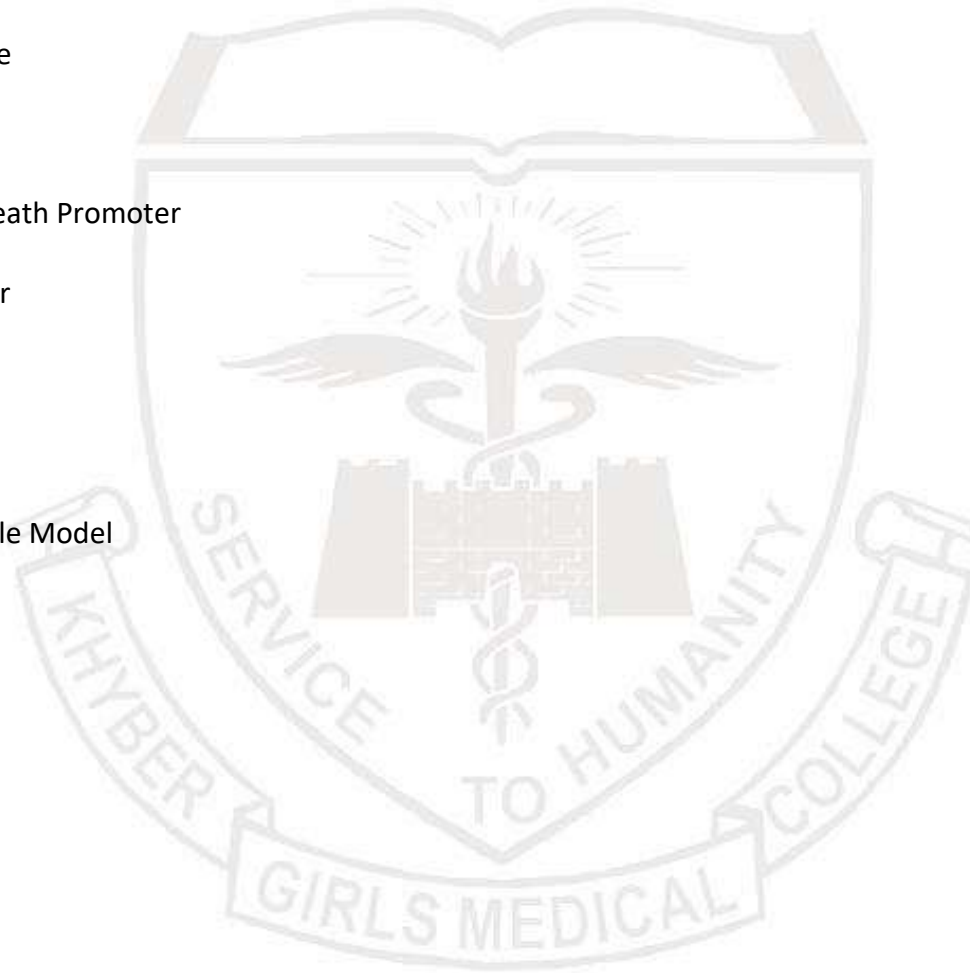
- Dr. Raheela Amin Department of Community Medicine, KGMC.
- Dr. Shahab-ud-Din, Department of Anatomy, KGMC.



Outcomes of the curriculum:

The outcomes of the curriculum of MBBS According to the PMDC are as follows

- Knowledgeable
- Skilful
- Community Health Promoter
- Problem-solver
- Professional
- Researcher
- Leader and Role Model



KNOWLEDGE

By the end of five year MBBS program the KGMC student should be able to;

1. Acquire a high level of clinical proficiency in history taking, physical examination, differential diagnosis, and the effective use of medicine's evolving diagnostic and procedural capabilities including therapeutic and palliative modalities
2. Manage the common prevalent diseases in community
3. Identify the common medical emergencies
4. Develop plan for prevention of common community diseases
5. Formulate a referral plan
6. Compose a prescription plan

PSYCHOMOTOR

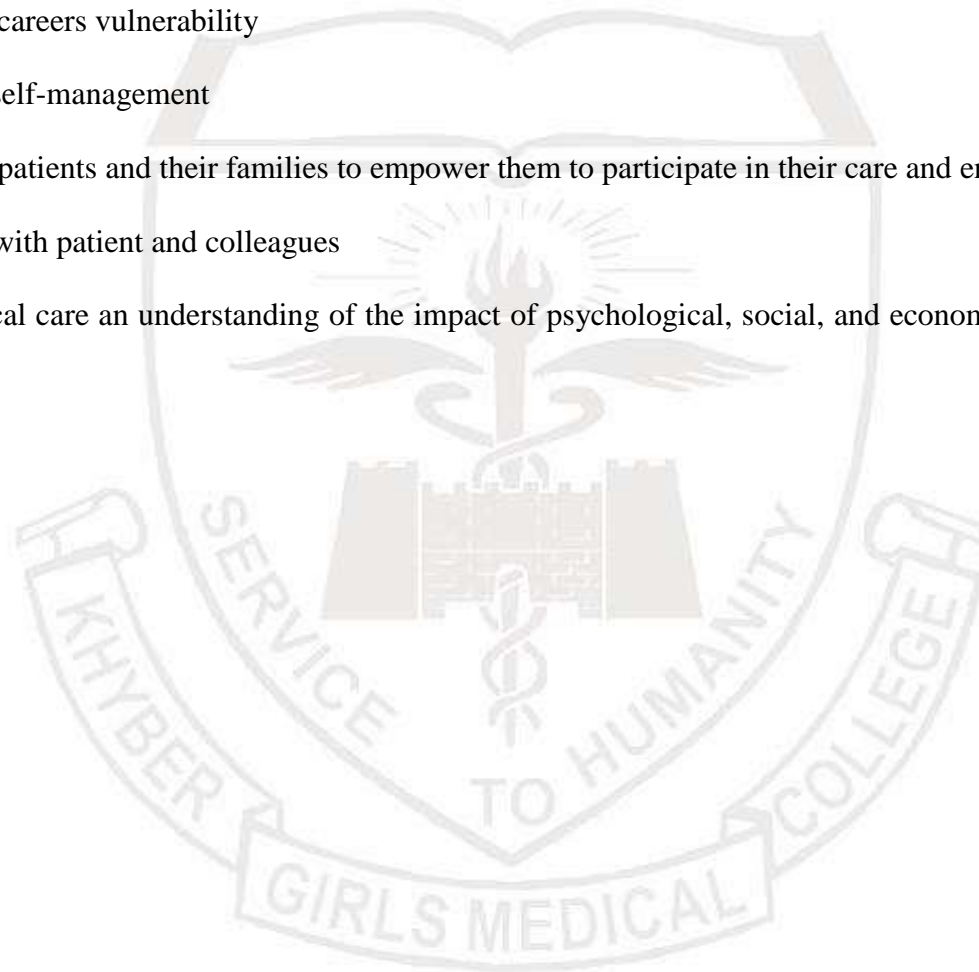
By the end of five year MBBS program the KGMC student should be able to;

1. Demonstrate the ability to perform the disease specific relevant examination
2. Respond to common medical emergencies
3. Master the skill of first aid
4. Perform BLS
5. Apply the best evidenced practices for local health problems

AFFECTIVE

By the end of five year MBBS program the KGMC student should be able to

1. Relate to patient and caregivers vulnerability
2. Demonstrate ethical self-management
3. Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making.
4. Display compassion with patient and colleagues
5. Demonstrate in clinical care an understanding of the impact of psychological, social, and economic factors on human health and disease



Introduction to the Allied Medicine

Psychiatry is the medical specialty devoted to the diagnosis, prevention, study, and treatment of mental disorders. Behavioral science is a branch of science that deals primarily with human action and human behavior in society.

Endocrinology is the study of medicine that relates to the endocrine system, which is the system that controls hormones. Endocrinologists are specially trained physicians who diagnose diseases related to the glands.

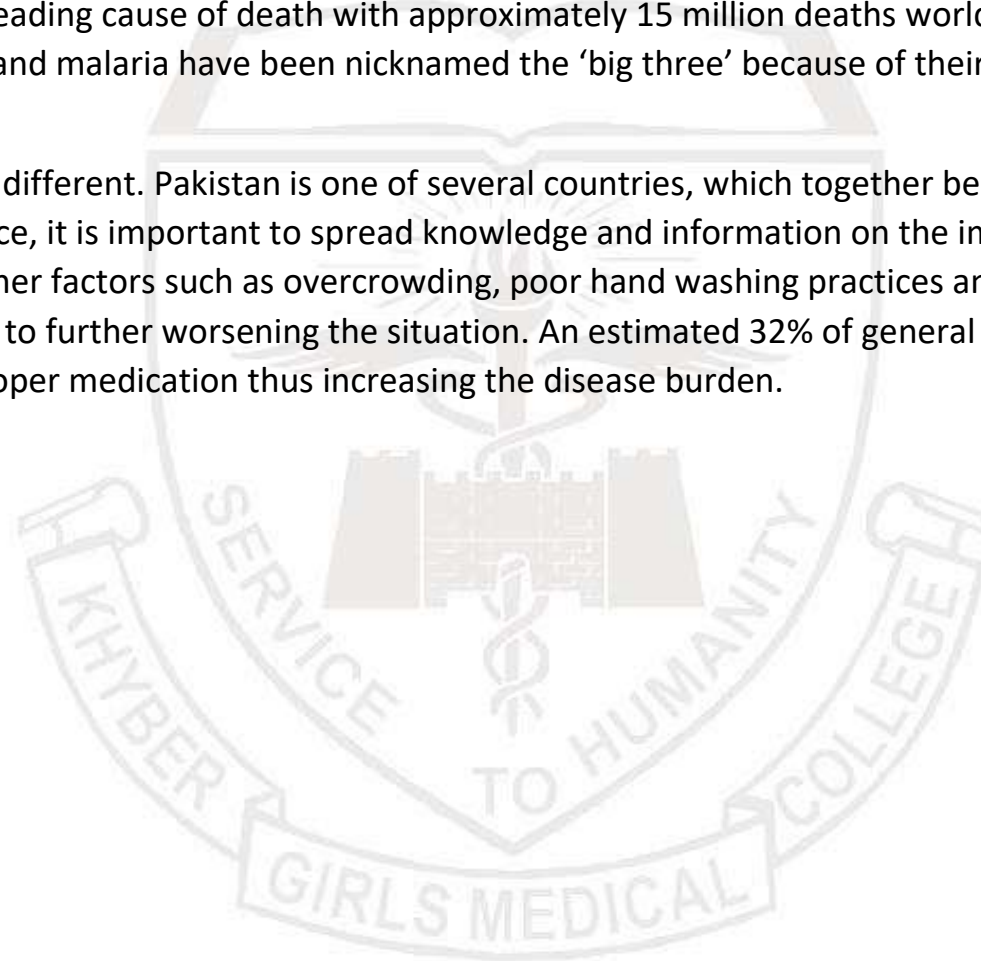
Dermatology is the branch of medicine dealing with the skin. It is a speciality with both medical and surgical aspects. A dermatologist is a specialist medical doctor who manages diseases related to skin, hair, nails, and some cosmetic problems.

Respiratory system is the organs and other parts of your body involved in breathing when you exchange oxygen and carbon dioxide. many organs are involved in this complex process of respiration.

Infectious diseases

Infectious diseases remain a serious public health problem in the 21st century. WHO has classified Infectious diseases as the second leading cause of death with approximately 15 million deaths worldwide every year. HIV/AIDS, tuberculosis, and malaria have been nicknamed the 'big three' because of their important impact on global human health.

At home, the story is no different. Pakistan is one of several countries, which together bear 95% of the burden of infectious diseases. Hence, it is important to spread knowledge and information on the importance of immunization to the general public. Other factors such as overcrowding, poor hand washing practices and lack of effective prescriptions contribute to further worsening the situation. An estimated 32% of general practitioners in Pakistan fail to administer the proper medication thus increasing the disease burden.



General Learning Outcomes of Course

By the end of this module the students should be able to;

PSYCHIATRY AND BEHAVIOUR SCIENCES

Knowledge

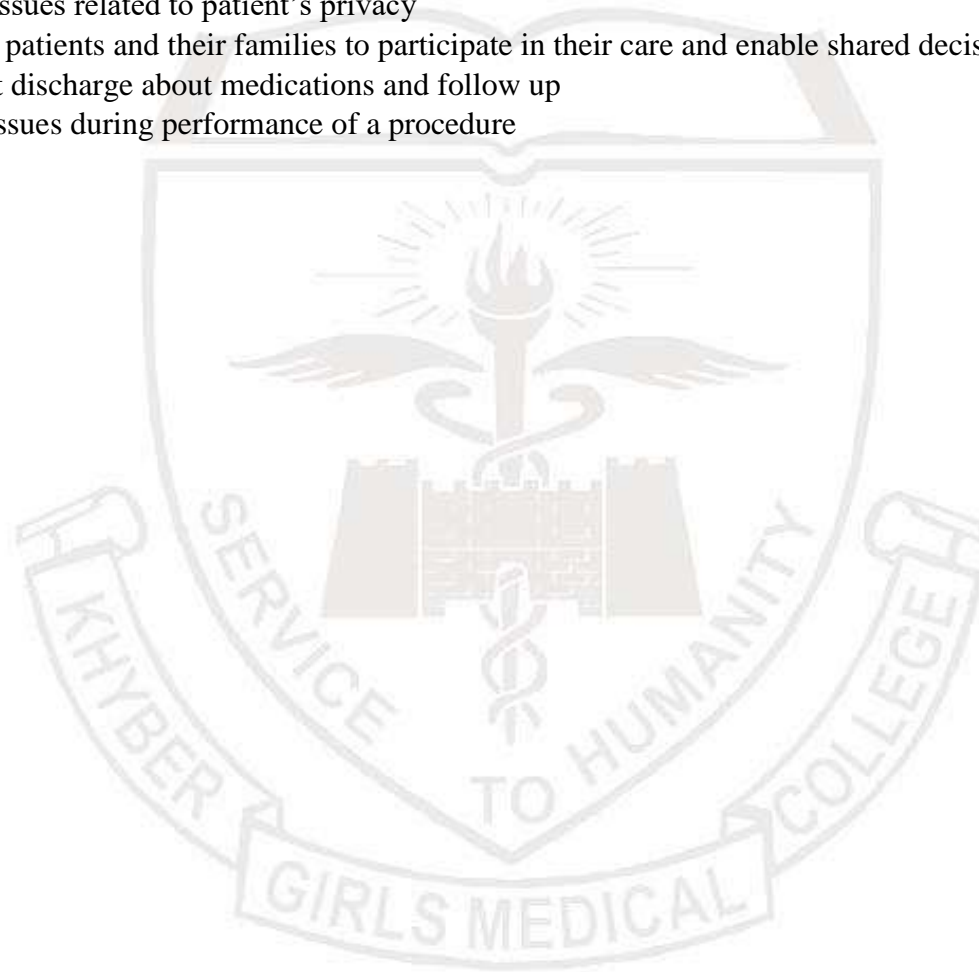
1. Take history and examination of common Psychiatric Disorders.
2. Interpretation of common Psychiatric terms.
3. Outline differential diagnosis of Psychiatric disorders.
4. Explain the management options for anxiety disorder.
5. Explain specific history and examination related to anxiety.
6. Interpret psychological investigations done for anxiety.
7. Outline differential diagnosis of anxiety.
8. Explain the management options for anxiety.
9. Take history and examination related to depression.
10. Interpret psychological investigations related to depression
11. Outline differential diagnosis of psychosis
12. Explain the management options for psychosis

Skills

1. Perform Mental State Examination
2. Know how to do Mini Mental State Examination
3. Know how to do common psychological investigations
4. How to interpret psychological investigations
5. Know the technique of rapid tranquillization
6. Know how to prepare for electroconvulsive therapy (ECT)

Attitude

1. Take consent before history and examination of the patient
2. Demonstrate ethical issues related to patient's privacy
3. Counsel and educate patients and their families to participate in their care and enable shared decision-making.
4. Counsel the patient at discharge about medications and follow up
5. Take care of ethical issues during performance of a procedure



Specific learning objectives

Content	Learning Objectives	Level	Competency	MIT/Venue	Time	Assessment
History of low mood	➤ Observe the doctor obtain a history from a patient of low mood	P1				
	➤ Obtain a history from a patient with low mood under supervision.	P3	Skillful			
	➤ Observe the doctor taking the history of low mood.	P1		Simulation	2 Hours	OSCE
	➤ Obtain consent for history and examination from patient with low mood	P3	Professional			
			A			
Anxiety	➤ Describe briefly the neurobiology of anxiety	C2				
	➤ Describe the	C2		Lecture		

	<p>presentation of anxiety disorders</p> <ul style="list-style-type: none"> ➤ Enlist differential diagnosis of anxiety disorder ➤ Diagnose and formulate management plan for a patient with anxiety 	<p>C2</p> <p>C4</p> <p>C5/C6</p>	<p>Knowledge</p> <p>Critical thinker</p>	<p>Demonstration</p> <p>Problem based learning</p>	<p>2 Hours</p>	<p>MCQs</p> <p>SEQs</p>
Major Depressive Disorder	<ul style="list-style-type: none"> ➤ Describe briefly the neurobiology of depression. ➤ Describe the presentation of Major Depression ➤ Enlist differential diagnosis of Depression ➤ Diagnose and formulate management plan for a patient with COPD 	<p>C2</p> <p>C2</p> <p>C2</p> <p>C4</p> <p>C5/C6</p>	<p>Knowledge</p> <p>Critical thinker</p>	<p>Lecture</p> <p>Demonstration</p> <p>Problem based learning</p>	<p>2 Hours</p>	<p>MCQs</p> <p>SEQs</p>
Panic Attack	<ul style="list-style-type: none"> ➤ Describe 	<p>C2</p>			<p>2</p>	<p>MCQs</p>

					Hours	SEQs
	<p>briefly the neurobiology of Panic attack</p> <ul style="list-style-type: none"> ➤ Describe the presentation of Panic attack ➤ Enlist differential diagnosis of Panic attacks ➤ Diagnose and formulate management plan for a patient with Panic Attack 	<p>C2</p> <p>C2</p> <p>C4</p> <p>C5/C6</p>	<p>Knowledge</p> <p>Critical thinker</p>	<p>Lecture</p> <p>Demonstration</p> <p>Problem based learning</p>		
Schizophrenia	<ul style="list-style-type: none"> ➤ Describe briefly neurobiology of schizophrenia. ➤ Describe various symptoms of schizophrenia ➤ Enlist different delusions and hallucinations ➤ Explain and interpret 	<p>C2</p> <p>C2</p> <p>C2</p> <p>C4</p> <p>C5/C6</p>	<p>Knowledge</p> <p>Critical thinker</p>	<p>Lecture</p> <p>Demonstration</p> <p>Problem based learning</p>	<p>2 Hours</p>	<p>MCQs</p> <p>SEQs</p>

	<p>PANSS</p> <ul style="list-style-type: none"> ➤ Diagnose and formulate management plan for schizophrenia 					
Obsessive Compulsive Disorder	<ul style="list-style-type: none"> ➤ Describe briefly the neurobiology of OCD. ➤ Describe various obsession and compulsion symptoms ➤ Enlist differential diagnosis of obsessions and compulsive symptoms ➤ Explain and interpret Yale-Brown scale ➤ Diagnose and formulate management plan for a patient with OCD 	<p>C2</p> <p>C2</p> <p>C2</p> <p>C4</p> <p>C5/C6</p>	<p>Knowledge</p> <p>Critical thinker</p>	<p>Lecture</p> <p>Demonstration</p> <p>Problem based learning</p>	<p>2 Hours</p>	<p>MCQs</p> <p>SEQs</p>
	<ul style="list-style-type: none"> ➤ 					

Tardive Dyskinesia(TD)	<ul style="list-style-type: none"> ➤ Describe briefly neurophysiology of TD. ➤ Describe the presentation of TD ➤ Enlist differential diagnosis of TD ➤ Explain and interpret AIMS. ➤ Diagnose and formulate management plan of TD. 	C2 C2 C2 C4 C5/C6	Knowledge Critical thinker	Lecture Demonstration Problem based learning	2 Hours	MCQs SEQs
Neuroleptic Malignant syndrome(NMS)	<ul style="list-style-type: none"> ➤ Describe briefly pathophysiology of NMS. ➤ Describe the presentation of NMS ➤ Enlist differential diagnosis of NMS ➤ Explain and interpret various biological 	C2 C2 C2 C4 C5/C6	Knowledge Critical thinker	Lecture Demonstration Problem based learning	2 Hours	MCQs SEQs

	<ul style="list-style-type: none"> tests ➤ Diagnose and formulate management plan for a patient with NMS 					
Dementia	<ul style="list-style-type: none"> ➤ Describe briefly neuropathology of dementia ➤ Describe the presentation of various dementias ➤ Enumerate types dementias ➤ Explain and interpret brain imaging. ➤ Diagnose and formulate management plan for a patient with dementias 	<p>C2</p> <p>C2</p> <p>C2</p> <p>C4</p> <p>C5/C6</p>	<p>Knowledge</p> <p>Critical thinker</p>	<p>Lecture</p> <p>Demonstration</p> <p>Problem based learning</p>	<p>2 Hours</p>	<p>MCQs</p> <p>SEQs</p>
Insomnia disorder	<ul style="list-style-type: none"> ➤ Describe briefly sleep architecture. ➤ Describe the presentation 	<p>C2</p> <p>C2</p>		<p>Lecture</p>	<p>2 Hours</p>	<p>MCQs</p>

	<p>of various sleep disorders.</p> <ul style="list-style-type: none"> ➤ Interpret hypnogram ➤ Explain and interpret sleep hygiene. ➤ Diagnose and formulate management of Insomnia. 	<p>C2</p> <p>C4</p> <p>C5/C6</p>	<p>Knowledge</p> <p>Critical thinker</p>	<p>Demonstration</p> <p>Problem based learning</p>		<p>SEQs</p>
<p>Personality Disorders</p>	<ul style="list-style-type: none"> ➤ Describe briefly the Etiology of PD. ➤ Describe various personality tools. ➤ Enumerate different personality disorder. ➤ Explain and interpret different Psychological treatment for PD. 	<p>C2</p> <p>C2</p> <p>C2</p> <p>C4</p> <p>C5/C6</p>	<p>Knowledge</p> <p>Critical thinker</p>	<p>Lecture</p> <p>Demonstration</p> <p>Problem based learning</p>	<p>2 Hours</p>	<p>MCQs</p> <p>SEQs</p>
<p>Counseling and CBT</p>	<ul style="list-style-type: none"> ➤ Define counseling and CBT. 	<p>C2</p>			<p>2 Hours</p>	<p>MCQs</p> <p>SEQs</p>

	<ul style="list-style-type: none"> ➤ Describe the indications of CBT. ➤ Enlist important point regarding CBT and counseling. 	<p>C2</p> <p>C2</p> <p>C4</p>	<p>Knowledge</p> <p>Critical thinker</p>	<p>Lecture</p> <p>Demonstration</p> <p>Problem based learning</p>		
Delirium	<ul style="list-style-type: none"> ➤ Describe briefly the Pathophysiology of Delirium. ➤ Describe the presentation of Delirium. ➤ Enlist differential diagnosis of Delirium. ➤ Explain and interpret various Tests for Delirium. ➤ Diagnose and formulate Delirium. 	<p>C2</p> <p>C2</p> <p>C2</p> <p>C4</p> <p>C5/C6</p>	<p>Knowledge</p> <p>Critical thinker</p>	<p>Lecture</p> <p>Demonstration</p> <p>Problem based learning</p>	2 Hours	MCQs SEQs

Respiratory System

General Learning Outcomes

By the end of this module the final year MBBS student should be able to:

Knowledge

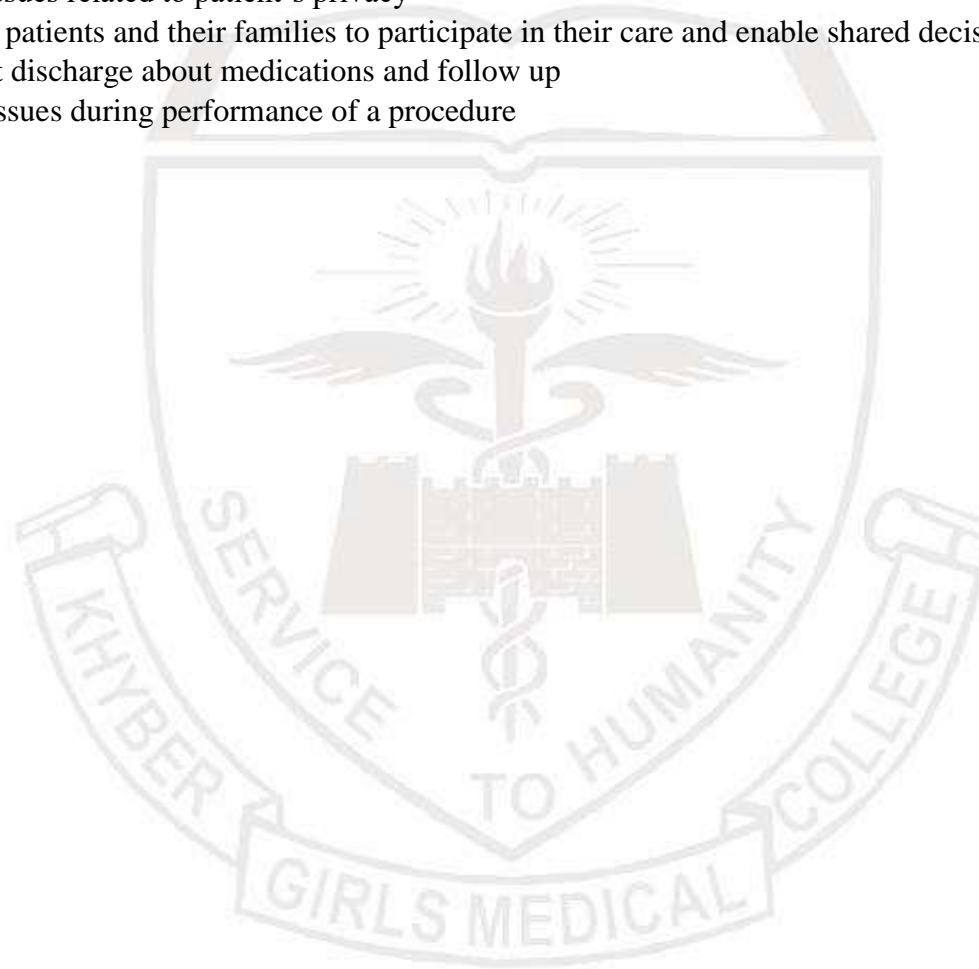
13. Take history and examination related to shortness of breath.
14. Interpret investigations done for shortness of breath.
15. Outline differential diagnosis of shortness of breath.
16. Explain the management options for shortness of breath.
17. Explain specific history and examination related to cough.
18. Interpret investigations done for cough.
19. Outline differential diagnosis of cough.
20. Explain the management options for cough
21. Take history and examination related to chest pain
22. Interpret investigations done for shortness of chest pain
23. Outline differential diagnosis of shortness of chest pain
24. Explain the management options for chest pain

Skills

7. Perform chest examination
8. Know how to collect sputum
9. perform nebulization to patients with shortness of breath
10. how to perform peak flowmetry
11. know the technique of spirometry
12. know how to use inhalers

Attitudes

6. take consent before history and examination of the patient
7. demonstrate ethical issues related to patient's privacy
8. Counsel and educate patients and their families to participate in their care and enable shared decision-making.
9. Counsel the patient at discharge about medications and follow up
10. Take care of ethical issues during performance of a procedure



Theme 1: shortness of breath (SOB)						
Content	Learning Objectives	Level	Competency	MIT/Venue	Time	Assessment
History and Examination of SOB	<ul style="list-style-type: none"> ➤ Observe the doctor obtain a history from a patient of SOB ➤ Obtain a history from a patient of SOB under supervision. ➤ Observe the doctor performing chest examination of a patient of SOB. ➤ Perform chest examination of a patient of SOB ➤ Obtain consent for history and examination from patient with shortness of breath 	P1	Skillful	Simulation	2 Hours	OSCE
		P3				
		P1				
		P3				
		A				
Asthma	<ul style="list-style-type: none"> ➤ Describe briefly the anatomy and physiology of lungs. ➤ Describe the presentation of asthma <ul style="list-style-type: none"> ➤ Enlist differential 	C2	Knowledge	Lecture Demonstration Problem based learning	2 Hours	MCQs SEQs
		C2				
		C2				
		C4				

	<p>diagnosis of asthma</p> <ul style="list-style-type: none"> ➤ Explain and interpret PFTs. ➤ Diagnose and formulate management plan for a patient with asthma 	C5/C6				
Chronic Obstructive pulmonary disease (COPD)	<ul style="list-style-type: none"> ➤ Describe briefly the anatomy and physiology of lungs. ➤ Describe the presentation of COPD <ul style="list-style-type: none"> ➤ Enlist differential diagnosis of COPD ➤ Explain and interpret PFTs. ➤ Diagnose and formulate management plan for a patient with COPD 	C2 C2 C2 C4 C5/C6	Knowledge Critical thinker	Lecture Demonstration Problem based learning	2 Hours	MCQs SEQs
Interstitial lung disease (ILD)	<ul style="list-style-type: none"> ➤ Describe briefly the anatomy and physiology of lungs. ➤ Describe the presentation of 	C2 C2		Lecture Demonstration	2 Hours	MCQs SEQs

	<p>ILD</p> <ul style="list-style-type: none"> ➤ Enlist differential diagnosis of ILD ➤ Explain and interpret PFTs. ➤ Diagnose and formulate management plan for a patient with ILD 	<p>C2</p> <p>C4</p> <p>C5/C6</p>	<p>Knowledge</p> <p>Critical thinker</p>	<p>Problem based learning</p>		
Bronchogenic carcinoma	<ul style="list-style-type: none"> ➤ Describe briefly the anatomy and physiology of lungs. ➤ Describe the presentation of Bronchogenic carcinoma <ul style="list-style-type: none"> ➤ Enlist differential diagnosis of Bronchogenic carcinoma ➤ Explain and interpret x-ray chest ➤ Diagnose and formulate management plan for a patient with Bronchogenic 	<p>C2</p> <p>C2</p> <p>C2</p> <p>C4</p> <p>C5/C6</p>	<p>Knowledge</p> <p>Critical thinker</p>	<p>Lecture</p> <p>Demonstration</p> <p>Problem based learning</p>	<p>2 Hours</p>	<p>MCQs</p> <p>SEQs</p>

	carcinoma					
Bronchiectasis	<ul style="list-style-type: none"> ➤ Describe briefly the anatomy and physiology of lungs. ➤ Describe the presentation of Bronchiectasis <ul style="list-style-type: none"> ➤ Enlist differential diagnosis of Bronchiectasis ➤ Explain and interpret chest x-ray and PFTs. ➤ Diagnose and formulate management plan for a patient with Bronchiectasis 	C2 C2 C2 C4 C5/C6	Knowledge Critical thinker	Lecture Demonstration Problem based learning	2 Hours	MCQs SEQs
Pulmonary tuberculosis (TB)	<ul style="list-style-type: none"> ➤ Describe briefly the anatomy and physiology of lungs. ➤ Describe the presentation of TB <ul style="list-style-type: none"> ➤ Enlist differential diagnosis of TB ➤ Explain and interpret chest x- 	C2 C2 C2 C4	Knowledge Critical thinker	Lecture Demonstration Problem based learning	2 Hours	MCQs SEQs

	<p>ray.</p> <ul style="list-style-type: none"> ➤ Diagnose and formulate management plan for a patient with TB 	C5/C6				
Pulmonary Hypertension (PH) / Cor-pulmonale	<ul style="list-style-type: none"> ➤ Describe briefly the anatomy and physiology of lungs. ➤ Describe the presentation of PH and cor-pulmonale <ul style="list-style-type: none"> ➤ Enlist differential diagnosis of PH and cor-pulmonale ➤ Explain and interpret PFTs and x-ray chest. ➤ Diagnose and formulate management plan for a patient with PH and cor-pulmonale 	C2 C2 C2 C4 C5/C6	Knowledge Critical thinker	Lecture Demonstration Problem based learning	2 Hours	MCQs SEQs
Respiratory failure	<ul style="list-style-type: none"> ➤ Describe briefly the anatomy and physiology of lungs. ➤ Describe the 	C2 C2		Lecture	2 Hours	MCQs SEQs

	<p>presentation of respiratory failure</p> <ul style="list-style-type: none"> ➤ Enumerate types of respiratory failure <ul style="list-style-type: none"> ➤ Enlist differential diagnosis of respiratory failure ➤ Explain and interpret ABGs. ➤ Diagnose and formulate management plan for a patient with respiratory failure 	<p>C2</p> <p>C4</p> <p>C5/C6</p>	<p>Knowledge</p> <p>Critical thinker</p>	<p>Demonstration</p> <p>Problem based learning</p>		
Pleural Effusion	<ul style="list-style-type: none"> ➤ Describe briefly the anatomy and physiology of lungs. ➤ Describe the presentation of pleural effusion <ul style="list-style-type: none"> ➤ Enlist differential diagnosis of pleural effusion ➤ Explain and interpret PFTs. ➤ Diagnose and 	<p>C2</p> <p>C2</p> <p>C2</p> <p>C4</p> <p>C5/C6</p>	<p>Knowledge</p> <p>Critical thinker</p>	<p>Lecture</p> <p>Demonstration</p> <p>Problem based learning</p>	<p>2 Hours</p>	<p>MCQs</p> <p>SEQs</p>

	formulate management plan for a patient with pleural effusion					
Pulmonary embolism (PE)	<ul style="list-style-type: none"> ➤ Describe briefly the anatomy and physiology of lungs. ➤ Describe the presentation of Pulmonary embolism <ul style="list-style-type: none"> ➤ Enlist differential diagnosis of Pulmonary embolism ➤ Explain and interpret PFTs ➤ Diagnose and formulate management plan for a patient with Pulmonary embolism 	C2 C2 C2 C4 C5/C6	Knowledge Critical thinker	Lecture Demonstration Problem based learning	2 Hours	MCQs SEQs
Pneumothorax	<ul style="list-style-type: none"> ➤ Describe briefly the anatomy and physiology of lungs. ➤ Describe the presentation of Pneumothorax 	C2 C2	Knowledge	Lecture Demonstration	2 Hours	MCQs SEQs

	<ul style="list-style-type: none"> ➤ Enlist differential diagnosis of Pneumothorax ➤ Explain and interpret PFTs. ➤ Diagnose and formulate management plan for a patient with Pneumothorax 	<p>C2</p> <p>C4</p> <p>C5/C6</p>	<p>Critical thinker</p>	<p>Problem based learning</p>		
Pneumonia	<ul style="list-style-type: none"> ➤ Describe briefly the anatomy and physiology of lungs. ➤ Describe the presentation of pneumonia <ul style="list-style-type: none"> ➤ Enlist differential diagnosis of pneumonia ➤ Explain and interpret chest x-rays. ➤ Diagnose and formulate management plan for a patient with pneumonia 	<p>C2</p> <p>C2</p> <p>C2</p> <p>C4</p> <p>C5/C6</p>	<p>Knowledge</p> <p>Critical thinker</p>	<p>Lecture</p> <p>Demonstration</p> <p>Problem based learning</p>	<p>2 Hours</p>	<p>MCQs</p> <p>SEQs</p>

Endocrine module

General Learning Outcomes

By the end of this module the final year MBBS student should be able to:

Knowledge

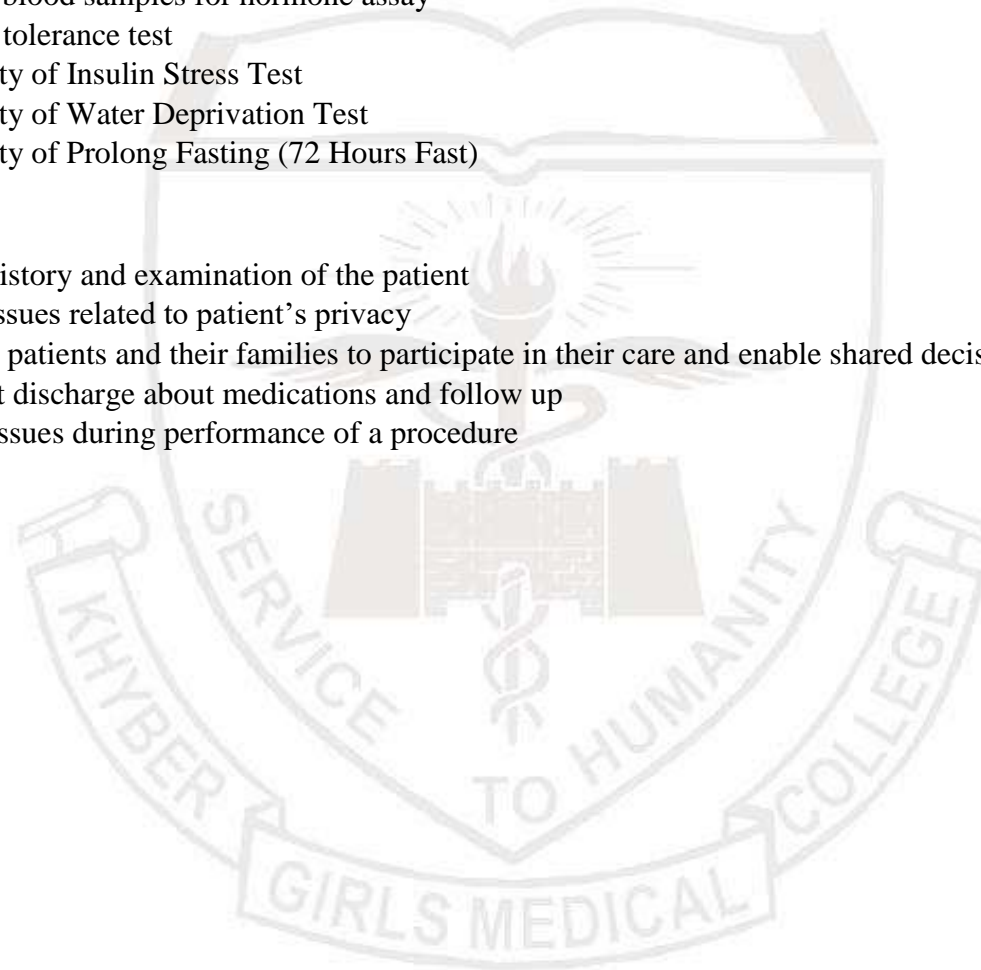
25. Take history and examination related to diabetes mellitus.
26. Interpret investigations done for diabetes mellitus.
27. Outline diagnosis of diabetes mellitus.
28. Explain the management options for diabetes mellitus.
29. Explain specific history and examination thyroid disorders.
30. Interpret investigations thyroid disorders.
31. Outline differential diagnosis thyroid disorders.
32. Explain the management options thyroid disorders
33. Take history and examination adrenal disorders
34. Interpret investigations done for adrenal disorders
35. Outline differential in diagnosis of adrenal disorders
36. Explain the management options for adrenal disorders
37. Take history and examination related to pituitary disorders.
38. Interpret investigations done for pituitary disorders
39. Outline diagnosis of pituitary disorders.
40. Explain the management options for pituitary disorders.
41. Take history and examination related to pituitary disorders.

Skills

13. Perform Endocrine examination
14. Know how to collect blood samples for hormone assay
15. Perform oral glucose tolerance test
16. Introduction and utility of Insulin Stress Test
17. Introduction and utility of Water Deprivation Test
18. Introduction and utility of Prolong Fasting (72 Hours Fast)

Attitudes

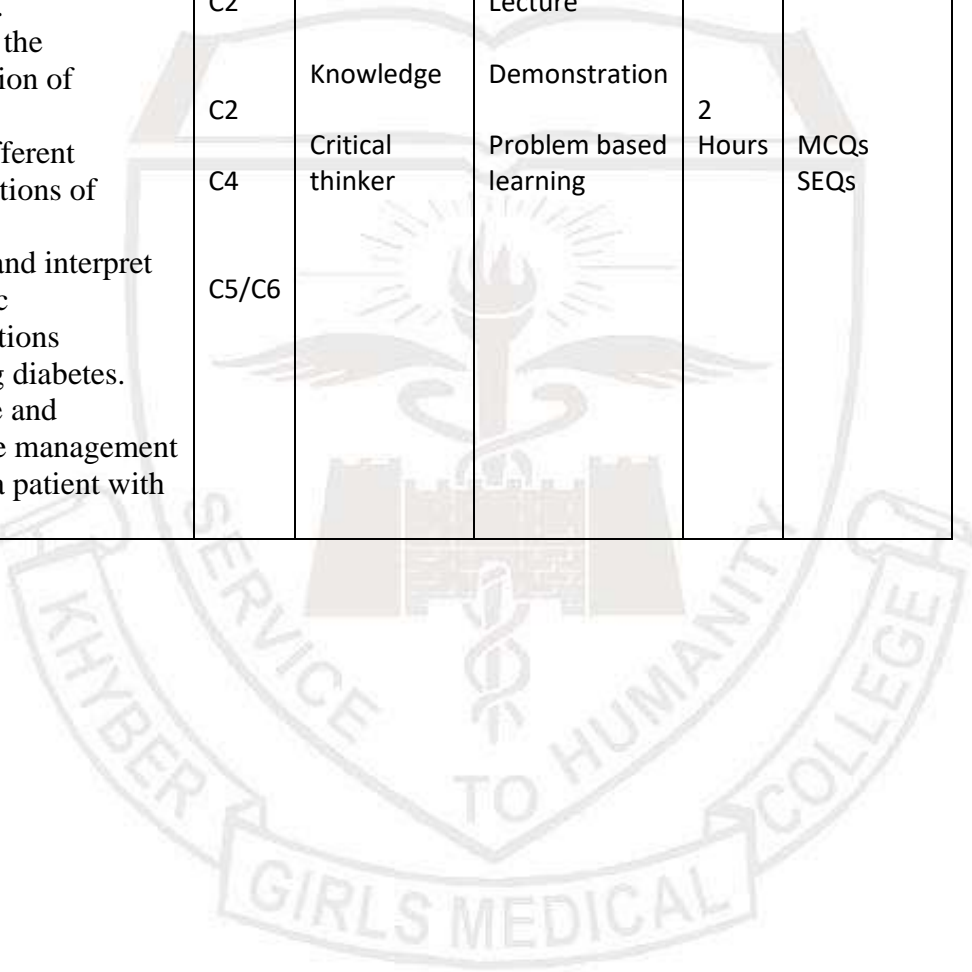
11. take consent before history and examination of the patient
12. demonstrate ethical issues related to patient's privacy
13. Counsel and educate patients and their families to participate in their care and enable shared decision-making.
14. Counsel the patient at discharge about medications and follow up
15. Take care of ethical issues during performance of a procedure



Specific objectives of endocrine module

Theme 1: Diabetes Mellitus						
Content	Learning Objectives	Level	Competency	MIT/Venue	Time	Assessment
History and Examination Of Diabetic Patient	➤ Observe the doctor obtaining a history from a patient of diabetes	P1				
	➤ Obtain a history from a patient with diabetes under supervision.	P3				
	➤ Observe the doctor performing examination of diabetic foot.	P1	Skillful			
	➤ Perform examination of a diabetic foot.	P3		Simulation	2 Hours	OSCE
	➤ Obtain consent for history and examination from patient with diabetic foot ulcer.	A	Professional			

Diabetes	➤ Describe briefly the anatomy and physiology of Pancreas.	C2				
	➤ Describe the presentation of diabetes	C2		Lecture		
	➤ Enlist different complications of diabetes	C2	Knowledge	Demonstration	2	MCQs
	➤ Explain and interpret metabolic investigations regarding diabetes.	C4	Critical thinker	Problem based learning	Hours	SEQs
	➤ Diagnose and formulate management plan for a patient with diabetes.	C5/C6				



DERMATOLOGY MODULE

THEME SKIN RASHES

General Learning outcomes

By the end of this module the final year MBBS students of KGMC shall be able to:

Knowledge

1. Take history related to skin rashes
2. Differentiate various skin rashes on the basis of history
3. Outline differential diagnosis for skin rashes
4. Interpret investigations for various skin rashes
5. Explain specific history related to a particular type of skin rash
6. Formulate treatment plan for various skin rashes

Skills

1. Skillfully perform cutaneous examination of patients for various skin rashes
2. Skillfully perform relevant systemic examination where needed
3. Learn to use magnifying lens during examination

Attitude

1. Take consent from patients or relatives before history and examination
2. Address ethical issues related to privacy of patients
3. Counsel patients and their relatives regarding disease and its treatment/complications
4. Counsel patients and their relatives about prognosis of the diseases
5. Counsel patients and relatives about medications and follow up
6. Address ethical issues while performing a procedure

Theme Skin rashes						
Content	Learning objectives	Learning domain & Level	Competence	MIT/Venue	Time	Assessment
History and examination of a patient presenting with skin rashes	i. Observe the doctor while taking history from a patient having skin rashes	P1	Skillful	Bedside teaching	One hour	OSCE
	ii. Obtain history from a patient of skin rashes under supervision	P3				
	iii. Observe the doctor doing local examination of a patient with skin rashes	P1				
	iv. Observe the doctor taking skin biopsy for establishing the diagnosis of skin disease	P1	Professional			
	v. Take consent for examination from a patient	A				

	with skin rashes					
Scabies	i. Identify pruritic skin disorders	C1	Knowledge	SDL	-	-
	ii. Discuss life cycle of scabies mite	C2	Knowledge	DSL	-	-
	iii. Discuss scabies on the basis of clinical features	C3	Knowledge	Interactive lecture	One hour	MCQs
	iv. discuss differential diagnosis of scabies	C4	Knowledge	Interactive lecture		MCQs
	v. Formulate treatment plan for scabies	C5	Knowledge	PBL		MCQs
	v. Discuss treatment options for complicated scabies	C6	Knowledge	PBL		MCQs
Extrinsic Eczema	i. Identify intrinsic and extrinsic eczema	C1	Knowledge	SDL	-	-
	ii. Discuss causes of extrinsic eczema	C2	Knowledge	DSL	-	-

	iii. Discuss various presentations of extrinsic eczema	C3	Knowledge	Interactive lecture	One hour	MCQ
	iv. Differentiate various morphological types of eczema on the basis of histology	C4	Knowledge	Lecture		MCQs
	v. Discuss differential diagnosis of eczema	C4	Knowledge	PBL		MCQs
	VI. formulate treatment for extrinsic eczema	C5	Knowledge	Bedside teaching		MCQs
	vii. discuss treatment options for resistant types of eczema	C6	Knowledge	Bedside teaching		MCQs
Intrinsic eczema	i. Identify intrinsic and extrinsic eczema	C1	Knowledge	SDL	-	-
	ii. Discuss various types of intrinsic eczema	C2	Knowledge	DSL	-	-

	iii. Discuss various presentations of atopic eczema	C3	Knowledge	Interactive lecture	One hour	MCQ
	iv. discuss various features on the basis of which clinical diagnosis of atopic eczema is made	C4	Knowledge	Lecture		MCQs
	v. Discuss differential diagnosis of atopic eczema	C4	Knowledge	PBL		MCQs
	VI. Formulate treatment for atopic eczema	C5	Knowledge	Bedside teaching		MCQs
	vii. Discuss management of complications of atopic eczema	C6	Knowledge	Bedside teaching		MCQs
Syphilis	i. Identify organism causing syphilis	C1	Knowledge	SDL	-	-
	ii. Discuss pathology of syphilis	C2	Knowledge	DSL	-	-
	iii. Discuss	C3	Knowledge	Interactive		MCQ

	various presentations of syphilis			lecture		
	iv. interpret various investigations for the diagnosis of syphilis	C4	Knowledge	Lecture	One hour	MCQs
	v. Discuss differential diagnosis of syphilis	C4	Knowledge	PBL		MCQs
	VI. formulate treatment for syphilis	C5	Knowledge	Bedside teaching		MCQs
	vii. Discuss steps for management Of complications of syphilis	C6	Knowledge	Bedside teaching		MCQs
Gonorrhea	i. Identify organism causing gonorrhea	C1	Knowledge	SDL	-	-
	ii. Discuss pathology of gonorrhea	C2	Knowledge	DSL	-	-
	iii. Discuss various presentations of gonorrhea	C3	Knowledge	Interactive lecture		MCQs
	iv. interpret	C4	Knowledge	Lecture	One hour	MCQs

	various investigations for the diagnosis of gonorrhoea v. Discuss differential diagnosis of gonorrhoea VI. Formulate treatment for gonorrhoea vii. Discuss steps for management Of complications of gonorrhoea	C4 C5 C6	Knowledge Knowledge Knowledge	PBL Bedside teaching Bedside teaching		MCQs MCQs MCQs
Leprosy	i. Identify organism causing leprosy ii. Discuss pathology of leprosy iii. Discuss various clinical types of leprosy iv. interpret various investigations for the diagnosis of	C1 C2 C3 C4	Knowledge Knowledge Knowledge	SDL DSL Interactive lecture Lecture	- - One hour	- - MCQs MCQs

	leprosy v. Discuss differential diagnosis of leprosy	C4	Knowledge	PBL		MCQs
	VI. Formulate plan for the treatment for leprosy	C5	Knowledge	Bedside teaching		MCQs
	vii. Discuss steps for management of complications of leprosy	C6	Knowledge	Bedside teaching		MCQs
Vitiligo	i. Identify various layers of the epidermis	C1	Knowledge	SDL	-	-
	ii. Discuss the process of melanogenesis	C2	Knowledge	DSL	-	-
	iii. Discuss various presentations of vitiligo	C3	Knowledge	Interactive lecture		MCQs
	iv. Discuss various tools used for the diagnosis of vitiligo	C3	Knowledge	Lecture	One hour	MCQs
	v. Discuss differential diagnosis of	C4	Knowledge	PBL		MCQs

	vitiligo VI. formulate treatment plan for vitiligo	C5	Knowledge	Interactive lecture		MCQs
Alopecia areata	i. identify various presentations of alopecia areata	C1	Knowledge	SDL		-
	ii. identify various associations of alopecia areata	C1	Knowledge	SDL	One hour	-
	iii. Discuss causes of alopecia areata	C3	Knowledge	Interactive lecture		MCQs
	iv. Discuss differential diagnosis of alopecia areata	C4	Knowledge	PBL		MCQs
	v. Formulate treatment plan for alopecia areata	C5	Knowledge	Interactive lecture		MCQs
	vi. Discuss management plan for resistant cases	C6	Knowledge	Interactive lectures		MCQs

	of alopecia areata					
--	--------------------	--	--	--	--	--



Hirsutism	i. Understand hair structure in detail	C1	Knowledge	SDL		-
	ii. Understand hormones controlling hair growth	C1	Knowledge	DSL		-
	iii. Discuss factors that can lead to hirsutism	C2	Knowledge	Interactive lecture	One hour	MCQs
	iv. Interpret investigations performed in hirsutism	C3	Knowledge	Interactive lecture		MCQs
	v. Discuss differential diagnosis of hirsutism	C4	Knowledge	PBL		MCQs
	vi. Formulate medical treatment plan for hirsutism	C5	Knowledge	Interactive lectures		MCQs
v. Discuss role of lasers in hirsutism	C6	Knowledge	Interactive lectures		MCQs	

Infectious Disease Module

By the end of 3 week infectious disease module final year student should be able to

1. Understand the Basics , prevention and management of infectious diseases
2. Describe the etiology, clinical feature, approaches, investigation and management of acute and chronic diarrhea.
3. Describe the etiology, Epidemiology, clinical presentation, diagnostic, Management and prevention of Covid 19 (SARS- COVID 19).
4. Describe the Etiology, Natural History, Clinical Stages, and Diagnosis, Prevention and Management of Opportunistic infection and HIV AIDS.
5. Describe the Etiology, Pathophysiology, Clinical Presentation, prevention and Management of Tetanus.
6. Describe the pathophysiology , Clinical Presentation And Management of Sepsis
7. Describe Fever of unknown origin , its pathophysiology , Approach to its cause and Management
8. Describe the clinical presentation, investigation, management and Prevention of Malaria
9. Describe enteric fever, its clinical Presentation, investigation and Management of enteric fever
10. Describe the clinical Presentation of Dengue Fever, its complication , investigation and Management
11. Describe the clinical presentation, Complication, investigation and treatment of Brucellosis
12. Describe Meningitis , Its Types , clinical Presentation , complication and Management
13. Explain Encephalitis, its types , clinical Presentation and Management

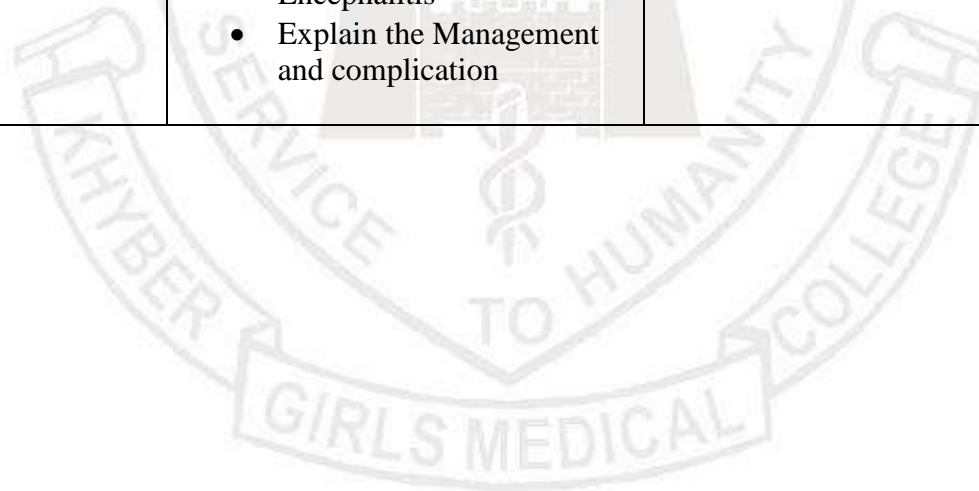
TOPIC	Learning Objectives	Learning Strategy	Assessment
Introduction Of Infectious Disease	<ul style="list-style-type: none"> • Explain the importance of Infectious Diseases • Discuss the steps in general physical examination and specific systemic examination of patients with infectious diseases • Perform general physical examination 	<ul style="list-style-type: none"> • Interactive Lecture • Skill Lab • Bed Side Teaching 	<ul style="list-style-type: none"> • MCQ/SAQ
Acute Diarrhea	<ul style="list-style-type: none"> • List the causes of Infectious diarrhea • Discuss clinical presentations of infectious diarrhea • Discuss the Investigations and management of patients with diarrhea 	<ul style="list-style-type: none"> • Interactive Lecture • Case base Learning 	<ul style="list-style-type: none"> • MCQ/SAQ
Chronic Diarrhea	<ul style="list-style-type: none"> • list the causes of chronic diarrhea • Discuss the clinical Presentation of chronic diarrhea • Discuss investigation and Diagnostic approach of 	<ul style="list-style-type: none"> • Interactive Lecture • Case base Learning 	<ul style="list-style-type: none"> •

	<p>chronic Diarrhea</p> <ul style="list-style-type: none"> • Discuss the Management of chronic Diarrhea 		
Opportunistic Infections (HIV AIDS)			
	<ul style="list-style-type: none"> • Discuss the risk factors and clinical features stages of HIV • Justify the diagnosis of HIV • Discuss management plan and complications of HIV 	<ul style="list-style-type: none"> • Interactive Lecture • Case base Learning 	<ul style="list-style-type: none"> • MCQ/SAQ
Sepsis			
	<ul style="list-style-type: none"> • Describe pathophysiology of acute and chronic inflammation, • Describe Sepsis/SIRS • Describe the Management of sepsis 	<ul style="list-style-type: none"> • Interactive Lecture 	<ul style="list-style-type: none"> • MCQ/SAQ
Covid 19			
	<ul style="list-style-type: none"> • Describe the transmission and epidemiology of Covid 19 • Describe the Clinical Presentation of Covid 19 • Describe the investigation and Prevention of Covid 19 • Describe the Management of Covid 19 	<ul style="list-style-type: none"> • Interactive Lecture 	<ul style="list-style-type: none"> • MCQ/SAQ

Tetanus			
	<ul style="list-style-type: none"> Describe the pathophysiology of Tetanus Describe the clinical Feature and Presentation of Tetanus Describe the method of Prevention of tetanus Describe the Management of tetanus 	<ul style="list-style-type: none"> Interactive Lecture 	<ul style="list-style-type: none"> MCQ/SAQ
Fever of Unknown Origin			
	<ul style="list-style-type: none"> Define Fever of Unknown Origin List the Causes of Fever of Unknown Origin Discuss the Management Plan 	<ul style="list-style-type: none"> Interactive Lecture 	<ul style="list-style-type: none"> MCQ/SAQ
Malaria			
	<ul style="list-style-type: none"> Explain clinical presentation of malaria Justify the diagnosis of Malaria List the complications of Malaria Discuss management plan of Malaria 	<ul style="list-style-type: none"> Interactive Lecture 	<ul style="list-style-type: none"> MCQ/SAQ
Enteric Fever			
	<ul style="list-style-type: none"> Explain the clinical 	<ul style="list-style-type: none"> Interactive 	<ul style="list-style-type: none"> MCQ/SAQ

	<p>features and complications of Enteric fever</p> <ul style="list-style-type: none"> • Justify the diagnosis of Typhoid fever • Discuss management of Typhoid fever 	Lecture	
Dengue Fever			
	<ul style="list-style-type: none"> • Explain clinical presentation of patient with Viral Hemorrhagic Fever such as Dengue & CCHF • List the complications of Viral Hemorrhagic Fever specially Dengue • Justify the diagnosis of common Viral Hemorrhagic fever • Explain management of patients with suspected VHF 	<ul style="list-style-type: none"> • Interactive Lecture • Case base Learning 	<ul style="list-style-type: none"> • MCQ/SAQ
Brucellosis			
	<p>Explain the clinical Presentation of Brucellosis</p> <p>List the complication of Brucellosis</p> <p>Explain the Management of Brucellosis</p>	<ul style="list-style-type: none"> • Interactive Lecture 	<ul style="list-style-type: none"> • MCQ/SAQ
Meningitis			
	<ul style="list-style-type: none"> • Define Meningitis • List the types and Cause of 	<ul style="list-style-type: none"> • Interactive Lecture 	<ul style="list-style-type: none"> • MCQ/SAQ

	<p>Meningitis</p> <ul style="list-style-type: none"> • Explain the Procedure of Lumber Puncture • Interpretation of Lumbar Puncture to reach the Cause of Meningitis • Explain the Complication and Management of Meningitis 	<ul style="list-style-type: none"> • Case based Learning • Skill Lab • Bed Side teaching 	
Encephalitis			
	<ul style="list-style-type: none"> • Define Encephalitis • List the type and Cause of Encephalitis • Explain clinical Presentation of Encephalitis • Explain the Management and complication 	<ul style="list-style-type: none"> • Interactive Lecture 	<ul style="list-style-type: none"> • MCQ/SAQ



DIARRHEA (ACUTE/CHRONIC)

Learning objectives

By the end of this lesson the students of final year MBBS should be able to

Knowledge

- 1 Take history and examination related to diarrhea.
- 2 Interpret investigations done for diarrhea.
- 3 outline differential diagnosis of diarrhea .
- 4 Explain the management options for diarrhea .
- 5 Interpret investigations done for diarrhea .
- 6 Explain specific history and examination related to diarrhea .
- 7 Explain management options for diarrhea .

SKILLS

- 1 Perform abdominal examination
- 2 know techniques of DRE

ATTITUDE

- 1 Take consent before history and examination of the patient .
- 2 Demonstrate ethical issues related to patient's privacy .
- 3 Counsel and educate patients and their families to participate in their care and enable shared decision making .
- 4 Counsel the patient at discharge about medications and follow up .
- 5 Take care of ethical issues during performance of a procedure .

Theme 1		Diarhea (Acute /chronic)					
Content	Learning objectives	Level	Competency	MIT/Venua	Time	Assessment	
History and examination of diarhea	<ul style="list-style-type: none"> ➤ Observe the doctor obtain a history from a patient of diarhea ➤ Obtain a history from a patient of diarhea under supervision ➤ Observe the doctor performing abdominal examination of a patient of diarhea. ➤ Perform abdominal examination of a 		Skillful	Simulation	2 hours	OSCE	

	<p>patient of diarrhea .</p> <ul style="list-style-type: none"> ➤ Obtain consent for history and examination from patient with diarrhea . 						
Crohn's disease /Ulcerative colitis	<ul style="list-style-type: none"> ➤ Describe briefly the anatomy and physiology of intestine ➤ Describe the presentation of Crohn's disease and ulcerative colitis ➤ Enlist differential diagnosis of Crohn's disease and ulcerative colitis ➤ Diagnose and formulate management plan for a patient with 	Knowledge	<p>Lecture</p> <p>Demonstration</p> <p>Problem based learning</p>	2 hours	<p>MCQs</p> <p>SEQs</p>		

	Crohn's disease and ulcerative colitis						
Irritable bowel syndrome	<ul style="list-style-type: none"> ➤ Describe briefly the anatomy and physiology of intestine ➤ Describe the presentation of irritable bowel syndrome ➤ Enlist differential diagnosis of irritable bowel syndrome ➤ Diagnose and formulate management plan for a patient with irritable bowel syndrome 		Knowledge	Lecture		MCQs	
			Critical thinker	Demonstration	2 Hours	SEQs	
				Problem based learning			

THEME CHRONIC HEPATITIS

Learning objectives

By the end of this lesson the students of final year MBBS should be able to

KNOWLEDGE

- 1 Take history and examination related to chronic hepatitis.
- 2 Interpret investigations done for chronic hepatitis .
- 3 outline differential diagnosis of chronic hepatitis .
- 4 Explain the management options for chronic hepatitis .
- 5 Interpret investigations done for chronic hepatitis.
- 6 Explain specific history and examination related to chronic hepatitis.
- 7 Explain management options for chronic hepatitis.

SKILLS

- 1 Perform abdominal examination and look for signs of chronic liver diseases.

Attitude

- 1 Take consent before history and examination of the patient .
- 2 Demonstrate ethical issues related to patient's privacy .
- 3 Counsel and educate patients and their families to participate in their care and enable shared decision making .
- 4 Counsel the patient at discharge about medications and follow up .
- 5 Take care of ethical issues during performance of a procedure.

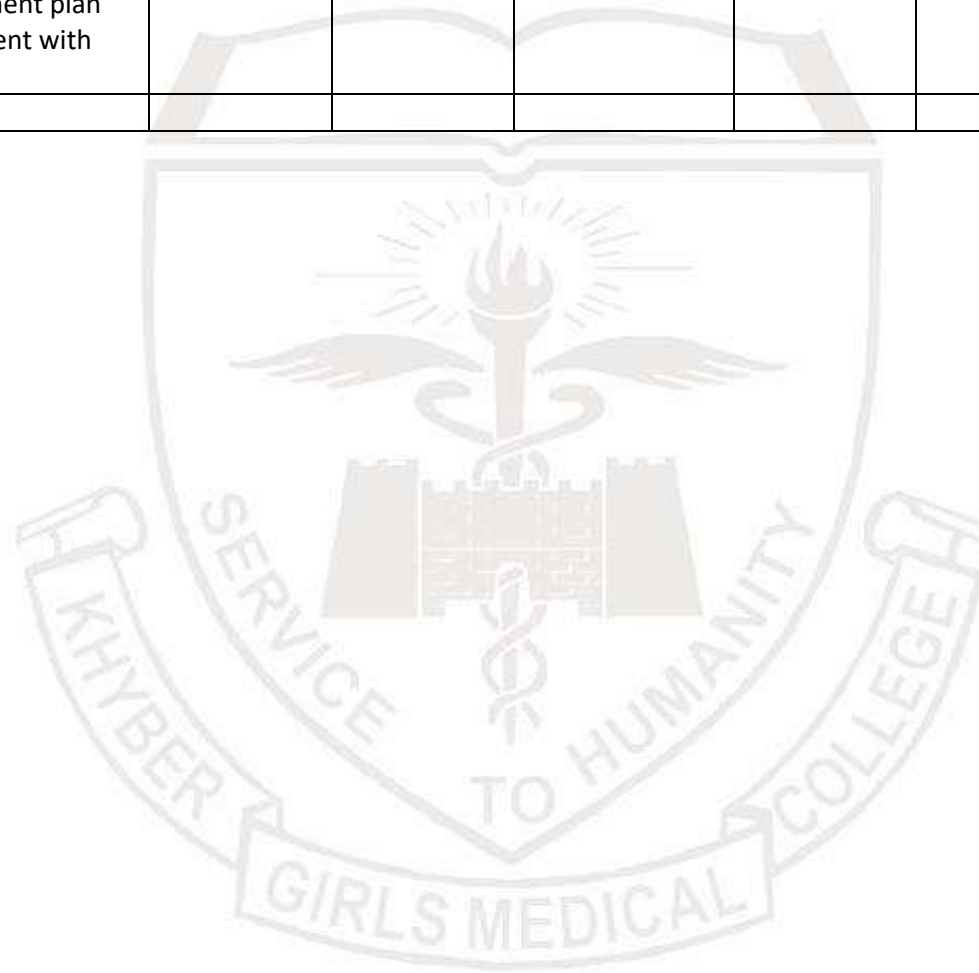
Theme		Chronic hepatitis				
Content	Learning objectives	Level	Competency	MIT/Venue	Time	assessment
History and examination of chronic hepatitis	<ul style="list-style-type: none"> ➤ Observe the doctor obtain a history from a patient of chronic hepatitis ➤ Obtain a history from a patient of chronic hepatitis under supervision ➤ Observe the doctor performing abdominal examination of a patient of chronic hepatitis ➤ Perform abdominal examination of a patient of 		<p>Skillfull</p> <p>Professional</p>	<p>Simulation</p>	2 hours	OSCE

	<p>chronic hepatitis</p> <ul style="list-style-type: none"> ➤ Obtain consent for history and examination from patient with chronic hepatitis 					
Alcoholic/ /	<ul style="list-style-type: none"> ➤ Describe briefly the anatomy and physiology of liver ➤ Describe the presentation of chronic hepatitis ➤ Enlist differential diagnosis of chronic hepatitis ➤ Diagnose and formulate management plan for a patient with chronic hepatitis 		Knowledge	Lecture	2 Hours	MCQs SEQs

				Problem based learning		
AIH	<ul style="list-style-type: none"> ➤ Describe briefly the anatomy and physiology of liver ➤ Describe the presentation of AIH . ➤ Enlist differential diagnosis of AIH . <p>Diagnose and formulate management plan for a patient with AIH .</p>		Knowledge	Lecture	2 hours	MCQs
			Critical thinker	Demonstration		SEQs
Wilson	<ul style="list-style-type: none"> ➤ Describe briefly the anatomy and physiology of liver ➤ Describe the presentation of Wilson . ➤ Enlist differential diagnosis of Wilson. 		Knowledge	Lecture	2 hours	MCQS
			Critical thinker	Demonstration		SEQs
				Knowledge based learning		

	Diagnose and formulate management plan for a patient with Wilson .					
/Hemochromstosis	<ul style="list-style-type: none"> ➤ Describe briefly the anatomy and physiology of liver ➤ Describe the presentation of Wilson . ➤ Enlist differential diagnosis of Wilson . <p>Diagnose and formulate management plan for a patient with Wilson .</p>		<p>Knowledge</p> <p>Critical thinker</p>	<p>Lecture</p> <p>Demonstration</p> <p>Knowledge based learning</p>	2 hours	<p>MCQs</p> <p>SEQs</p>
NASH	<ul style="list-style-type: none"> ➤ Describe briefly the anatomy and physiology of liver ➤ Describe the presentation of NASH . ➤ Enlist differential diagnosis of 		<p>Knowledge</p> <p>Critical thinker</p>	<p>Lecture</p> <p>Demonstrartion</p> <p>Knowledge based learning</p>	2 hours	<p>MCQS</p> <p>SEQs</p>

	Wilson . Diagnose and formulate management plan for a patient with NASH .					



THEME INDIGESTION ,DYSPHAGIA,VOMITING

Learning objectives

By the end of this lesson the students of final year MBBS should be able to

Knowledge

- 1 Take history and examination related to indigestion .
- 2 Interpret investigations done for indigestion/dysphagia/vomiting .
- 3 outline differential diagnosis of indigestion/dysphagia/vomiting .
- 4 Explain the management options for indigestion/dysphagia/vomiting.
- 5 Interpret investigations done for indigestion/dysphagia/vomiting .
- 6 Explain specific history and examination related to indigestion/dysphagia/vomiting .
- 7 Explain management options for indigestion/dysphagia/vomiting .

Skills

- 1 Perform abdominal examination

Attitude

- 1 Take consent before history and examination of the patient .
- 2 Demonstrate ethical issues related to patient's privacy .
- 3 Counsel and educate patients and their families to participate in their care and enable shared decision making .
- 4 Counsel the patient at discharge about medications and follow up .
- 5 Take care of ethical issues during performance of a procedure .

Theme	Indigestion,dysphagia,vomiting					
content	Learning objectives	Level	competency	MIT/Venue	Time	assessment
History and examination of indigestion,dysphagia,vomiting	<ul style="list-style-type: none"> ➤ Observe the doctor obtain a history from a patient of indigestion,dysphagia,vomiting . ➤ Obtain a history from a patient of indigestion,dysphagia,vomiting .under supervision ➤ Observe the doctor performing abdominal examination of a patient of indigestion,dysphagia,vomiting . ➤ Perform abdominal examination of a patient of indigestion,dysphagia,vomiting . ➤ Obtain consent for history and examination from patient with indigestion,dysphagia,vomiting . 		Skillfull	simulation	2 hours	OSCE
Indigestion, ,vomiting	<ul style="list-style-type: none"> ➤ Describe briefly the anatomy and physiology of esophagus 		professional	Lecture		

	<p>,stomach and intestine .</p> <ul style="list-style-type: none"> ➤ Describe the presentation of indigestion,dysphagia,vomiting . ➤ Enlist differential diagnosis of indigestion,dysphagia,vomiting ➤ Diagnose and formulate management plan for a patient with indigestion ,dysphagia,vomiting . 		<p>Knowledge</p> <p>Critical thinking</p>	<p>Demonstration</p> <p>Problem based learning</p>	<p>2 hours</p>	<p>MCQs</p> <p>SEQs</p>
Gastritis/PUD	<ul style="list-style-type: none"> ➤ Describe briefly the anatomy and physiology of esophagus,stomach and intestine . ➤ Describe the presentation of gastritis,PUD . ➤ Enlist differential diagnosis of gastritis,PUD . ➤ Diagnose and formulate management plan for a patient with gastritis ,PUD . 		<p>Knowledge</p> <p>Critical thinking</p>	<p>Lecture</p> <p>Demonstration</p> <p>Problem based learning</p>	<p>3 hours</p>	<p>MCQs</p> <p>SEQs</p>
dysphagia	<ul style="list-style-type: none"> ➤ Describe briefly the anatomy and physiology of esophagus,stomach and intestine . ➤ Describe the presentation of dysphagia . 	<p>Knowledge based learning</p> <p>Critical</p>	<p>Lecture</p> <p>Demonstration</p>		<p>3 hours</p>	<p>MCQs</p> <p>SEQs</p>

	<ul style="list-style-type: none"> ➤ Enlist differential diagnosis of dysphagia. <p>Diagnose and formulate management plan for a patient with dysphagia.</p>		thinking	Problem based learning		



THEME

PALLOR AND DISORDER OF HEMOSTASIS

Learning objectives

By the end of this lesson the students of final year MBBS should be able to

Knowledge

- 1 Take history and examination related to GI bleeding .
- 2 Interpret investigations done for GI bleeding .
- 3 outline differential diagnosis of GI bleeding .
- 4 Explain the management options for GI bleeding .
- 5 Interpret investigations done for GI bleeding .
- 6 Explain specific history and examination related to GI bleeding .
- 7 Explain management options for GI bleeding .

Skills

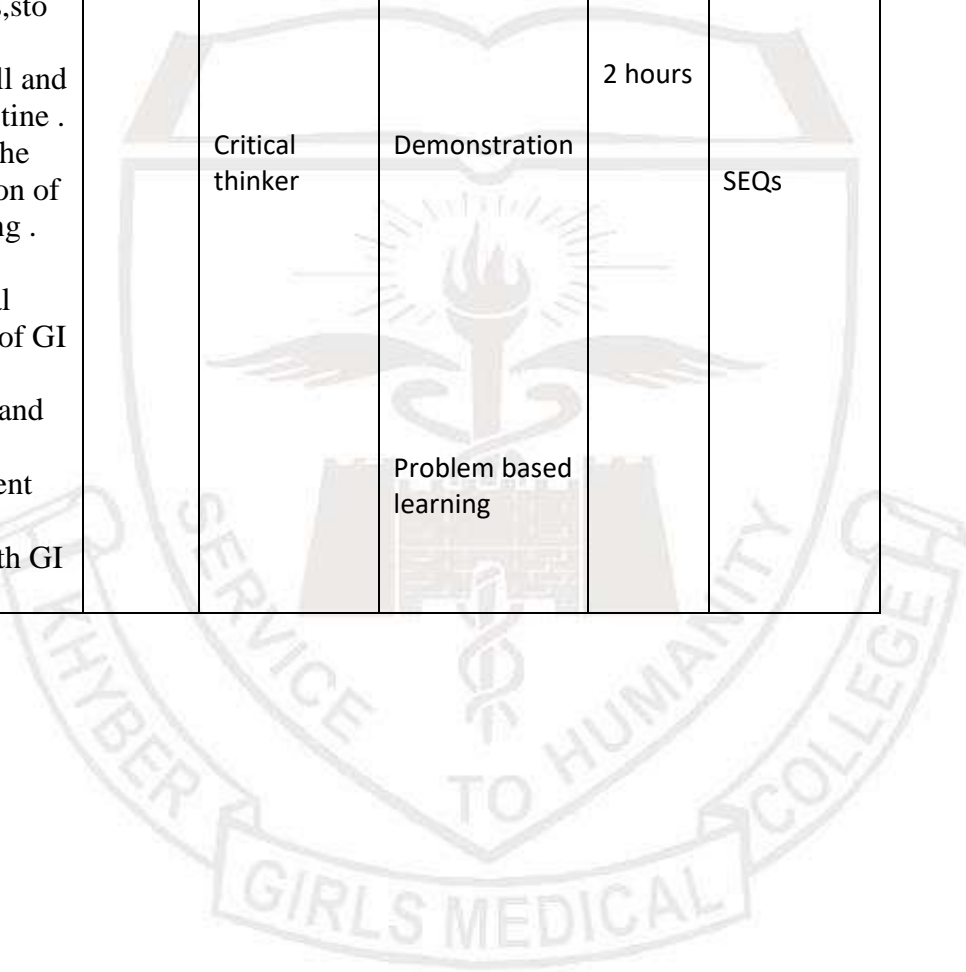
- 1 Perform abdominal examination

Attitude

- 1 Take consent before history and examination of the patient .
- 2 Demonstrate ethical issues related to patient's privacy .
- 3 Counsel and educate patients and their families to participate in their care and enable shared decision making .
- 4 Counsel the patient at discharge about medications and follow up .

Theme	GI bleeding					
Content	Learning objectives	Level	Competency	MIT/Venue	Time	assessment
History and examination of GI bleeding	<ul style="list-style-type: none"> ➤ Observe the doctor obtain a history from a patient of GI bleeding . ➤ Obtain a history from a patient of GI bleeding under supervision . ➤ Observe the doctor performing abdominal examination of a patient of GI bleeding . ➤ Perform abdominal examination of a patient of GI bleeding. ➤ Obtain consent for history and examination from patient with GI bleeding . 		Skillfull Professional	Simulation	2 hours	OSCE
GI bleeding	➤ Describe		Knowledge	Lecture		MCQs

	<p>briefly the anatomy and physiology of esophagus, stomach, liver, small and large intestine .</p> <ul style="list-style-type: none"> ➤ Describe the presentation of GI bleeding . ➤ Enlist differential diagnosis of GI bleeding . ➤ Diagnose and formulate management plan for a patient with GI bleeding . 		Critical thinker	<p>Demonstration</p> <p>Problem based learning</p>	2 hours	SEQs
--	---	--	------------------	--	---------	------



Teaching and learning strategies:

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

- Interactive Lectures
- Hospital / Clinic visits
- Small Group Discuss
- ion
- 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):

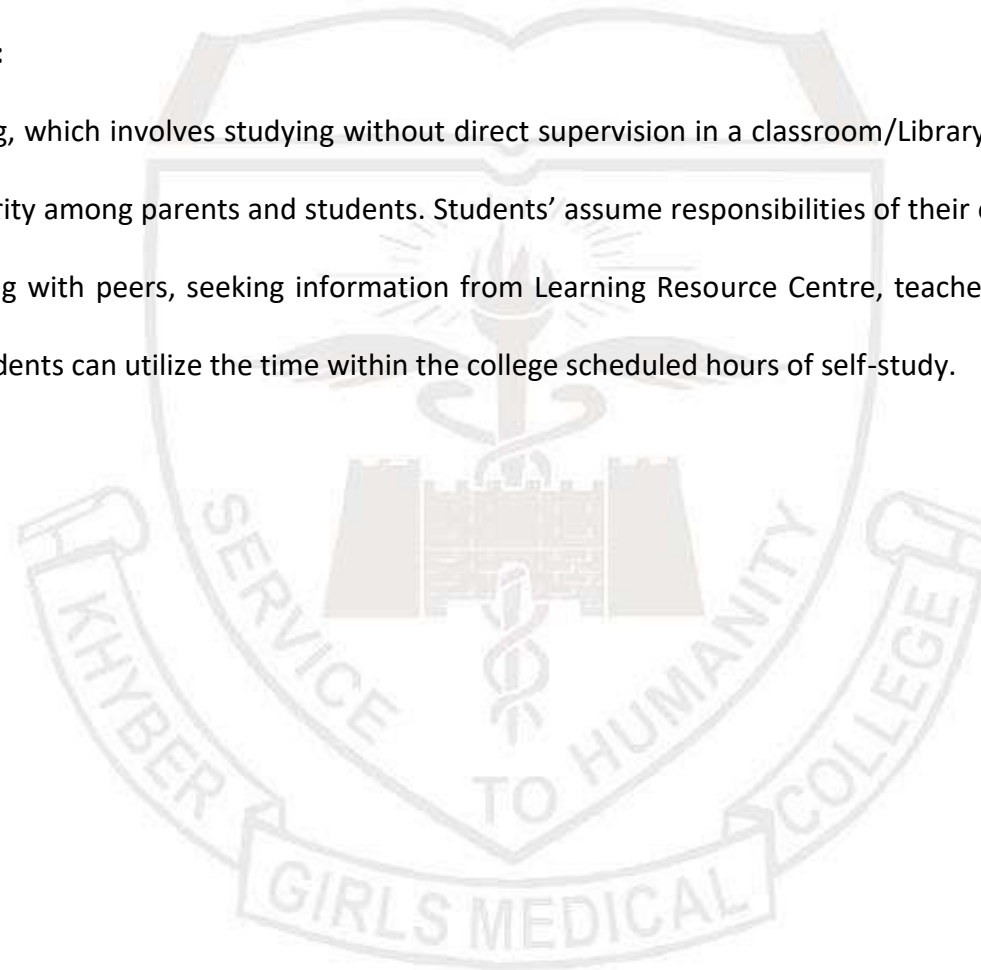
The shy and less articulate are more able to contribute. Students learn from each other. Everyone gets more practice at expressing their ideas. A two way discussion is almost always more creative than individual thoughts. Social skills are practiced in a 'safe' environment e.g. tolerance, cooperation. 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 tables:

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.

Short Essay Questions (SEQ)

Short answer questions generally ask for brief, text-based responses and may also be referred to as *fill-in-the-blank*; or *completion* questions.

Variations of the short answer question may request a list of terms or rules in which the order is not important, or may require a numerical or formula response.

Here is some general information about short answer questions:

- Does not measure interpretation.
- Can be used to check for preciseness such as correct spelling (good when using computer grading), proper or specific names of things, especially factual knowledge, and proper creation of formulas.
- Requires specific, definite, exact information.
- Can be used to discriminate whether errors can be detected in a diagram, for example.

Advantages of Short Answer Questions

- Easy to write.
- Reduces possibility of guessing.
- Can have a lengthy stem such as a paragraph. (Caution: You generally should not expect an exact answer character-by-character.)
- May be easy to score if the required answer is short.

Disadvantages of Short Answer Questions

- It can take time to create items with complex formulas.
- Can be turned into a measure of memorization ability.
- Grading can be subjective.
- Correct responses may appear incorrect due to minor errors such as misspellings, order of words, etc.
- Difficult to machine score. Much work is being conducted in this area, but it is still in early stages of development.

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 his/her thoughts.
- The Block OSPE will be comprise of 18 examined station and 7 rest stations. The stations will be assigned according to the shred blueprint.

Attendance Requirement:

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

