



PRIME 2ND YEAR STUDY GUIDE

KGMC

Contents

Vision and Mission of KGMC.....

Khyber Medical University: Vision.....

Khyber Girls Medical College: Vision

Khyber Girls Medical College: Mission

Curriculum Committee KGMC.....

Integrated curriculum:

Outcomes of the curriculum:

KNOWLEDGE.....

PSYCHOMOTOR.....

AFFECTIVE.....

Introduction to the Course/Module

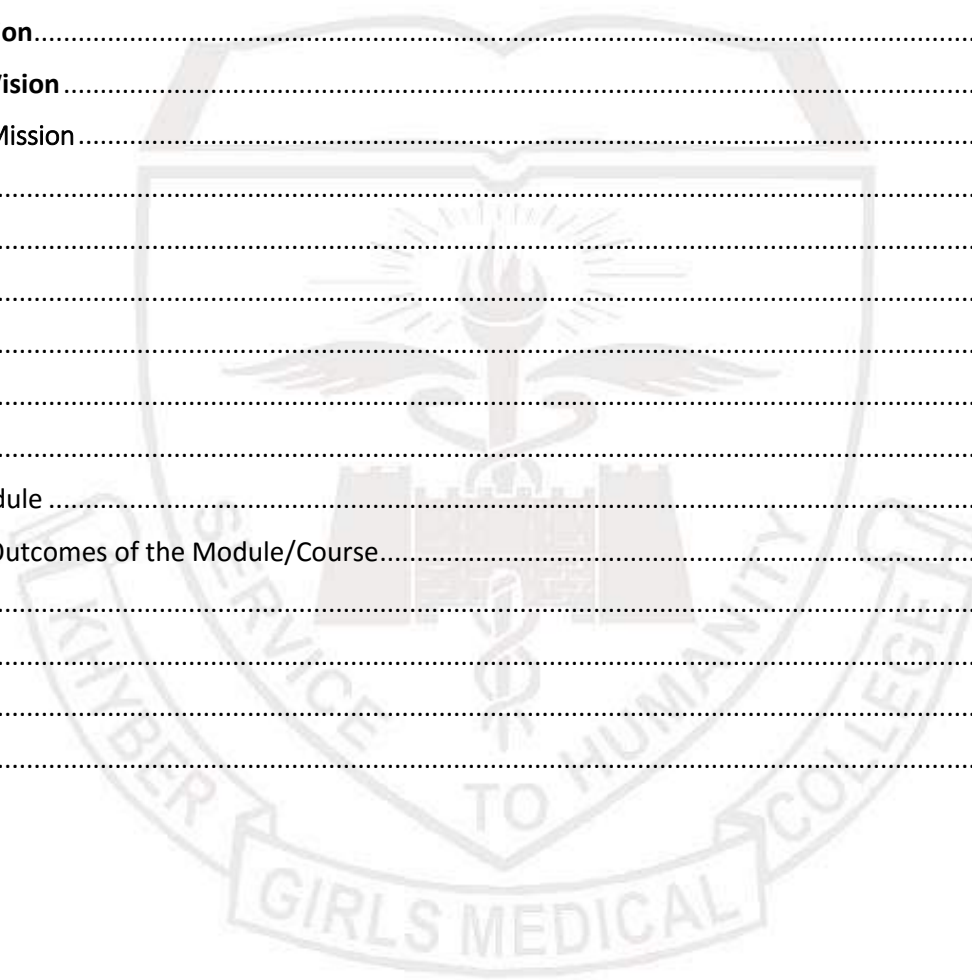
General and specific Learning Outcomes of the Module/Course.....

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



Khyber Girls Medical College will promote health care leaders that are critical thinker, ethical, research oriented, culturally and professionally competent

Khyber Girls Medical College: Mission



To develop competent health care leaders by ensuring appropriate policies, procedures which reflect ethical, cultural, community orientated and evidence based practices to achieve best possible health outcomes for society at large.

Curriculum Committee KGMC

Chair:

Professor Dr.Zahid Aman, Dean KGMC.

Co-Chair:

Dr. Sabina Aziz, Associate Dean KGMC.

Clinical Sciences:

- Dr. Muhammad Noor Wazir Department of Medicine KGMC/HMC
- Dr. Said Amin Department of Medicine KGMC/HMC.
- Dr. Sofia Iqbal, Department of Ophthalmology KGMC/HMC.
- Dr. Bushra Rauf Department of Gynae KGMC/HMC.
- Dr. Ghareeb Nawaz Department of ENT 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. Amin-ul-Haq Department of Biochemistry, KGMC.
- Dr. Khalid Javed Department of Pathology, KGMC.
- Dr. Raheela Amin Department of Community Medicine, KGMC.
- Dr. Shams Suleman Department of Pharmacology, KGMC.
- Dr. Shahab-ud-Din, Department of Anatomy, KGMC.
- Dr. Zubia Shah Department of Physiology, KGMC.
- Dr. Naheed Siddique Department of Forensic Medicine, KGMC.



Integrated curriculum:

An integrated curriculum is all about making connections, whether to real life or across the disciplines, about skills or about knowledge. An integrated curriculum fuses subject areas, experiences, and real-life knowledge together to make a more fulfilling and tangible learning environment for students. Integrated teaching means that subjects are presented as a meaningful whole. Students will be able to have better understanding of basic sciences when they repeatedly learn in relation to clinical examples. Case based discussions, computer-based assignments, early exposure to clinics, wards, and skills acquisition in skills lab are characteristics of integrated teaching program.

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;

- 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
- Manage the common prevalent diseases in community
- Identify the common medical emergencies
- Develop plan for prevention of common community diseases
- Formulate a referral plan
- Compose a prescription plan

PSYCHOMOTOR

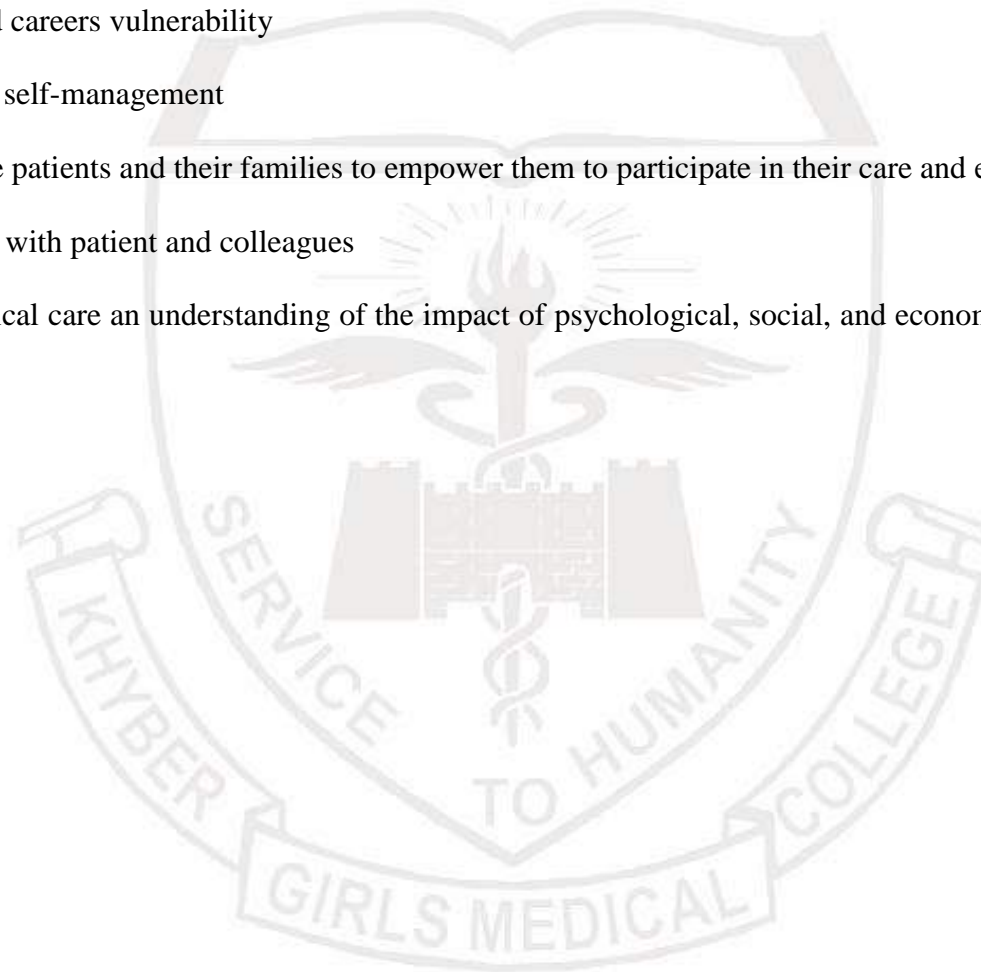
By the end of five year MBBS program the KGMC student should be able to;

- Demonstrate the ability to perform the disease specific relevant examination
- Respond to common medical emergencies
- Master the skill of first aid
- Perform BLS
- 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 Course/Module

PRIME

This is vertical module for MBBS students, it will focus on different areas, it will be spread over 5 years of the medical school and every year will have their own prime content. This includes

- Professionalism
- Patient safety
- Research
- Identity (professional)
- Effective Communicator
- IT skills
- Manager and Leader
- Ethics

All these domains are equally important for new medical students, this emphasizes on the character building of doctors and dealing with behavior sciences as well.

This study guide is only for Second year MBBS.

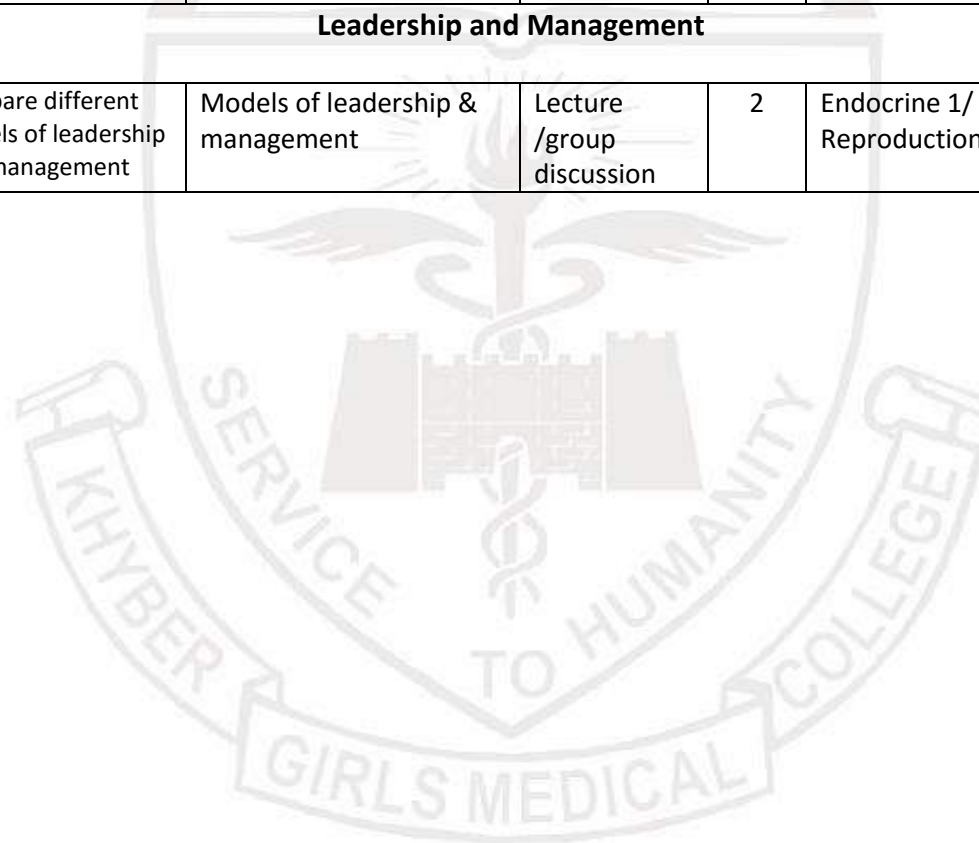
PRIME MODULE
TABLE OF SPECIFICATIONS
SECOND YEAR MBBS

S.NO	TOPIC	OUTCOMES	CONTENT	TEACHING METHOD	YEAR	MODULE	HRS	ASSESSMENT
PROFESSIONALISM AND BEHAVIORAL SCIENCES								
1.	Power Dynamics	Avoids misuse of power for personal gains	Power dynamics, bullying, harassment, its influences on interrelationships	Lecture Group Discussion/ Role Play	2	Neurosciences 1	1	MCQ and Formative
2	Social accountability	Describe social accountability	Definition, types, components, theoretical background	Lecture/ Small group Teaching	2	GIT 1	2	MCQ and formative
3.	Mental illness and its Prevention	Define mental illness, its importance, impact, and prevention	Definition, types, components, theoretical background	Lecture/ Small group Teaching	2	Neurosciences IB	1	MCQ and formative
4	Social psychology, health & terrorism	Describe social psychology, and its relation on health and terrorism	Definition, types, components, theoretical background	Lecture	2	Neuroscience IB	1	MCQ and formative
5.	Stigma and reactions to illness	Describe Stigma and reactions to illness, and how not to be judgmental	Stigma and reactions to illness, Strategies for not being judgmental	Lecture	2	Neurosciences IA/IB	1	MCQ and formative
Communication Skills								

6.	Verbal and non-verbal communication skills	Develop and Demonstrate effective verbal and non-verbal communication skills	Verbal and non-verbal communication skills	Role play, Group Discussion	2	GIT 1/ Renal 1	2	MCQ and Continuous Formative OSPE
7.	Listening skills	Develop and demonstrate active listening skills for learning purposes and to the patient's problems	Listening skills	Role play, Group Discussion	2	GIT1/ Renal 1	2 1	MCQ and Continuous Formative OSPE
8.	Reading skills	Develop and Demonstrate effective reading skills			2	GIT 1/ Renal 1	1	MCQ and Continuous Formative OSPE
Research Methods, Statistics, and Proposal Development								
9.	Qualitative research methodology	Describe qualitative research methodology.	Introduction to qualitative research methodology	Lecture/ Group Discussion	2	Neurosciences (IB)	3	MCQs/Assignment
10.	Sample size	Calculate sample size for different research projects. Calculate sample size for a specific research project.	Sample Size Calculation	Lecture and Hands on Exercise in Computer lab	2	GIT 1	1	MCQs/Assignment
11.	Sampling	Describe various	Probability and non-	Lecture/	2	Renal 1	1	MCQs/Assignment

	techniques and sample selection	sampling techniques. Justify sampling techniques chosen for a specific research project. Select sample for a specific research project	probability Sampling techniques Sample Selection i. Inclusion Criteria ii. Exclusion Criteria	Group Discussion				
12.	Designing of a Questionnaire	design a questionnaire Identify validated questionnaire	Steps for making a questionnaires	Lecture/ Group Discussion	2	Renal 1	2	MCQ and Assignment
13.	Data Collection Procedures	Discuss procedure of data collection for your study.	Data Collection Procedures	Lecture/ Group Discussion	2	Endocrine 1	2	MCQ and Assignment
14.	Ethical Review	Describe ethical principles for the purpose of medical research Submit an ethical review application	Ethical principles for medical research application for ethical approval	Lecture	2	Endocrine 1	1	MCQ and Assignment
15.	GANTT Chart	Make a GANTT Chart for a research project	How to make a GANTT Chart	Hands-on exercise in computer lab	2	Endocrine 1	1	MCQ and Assignment
16.	Proposal writing	Write a proposal for a research project	Guidelines for proposal writing	Directed self-learning	2	Reproduction 1	2	MCQ and Assignment
17.	Bibliography and Referencing	Describe how you will write references in your	Bibliography and Referencing	Lecture/ Group Discussion/	2	Reproduction 1	2 2	MCQ and Assignment

		study. Write references in recommended style.		Hands on Exercise in Computer lab				
18.	Plagiarism	Describe plagiarism and how to avoid it	Definition, Types, Strategies to avoid it	Lecture/ Group Discussion	2	Reproduction 1	1	MCQ and formative
Leadership and Management								
19.	Models of Leadership and management	Compare different models of leadership and management	Models of leadership & management	Lecture /group discussion	2	Endocrine 1/ Reproduction 1	1	MCQ



Teaching and learning strategies:

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

- Interactive Lectures
- Hospital / Clinic visits
- Small Group Discussion
- 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:

Students will be required to counsel the patients regarding their disease and management, counselling of patients is essential part of student visits to the hospital, it teaches them to deal with all kinds of patients and give exposure to students about behavioural sciences as well.

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.

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 classes for PRIME module will be incorporated in time tables of all modules of second Year MBBS.

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 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 modular examinations.

