# DEPARTMENT OF COMMUNITY MEDICINE

**Topic:** **Introduction to the Subject**
**Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:

1. Comprehend the significance of the subject.
2. Differentiate between Community Medicine, Public Health, Preventive Medicine and Clinical Medicine.
3. Explain the history and revolution of medicine.

**Topic:** **Infectious disease definitions**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 02
**Learning Outcomes:**
At the end of session students will be able to:

1. Differentiate various terminologies used in epidemiology of infectious diseases.
2. Comprehend Concept of Disease control, elimination & eradication.

**Topic:** **Dynamics of Disease Transmission**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 02
**Learning Outcomes:**
At the end of session students will be able to:

1. Identify various modes of transmission of infectious diseases.
2. Enlist different kinds of carriers.
3. Apply the attained knowledge in epidemiology of infectious diseases

**Name of Teacher:** **Prof / AP / Demonstrator**
**Topic:** **Reproductive Health (Excluding Child Health)**
**No. of Lectures:** 06
**Learning Outcomes:**
At the end of session students will be able to:

1. Comprehend the rationale of Reproductive health.
2. Explain the logic behind application of different preventive measures in various phases of life to improve the Maternal Health.
3. Relate the association between the Maternal Health status and the outcome of pregnancy.
4. Relate the factors that contribute to increase MMR with the interventions for its control.

**Topic:** **Environment (Water, air, Soil, noise, Radiation, Temperature, Green House effect) Excluding Water related Diseases**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 06

**Learning Outcomes:**
At the end of session students will be able to:

1. Comprehend the concept of different types of environment, physical, biological & especially psychosocial which is getting important in this complex socioeconomic situation

**Topic:** **Medical Sociology (including Eugenics)**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 02
**Learning Outcomes:**
At the end of session students will be able to:

1. Classify the genetic disorders.
2. Relate the normal structural & functional knowledge of genetics with the risk factors and prevention of common genetic disorders.
3. Explain the significance of early diagnosis and subsequent management of common genetic disorders

**Topic:** **STD/AIDS**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 02
**Learning Outcomes:**
At the end of session students will be able to:

1. Classify common sexually transmitted infections.
2. Describe the epidemiology of STIs and measures for the prevention of these diseases.

**Topic:** **Vector born diseases**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 03
**Learning Outcomes:**
At the end of session students will be able to:

1. Explain the basic knowledge of the arthropod borne diseases transmitted by the vectors, sign and symptoms of the diseases, lab diagnosis of the diseases.
2. Explain the prevention in the Individual and at mass level.

**Topic:** **Hospital Administration**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:

1. Comprehend the significance and working of hospitals under administrative hierarchical system.

**Topic:** **Hospital Waste Management**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:

1. Discuss importance of their segregation and colour coding for different types of waste.
2. Explain the purpose of segregation and waste destination

**Topic:** **Disasters/Accidents**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 02
**Learning Outcomes:**
At the end of session students will be able to:

1. Define disaster and Classify disasters.
2. Explain the measurement tools to measure the magnitude of the disasters, Grading the disasters i.e. rating according to number causalities.
3. Explain Disaster cycle.
4. Elaborate Disaster management program.

**Topic:** **Obesity**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:

1. Classify obesity on the basis of BMI.
2. Relate Immediate and delayed Hazards of Obesity with different methods of prevention and control.
3. Explain different methods of assessment of obesity

**Topic:** **Nutrition**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 05
**Learning Outcomes:**
At the end of session students will be able to:

1. Define the terminologies used in relation to food & nutrition.
2. Explain the importance of minerals and vitamins.
3. Construct the balanced diet.
4. Explain the factors affecting energy requirement.
5. Describe the nutritional problems related to public health with emphasis on PEM.
6. Explain the aims and methods of nutritional assessment in a community

**Topic:** **Epidemiology**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 08
**Learning Outcomes:**
At the end of session students will be able to:

1. Differentiate between epidemiology & clinical medicine.
2. Differentiate between epidemiological transition and polarization.
3. Enlist the tools of measurements in epidemiology and explain their application in epidemiological studies.

4. Compare the utility and pros & cons of different study designs in epidemiology.
5. Describe and differentiate the types of Bias and the techniques for its minimization in different study designs.
6. Differentiate between the concept of association & causation in epidemiological studies.

**Topic:** **Biostatistics**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 04
**Learning Outcomes:**
At the end of session students will be able to:

1. Enlist Sources of statistical data in Pakistan.
2. Explain the system of data collection particularly in Pakistan.
3. Interpret various types of data, its measurement and its presentation.
4. Differentiate b/w cumulative & relative frequency.
5. Explain the significance of various measures of central tendency, dispersion & normal distribution curve.

**6. Topic:** **Screening**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 02
**Learning Outcomes:**
At the end of session students will be able to:

1. Explain the concept and significance of screening and iceberg phenomenon and evaluate a screening test

**Topic:** **Sampling**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:

1. Explain the concept of sampling and classify its various types.

**Topic:** **Health Care System**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 02
**Learning Outcomes:**
At the end of session students will be able to:

1. Differentiate between health care and health care system.
2. Explain a medical team.
3. Differentiate various sectors of health system and its functioning.
4. Differentiate various levels of health care facility.

**Topic:** **Immunology**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 02
**Learning Outcomes:**

At the end of session students will be able to:

1. Define immunology.
2. Explain immune system, immunity and its types with examples.
3. Differentiate among various types of immunity.
4. Discuss pre-requisites of vaccination like cold chain, hazards, contra-indications & precautions etc.
5. Explain common vaccines and immunoglobulins including EPI vaccines with reference to their schedule, mode of administration, dosage, indications and contra-indications etc.

**Topic:** **Immunology**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 04
**Learning Outcomes:**
At the end of session students will be able to:

1. Define immunology.
2. Explain immune system, immunity and its types with examples.
3. Differentiate among various types of immunity.
4. Discuss pre-requisites of vaccination like cold chain, hazards, contra-indications & precautions etc.
5. Explain common vaccines and immunoglobulins including EPI vaccines with reference to their schedule, mode of administration, dosage, indications and contra-indications etc.

**Topic:** **Occupational Health**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 04
**Learning Outcomes:**
At the end of session students will be able to:

1. Enlist different hazardous occupations, different type of physical chemical and biological hazards and the diseases they produce.
2. Comprehend the Concept of ergonomics, Pneumoconiosis and occupational poisoning & its causes.
3. Explain different strategies for disease control and prevention in different occupations and exposures.
4. Enumerate hazards of industrialization.

**Topic:** **Droplet Infections**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 04
**Learning Outcomes:**
At the end of session students will be able to:

1. Explain different modes of disease transmission, interaction of agent host and environment in the pre & pathogenesis phases.
2. Discuss different strategies for disease control and prevention for every specific disease and in different situations

**Topic:** **NGOs**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:

1. Enlist important international health agencies.
2. Explain composition and functions of different International Health agencies.
3. Comprehend the concepts of international day's celebrations.

**Topic:** **Demography/Migration**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 04
**Learning Outcomes:**
At the end of session students will be able to:

1. Explain the terms Demography, population composition, demographic processes like fertility, mortality and migration with examples.
2. Interpret population pyramids of given countries.
3. Explain Demographic, fertility and epidemiological transition.
4. Differentiate between Demographic trap & population momentum.
5. Define the terms giving examples, Sex ratio, dependency ratio, density of population, family size, fertility trends and their effect on population.

**Topic:** **Snake Bite**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:

1. Describe various types of snakes in Pakistan and explain the management of a case of Snake Bite.

**Topic:** **School health services**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:

1. Comprehend the significance of school health service and various facilities provided.

**Topic:** **Breast Feeding**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:

1. Explain the significance of breast feeding and identify various benefits of breast feeding to mother as well as newborn.

**2. Topic:** **Family Planning**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 02

**Learning Outcomes:**
At the end of session students will be able to:
1. Explain the significance of family planning and differentiate various Family planning methods giving pros & cons of each.

**Topic:** **GIT (Hepatitis, Cholera, Polio, typhoid, diarrheal, food poisoning)**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 04
**Learning Outcomes:**
At the end of session students will be able to:
1. Explain different modes of disease transmission, interaction of agent host and environment in the pre & pathogenesis phases.
2. Discuss different strategies for disease control and prevention for every specific disease and in different situations.

**Topic:** **National Health Programs**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:
1. Enlist various National Health Programs giving their significance.

**Topic:** **Indicators of Health**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:
1. Define and classify indicators.
2. Explain the important characteristics of good quality indicators.

**Topic:** **Non Communicable Diseases (NCDs)**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 02
**Learning Outcomes:**
At the end of session students will be able to:
1. Enlist common Non Communicable Diseases of Public Health importance.
2. Enlist common risk factors responsible for diseases.
3. Explain preventive measures for NCDs.

**Topic:** **Smoking & Health**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:
1. Enlist the common diseases/hazards resulting due to smoking.

2. Explain important preventive measures for smoking behavior.

**Topic:** **Sewerage System**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 02
**Learning Outcomes:**
At the end of session students will be able to:
1. Enlist various Types of waste and the hazards related to them.
2. Explain Different methods of waste disposal.
3. Enlist Different diseases due to waste and discuss their prevention

**Topic:** **HMIS**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:
1. Comprehend the significance of HMIS.
2. Enlist methods of medical record keeping.

**Topic:** **Concept of Health & Disease**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 04
**Learning Outcomes:**
At the end of session students will be able to:
1. Define heath and enlist its determinants and indicators.
2. Differentiate various Theories of disease causation.
3. Explain natural history of disease and concept of iceberg phenomena.
4. Interpret levels of prevention and intervention measures with applied examples.

**Topic:** **Child Health**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:
1. Differentiate between Neonate, Infant and Child.Explain components of early/immediate neonatal care.
2. Identify at risk infants.
3. Explain phases and methods of assessment of growth & development of children.

**Topic:** **Handicapped**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:
1. Define and Classify Handicapped.

2. Explain rehabilitative measures for handicapped.

**Topic:** **Drug Abuse/Alcoholism**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 02
**Learning Outcomes:**
At the end of session students will be able to:

1. Differentiate the terms, drug abuse, drug dependence, drugs addiction and drug tolerance.
2. Discuss the Preventive measures and the situation of the drugs addiction in Pakistan.

**Topic:** **Health Education**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 03
**Learning Outcomes:**
At the end of session students will be able to:

1. Define health education.
2. Discuss phases of Health
3. Education.Relate the approaches & principles to the scope of health education in health promotion of the community.
4. Explain communication process

**Topic:** **Sterilization /Disinfection**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 02
**Learning Outcomes:**
At the end of session students will be able to:

1. Differentiate between sterilization and disinfection.
2. Explain common methods used in this regard.

**Topic:** **Water related diseases**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:

1. Enlist and classify water related diseases.
2. Explain common preventive measures for water related diseases.

**Topic:** **Dengue Fever**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:

1. Differentiate between dengue fever, dengue hemorrhagic fever and dengue shock syndrome.
2. Describe epidemiology of Dengue fever.
3. Explain preventive measures for dengue fever.

**Topic:** **Health Research Methodology**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 02
**Learning Outcomes:**
At the end of session students will be able to:

1. Explain various steps/components involved in research process.
2. Get acquainted with the research ethics.
3. Distinguish between research question and research objective.
4. Elaborate different data collection tools & techniques.
5. Explain the research methods in terms of research design, setting, inclusion & exclusion criteria etc.
6. Describe different methods to analyze the data.
7. Enlist common styles for medical writing and reference quoting.

**Topic:** **Medical Parasitology**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 02
**Learning Outcomes:**
At the end of session students will be able to:

1. Enlist common parasites of public health importance.
2. Explain preventive measures in this regard.

**Topic:** **Emporiatrics**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:

1. Define and explain significance of Emporiatrics.
2. Enlist important diseases in this regard.

**Topic:** **Primary Health Care/MDGs**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 02
**Learning Outcomes:**
At the end of session students will be able to:

1. Comprehend the changing concept of health.
2. Explain the health for all, Principles of Primary health care and components/elements.
3. Explain Millennium Development Goals.
4. Explain the concept of leadership and the role of leadership in PHC.
5. Differentiate between comprehensive and selective PHC.

**Topic:** **Entomology**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 02
**Learning Outcomes:**

At the end of session students will be able to:

1. Enlist common arthropods of public health importance.
2. Enlist common diseases spread by them.
3. Explain preventive measures in this regard.

**Topic:** **Health Planning/Management**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:

1. Explain Different stages of planning with examples, such as Situation analysis, Establishment of objectives and goals, Assessment of resources, Fixing Priorities, Plan outline, Programming and implementation, Monitoring and Evaluation.

**Topic:** **Zoonotic Diseases**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 03
**Learning Outcomes:**
At the end of session students will be able to:

1. Comprehend about agent, host and environmental interaction, clinical features epidemiology, mode of transmission, incubation period of zoonotic diseases.
2. Explain prevention & control of the zoonotic diseases

**Topic:** **Emerging/Re-emerging Infections**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:

1. Differentiate between emerging and re-emerging infections.
2. Enlist important diseases and preventive measures in this regard.

**Topic:** **Geriatrics**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:

1. Explain the concept of geriatrics.
2. Enlist the Problems and diseases of the old age.
3. Explain the preventive measures at different levels of prevention.

**Topic:** **Mental & Dental Health/Personal Hygiene**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:

1. Enlist Common mental health problems.
2. Relate the causes of mental health problems with the various strategies for prevention.
3. Enumerate Characteristics of a mentally healthy person.

**Topic:** **Social Evils**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:

1. Elaborate social evils of the society such as prostitution, delinquency, religious differences and food adulteration.
2. Explain the prevention from these evils.

**Topic:** **Housing / Camp sanitation/Slums**
**Name of Teacher:** **Prof / AP / Demonstrator**
**No. of Lectures:** 01
**Learning Outcomes:**
At the end of session students will be able to:

1. Comprehend public health significance of housing, camp sanitation and slums.
2. Enlist health problems and preventive measures in this regard.

# DEPARTMENT OF ENT HOLY FAMILY HOSPITAL

**Topic:** **Anatomy, Physiology, Clinical Examination**
**Mode of Teaching:** **Lecture**
**No. of Slides:** 20-25
**Interactive Portion:** 25%
**Assessment:** 1 MCQ or SEQ
**Duration of Lecture:** One hour
**Lecture**: 45minutes
**Interactive**: 15minutes
**Learning Outcomes:**
At the end of session students will be able to:

1. Explain external and internal anatomy of nose.
2. Define the following terms.
    - Osteomeatal complex.
    - Uncinale process
    - Choneahabullosa
    - Danger triangh.
3. Enlist various function of nose.
4. How would you examine the nose?

**Topic:** **Fracture Nose with Complications, Hematoma, Septal Abscess**
**Mode of Teaching:** **Lecture**
**No. of Slides:** 20-25
**Interactive Portion:** 25%
**Assessment:** 1 MCQ or SEQ
**Duration of Lecture:** One hour
**Lecture**: 45minutes
**Interactive**: 15minutes
**Learning Outcomes:**
At the end of session students will be able to:

- Define the terms fracture hematoma and abscess.
- Enlist causes of nasal bone fracture hematoma and abscess function
- How would you treat nasal bone fracture, septal hematoma and abscess?
- Enumerate the complication of nasal fracture, hematoma and abscess.
- How will you diagnose the above mentioned pathologies?

**Topic:** **Epistaxis**
**Mode of Teaching:** **Lecture**
**No. of Slides:** 20-25
**Interactive Portion:** 25%
**Assessment:** 1 MCQ or SEQ
**Duration of Lecture:** One hour
**Lecture**: 45minutes

**Interactive**: 15minutes

**Learning Outcomes:**

At the end of session students will be able to:

- Define epistaxis.
- Classify epistaxis.
- Enlist causes of epistaxis.
- How will you investigate the patient presented with epistaxis?
- How will you manage a case of epistaxis on the basis of history, examination, investigation and treatment?

**Topic:** **DNS**
**Mode of Teaching:** **Lecture**
**No. of Slides:** 20-25
**Interactive Portion:** 25%
**Assessment:** 1 MCQ or SEQ
**Duration of Lecture:** One hour
**Lecture**: 45minutes
**Interactive**: 15minutes

**Learning Outcomes:**

At the end of session students will be able to:

- Define DNS?
- Enlist common causes of DNS?
- Gives type of DNS?
- How will you take history and perform examination of a patient with DNS?
- Differentiate B/L SMR and Septoplasty.
- Enlist step of Septoplasty.
- Enlist postoperative complications of Septoplasty?

**Topic:** **Nasal Polyp**
**Mode of Teaching:** **Lecture**
**No. of Slides:** 20-25
**Interactive Portion:** 25%
**Assessment:** 1 MCQ or SEQ
**Duration of Lecture:** One hour
**Lecture**: 45minutes
**Interactive**: 15minutes

**Learning Outcomes:**

At the end of session students will be able to:

- Define the Sino Nasal Polyposis.
- Name the condition related to nasal polyposis?
- What are the main types of nasal polyps?
- What important points in you will ask from the patient of nasal polyposis?
- What is jamption's triad?

- How would you examine and investigate the patient of nasal polyposis.
- What are the treatment options in surgical of nasal polyposis patient?

**Topic:** **F. B Nose, Rhinolith, Furuncle**
**Mode of Teaching:** **Lecture**
**Interactive Portion:** 25%
**Assessment:** 1 MCQ or SEQ
**Duration of Lecture:** One hour
**Lecture**: 45minutes
**Interactive**: 15minutes
**Learning Outcomes:**
At the end of session students will be able to:

- Define boil nose and name the organism causing furunclosis?
- What are the cases of furuncle nose?
- Enlist clinical features treatment and complication of boil nose.
- Define Rhinolith? Along with its causes.
- How will you diagnosis the patient with Rhinolith.
- Explain management of patient of Rhinolith.

**No. of Slides:** 20-25
**Topic:** **Rhinitis**
**Mode of Teaching:** **Lecture**
**No. of Slides:** 20-25
**Interactive Portion:** 25%
**Assessment:** 1 MCQ or SEQ
**Duration of Lecture:** One hour
**Lecture**: 45minutes
**Interactive**: 15minutes
**Learning Outcomes:**
At the end of session students will be able to:

- Define Rhinitis and enlist its types.
- Name the organisms causing all types of Rhinitis.
- What are the clinical features in Rhinitis?
- How will you investigate the patient of Rhinitis?
- How will you treat different forms of Rhinitis?
- What are its possible complications?

**Topic:** **Maxillary Sinusitis with Complications of Sinusitis**
**Mode of Teaching:** **Lecture**
**No. of Slides:** 20-25
**Interactive Portion:** 25%
**Assessment:** 1 MCQ or SEQ
**Duration of Lecture:** One hour
**Lecture**: 45minutes
**Interactive**: 15minutes

**Learning Outcomes:**
At the end of session students will be able to:

- Define Maxillary sinusitis along with types.
- What are the possible causes of Maxillary Sinusitis?
- How a patient does presents.
- Name investigations required.
- How will you treat Maxillary Sinusitis?
- What are different surgical approaches?
- What are possible complications of untreated Maxillary Sinusitis?

**Topic:** **Surgical Procedure**
**Mode of Teaching:** **Lecture**
**No. of Slides:** 20-25
**Interactive Portion:** 25%
**Assessment:** 1 MCQ or SEQ
**Duration of Lecture:** One hour
**Lecture**: 45minutes
**Interactive**: 15minutes

**Learning Outcomes:**
At the end of session students will be able to:

- Enlist common ENT surgical procedures?
- What are the most commonly performed emergency procedures in ENT.
- What are various types of Myringoplasty?
- What does FESS stands for? And what are its advantages over conventional surgical procedures?

**Topic:** **Tumour of Sinusitis**
**Mode of Teaching:** **Lecture**
**No. of Slides:** 20-25
**Interactive Portion:** %
**Assessment:** 1 MCQ or SEQ
**Duration of Lecture:** One hour
**Lecture**: 45minutes
**Interactive**: 15minutes
**Learning Outcomes:**
At the end of session students will be able to:

- Enlist Benign and malignant tumors of sinusitis?
- What are the clinical features of CA maxillary sinuses/ CA ethmoid sinuses?
- How will you proceed before going to surgery?
- What are different types of classification systems?
- Explain TNM staging system for CA Maxillary ethmoid sinuses?
- What are the treatment options and diagnosis?

**Topic:** **Allergic Rhinitis**
**Mode of Teaching:** **Lecture**
**No. of Slides:** 20-25
**Interactive Portion:** 25%
**Assessment:** 1 MCQ or SEQ
**Duration of Lecture:** One hour
**Lecture**: 45minutes
**Interactive**: 15minutes
**Learning Outcomes:**
At the end of session students will be able to:

- Define allergic rhinitis along with its clinical types?
- Enlist its causative factors and pathogenesis.
- Enumerate clinical features of allergic rhinitis.
- What are the sign in allergic rhinitis which are related to nose, eyes, ear and throat?
- Enlist investigations required.
- Give treatment options.
- What are the possible complications?

**Topic:** **Juvenile Angiofibroma**
**Mode of Teaching:** **Lecture**
**No. of Slides:** 20-25
**Interactive Portion:** 25%
**Assessment:** 1 MCQ or SEQ
**Duration of Lecture:** One hour
**Lecture**: 45minutes
**Interactive**: 15minutes
**Learning Outcomes:**
At the end of session students will be able to:

- Define juvenile Angiofibroma and name its components.
- Why this tumor is exclusively found in adolescent moles.
- How does the patient present.
- How will you investigate the patient?
- How will you manage the patient of nasopharyngeal Fibroma?
- What are the different approaches in the surgical management of patient?

**Topic:** **Adenoidectomy**
**Mode of Teaching:** **Lecture**
**No. of Slides:** 20-25
**Interactive Portion:** 25%
**Assessment:** 1 MCQ or SEQ
**Duration of Lecture:** One hour
**Lecture**: 45minutes
**Interactive**: 15minutes
**Learning Outcomes:**

At the end of session students will be able to:

- What is waldyer's sign?
- Where the adenoids are located?
- Enlist sign and symptom of the patient with adenoid hypertrophy?
- How will you examine and investigate the patient.
- Enumerate steps of adenoidectomy.
- Name postoperative complications of procedures.

**Topic:** **Tonsils**
**Mode of Teaching:** **Lecture**
**No. of Slides:** 20-25
**Interactive Portion:** 25%
**Assessment:** 1 MCQ or SEQ
**Duration of Lecture:** One hour
**Lecture**: 45minutes
**Interactive**: 15minutes
**Learning Outcomes:**

At the end of session students will be able to:

- Define tonsils.
- Explain detailed anatomy and physiology of tonsils.
- Name common disorders involving tonsils.
- Define acute tonsillitis its types causative organisms, clinical features and treatment.
- Enlist complications of acute tonsillitis.
- Enlist differential diagnose of membrane over tonsil.
- Write a short note on faucal diphtheria.
- What is chronic tonsillitis give its types clinical feature treatment and complications?
- How would you examine the patient with tonsillitis?
- Enlist diagnose of lingual tonsils.
- What is the most commonly performed elective operation in ENT and enlist indications.
- Write down steps of tonsillectomy.

**Topic:** **Retropharyngeal Abscess**
**Mode of Teaching:** **Lecture**
**No. of Slides:** 20-25
**Interactive Portion:** 25%
**Assessment:** 1 MCQ or SEQ
**Duration of Lecture:** One hour
**Lecture**: 45minutes
**Interactive**: 15minutes
**Learning Outcomes:**

At the end of session students will be able to:

- Define abscess? Define retropharyngeal abscess and its types?
- What are common causes of acute retropharyngeal abscess?

- Enlist clinical features of acute retropharyngeal abscess, and how will you investigate.
- Give treatment options for acute retropharyngeal abscess.
- Write a short note on retropharyngeal abscess.
- Under following leading.
  - Causes.
  - Sign and symptom.
  - Investigation.
  - Treatment.

**Topic:** **Tumor, Cleft Lip and Cleft Palate**
**Mode of Teaching:** **Lecture**
**No. of Slides:** 20-25
**Interactive Portion:** 25%
**Assessment:** 1 MCQ or SEQ
**Duration of Lecture:** One hour
**Lecture**: 45minutes
**Interactive**: 15minutes
**Learning Outcomes:**
At the end of session students will be able to:

- Define cleft lip and cleft palate.
- What are some causes of cleft lip and palate?
- Differentiate complete and incomplete cleft lip.
- Describe embryologic feature in regard to formation of cleft lip and palate.
- List initial priorities for managing a new bone with cleft lip and palate.
- Discus airway in new bone with cleft lip and palate.
- What is approach of feeding in infant with cleft lip and palate?
- Discus pathophysiology of middle ear disease in child with cleft lip and palate.
- Where should cleft palate repaired.
- Name common methods cleft palate repair.
- What is valvo pharyngeal insufficiency?
- List postoperative complications of cleft palate repair.

**Topic:** **Tracheostomy**
**Mode of Teaching:** **Lecture**
**No. of Slides:** 20-25
**Interactive Portion:** 25%
**Assessment:** 1 MCQ or SEQ
**Duration of Lecture:** One hour
**Lecture**: 45minutes
**Interactive**: 15minutes
**Learning Outcomes:**
At the end of session students will be able to:

- Define Tracheostomy, enlist its indications.

- Explain the procedure briefly.
- Enlist complications (possible) after Tracheostomy.
- What should be ideal postoperative care of Tracheostomy?

**Topic:** **Bronchoscopy**
**Mode of Teaching:** **Lecture**
**Interactive Portion:** 25%
**Assessment:** 1 MCQ or SEQ
**Duration of Lecture:** One hour
**Lecture**: 45minutes
**Interactive**: 15minutes
**No. of Slides:** 20-25
**Learning Outcomes:**
At the end of session students will be able to:

- What is Bronchoscopy, what are its types?
- What are indications of Bronchoscopy?
- Briefly explain the procedure?
- What should be ideal post operative care of Bronchoscopy?
- Enlist complications of Bronchoscopy.
- What precaution should be taken during procedure?

**Topic:** **Rhinoplasty**
**Mode of Teaching:** **Lecture**
**No. of Slides:** 20-25
**Interactive Portion:** 25%
**Assessment:** 1 MCQ or SEQ
**Duration of Lecture:** One hour
**Lecture**: 45minutes
**Interactive**: 15minutes
**Learning Outcomes:**
At the end of session students will be able to:

- What is Rhinoplasty and how common it is?
- How does one analyze the nose preoperatively?
- Define alar collapse. Why is it imp?
- Enlist imp incision used in Rhinoplasty?
- List major support mechanism for nasal tip.
- Name two types of Rhinoplasty, what is “Polly beak” deformity and how does it ocure?

**Topic:** **X-ray, CT Scan, Evaluation**
**Mode of Teaching:** **Lecture**
**No. of Slides:** 20-25

**Interactive Portion:** 25%
**Assessment:** 1 MCQ or SEQ
**Duration of Lecture:** One hour
**Lecture**: 45minutes
**Interactive**: 15minutes
**Learning Outcomes:**
At the end of session students will be able to:

- What do you mean by X-ray PNS (Woler's view). What structures seen on this view.
- Which X-ray you would advise a patient with suspected nasal bone fracture.
- On X-ray soft tissue lateral view neck, how would you differentiate between?
  - Adenoids
  - AC Polyp
  - Nasal Angiofibroma
- Write basic radiological investigation with views, you would carryons for suspected F.B Throat?
- Which radiological investigation you would advise for sino nasal polyposis before FESS and why?

**Topic:** **Instrument and Evaluation**
**Mode of Teaching:** **Lecture**
**No. of Slides:** 20-25
**Interactive Portion:** 25%
**Assessment:** 1 MCQ or SEQ
**Duration of Lecture:** One hour
**Lecture**: 45minutes
**Interactive**: 15minutes
**Learning Outcomes:**
At the end of session students will be able to:

- Identify the following Instruments.
- Write down the names of instruments used in tonsillectomy and list their functions.
- Write names of some common instruments used in ear surgery and list their function.

## ENT BENAZIR BHUTTO HOSPITAL

**Topic:** **Anatomy, Physiology & Clinical Methods of Ear**
**Mode of Teaching:** **Lecture**
**No. of Slides:** **15-20**
**Interactive Portion:** **25%**
**Assessment:** **1 MCQ or SEQ**
**Duration of Lecture:** **One hour**
**Lecture:** **45minutes**
**Interactive:** **15minutes**
**Learning Outcomes:**
At the end of session students will be able to:

- At the end of lecture students will be able to know the anatomy and physiology & their clinical importance regarding Ear, nose & throat diseases.

**Topic:** **Pinna**
**Mode of Teaching:** **Lecture**
**No. of Slides:** **15-20**
**Interactive Portion:** **25%**
**Assessment:** **1 MCQ or SEQ**
**Duration of Lecture:** **One hour**
**Lecture:** **45minutes**
**Interactive:** **15minutes**
**Learning Outcomes:**
At the end of session students will be able to:

- At the end of lectures the students will understand the clinical anatomy of Pinna and common diseases e.gPericondiritisKeloids, Heamatoma etc.

**Topic:** **External auditory meatus**
**Mode of Teaching:** **Lecture**
**No. of Slides:** **15-20**
**Interactive Portion:** **25%**
**Assessment:** **1 MCQ or SEQ**
**Duration of Lecture:** **One hour**
**Lecture:** **45minutes**
**Interactive:** **15minutes**
**Learning Outcomes:**
At the end of session students will be able to:

- At the end of lecture the students will understand clinical anatomy of EAC and diseases like otomycosis, foreign bodies, wax, etc.

**Topic:** **External Auditory Meatus**
**Mode of Teaching:** **Lecture**
**No. of Slides:** **15-20**
**Interactive Portion:** **25%**
**Assessment:** **1 MCQ or SEQ**
**Duration of Lecture:** **One hour**
**Lecture:** **45minutes**
**Interactive:** **15minutes**
**Learning Outcomes:**
At the end of session students will be able to:

- Boil, malignant otitis externa, diffuse otitis externa, keratosis obturans.

**Topic:** **Hearing assessment**
**Mode of Teaching:** **Lecture**
**No. of Slides:** **15-20**
**Interactive Portion:** **25%**
**Assessment:** **1 MCQ or SEQ**
**Duration of Lecture:** **One hour**

**Lecture:** **45minutes**
**Interactive:** **15minutes**
**Learning Outcomes:**
At the end of session students will be able to:

- Define hearing loss / deafness.
- Enlist common causes of hearing loss.
- Give types of hearing loss
- How will you take history and perform examination of a patient with Deafness?
- Differentiate between conductive &sensorineural hearing loss.
- Management of hearing loss.

**Topic:** **Acute Otitis Media (AOM)**
**Mode of Teaching:** **Lecture**
**No. of Slides:** **15-20**
**Interactive Portion:** **25%**
**Assessment:** **1 MCQ or SEQ**
**Duration of Lecture:** **One hour**
**Lecture:** **45minutes**
**Interactive:** **15minutes**
**Learning Outcomes:**
At the end of session students will be able to:

- Define AOM.
- Enlist common causes of AOM.
- How will you take history and perform examination of a patient with AOM?
- Differentiate between acute & chronic OM.
- Management of ASOM.
- Complications of AOM.

**Topic:** **Otitis Media with Effusion (OME)**
**Mode of Teaching:** **Lecture**
**No. of Slides:** **15-20**
**Interactive Portion:** **25%**
**Assessment:** **1 MCQ or SEQ**
**Duration of Lecture:** **One hour**
**Lecture:** **45minutes**
**Interactive:** **15minutes**
**Learning Outcomes:**
At the end of session students will be able to:

- Define OME.
- Enlist common causes of OME.
- How will you take history and perform examination of a patient with OME?
- Differentiate between acute & chronic SOM and OME.
- Management of OME.

- Complications of OME.

**Topic:** **Chronic Suppurative Otitis Media (CSOM)**
**Mode of Teaching:** **Lecture**
**No. of Slides:** **15-20**
**Interactive Portion:** **25%**
**Assessment:** **1 MCQ or SEQ**
**Duration of Lecture:** **One hour**
**Lecture:** **45minutes**
**Interactive:** **15minutes**
**Learning Outcomes:**

At the end of session students will be able to:

- Define CSOM
- Types of CSOM
- Enlist common causes of CSOM.
- How will you take history and perform examination of a patient with CSOM?
- Differentiate between acute & chronic SOM and OME.
- Management of CSOM
- Complications of CSOM.

**Topic:** **Complications of COM**
**Mode of Teaching:** **Lecture**
**No. of Slides:** **15-20**
**Interactive Portion:** **25%**
**Assessment:** **1 MCQ or SEQ**
**Duration of Lecture:** **One hour**
**Lecture:** **45minutes**
**Interactive:** **15minutes**
**Learning Outcomes:**

- At the end of the lecture the students understand common complications and different surgical operations for the treatment of complicated SOM.

**Topic:** **Postauricularmasses , fistula, preauricular sinus and mastoiditis**
**Mode of Teaching:** **Lecture**
**No. of Slides:** **15-20**
**Interactive Portion:** **25%**
**Assessment:** **1 MCQ or SEQ**
**Duration of Lecture:** **One hour**
**Lecture:** **45minutes**
**Interactive:** **15minutes**
**Learning Outcomes:**

- At the end of the lectures the students understand Postauricularmasses , fistula, preauricular sinus and mastoiditis and their management.

**Topic:** **Facial Nerve Paralysis**
**Mode of Teaching:** **Lecture**
**No. of Slides:** **15-20**
**Interactive Portion:** **25%**
**Assessment:** **1 MCQ or SEQ**
**Duration of Lecture:** **One hour**
**Lecture:** **45minutes**
**Interactive:** **15minutes**
**Learning Outcomes:**

- Enlist common causes of Facial Nerve Paralysis
- Give types of Facial Nerve Paralysis
- How will you take history and perform examination of a patient with Facial Nerve Paralysis
- Differentiate between supra- nuclear lesion and infra-nuclear lesions.
- Management of Facial Nerve Paralysis

**Topic:** **Otosclerosis**
**Mode of Teaching:** **Lecture**
**No. of Slides:** **15-20**
**Interactive Portion:** **25%**
**Assessment:** **1 MCQ or SEQ**
**Duration of Lecture:** **One hour**
**Lecture:** **45minutes**
**Interactive:** **15minutes**
**Learning Outcomes:**

- Define Otosclerosis
- Pathogenesis of Otosclerosis
- Enlist common causes of Otosclerosis
- Give types of Otosclerosis
- How will you take history and perform examination of a patient with Otosclerosis
- Management of Otosclerosis

**Topic:** **Meniere's Disease**
**Mode of Teaching:** **Lecture**
**No. of Slides:** **15-20**
**Interactive Portion:** **25%**
**Assessment:** **1 MCQ or SEQ**
**Duration of Lecture:** **One hour**
**Lecture:** **45minutes**
**Interactive:** **15minutes**

**Learning Outcomes:**

- Define Meniere's disease.
- Pathogenesis of Meniere's disease
- Enlist common causes of Meniere's disease
- How will you take history and perform examination of a patient with Meniere's disease.
- Management of Meniere's disease

**Topic:** **Instrument , X-ray, SEQs & MCQs**
**Mode of Teaching:** **Lecture**
**No. of Slides:** **15-20**
**Interactive Portion:** **25%**
**Assessment:** **1 MCQ or SEQ**
**Duration of Lecture:** **One hour**
**Lecture:** **45minutes**
**Interactive:** **15minutesLearning Outcomes:**

- Identify instruments of ENT
- Diagnose ENT diseases on x rays

**Topic:** **Anatomy, Physiology & Examination of Larynx**
**Mode of Teaching:** **Lecture**
**No. of Slides:** **15-20**
**Interactive Portion:** **25%**
**Assessment:** **1 MCQ or SEQ**
**Duration of Lecture:** **One hour**
**Lecture:** **45minutes**
**Interactive:** **15minutes**
**Learning Outcomes:**

- At the end of lecture students will be able to know the anatomy and physiology & their clinical importance regarding larynx diseases.

**Topic:** **Laryngomalacia&Epiglotitis**
**Mode of Teaching:** **Lecture**
**No. of Slides:** **15-20**
**Interactive Portion:** **25%**
**Assessment:** **1 MCQ or SEQ**
**Duration of Lecture:** **One hour**
**Lecture:** **45minutes**
**Interactive:** **15minutes**
**Learning Outcomes:**

- Define Laryngomalacia&Epiglotitis
- Enlist common causes of Laryngomalacia&Epiglotitis
- How will you take history and perform examination of a patient with Laryngomalacia&Epiglotitis
- Management of Laryngomalacia&Epiglotitis

- Complications of Laryngomalacia&Epiglotitis

**Topic:** **Hoarseness**
**Mode of Teaching:** **Lecture**
**No. of Slides:** **15-20**
**Interactive Portion:** **25%**
**Assessment:** **1 MCQ or SEQ**
**Duration of Lecture:** **One hour**
**Lecture:** **45minutes**
**Interactive:** **15minutes**
**Learning Outcomes:**

- Define Hoarseness
- Enlist common causes of Hoarseness
- How will you take history and perform examination of a patient with Hoarseness
- Management of Hoarseness

**Topic:** **Carcinoma larynx**
**Mode of Teaching:** **Lecture**
**No. of Slides:** **15-20**
**Interactive Portion: 25%**
**Assessment:** **1 MCQ or SEQ**
**Duration of Lecture:** **One hour**
**Lecture:** **45minutes**
**Interactive:** **15minutes**
**Learning Outcomes:**

- Enlist common causes of C.A. Larynx
- Give types of C.A. Larynx
- How will you take history and perform examination of a patient with C.A. Larynx
- Management of C.A. Larynx
- Rehabilitation of post laryngectomized patient

**Topic:** **Oesophagus& oral cavity**
**Mode of Teaching:** **Lecture**
**No. of Slides:** **15-20**
**Interactive Portion:** **25%**
**Assessment:** **1 MCQ or SEQ**
**Duration of Lecture:** **One hour**
**Lecture:** **45minutes**
**Interactive:** **15minutes**
**Learning Outcomes:**

- At the end of the lecture the students understand anatomy, physiology, clinical features of oesophageal and oral cavity diseases.

**Topic:** **Dysphagia & Plummer Vinson Syndrome**
**Mode of Teaching:** **Lecture**

**No. of Slides:** **15-20**
**Interactive Portion:** **25%**
**Assessment:** **1 MCQ or SEQ**
**Duration of Lecture:** **One hour**
**Lecture:** **45minutes**
**Interactive:** **15minutes**
**Learning Outcomes:**

- Define Dysphagia
- Enlist common causes of Dysphagia
- Give types of Dysphagia
- How will you take history and perform examination of a patient with Dysphagia
- Management of Dysphagia

**Topic:** **Oral cavity ulcers**
**Mode of Teaching:** **Lecture**
**No. of Slides:** **15-20**
**Interactive Portion:** **25%**
**Assessment:** **1 MCQ or SEQ**
**Duration of Lecture:** **One hour**
**Lecture:** **45minutes**
**Interactive:** **15minutes**
**Learning Outcomes:**

- Define ulcer
- Enlist common causes of oral ulcer
- Give types of oral ulcer
- How will you take history and perform examination of a patient with oral ulcer
- Management of oral ulcers

**Topic:** **Oral cavity ulcers**
**Mode of Teaching:** **Lecture**
**No. of Slides:** **15-20**
**Interactive Portion:** **25%**
**Assessment:** **1 MCQ or SEQ**
**Duration of Lecture:** **One hour**
**Lecture:** **45minutes**
**Interactive:** **15minutes**
**Learning Outcomes:**

- Define ulcer
- Enlist common causes of oral ulcer
- Give types of oral ulcer
- How will you take history and perform examination of a patient with oral ulcer
- Management of oral ulcers

# DEPARTMENT OF OPHTHALMOLOGY

**Topic:** **Disorders of Eyelids, Lash and Lacrimal System**
**Teacher:** **Assistant Professor/SR/Senior PGT**
**Mode of Teaching: Lectures Three Hours**
Practical demonstrations three hours
No. Of pictures/slides: 10
**ASSESSMENT TOOLS:SEQs x 3**
MCQs x 6
Interactive: ONE HOUR
**Learning objectives:**
At the end of the session student should be capable of
1. Knowing the surgical anatomy and physiology of eyelids and lacrimal system.
2. Diagnosing common eyelid disorders with differentials ,lid swelling, blepharitis, Trichiasis, entropion, ectropion, blephroptosis,.

**Topic:** **Diseases Of Conjunctiva**
**Mode of teaching:** **lectures two hours**
Practical demonstrations two hours
No. Of pictures/slides:8
**ASSESSMENT TOOLS:SEQs x 3**
MCQs x 6
Interactive: ONE HOUR
**Teacher:** **Assistant Professor/SR/Senior PGT**
**Learning objectives:**
At the end of the session student should be capable of
1. Knowing the anatomy and physiology of conjunctiva.
2. Analyzing the symptoms and signs of conjunctival diseases.
3. Performing clinical methods and ordering relevant lab investigations for conjunctival diseases.
4. Treatment of conjunctival infections and allergies.
5. Describing different surgical procedures of conjunctival disorders.

**TOPIC:** **Cornea**
**Mode of teaching:** **lectures two hours**
Practical demonstrations two hours
No. Of pictures/slides:6
**Assessment tools: seqs x 4**
MCQs x 8
Interactive: ONE HOUR
**Teacher:** **Assistant Professor/SR/Senior PGT**
**Learning objectives:**
At the end of the session student should be capable of
1. Knowing the anatomy and physiology of cornea.
2. Performing clinical methods and clinical tests for corneal disorders.
3. Treatment of corneal infections.

5. Describing different surgical procedures done upon cornea.

**Topic: Lens**
**Mode of teaching: lectures two hours**
practical demonstrations four hours
no. Of pictures/slides:4
**Assessment tools: seqs x 3**
MCQS x 6
Interactive: one hour
**Teacher: Assistant Professor/SR/senior PGT**
**Learning objectives:**
At the end of the session student should be capable of
1. Diagnosing cataract.
2. Knowing etiology of secondary cataracts.
3. Treatment options of cataract
4. Pre-op preparation of a cataract patient.
5. Using medicine in post-op period.
6. Knowing common post-op complications and their treatment.

**Topic: Glaucoma**
**Mode of teaching: lectures three hours**
Practical demonstrations two hours
No. of pictures/slides:10
**Assessment tools: seqs x 4**
MCQs x 6
Interactive: One Hour
**Teacher: professor/Assistant Professor/SR.**
**Learning objectives:**
At the end of the session student should be capable of
1. Knowing definition and pathophysiology of glaucoma.
2. Classifying glaucoma.
3. Knowing the essentials of glaucoma diagnosis
4. Treatment options for glaucoma including details of medical treatment.
5. Prevention of glaucoma.

**Topic: Uveal Tract**
**Mode of teaching: lectures two hours**
Practical demonstrations one hour
No. Of pictures/slides: 5
**Assessment tools: seqs x 2**
MCQS X 4
Interactive: one hour
**Teacher: professor/Assistant Professor/SR.**
**Learning objectives:**
At the end of the session student should be capable of

1. Knowing anatomy of uveal tract.
2. Classifying uveitis.
3. Diagnosing anterior uveitis and its complications.
4. Treatment of anterior uveitis.

**Topic: Vitreoretina**
**Mode of teaching: lectures two hours**
Practical demonstrations one hour
No. Of pictures/slides: 10
**Assessment tools: seqs x 5**
MCQS x 8
Interactive: one hour
**Teacher: professor/Assistant Professor/SR**
**Learning objectives:**
At the end of the session student should be capable of
1. Knowing anatomy physiology clinical methods and ocular and lab investigations for vitreoretinal disorders.
2. Diagnosing vasculopathies and retinal dystrophies and detachment.
3. Classifying diabetic and hypertensive retinopathies.
4. Treatment options for diabetic retinopathy.

**Topic: Optic Nerve And Neuro-Ophthalmology**
**Mode of teaching: lectures three hours**
Practical demonstrations two hour
No. Of pictures/slides: 6
**Assessment tools: seqs x 4**
MCQS x 10
Interactive: one hour
**Teacher: professor/Assistant Professor/SR**
**Learning objectives:**
At the end of the session student should be capable of:
1. Knowing anatomy and physiology of optic nerve
2. Performing clinical methods and ocular and lab investigations to demonstrate and diagnose disorders of optic nerve, third nerve, forth nerve, sixth nerve and seventh nerve palsies
3. Differentiating between papilledema and papillitis.
4. Treating optic neuritis.

**Topic: Diseases Of The Orbit**
**Mode of teaching: lectures one hour**
Practical demonstrations two hour
No. Of pictures/slides: 5
**Assessment tools: seqs x 3**
MCQS X 6
Interactive: one hour
**Teacher: professor/Assistant Professor/SR**

**Learning objectives:**
At the end of the session student should be capable of:
1. Knowing anatomy of the orbit.
2. Doing orbital examination.
3. Classifying proptosis.
4. Diagnosing and preseptalpostseptal cellulitis.

**Topic: Strabismus**
**Mode of teaching: lectures two hours**
practical demonstrations two hours
no. Of pictures/slides: 4
**Assessment tools: seqs x 2**
MCQS x 6
Interactive: one hour
**Teacher: professor/Assistant Professor/SR**
**Learning objectives:**
At the end of the session student should be capable of:
1. Knowing and demonstrating extra ocular muscle physiology.
2. Performing cover uncover test.
3. Diagnosing eso and exotropias.
4. Knowing about cyloplegic refractions.
5. Knowing effects an indications of muscle recession and resection.

**Topic: Ocular Trauma**
**Mode of teaching: lectures two hours**
Practical demonstrations two hours
No. Of pictures/slides: 6
**Assessment tools: seqs x 3**
MCQS x 6
Interactive: one hour
**Teacher: professor/Assistant Professor/SR**
**Learning objectives:**
At the end of the session student should be capable of:
1. Knowing effects and management of blunt trauma to the eye .
2. Management of chemical injury.
3. Identifying orbital floor fracture.
4. Diagnosing intra ocular foreign body and knowing its management.

**Topic: <u>Ocular Pharmocology</u>**
**Mode of teaching: lectures one hour**
practical demonstrations three hours
no. Of pictures/slides/packing of various eye preparations: 12
**Assessment tools: seqs x 2**
MCQS x 10
interactive: one hour

**Teacher: professor/Assistant Professor/SR/PGT**
**Learning objectives:**
At the end of the session student should be capable of:
1. Knowing various roots for ocular therapeutics.
2. Knowing names of commonly used antibiotics, anti inflammatory, intra ocular pressure lowering and diagnostic ocular preparations along with knowledge of dosage and side effects

**Topic: Systemic Disease And Eye**
**Mode of teaching: lectures four hours**
practical demonstrations four hours
no. Of pictures/slides/packing of various eye preparations: 15
**Assessment tools: seqs x 5**
MCQS x 10
Interactive: one hour
**Teacher: professor/Assistant Professor/SR**
**Learning objectives:**
At the end of the session student should be capable of:
1. Knowing ocular features of following diseases:
   Rheumatoid arthritis, SLE , sjogren syndrome, MARFAN syndrome, sarcoidosis, tuberculosis, AIDS, stevens-johnson syndrome, systemic hypertension, diabetes mellitus, thyrotoxicosis, myasthenia gravis and leukaemia.

# OBSTETRICS /GYNAECOLOGY

## Benazir Bhutto Hospital

**Lecture 1:** Development of fetus
**Teacher:** Prof/Assistant Prof
**No of slides** 30 -35
**Lecture** 35 min
**Interactive** 10 min
**MCQ s** 5

**Student Feedback form**

At the end of lecture the student should be able to :

- Name the three stages of the prenatal period, identify the time period within which each occurs, and describe the main characteristics that define each stage.
- Describe the development of the zygote during the early germinal period, and define the following: mitosis, cleavage, blastocyst, endometrium/deciduas
- Discuss the growth and development of the embryo from the end of the second week until the end of the eighth week during the embryonic period.
- Briefly describe the growth and development of the fetus at the 8 ,10 ,12 ,16 ,20 ,24 ,28,30, 32,34,36 weeksand then weekly till term

**Lecture2** Anatomy of fetal skull, Bony pelvis ,Types of pelvis, Anatomical changes in pregnancy
**Teacher** Prof/Assistant Prof
**No of slides** 30 -35
**Lecture** 35 min
**Interactive** 10 min
**MCQ s** 5

**Student Feedback form**

At the end of lecture the student should be able to

- Describe the anatomical features of fetal skull , the bones of fetal skull and their sutures.
- Describe the bony features and types of female pelvis
- Identify various diameters of fetal skull and bony pelvis in relation to their role in normal and abnormal parturition
- Explain the various anatomical changes in female pelvic bones, joints and ligaments in preparation for a vaginal delivery

**Lecture3** Obstetric history taking and examination
**Teacher** Assistant Prof /Prof
**No of slides** 30 -35
**Lecture** 35 min
**Interactive** 10 min
**MCQ s** : 5

**Student Feedback form**

At the end of lecture the student be able to :

1. Develop the basic clinical skills of history taking, clinical examination and be able to present an obstetric case.
2. Conduct an obstetrical abdominal examination
3. Demonstrate the fundal height , presentation ,lie ,attitude of fetus and auscultation of fetal heart

**Lecture4** Prenatal diagnosis
**Teacher** Assistant Prof/Prof
**No of slides** 35-40
**Lecture** 35 min
**Interactive** 10 min
**MCQ** 2
**SEQ** 3

**Student Feed back**

At the end of lecture the student should be able to;

1. Identify Couples/individuals of "high risk"where voluntary, informed testing prior to pregnancy may be offered
2. Describe various Prenatal Diagnosis Techniques
3. Explain the role of Teratogens egdrugs ,environmental factors, infections and their timings of exposure according to gestational age.
4. Counsel the parents on common fetal abnormalities

**Lecture5**: Minor Disorders Of Pregnancy ( nausea vomiting , varicose veins , backache)
**Teacher:** Assistant Prof/Prof
**No of Slides** 30
**Lecture** 35 min
**Interactive** 10 min
**MCQs** 5
**Student Feedback form**

**A: NAUSEA ANDVOMITING**

At the end of lecture the student should be able to

1. Define nausea and vomiting in pregnancy
2. Distinguish from other disorders causing nausea and vomiting in pregnancy
3. EnlistSafe remedies/drugs to treat nausea and vomiting in pregnancy

**B: VARICOSE VEINS**

Describe the causes and associated complications

**C: BACKACHE**

Explain causes of backache during pregnancy

**Lecture6** Diagnosis Of Labour And Basic ConceptsOf Labour
**Teacher** Assistant prof/Prof
**No of slides** 40-45
**Lecture** 35 min
**Interactive** 10 min
**3 groups of students**:

**Student feedback form**
At the end of the lecture the student should be able to :
1. Differentiate between true labour , false labour and Prelabour
2. Apply knowledge to utilize partogram in the management of labour.
3. Explain the management of a woman in first and second stage of labour
4. Explain the steps of normal vaginal delivery
   - Contents of delivery pack
   -Describe how would the student employ aseptic techniques used for normal vaginal delivery.
   - Case Scenario of false labour ,latent phase,truelabour

**Lecture7** Fetal monitoring in labour and fetal distress
**Teacher:** Assistant prof/Prof
No of slides 40
**Lecture** 35 min
**Interactive** 10 min
MCQ 5

**Student feedback form**
At the end of the lecture the student should be able to :
1. Describe physiology of fetal oxygenation in labour
2. Describe various methods of fetal monitoring in labour
3. List the indications of electronic fetal monitoring
4. Identify and interpret the normal , atypical and abnormal results of fetal monitoring

**Lecture 8** Third Stage Of Labour And Its Complications
**Teacher:** Assistant prof/Prof
NO of slides 40
**Lecture** 35 min
**Interactive** 10 min
MCQs 4
SEQ 2

**Student feedback form**
At the end of the lecture the student should be able to :
1. Define third stage of labour
2. Describe the steps of active management of third stage of labour(AMTSL) .

3. Define Post partumhaemorrhage and its causes
4. Outline the management of primary PPH

**Lecture 9** Abnormal Labour(Primary Dysfunctional , Secondary Arrest , Prolonged Latent Phase)
**Teacher:** Assistant Prof/Prof
No of slides 45
**Lecture** 35 min
**Interactive** 10 min
Mcqs 4
Seqs 2

**Student feedback form**
At the end of the lecture the student should be able to :
1. Anticipate and diagnose abnormal labour
2. Explain types of abnormal labour on the basis of partographic findings
3. Outline the management of prolonged latent phase ,primary dysfunctional labour and secondary arrest of cervical dilatation

**Lecture 10:** Trial Of Labour,Obstructed Labour And Its Management
**Teacher** Assistant Prof/Prof
No of slides 45-50
**Lecture** 35 min
**Interactive** 10 min
Mcqs 5

**Student feedback form**
At the end of the lecture the student should be able to
1. Define trial of labour , and obstructed labour
2. Describe the management of a woman having trial of labour
3. Describe the clinical signs and symptoms of obstructed labour and rupture of uterus
4. Outline the management of obstructed labour

**Lecture 11:**.Mal Presentation( Other Than Breech)
**Teacher:** Assistant prof/Prof
No of slides :40
**Lecture :**35 min
**Interactive :**10 min
MCQ: 5

**Student feedback form**
At the end of the lecture the student should be able to:
1. Definemalpresentation and differentiate it from malposition

2. Explain the features of face ,brow, transverse ,cord presentation and cord prolapsed
3. Outline the management strategies for various malpresentations
4. Describe the emergency management of cord prolapse

**Lecture 12:** Induction Of Labour
**Teacher:** Assistant Prof/Prof
No of slides 35
**Lecture** 35 min
**Interactive** 10 min
MCQ 5
Student feedback form
At the end of the lecture the student should be able to:
1. List common indications andcontraindications for induction of labor
2. Describe methods available for laborInduction
3. Identify outcomes associated with induction of labour
4. Explain the maternal and fetal complications with induction of labour

**Lecture 13** Episiotomy ,Perineal Tears ,Instrumental Delivery
**Teacher:** Assistant Prof/Prof
No of slides: 40-45
**Lecture** 35 min
**Interactive** 10 min
**Seq** 4
Mcq 2
Student feedback form
At the end of the lecture the student should be able to:
1. List its indications , types , advantages and disadvantages of various types of episiotomy
2. Explain the types of perineal tears and their complications
3. Devise a plan to follow up a patient having episiotomy or perineal tear
4. Identify and explain different types of Forceps and Vacuum cups
5. Describe the indications and contraindications of forceps and vacuum delivery

**GYNAE/OBS Department**
DHQ, HOSPITAL

| | |
|---|---|
| **Topic :** | **Obstetric Statistics** |
| **Mode of Teaching** | Lecture |
| **Interactive Portion** | 25% |
| **Assessment** | 1MCQs and 1 Scenarios |
| **Teacher** | Professor/AssistantProfessor /Senior Registrar |
| **Duration of Lecture** | 45 mints |
| **Number of Slides** | 10-15 |
| Lecture | 30 Minutes |
| Interactive | 15 Minutes |
| **Learning outcome** | Student should be able to:- |

**Student Feedback Form**

- Define all relevant statistical terms.
- Calculate relevant rates/ratio .
- Describe significance of all statistics.
- Describe statistics of Pakistan according to most recent PHDS results.

| | |
|---|---|
| **Topic** | **Obstetric Shock / Collapse** |
| **Mode of Teaching** | Lecture |
| **Class** | 4th Year MBBS |
| **Number of Slides** | 10-15 |
| **Interactive Portion** | 25% |
| **Assessment** | 1MCQs and 1 Scenarios |
| **Teacher** | Professor/Assistant Professor/ Senior Registrar |
| **Duration of Lecture** | 45 Minutes |
| Lecture | 30 Minutes |
| Interactive | 15 Minutes |
| **Learning outcome** | Student should be able to:- |

**Student Feedback Form**

- Define Shock and enlist all causes of obstetric shock
- Suggest and justify relevant investigations
- Differentiate all causes of shock on clinical findings and investigation.
- Outline management plan.

| | |
|---|---|
| **Topic :** | **Antenatal case in high risk pregnancy / fetal surveillance** |
| **Mode of Teaching** | Lecture |
| **Class** | 4th Year MBBS |
| **Number of Slides** | 10-15 |
| **Interactive Portion** | 25% |
| **Assessment** | 1 MCQs and 1 Scenarios |
| **Teacher** | Professor/Assistant Professor/ Senior Registrar |

**Duration of Lecture** 45 Minutes
Lecture 30 Minutes
Interactive 15 Minutes
**Student Feedback Form**
**Learning outcome** Student should be able to:-

- Describe objectives of antenatal care
- Describe the process of antenatal care in high risk pregnancy
- Enlist and describe all methods of fetal surveillance
- Interpret results of various methods of fetal surveillance and plan management accordingly.

.

**Topic:** **IUGR.**
**Mode of Teaching** Lecture
**Class** 4th Year MBBS
**Number of Slides** 10-15
**Interactive Portion** 25%
**Assessment** 2 MCQs and 1 Scenarios
**Teacher** Professor/Assistant Professor/ Senior Registrar
**Duration of Lecture** 45 Minutes
Lecture 30 Minutes
Interactive 15 Minutes
**Learning outcome** Student should be able to:-
**Student Feedback Form**

- Define IUGR.
- Classify IUGR and enlist causes
- Enlist causes of IUGR
- Suggest and justify relevant investigations
- Differentiate causes of IUGR based on clinical findings and investigations
- Outline management plan.
- Describe prenatal and long time complications associated with IUGR.

**Topic :** **Post Date Pregnancy**
**Mode of Teaching** Lecture
**Class** 4thYear MBBS
**Number of Slides** 10-15
**Interactive Portion** 25%
**Assessment** 2 MCQs and 1 Scenarios
**Teacher** Professor/Assistant Professor/ Senior Registrar
**Duration of Lecture** 45 Minutes
Lecture 30 Minutes
Interactive 15 Minutes
**Learning outcome** Student should be able to:-
**Student Feedback Form**

- Define term, post-term, and post-date pregnancies.
- Calculate date of delivery in women with normal and abnormal menstrual cycle length.
- Describe maternal and fetal risks in post-date pregnancy.
- Outline management plan.

1. **Topic :** **Miscellaneous Disorders**.
2. **Mode of Teaching** Lecture
3. **Class** 4thYear MBBS
4. **Number of Slides** 10-15
5. **Interactive Portion** 25%
6. **Assessment** 2 MCQs and 2 Scenarios
7. **Teacher** Professor/Assistant Professor /Senior Registrar
8. **Duration of Lecture** 45 Minutes

i. Lecture 30 Minutes
ii. Interactive 15 Minutes

**Learning outcome** Student should be able to:-

- Define Oligohydramnios, Polyhydramnios, and Hyperemesis Gravidarum
- Define maternal and fetal risk in each condition
- Suggest and justify relevantinvestigations.
- Outline management plan

**Student Feedback Form**

**Topic :** **Litigation in Obstetrics**
**Mode of Teaching** Lecture
**Class** 4th Year MBBS
**Number of Slides** 10-15
**Interactive Portion** 25%
**Assessment** 2 MCQs and 1 Scenarios
**Teacher** Professor/Assistant Professor/ Senior Registrar
**Duration of Lecture** 45 Minutes
Lecture 30 Minutes
Interactive 15 Minutes
**Learning outcome** Student should be able to:-

- Enlist most common causes of litigation in obstetrics.
- Describe legal points relevant to obstetrics according to Pakistan Panel Court e.g abortion.
- Describe steps that health care professional can take to avoid litigation e.g written informed consent, documentation etc.

**Student Feedback Form**

1. **Topic :** **Hypertension in Pregnancy**
2. **Mode of Teaching** Lecture
3. **Class** 4thl Year MBBS

4. **Number of Slides** 10-15
5. **Interactive Portion** 25%
6. **Assessment** 2 MCQs and 1 Scenarios
7. **Teacher** Professor/Assistant Professor/ Senior Registrar
8. **Duration of Lecture** 45 Minutes

i. Lecture 30 Minutes
ii. Interactive 15 Minutes

**Learning outcome** Student should be able to:-

- Define hypertension and classify hypertensive
- Describe pathogenesis and risk factors
- Describe maternal and fetal risks
- Suggest and justify relevant investigation.
- Outline management plan of patients depending upon its severity
- Define eclampsia and discuss management

**Student Feedback Form**

1. **Topic :** **Heart Disease in pregnancy**
2. **Mode of Teaching** Lecture
3. **Class** 4th l Year MBBS
4. **Number of Slides** 10-15
5. **Interactive Portion** 25%
6. **Assessment** 2 MCQs and 1 Scenarios
7. **Teacher** Professor/Assistant Professor/ Senior Registrar
8. **Duration of Lecture** 45 Minutes

i. Lecture 30 Minutes
ii. Interactive 15 Minutes

**Learning outcome** Student should be able to:-

- Enlist common heart diseases encountered in pregnancy.
- Describe fetal and maternal risk factors.
- Suggest and justify relevant investigation.
- Outline management plan including multi-disciplinary approach.
- Describe contraception options in these patients.

**Student Feedback Form**

1. **Topic :** **Coagulation Disorders**
2. **Mode of Teaching** Lecture
3. **Class** 4th l Year MBBS
4. **Number of Slides** 10-15
5. **Interactive Portion** 25%
6. **Assessment** 2 MCQs and 1 Scenarios
7. **Teacher** Professor/Assistant Professor/ Senior Registrar
8. **Duration of Lecture** 45 Minutes

i. Lecture 30 Minutes
ii. Interactive 15 Minutes

**Learning outcome** Students should be able to:-

- Enlist common coagulation disorders encountered in pregnant women e.g DIC, thrombocytopenia.
- Describe maternal and fetal risk factors.
- Suggest and justify relevant investigations.
- Outline management plan especially the need for multidisciplinary approach.

**Student Feedback Form**

**Topic :** **Other medical disorders (Thyroid, Respiratory, Epilepsy).**

1. **Mode of Teaching** Lecture
2. **Class** 4th l Year MBBS
3. **Number of Slides** 10-15
4. **Interactive Portion** 25%
5. **Assessment** 2 MCQs and 1 Scenarios
6. **Teacher** Professor/Assistant Professor/ Senior Registrar
7. **Duration of Lecture** 45 Minutes

iii. Lecture 30 Minutes
iv. Interactive 15 Minutes

8. **Learning outcome** Student should be able to:-

- Enlist common thyroid and respiratory pregnant women .
- Describe maternal and fetal risk factor in common thyroid and respiratory disorders and epilepsy .
- Suggest and justify relevant investigation.
- Outline management plan especially the need for multidisciplinaryapproach.
- Describe contraceptive options for these patients e.g. interaction of OCP with anti-epileptic drugs.
- **Student Feedback Form**

**01. Topic : Renal Disorders in Pregnancy.**
**01. Mode of Teaching** Lecture
**02. Class** 4th l Year MBBS
**03. Number of Slides** 10-15
**04. Interactive Portion** 25%
**05. Assessment** 2 MCQs and 1 Scenarios
**06. Teacher** Professor/Assistant Professor/ Senior Registrar
**07. Duration of Lecture** 45 Minutes
v. Lecture 30 Minutes
vi. Interactive 15 Minutes

**Learning outcome** Student should be able to:-

- Enlist common renal disorders in pregnancy .
- Describe maternal and fetal risk.
- Suggest and justify relevant investigation.
- Outline management plan involving multi disciplinarian approach.

**Student Feedback Form**

**01. Topic : Gynaecological history taking and examination.**
**02. Mode of Teaching** Lecture
**03. Class** 4th l Year MBBS
**04. Number of Slides** 10-15
**06. Interactive Portion** 25%
**07. Assessment** 2 MCQs
**08. Teacher** Professor/Assistant Professor/ Senior Registrar
**Duration of Lecture** 45 Minutes
Lecture 30 Minutes
Interactive 15 Minutes

**Learning outcome**
Student should be able to:-

- Describe significance of history taking and examination.
- Describe all important points of history taking e.g presenting complaints, history of present Inners, Gynaecological history taking. Post medical and surgical history Drug history, personal & socio-examine history, Family history.

- Describe all important points of general physical examination, abdominal examination and gynaecological examination (speculum and bimanual pelvic examination.

**Student Feedback Form**

# GYNAE/OBS UNIT-1

**Topic :** **Complications of Puerperium**

1. **Mode of Teaching** Lecture
2. **Class** 4th year MBBS
   **Number of Slides** 10-15
3. **Assessment** 1MCQs and 1 Scenarios
4. **Teacher** Professor/Assistant Professor /Senior Registrar
5. **Duration of Lecture** 45 mints
   Lecture 30 Minutes
   Interactive 15 Minutes
6. **Learning outcome** Student should be able to:-

- Enlist the causes of delayed involution
- Define and describe secondary PPH
- Give causes of thromboembolism in puerperium
- Define and manage cases of puerperal Pyrexia
- Give etiology of genital tract infection
- Describe breast disorders related to puerperium

7. **Student Feedback Form**

1. **Topic :** **Antepartum Haemorrhage (APH)**
2. **Mode of Teaching** Lecture
3. **Class** 4th Year MBBS
4. **Number of Slides** 10-15
5. **Assessment** 2MCQs and 2 Scenarios
6. **Teacher** Professor/Assistant Professor/ Senior Registrar
7. **Duration of Lecture** 45 Minutes
   Lecture 30 Minutes
   Interactive 15 Minutes
8. **Learning outcome** Student should be able to:-

- Define APH
- Enlist and define the causes of APH
- Diagnose and manage different types of placenta praevia
- Diagnose and manage abruptio placentae and its complications
- Diagnose and manage other causes of APH

9. **Student Feedback Form**

1. **Topic :** **Other obstetric emergencies .**
2. **Mode of Teaching** Lecture

3. **Class** 4th Year MBBS
4. **Number of Slides** 10-15
5. **Assessment** 1 MCQs and 1 Scenarios
6. **Teacher** Professor/Assistant Professor/ Senior Registrar
7. **Duration of Lecture** 45 Minutes

i. Lecture 30 Minutes
ii. Interactive 15 Minutes

8. **Student Feedback Form**

**Learning outcome** Student should be able to:-

- Define emergency
- Describe the structured approach to obstetric emergency
- Define, diagnose and give management plan for ruptured uterus
- Give causes of sudden maternal collapse
- Should be able to diagnose and manage the causes of cord prolapse and shoulder dystocia
- Document the eventsand management

.

**Topic:** **Multiple pregnancy**

1. **Mode of Teaching** Lecture
2. **Class** 4th Year MBBS
3. **Number of Slides** 10-15
4. **Assessment** 2 MCQs and 1 Scenarios
5. **Teacher** Professor/Assistant Professor/ Senior Registrar
6. **Duration of Lecture** 45 Minutes

Lecture 30 Minutes
Interactive 15 Minutes

**Learning outcome** Student should be able to:-

- Define multiple pregnancy
- Give its prevalence
- Classify the types of multiple pregnancy
- Give complications of multiple pregnancy including monochorionic twin pregnancy
- Give management of normal and complicated twin pregnancy
- Outline intrapartum and postpartum management

7. **Student Feedback Form**

1. **Topic :** **Rhesus incompatibility**
2. **Mode of Teaching** Lecture
3. **Class** 4thYear MBBS
4. **Number of Slides** 10-15
5. **Assessment** 2 MCQs and 1 Scenarios
6. **Teacher** Professor/Assistant Professor/ Senior Registrar
7. **Duration of Lecture** 45 Minutes

i. Lecture 30 Minutes

ii. Interactive 15 Minutes

**8. Learning outcome** Student should be able to:-

- Define rhesus disease
- Give preventive methods for iso-immunization
- Give management of pregnancy in a sensitized woman
- Outline intrapartum management
- Advise neonatal follow-up

**9. Student Feedback Form**

**9. Topic :** **Pyrexia in pregnancy**
**10. Mode of Teaching** Lecture
**11. Class** 4thYear MBBS
**12. Number of Slides** 10-15
**13. Assessment** 2 MCQs and 1 Scenarios
**14. Teacher** Professor/Assistant Professor /Senior Registrar
**15. Duration of Lecture** 45 Minutes

i. Lecture 30 Minutes
ii. Interactive 15 Minutes

**Learning outcome** Student should be able to:-

- Define pyrexia
- Give different causes of pyrexia in pregnancy
- Take history, perform examination and advise relevant investigations
- Give management plan after diagnosis

**Student Feedback Form**

**1. Topic :** **Early pregnancy loss and its management**
**2. Mode of Teaching** Lecture
**3. Class** 4th Year MBBS
**4. Number of Slides** 10-15
**5. Assessment** 2 MCQs and 1 Scenarios
**6. Teacher** Professor/Assistant Professor/ Senior Registrar
**7. Duration of Lecture** 45 Minutes

i. Lecture 30 Minutes
ii. Interactive 15 Minutes

**Learning outcome** Student should be able to

- Define early pregnancy loss
- Enlist types of miscarriages
- Enlist etiological factors
- Describe the clinical features
- Give the role of ultrasound in diagnosis
- Outline management plan

**8. Student Feedback Form**

**9. Topic :** **Preterm labour**
**10. Mode of Teaching** Lecture
**11. Class** 4thl Year MBBS
**12. Number of Slides** 10-15
**13. Assessment** 2 MCQs and 1 Scenarios
**14. Teacher** Professor/Assistant Professor/ Senior Registrar
**15. Duration of Lecture** 45 Minutes
i. Lecture 30 Minutes
ii. Interactive 15 Minutes
**Learning outcome** Student should be able to:-

- Define preterm labour and PPROM
- Give etiological factors for preterm labour and PPROM
- Investigate the case
- Outline the management of preterm labour and PPROM
- Know the complications and their management

**16. Student Feedback Form**

**9. Topic :** **Diabetes in pregnancy**
**10. Mode of Teaching** Lecture
**11. Class** 4th l Year MBBS
**12. Number of Slides** 10-15
**13. Assessment** 2 MCQs and 1 Scenarios
**14. Teacher** Professor/Assistant Professor/ Senior Registrar
**15. Duration of Lecture** 45 Minutes
i. Lecture 30 Minutes
ii. Interactive 15 Minutes
**Learning outcome** Student should be able to:-

- Define different types of diabetes in pregnancy.
- Diagnose GDM
- Outline management plan for evaluation and control of DM during pregnancy including preconception councelling , management during first , second and third trimesters, role of ultrasonography and medical treatment
- Outline management during labour and puerperium
- Screening methods for GDM
- Maternal and neonatal complications of DM

**16. Student Feedback Form**

**9. Topic :** **Prescribing drugs in pregnancy**
**10. Mode of Teaching** Lecture

**11. Class** 4th l Year MBBS
**12. Number of Slides** 10-15
**13. Assessment** 1 MCQs and 1 Scenarios
**14. Teacher** Professor/Assistant Professor/ Senior Registrar
**15. Duration of Lecture** 45 Minutes
i. Lecture 30 Minutes
ii. Interactive 15 Minutes
**Learning outcome** Students should be able to:-

- Define the categories of drugs
- Give the groups of commonly used drugs and their side effects
- Enlist safe drugs
- Enlist the drugs contra indicated in pregnancy

**Student Feedback Form**

**Topic : Liver disorders in pregnancy**
9. **Mode of Teaching** Lecture
10. **Class** 4th l Year MBBS
11. **Number of Slides** 10-15
12. **Interactive Portion** 25%
13. **Assessment** 2 MCQs and 1 Scenarios
14. **Teacher** Professor/Assistant Professor/ Senior Registrar
15. **Duration of Lecture** 45 Minutes
iii. Lecture 30 Minutes
iv. Interactive 15 Minutes
**Learning outcome** Student should be able to:-

- Enlist different liver disorders during pregnancy
- Know the etiology, investigations and management of acute viral hepatitis during pregnancy
- Know the pathogenesis and diagnosis of liver disorders associated with pre-eclampsia and its management
- Briefly describe the pathology, diagnosis and management of obstetric cholestasis, acute fatty liver of pregnancy, autoimmune hepatitis, gallstones and primary biliary cirrhosis

**Student Feedback Form**

**01. Topic : Fetal distress**
**08. Mode of Teaching** Lecture
**09. Class** 4th l Year MBBS
**10. Number of Slides** 10-15
**11. Assessment** 1 MCQs and 1 Scenarios
**12. Teacher** Professor/Assistant Professor/ Senior Registrar
**13. Duration of Lecture** 45 Minutes
v. Lecture 30 Minutes

vi. Interactive 15 Minutes

**14. Learning outcome** Student should be able to:-

- Define fetal distress
- Enlist pregnancies high risk for fetal compromise
- Define meconium staining and its different grades
- Interpret CTG and recognize common signs of fetal distress
- Outline management options in case of suspected fetal distress
- Describe fetal blood sampling used for diagnosis of fetal distress

**10. Student Feedback Form**

**01. Topic : Imaging in Obstetric**
**02. Mode of Teaching** Lecture
**03. Class** 4th l Year MBBS
**05. Number of Slides** 10-15
**06. Assessment** 2 MCQs
**07. Teacher** Professor/Assistant Professor/ Senior Registrar
**08. Duration of Lecture** 45 Minutes

vii. Lecture 30 Minutes
viii. Interactive 15 Minutes

**Learning outcome** Student should be able to:-

- Enlist different methods of fetal imaging and know the principles of their functioning
- Give ultrasound imaging types
  Dating , anomaly, normal and abnormal findings
- Doppler USG of fetal vessels and their interpretation
- Define the role of MRI

**09. Student Feedback Form**

# OBSTETRICS /GYNAECOLOGY

1. Topic: **Malpresentation (Breech)**
2. Mode of Teaching Lecture
3. Class Fourth Year MBBS
4. Number of Slides 14
5. Interactive Portion 25%
6. Assessment 2 MCQs and 1 Scenario
7. Teacher Assistant Professor / Associate Professor/Professor
8. Duration of Lecture 45 minutes
   Lecture 35 Minutes
   Interactive 10 Minutes

Learning outcome Student should be able to:

- Understand the clinical importance of breech presentation
- Enlist the etiology and know the incidence and types of breech presentation
- Diagnosis by clinical methods and with imaging techniques

Student Feedback Form

Topic: **Mechanism of labour in breech and malposition**

2. Mode of Teaching Lecture
3. Class Fourth Year MBBS
4. Number of Slides 20
5. Interactive Portion 25%
6. Assessment 1 MCQ & 1 Scenario
7. Teacher AP / Assoc. Prof. / Professor
8. Duration of Lecture 45 minutes
   Lecture 30 Minutes
   Interactive 15 Minutes
9. Learning outcome Student should be able to:

- Define labour its diagnosis and physiology
- Understand mechanical variable as three "Ps" stages of labour and cardinal movement of labour
- Plot partograms
- Understand the mechanism of delivery in breech and other malpresentation

Student Feedback Form

1. Topic: **Normal Puerperium**
2. Mode of Teaching Lecture
3. Class Fourth Year MBBS
4. Learning outcome Student should be able to:

- Define normal puerperium and understand the physiological changes in different systems in it
- Plan management of normal puerperium

5. Number of Slides 20

6. Interactive Portion 20%
7. Assessment 1 MCQ and 1 Scenario
8. Teacher Assistant Professor
9. Duration of Lecture 45 minutes
   Lecture 35 Minutes
   Interactive 10 Minutes
10. Student Feedback Form

1. Topic: **Breast feeding**
2. Mode of Teaching Lecture
3. Class Fourth Year MBBS
4. Number of Slides 15
5. Interactive Portion 25%
6. Assessment 1 MCQs and 1 Scenario
7. Teacher Assistant Professor / Assoc. Professor
8. Duration of Lecture 45 minutes
   Lecture 30 Minutes
   Interactive 15 Minutes

Learning outcome Student should be able to:

- Know briefly about anatomical and physiological changes during pregnancy
- Enlist all advantages of breast feeding discuss breast feeding policy
- Plan management for problems associated with breast feeding

Student Feedback Form

**1.** Topic: **Analgesia and Anesthesia in labour**
2. Mode of Teaching Lecture
3. Class Fourth Year MBBS
4. Learning outcome Student should be able to:
5. Number of Slides 20
6. Interactive Portion 25%
7. Assessment 1 MCQ
8. Teacher AP / Assoc. Professor
9. Duration of Lecture 45 minutes
   Lecture 30 Minutes
   Interactive 15 Minutes

- Define anesthesia and analgesia
- Discuss types and techniques of anesthesia and analgesia

Student Feedback Form

1. Topic: **Abdominal delivery**
2. Mode of Teaching Lecture

3. Class Fourth Year MBBS
4. Number of Slides 20
5. Interactive Portion 20 %
6. Assessment 1 MCQ and 1 Scenario
7. Teacher AP / Assoc. Professor
8. Duration of Lecture 45 minutes
   Lecture 30 Minutes
   Interactive 15 Minutes

Learning outcome Student should be able to:

- Define the types and enlist the indications for abdominal delivery
- Describe the preoperative preparation and timing of abdominal delivery
- Enlist the complications of abdominal delivery and discuss post operative care

Student Feedback Form

1. Topic: **Conception fertilization and embedding of ovum**
2. Mode of Teaching Lecture
3. Class Fourth Year MBBS
4. Number of Slides 10-15
5. Interactive Portion 25%
6. Assessment 3 MCQs and 2 Scenarios
7. Teacher Assistant Professor
8. Duration of Lecture 45 minutes
   Lecture 35 Minutes
   Interactive 10 Minutes

Learning outcome Student should be able to:

- Understand the sequence of coordinated events of fusion male and female pronuclei to form a zygote
- The site and timing of implantation of the conceptus
- The transformation of the zygote to the morula and the blastocyst
- The transport of the conceptus from its site of fertilization to the fourth place of embedding i.e. the uterine cavity
- The time intervals required for the process of fertilization to the successful implantation of the conceptus in the endometrium

Student Feedback Form

Topic: **Development of placenta, abnormalities of placenta, fetal circulation**

2. Mode of Teaching Lecture
3. Class Fourth Year MBBS
4. Number of Slides 18-20
5. Interactive Portion 20%
6. Assessment 3 MCQs and 2 Scenarios
7. Teacher Assistant Professor
8. Duration of Lecture 45 minutes
   Lecture 35 Minutes
   Interactive 10 Minutes

Learning outcome Student should be able to:

- Understand placental villi development
- Understand placental structure
- Describe different types of placental abnormalities
- Trace the flow of blood in the fetal circulation
- State the location and function of foramen ovale and ductus arteriosus
- Describe how fetal circulation differs from postnatal circulation

Student Feedback Form

1. Topic: **Diagnosis of pregnancy**
   **Physiological changes associated with pregnancy**
2. Mode of Teaching Lecture
3. Class Fourth Year MBBS

Number of Slides 10-15
Interactive Portion 25%
Assessment 3 MCQs and 2 Scenarios
Teacher Asst. Professor
Duration of Lecture 45 minutes
Lecture 35 Minutes
Interactive 10 Minutes

9. Learning outcome Student should be able to:

- Describe the various types of pregnancy tests include the timing of tests and interpretation of results
- Explain the expected maternal anatomic and physiological adaptations to pregnancy for each body system
- Identify the maternal hormones produced during pregnancy, their target organs and their major effects on pregnancy

Student Feedback Form

1. Topic: **Antenatal care and pre pregnancy counseling**
2. Mode of Teaching Lecture
3. Class Fourth Year MBBS
4. Number of Slides 10-15
5. Interactive Portion 25%
6. Assessment 3 MCQs and 2 Scenarios
7. Teacher Asst. Professor
8. Duration of Lecture 45 minutes
   Lecture 35 Minutes
9. Interactive

Learning outcome Student should be able to:

- Understand the goals of prenatal care
- Describe the components of preconception care
- Describe routine investigations undertaken on the first antenatal visits
- Know the usual schedule of prenatal care visits during pregnancy
- Understand the goals of preconception care

- Assure that women of child bearing age receive evidence based risk screening, health promotion and intervention that will enable them to enter a pregnancy in good health

10 Minutes
Student Feedback Form

Topic: **Basic terms and concepts in obstetrics** (Duration of pregnancy, calculation of EDD, Preterm, post term, postdates, viability, estimation of birth weights, low birth weight, very low birth weight, lie, presentations etc)

2. Mode of Teaching — Lecture
3. Class — Fourth Year MBBS
4. Number of Slides — 10-15
5. Interactive Portion — 25%
6. Assessment — 3 MCQs and 2 Scenarios
7. Teacher — Asst. Professor / Associate Professor
8. Duration of Lecture — 45 minutes
   - Lecture — 35 Minutes
   - Interactive — 10 Minutes

Learning outcome — Student should be able to:

- Clearly define the common obstetrics terminologies

Student Feedback Form

Topic: **Physiology of normal labour, mechanism of onset of labour**

2. Mode of Teaching — Lecture
3. Class — Fourth Year MBBS
4. Number of Slides — 10-15
5. Interactive Portion — 25%
6. Assessment — 3 MCQs and 2 Scenarios
7. Teacher — Asst. Professor
8. Duration of Lecture — 45 minutes
   - Lecture — 35 Minutes
   - Interactive — 10 Minutes

Learning outcome — Student should be able to:

- Understand and recognize the signs and symptoms and physiological changes leading to onset of labour
- Understand a normal labour pattern
- Understand the phases and stages of labour

Student Feedback Form

Topic: **Management of normal labour and delivery partograms**

2. Mode of Teaching — Lecture
3. Class — Fourth Year MBBS
4. Number of Slides — 10-15
5. Interactive Portion — 25%
6. Assessment — 3 MCQs and 2 Scenarios
7. Teacher — Asst. Professor
8. Duration of Lecture — 45 minutes
   - Lecture — 35 Minutes
   - Interactive — 10 Minutes

Learning outcome — Student should be able to:

- Describe and identity normal and abnormal progress of labour
- Describe appropriate management of normal and abnormal labour pattern
- Describe proper use of partographs including monitoring maternal and fetal signs

Student Feedback Form

# Department of Medicine
# CVS

**Investigation of Cardiovascular system**
**Sub-Topic:** Electrocardiogram
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Normal pattern
- Identify major abnormalities like MI, LVH/RVH, axis conduction defects and arrhythmias, drugs and electrolyte effects.

**Sub-Topic:** Chest x-ray
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Cardiac shadow, Cardiac borders, Cardiomegally, pericardial effusion, Pulmonary hypertension

**Sub-Topic:** Echocardiography
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Familiarity with basic Echocardiography.
- Principles and anatomical views with identification of cardiac chambers and valves, indications of echocardiography.

**Sub-Topic:** Endotracheal tube, Stress Thallium, CT angiography, Coronary angiography.
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Familiarity with basic principles.
- Must know indications and contra indications/Limitations.

**Sub-Topic: Congestive Cardiac failure**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Pathogenesis and etiology of CCF.
- Differentiation between Right and Left heart failure.
- Symptoms and signs of CCF.
- Investigation, D/D and basic management of CCF.

**Sub-Topic: Pulmonary edema**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Pathogenesis and causes of LVF.
- Acute vs chronic LV dysfunction
- D/D especially from bronchial asthma, including appropriate investigation labs, ECG, CXR.

- Management of acute LVF.

**Sub-Topic: Rheumatic fever**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Aetiology and pathogenesis, symptoms and signs, diagnostic criteria for Rheumatic fever pattern of Cardiac involvement in RF.
- Extra cardiac manifestation of RF.
- D/D, investigation and management of Rheumatic Fever.

**Sub-Topic: Hypertension**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Definition and diagnostic criteria
- [JNC (VII)], definitions primary and secondary hypertension, investigations.
- TOD in hypertension.
- Classes of drugs used in management of HTN.
- Hypertension in special situations like, pregnancy, renal failure, children, elderly.

**Sub-Topic: Valvular heart disease**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Aetiology pathogenesis Signs and symptoms , D/D management prognosis of acquired VHD like: MS AS MR AR

# PULMONOLOGY

**Sub-Topic: Tuberculosis**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Will be taught in infection.

**Sub-Topic: Pleural Effusion/Empyema**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Pathogenesis
- Causes and aetiology of pleural effusion empyema.
- Signs and symptoms
- Investigations in pleural effusion, transudativevs exudative.
- Management of pleural effusion, empyema.

**Sub-Topic: Pnuemothorax**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Causes/Aetiology
- Signs and symptoms
- Investigations
- Management plan

**Sub-Topic: Respiratory Failure/ABG's**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Acute and chronic Respiratory failure
- Type I and Type II respiratory failure
- Aetiology and causes
- Signs and symptoms of respiratory failure
- Investigation and management of respiratory failure

**Sub-Topic: Investigations**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Sputum analysis
- CXR
- CT scan/MRI
- Spirometry (pulmonary function test)
- Bronchoscopy
- Ventilator/perfusion studies

## GIT

**Sub-Topic: Investigations**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- CBC
- LFT's
- PT, Coagulations studies
- USG, CT scan, MRI
- Endoscopy, endoscopic USG
- Barium studies
- Specific investigation for specific enzyme deficiencies
- Antibodies/serology
- Biopsy indication/contraindications

**Sub-Topic: Jaundice**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Already done.
- See under III year Dr. NY Khan

**Sub-Topic: Ascites**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Pathogenesis and mechanism of production of ascites
- Causes of ascites in general
- Sign and symptoms of ascites
- Investigation and general principles of management of ascites.

**Sub-Topic: APD/Gastritis**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Aetology and pathogenesis
- Signs and symptoms
- Investigation
- Management plan

**Sub-Topic: Dysphagia**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Definition
- Aetiology /Causes
- Clinical clues to look for in a case of dysphagia
- Investigations and management

**Sub-Topic: Achlasia**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Definition
- Pathology
- S/S
- Clinical examination
- Investigation and management

**Sub-Topic: Gastroesophageal reflux disease**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Definition
- Mechanics and causes
- Signs and symptoms
- Investigations and management

# RHEUMATOLOGY

**Sub-Topic: Osteoarthritis**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Pathogenesis/aetiology
- Signs and symptoms
- D/D of OA
- Investigations
- Management plan

**Sub-Topic: Osteoporosis**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Pathogenesis
- Sign and symptoms
- Investigations and management

**Sub-Topic: Serum sickness**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Definition
- Types of hypersensitivity reaction
- Causes and clinical presentation
- Management of serum sickness

**Sub-Topic: Metabolic arthropathies**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Uric acid metabolism
- Uratearthropathy
- S/S, D/D, clues in history and physical examination
- Joint fluid aspiration and examination
- Management, role of drug like colchicin Indomethacin and allopurinol
- Pyrophosphate arthropathy
- Differentiation from uratearthropathy.
- Management.

**Sub-Topic: Investigations/Joints**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- An appropriate set of investigation for the patient with joint problem
- Basic investigation like CBC, ESR, CRP, Uric acid and specialized serological test and immune profile essay.

- CT, MRI, arthoscopy, Biopsy.

# HEAMATOLOGY

**Sub-Topic: Hemolytic Anemia**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Definition of hemolysis
- Pathophysiology of hemolysis
- Types of hemolytic anemias including enzymopathies, auto-immune, drug induced, mechanical, infective causes.
- Brief outline of importance of hemolytic anemias
- Clinical features+ signs including jaundice, pallor, calculi + splenomegaly.
- Investigations including haemoglobin, electorphoresis, osmetic fragility rest, peripheral film, coombs direct & indirect test.
- Broad outline of treatment modalities.

**Sub-Topic: Hemoglobinopathies**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Definition
- Patho physiology
- Clinical features
- Investigations including peripheral film, haemoglobin, electrophoresis.
- Treatment Modalities

**Sub-Topic: Sickle cell anemia**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Pathophysiology
- Mechanism of sickling
- Complications and relevant investigations.
- Treatment including that of acute crises, long term management

**Sub-Topic: Thalasemia**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Definition + etiology
- Types of thalasemia (minor, Major)
- Pathophysiology
- Clinical features (difference between minor and major varieties)
- Investigations
- Treatment
- Counseling/prevention/screening

# INFECTION

**Sub-Topic: Tuberculosis**

**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Epidemiology
- Bacteriology
- Aetiology + Pathogenesis
- Organs involved in tuberculosis
- Investigations: including AFB + culture media+PCR
- Treatment
- Drugs used
- Indication, side effects

**Sub-Topic: Leprosy**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Etiology- including organism viability + incubation + pathogenesis period
- Types of leprosy including lepromatous + tuberculous leprosy
- Clinical features, lepra reactions
- Investigations
- Treatment including that of lepra reactions.

**Sub-Topic: Infections mononucleosis**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Causative organism
- Mode of transmission
- Clinical features
- Investigations/Management

**Sub-Topic: HIV/AIDS**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Causative organism+ epidemiology (brief historical background)
- Mode of transmission.
- Difference between HIV+AIDS
- Pathogenesis
- Clinical features
- Complications and their management
- Course and prognosis
- Investigations
- Treatment modalities
- Treatment in special conditions i.e. pregnancy, newly born.
- Prevention

**Sub-Topic: Infectious diarrhea**

**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Definition of diarrhea (Acute)
- Causative organisms (viral, Bacterial, Parasitic)
- Types of diarrhea
- Pathogenesis
- Clinical features/Complications
- Investigations
- Management

**Sub-Topic: Gastro-enteritis**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Definition
- Etiology-causative organisms
- Pathogenesis
- Clinical features/Complications
- Investigations
- Management

# ENDOCRINE

**Sub-Topic: Hyperthyphoidism**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Sign and symptoms
- Causes
- Investigations (T3, T4, TSH)
- Treatment (drug, surgical, others)
- Complication/crisis

**Sub-Topic: hypothyroidism**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Sign and symptoms
- Causes
- Investigation (T3, T4, TSH, antibodies)
- Treatment (Drugs)
- Complication, Myxoedema coma.

**Sub-Topic: Cushing syndrome**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Sign and symptoms
- Causes

- Investigation
- Treatment (Medical, Surgical)
- Complications

**Sub-Topic: Addison's**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Sign and symptoms
- Causes
- Investigation
- Treatment
- Complications
-

# NEUROLOGY

**Sub-Topic: CNS infections**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Symptoms of CNS infection
- Signs of CNS infection
- Common types of CNS infection
- Investigations
- CSF (R/E, Viral, Pyogenic, tuberculous)
- CT Scan, MRI
- Broad outline of Rx

**Sub-Topic: Tuberculosis (TBM)**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Symptoms of TBM
- Signs of TBM
- CSF finding in TBM
- CT scan/MRI
- Complication of TBM
- Treatment of TBM

**Sub-Topic: Encephalitis**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Sign and symptoms
- Common causes of encephalitis
- CSF findings.
- Other investigations.
- Treatment

**Sub-Topic: Brain Abscess**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Sign and symptoms (Red tags)
- Causes
- CT scan/MRI (diagnostic radiology)
- Treatment options

**Sub-Topic: Raised Intracranial pressure**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Sign and symptoms
- Causes
- Investigation
- CT Scan, diagnostic radiology

**Sub-Topic: Investigations of CNS**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- CT
- MRI, MRA, MRV
- PET
- CSF
- NCS
- EMG
- EEG

**Sub-Topic: Spinal cord compression/Disease**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Sign and symptoms
- Main causes
- Investigations
- Management

# NEPHROLOGY

**Sub-Topic: Urinary tract infections**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Pathophysiology
- Risk factors for UTI
- Clincial presentations according to involvement of renal tract

- Investigations required
- Management of UTI and of persistent/recurrent UTI.

**Sub-Topic: Drugs and renal disease**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Mechanism of action of different drugs causing renal impairment
- Drugs causing renal impairment
- Prescribing in renal impairment
- Adjusting the dose in renal impairment

**Sub-Topic: Acute renal failure**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Pathophysiology
- Causes
- Differentiating between pre-renal, renal, post-renal failure
- Clinical assessment
- Investigations required to establish diagnosis and aetiology
- Management according to cause of ARF

**Sub-Topic: Chronic Renal Failure**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Pathophysiology
- Causes of CRF
- Clinical features
- Complications
- Factors contributing to acute on chronic renal failure
- Investigations required to establish diagnosis and to look for complications
- Management
- Followup
- Renal replacement therapy indications and types

**Sub-Topic: Investigations of Renal disease**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- GFR calculation
- Urinalysis

**Sub-Topic: Blood test**
**Learning Outcomes:**

At the end of the lecture students should be able to describe and discuss:

- Hemotology
- Biochemistry
- Immunology

**Sub-Topic: Imaging**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Ultrasound
- Computed tomography
- Magnetic resonance imaging
- Renal arterography
- CT angiography
- Intravenous urography
- Pyelographgy
- Radionucleride studies
- Renal biopsy
- Rationale of investigations.

# METABOLIC DISORDERS

**Sub-Topic: Gout**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Pathophysiology
- Causes of Hyperuricemia and gout
- Clinical presentation and differentiating from other causes
- Investigations required for diagnosis
- Management of acute and chronic gout.

**Sub-Topic: Osteogenesis imperfect**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Pathophysiology
- Clinical presentation
- Differentiating from other causes of recurrent fractures
- Work up
- Management

**Sub-Topic: Disorders of Aminoacid Metabolism**

**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Role of aminoacids.
- Disorders resulting from
- derangement of
- aminoacid metabolism.
- Clinical features
- Diagnosis
- Treatment
- Prevention

Broad outline only

## MISCELLANEOUS

**Sub-Topic: Heat stroke/Heat Exhaustion**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Normal thermoregulation
- Pathophysiology
- Difference between heat stroke and heat exhaustion.
- Risk factors predisposing to heat stroke clinical assessment of patient
- Other causes of hyperthermia
- Investigations
- Management

**Sub-Topic: Snake Bite**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Overview Viper vs Cobra
- Local and systemic effects
- Investigations (DIC profile, urine R/E)
- First aid in snake bite cases
- Role of anti-venom
- Supportive management

**Sub-Topic: Electric shock**
**Learning Outcomes:**
At the end of the lecture students should be able to describe and discuss:

- Damage caused by electric shock burns.
- Cardiac complications
- Management

## PAEDIATRICS

| | | |
|---|---|---|
| | Topic: | **Measles** |
| 9. | Mode of Teaching | Lecture |
| 10. | Class | Fourth Year MBBS |
| 11. | Number of Slides | 10-15 |
| 12. | Pictures | Slideshow of measles and other rashes |
| 13. | Interactive Portion | 25% |
| 14. | Assessment | 3 MCQs and 2 Scenarios |
| 15. | Teacher | Assistant Professor / SR |
| 16. | Duration of Lecture | One Hour |
| | Lecture | 45 Minutes |
| | Interactive | 15 Minutes |
| | Learning outcome | Student should be able to: |

- Define Measles
- Describe clinical features
- Differentiate from other causes of rash
- Identify complications
- Manage disease and its complications
- Know immunization against measles
- Enlist preventive measures

Student Feedback Form

| | | |
|---|---|---|
| | Topic: | **Malnutrition Assessment** |
| 1. | Mode of Teaching | Lecture |
| 2. | Class | Fourth Year MBBS |
| 3. | Number of Slides | 10-15 |
| 4. | Pictures | Marasmus and Kwashiorkor |
| 5. | Interactive Portion | 25% |
| 6. | Assessment | 3 MCQs and 2 Scenarios |
| 7. | Teacher | Assistant Professor / SR |
| 8. | Duration of Lecture | One Hour |
| | Lecture | 45 Minutes |
| | Interactive | 15 Minutes |
| | Learning outcome | Student should be able to: |

- Define Malnutrition
- Enlist common etiological factors
- Classify
- Evaluate malnourished child from history and physical examination
- Plot Growth parameters on the percentile charts
- Know WHO management protocol for severe malnutrition
- Enlist the steps of nutritional rehabilitation

Student Feedback Form Growth parameters

| | | |
|---|---|---|
| **1** | Topic: | **Breast feeding** |
| 2 | Mode of Teaching | Lecture |
| 3 | Class | Fourth Year MBBS |
| 4 | Number of Slides | 10-15 |
| 5 | Interactive Portion | 25% |
| 6 | Assessment | 3 MCQs and 2 Scenarios |
| 7 | Teacher | Assistant Professor / SR |
| 9 | Duration of Lecture | One Hour |
| | Lecture | 45 Minutes |
| | Interactive | 15 Minutes |
| | Learning outcome | Student should be able to: |

- Enumerate advantages of breast feeding
- Describe the physiology
- Know the importance of early initiation of breast feeding
- Enlist five steps towards good breast feeding

Student Feedback Form

| | | |
|---|---|---|
| 1. | Topic: | **Bacterial Meningitis** |
| 2. | Mode of Teaching | Lecture |
| 3. | Class | Fourth Year MBBS |
| 4. | Number of Slides | 10-15 |
| 5. | Pictures | Meningococcemia |
| 6. | Interactive Portion | 25% |
| 7. | Assessment | 3 MCQs and 2 Scenarios |
| 8. | Teacher | Assistant Professor / SR |
| 9. | Duration of Lecture | One Hour |
| | Lecture | 45 Minutes |
| | Interactive | 15 Minutes |
| | Learning outcome | Student should be able to: |

- Define meningitis
- Enlist common etiological factors according to age
- Describe pathogenesis and clinical features
- Plan pertinent investigations, interpret and take appropriate action
- Make differential diagnosis
- Monitor for complications
- Enlist steps of management plan
- Know immunization against meningitis and prophylaxis against H. influenzae and meningococcus

Student Feedback Form Growth parameters

| | | |
|---|---|---|
| | Topic: | **Tuberculosis** |
| 1. | Mode of Teaching | Lecture |
| 2. | Class | Fourth Year MBBS |
| 3. | Number of Slides | 10-15 |

4. Pictures — Radiology, Montoux test
5. Interactive Portion — 25%
6. Assessment — 3 MCQs and 2 Scenarios
7. Teacher — Assistant Professor / SR
8. Duration of Lecture — One Hour
   - Lecture — 45 Minutes
   - Interactive — 15 Minutes

Learning outcome — Student should be able to:

- Define tuberculosis
- Describe epidemiology and pathogenesis
- Differentiate various types
- Plan pertinent investigations, interpret and take appropriate action
- Apply PPA scoring chart for diagnosis
- Enlist steps of management plan
- Know immunization against tuberculosis

Student Feedback Form Growth parameters

Topic: **Tuberculous Meningitis**

1. Mode of Teaching — Lecture
2. Class — Fourth Year MBBS
3. Number of Slides — 10-15
4. Interactive Portion — 25%
5. Assessment — 3 MCQs and 2 Scenarios
6. Teacher — Assistant Professor / SR
7. Duration of Lecture — One Hour
   - Lecture — 45 Minutes
   - Interactive — 15 Minutes

Learning outcome — Student should be able to:

- Define
- Describe epidemiology and pathogenesis
- Differentiate various stages
- Plan pertinent investigations, interpret and take appropriate action
- Enlist steps of management plan
- Identify complications and know treatment accordingly

Student Feedback Form Growth parameters

1. Topic: **Diphtheria**
2. Mode of Teaching — Lecture
3. Class — Fourth Year MBBS
4. Number of Slides — 10-15
5. Pictures — Types of diphtheria
6. Interactive Portion — 25%
7. Assessment — 3 MCQs and 2 Scenarios

8. Teacher — Assistant Professor / SR
9. Duration of Lecture — One Hour
   Lecture — 45 Minutes
   Interactive — 15 Minutes

Learning outcome — Student should be able to:

- Know etiology
- Describe epidemiology and pathogenesis
- Differentiate various types
- Plan pertinent investigations, interpret and take appropriate action
- Enumerate differential diagnosis
- Enlist steps of management plan
- Identify complications and know treatment accordingly
- Know immunization against diphtheria

Student Feedback Form Growth parameters

1. Topic: **Pertussis**
2. Mode of Teaching — Lecture
3. Class — Fourth Year MBBS
4. Number of Slides — 10-15
5. Video — paroxysmal cough
6. Pictures — complications
7. Interactive Portion — 25%
8. Assessment — 3 MCQs and 2 Scenarios
9. Teacher — Assistant Professor / SR
10. Duration of Lecture — One Hour
    Lecture — 45 Minutes
    Interactive — 15 Minutes

Learning outcome — Student should be able to:

- Know etiology
- Describe epidemiology and pathogenesis
- Discuss three stages of the disease
- Differentiate clinical features according to age
- Enumerate differential diagnosis
- Enlist steps of management plan
- Plan pertinent investigations, interpret and take appropriate action
- Identify complications and know treatment accordingly
- Know immunization against Pertussis
- Preventive measures

Student Feedback Form Growth parameters

1. Topic: **Malaria**
2. Mode of Teaching — Lecture
3. Class — Fourth Year MBBS

4. Learning outcome — Student should be able to:
5. Number of Slides — 10-15
6. Interactive Portion — 25%
7. Assessment — 3 MCQs and 2 Scenarios
8. Teacher — Assistant Professor / SR
9. Duration of Lecture — One Hour
   - Lecture — 45 Minutes
   - Interactive — 15 Minutes

- Know etiology
- Describe epidemiology and pathogenesis
- Know incubation periods and clinical features according to the type and age
- Plan pertinent investigations, interpret and take appropriate action
- Enumerate differential diagnosis
- Enlist steps of management
- Identify complications and know treatment accordingly
- Preventive measures

Student Feedback Form Growth parameters

1. Topic: **Enteric Fever**
2. Mode of Teaching — Lecture
3. Class — Fourth Year MBBS
4. Number of Slides — 10-15
5. Interactive Portion — 25%
6. Assessment — 3 MCQs and 2 Scenarios
7. Teacher — Assistant Professor / SR
8. Duration of Lecture — One Hour
   - Lecture — 45 Minutes
   - Interactive — 15 Minutes
9. Learning outcome — Student should be able to:

- Define
- Know etiology
- Describe epidemiology and pathogenesis
- Know incubation period and its clinical features according to the age
- Plan pertinent investigations, interpret and take appropriate action
- Enumerate differential diagnosis
- Enlist steps of management
- Identify complications and know treatment accordingly
- Preventive measures

Student Feedback Form Growth parameters

10. Topic: **Developmental milestones**
11. Mode of Teaching Lecture
12. Class Fourth Year MBBS
13. Number of Slides 10-15
14. Interactive Portion 20%
15. Assessment 3 MCQs and 2 Scenarios
16. Teacher Assistant Professor / SR
17. Duration of Lecture 45 Minutes
    Lecture 35 Minutes
    Interactive 10 Minutes

Learning outcome Student should be able to:

- Know the developmental milestones according to gross motor, fine motor, vision, hearing, speech and social behavior at different ages.
- Assess developmental age.
- Recognise warning signs for developmental delay.

Student Feedback Form

1. Topic: **Mental Retardation / Developmental Delay**
2. Mode of Teaching Lecture
3. Class Fourth Year MBBS
4. Number of Slides 10-15
5. Interactive Portion 20%
6. Assessment 3 MCQs and 2 Scenarios
7. Teacher Assistant Professor / SR
8. Duration of Lecture 45 Minutes
   Lecture 35 Minutes
   Interactive 10 Minutes

Learning outcome Student should be able to:

- Define mental retardation and delayed development
- Enlist common and treatable causes
- Discuss clinical features
- Plan pertinent investigations, interpret and take appropriate action
- Manage

Student Feedback Form

1. Topic: **Rickets (Vitamin D Deficiency)**
2. Mode of Teaching Lecture
3. Class Fourth Year MBBS
4. Number of Slides 10-15
5. Interactive Portion 20%
6. Assessment 3 MCQs and 2 Scenarios
7. Teacher Assistant Professor / SR
8. Duration of Lecture 45 Minutes

Lecture 35 Minutes
Interactive 10 Minutes
Learning outcome Student should be able to:

- Know the metabolism of Vitamin D and pathophysiological basis of Rickets
- Enlist different causes
- Discuss clinical presentation
- Plan pertinent investigations, interpret and take appropriate action
- Manage

Student Feedback Form

1. Topic: **Thalasaemia**
2. Mode of Teaching Lecture
3. Class Fourth Year MBBS
4. Number of Slides 10-15
5. Pictures Thalasemia facies
6. Radiology X-ray Skull
7. Interactive Portion 20%
8. Assessment 3 MCQs and 2 Scenarios
9. Teacher Assistant Professor / SR
10. Duration of Lecture 45 Minutes

Lecture 35 Minutes
Interactive 10 Minutes
Learning outcome Student should be able to:

- Define Thalassemia
- Identify the types and pathophysiology
- Describe the clinical features
- Plan pertinent investigations, interpret and take appropriate action
- Discuss the management of Thalasemia and its complications
- Do genetic counseling

Student Feedback Form

1. Topic: **Aplastic Anemia**
2. Mode of Teaching Lecture
3. Class Fourth Year MBBS
4. Number of Slides 10-15
5. Interactive Portion 20%
6. Assessment 3 MCQs and 2 Scenarios
7. Teacher Assistant Professor / SR
8. Duration of Lecture 45 Minutes

Lecture 35 Minutes
Interactive 10 Minutes
Learning outcome Student should be able to:

- Define
- Enlist the etiology and types

- Describe the pathophysiology
- Discuss the clinical features
- Make differential diagnosis
- Plan pertinent investigations, interpret and take appropriate action
- Enumerate complications
- Manage according to the cause
- Do counseling of the patients and parents.

Student Feedback Form

1. Topic: **Hemophilia**
2. Mode of Teaching Lecture
3. Class Fourth Year MBBS
4. Number of Slides 10-15
5. Interactive Portion 20%
6. Assessment 3 MCQs and 2 Scenarios
7. Teacher Assistant Professor / SR
8. Duration of Lecture 45 Minutes
   - Lecture 35 Minutes
   - Interactive 10 Minutes

Learning outcome Student should be able to:

- Define
- Know the pattern of inheritance
- Enlist the types and classify according to severity
- Describe the clinical features and complications
- Plan pertinent investigations, interpret and take appropriate action
- Manage and plan prophylaxis
- Do counseling of the patients and parents.

Student Feedback Form

# PATHOLOGY DEPARTMENT

**Topic:** Oral Cavity
**Date:** 5-1-15
**Time:** 8-9am
**Learning Outcomes:** Infections/ Tumors

**Topic:** Salivary Glands
**Date:** 6-1-15
**Time:** 8-9am
**Learning Outcomes:** Infections/ Tumors

**Topic:** Esophagus Infection
**Date:** 7-1-15
**Time:** 8-9am
**Learning Outcomes:**

**Topic:** Stomach, Acute gastritis, Chronic gastritis
**Date:** 12-1-15
**Time:** 8-9am
**Learning Outcomes:**

- H pylori gastritis
- Autoimmune gastritis

**Topic:** Complications of chronic gastritis
**Date:** 13-1-15
**Time:** 8-9am
**Learning Outcomes:**

- Peptic ulcer disease
- Dysplasia
- Hypertrophic gastropathies
- Zollinger Ellison syndrome

**Topic:** Gastric polyps & tumors
**Date:** 14-1-15
**Time:** 8-9am
**Learning Outcomes:**

- Inflammatory & hyperplastic polyps
- Gastric adenoma
- Gastric adenocarcinoma

- Lymphoma
- Carcinoid tumor
- Stromal tumor

**Topic:** Complications of chronic gastritis
**Date:** 19-1-15
**Time:** 8-9am
**Learning Outcomes:**

- Peptic ulcer disease
- Dysplasia
- Hypertrophic gastropathies
- Zollinger Ellison syndrome

**Topic:** Gastric polyps & tumors
**Date:** 20-1-15
**Time:** 8-9am
**Learning Outcomes:**

- Inflammatory & hyperplastic polyps
- Gastric adenoma
- Gastric adenocarcinoma
- Lymphoma
- Carcinoid tumor
- Stromal tumor

**Topic:** Intestinal obstruction,Ischemic bowel disease Angiodysplasia Malabsorption& diarrheaInfectious enterocolitis
**Date:** 21-1-15
**Time:** 8-9am
**Learning Outcomes:**

- *Cholera*
- *Campylobacter enterocolitis*
- *Shigellosis*
- *Salmonellosis*
- *Typhoid fever*
- *Yersinia*
- *E coli*

**Date:** 26-1-15
**Time:** 8-9am
**Topic:**
**Learning Outcomes:**

- Pseudomembranous colitis

- Whipple disease
- Viral gastroenteritis
- Parasitic enterocolitis Irritable bowel syndrome
  Inflammatory bowel disease
- Crohn disease
- Ulcerative colitis Sigmoid diverticulitis

**Topic:** Polyps
**Date:** 27-1-15
**Time:** 8-9am
**Learning Outcomes:**

- Inflammatory polyps
- Hamartomatous polyps
- Hyperplastic polyps
- Neoplastic polyps Familial syndromes Adenocarcinoma
- Tumors of anal canal
- Hemorrhoids
- Acute appendicitis Tumors of appendix
- Inflammatory disease of peritoneal cavity

**Topic:** General features of hepatic disease
**Date:** 28-1-15
**Time:** 8-9am
**Learning Outcomes:**

- Patterns of hepatic injury
- Hepatic failure
- Cirrhosis
- Portal hypertension
- Jaundice & cholestasis

**Topic:** Infectious disorders
**Date:** 2-2-15
**Time:** 8-9am
**Learning Outcomes:**

- Viral hepatitis
- Bacterial, parasitic & helminthic infections
- Autoimmune hepatitis
- Drug & toxin induced liver disease
- Alcoholic liver disease
- Metabolic liver disease
- Nonalcoholic fatty liver disease

- Hemochromatosis
- Wilson disease
- Antitrypsin deficiency
- Neonatal cholestasis

**Topic:** Intrahepatic biliary tract disease
**Date:** 3-2-15
**Time:** 8-9am
**Learning Outcomes:**

- Secondary biliary cirrhosis
- Primary biliary cirrhosis
- Primary sclerosing
- Cholangitis
- Anomalies of biliary tree
- Circulatory disorders
- Impaired blood flow into liver
- Impaired blood flow through liver
- Hepatic venous outflow obstruction
- Hepatic complications
- Hepatic disease associated with pregnancy

**Topic:** Hepatic complications, Hepatic disease associated with pregnancy, Nodules & tumors
**Date:** 4-2-15
**Time:** 8-9am
**Learning Outcomes:**

- Nodular hyperplasia
- Benign neoplasm
- Malignant tumors---HCC
- Metastatic tumors
- Congenital anomalies of biliary tract
- Disorders of gall bladder
- Cholelithiasis
- Cholecystitis
- Disorders of extrahepatic bile ducts
- Choledocholithiasis& ascending cholangitis
- Biliary atyresia
- Choledochal cysts
- Tumors of gall bladder

**Topic: Date:** 9-2-15
**Time:** 8-9am

**Learning Outcomes:**

- Pancreas
- Congenital anomalies
- Pancreatitis
- Non neoplastic cysts

**Topic:** Pituitary gland
**Date:** 10-2-15
**Time:** 8-9am

**Learning Outcomes:**

- Clinical manifestations of pituitary disease
- Pituitary adenomas &hyperpituitarism
- Hypopituitarism
- Posterior pituitary syndromes
- Hypothalamic suprasellar tumors

**Topic:** Thyroid gland
**Date:** 11-2-15
**Time:** 8-9am

**Learning Outcomes:**

- Hyperthyroidism
- Hypothyroidism
- Thyroiditis
- Graves disease
- Diffuse &multinodular goiter

**Topic:** Thyroid gland
**Date:** 16-2-15
**Time:** 8-9am

**Learning Outcomes:**

- Hyperthyroidism
- Hypothyroidism
- Thyroiditis
- Graves disease
- Diffuse &multinodular goiter

**Topic:**
**Date:** 17-2-15
**Time:** 8-9am

**Learning Outcomes:**

- Neoplasms of thyroid
- Congenital anomalies

**Topic:** Parathyroid glands
**Date:** 18-2-15
**Time:** 8-9am
**Learning Outcomes:**

- Hyperparathyroidism
- Hypoparathyroidism
- Pseudohypoparathyroidism

**Topic:** Endocrine Pancreas
**Date:** 23-2-15
**Time:** 8-9am
**Learning Outcomes:**

- Diabetes mellitus
- Pancreatic endocrine neoplasm

**Topic:** Endocrine Pancreas
**Date:** 24-2-15
**Time:** 8-9am
**Learning Outcomes:**

- Diabetes mellitus
- Pancreatic endocrine neoplasm

**Topic:** Adrenal glands
**Date:** 25-2-15
**Time:** 8-9am
**Learning Outcomes:**

- Adrenocortical hyperfunction(hyperadrenalism)
- Adrenocortical insufficiency

**Topic:** Renal SystemClinical
**Date:** 2-3-15
**Time:** 8-9am
**Learning Outcomes:**

- Manifestations of renal diseases

**Topic:** Renal System
**Date:** 3-3-15
**Time:** 8-9am
**Learning Outcomes:**

- Glomerular diseases
- Clinical manifestations
- Histologic alterations
- Pathogenesis of glomerular injury
- Mechanisms of progression in glomerular diseases

**Topic:** Renal System
**Date:** 4-3-15
**Time:** 8-9am
**Learning Outcomes:**

- Nephritic syndrome
- Poststreptococcal,post infectious
- Rapidly progressive GN

**Topic:** Renal System
**Date:** 9-3-15
**Time:** 8-9am
**Learning Outcomes:**

- Nephrotic syndrome
- Isolated urinary abnormalities

**Topic:** Renal System
**Date:** 10-3-15
**Time:** 8-9am
**Learning Outcomes:**

- Chronic glomerulonephritis
- Glomerular lesions associated with systemic diseases

**Topic:** Renal System
**Date:** 11-3-15
**Time:** 8-9am
**Learning Outcomes:**

- Tubular & interstitial diseases
- Acute tubular necrosis
- Tubulointerstitial nephritis

**Topic:** Renal System
**Date:** 30-3-15
**Time:** 8-9am
**Learning Outcomes:**

- Urolithiasis

**Topic:** Renal System
**Date:** 31-3-15
**Time:** 8-9am
**Learning Outcomes:**

- Tumors of kidney
- Benign tumors
- Malignant tumors
- Renal cell carcinoma, urothelial carcinoma

**Topic:** Renal System
**Date:** 1-4-15
**Time:** 8-9am
**Learning Outcomes:**
Ureters

- Congenital anomalies
- Inflammation
- Tumors
- Obstructive lesions

**Topic:** Renal System
**Date:** 6-4-15
**Time:** 8-9am
**Learning Outcomes:**
Urinary bladder

- Congenital anomalies
- Inflammation
- Metaplastic lesions
- Neoplasms
- Obstruction

**Topic:** Renal System
**Date:** **7**-4-15
**Time:** 8-9am
**Learning Outcomes:**
Urethra

- Inflammation
- Tumors

Congenital & inflammatory lesions of testis & epididymis

**Topic:** Renal System
**Date:** **8**-4-15

**Time:** 8-9am
**Learning Outcomes:**
Testicular tumors

- Germ cell tumors
- Tumors of sex cord gonadal stroma
- Gonadoblastoma
- Testicular lymphoma

**Topic:** Renal System
**Date:** 13-4-15
**Time:** 8-9am
**Learning Outcomes:**
Prostate

- Inflammation

**Topic:** Renal System
**Date:** 14-4-15
**Time:** 8-9am
**Learning Outcomes:**
Prostate

- Tumors adenocarcinoma

**Topic:** Female genital tractInfections of the female genital tractVulva
**Date:** 15-4-15
**Time:** 8-9am
**Learning Outcomes:**

- Bartholin cyst
- Non neoplastic epithelial disorders
- Benign exophytic lesions
- Squamous neoplastic lesions
- Glandular neoplastic lesions

Malignant melanoma

**Topic:** Female genital tractVagina
**Date:** 20-4-15
**Time:** 8-9am
**Learning Outcomes:**

- Development anomalies
- Premalignant & malignant neoplasms

**Topic:** Female genital tract Cervix
**Date:** 21-4-15
**Time:** 8-9am
**Learning Outcomes:**

- Inflammation
- Endocervical polyps
- Premalignant & malignant neoplasms---cervical intraepithelial neoplasia, cervical carcinoma

**Topic:** Female genital tractUterus & endometrium
**Date:** 22-4-15
**Time:** 8-9am
**Learning Outcomes:**

- Dysfunctional uterine bleeding
- Inflammation
- Endometriosis
- Endometrial polyps
- Endometrial hyperplasia
- Malignant neoplasms of endometrium
- Tumors of endometrium with stromal differentiation
- Tumors of myometrium

**Topic:** Female genital tractFallopian tumors
**Date:** 27-4-15
**Time:** 8-9am
**Learning Outcomes:**

- Inflammation
- Tumors & cysts

**Topic:** Female genital tractGestational & placental disorders
**Date:** 28-4-15
**Time:** 8-9am
**Learning Outcomes:**

- Disorders of early pregnancy
- Disorders of late pregnancy
- Gestational trophoblastic disease----hydatidiform mole, invasion mole, choriocarcinoma, placental site trophoblastic tumor

**Topic:** Female genital tractOvaries
**Date:** 29-4-15
**Time:** 8-9am
**Learning Outcomes:**

- Non neoplastic & functional cysts
- Ovarian tumors---epithelial tumors, germ cell tumors, sex cord stromal tumors

**Topic:** Breast
**Date:** 4-5-15
**Time:** 8-9am
**Learning Outcomes:**

- Disorders of development
- Clinical presentations of breast disease
- Inflammatory disorders
- Benign epithelial
- lesions
- Gynecomastia (male breast

**Topic:** Breast
**Date:** 5-5-15
**Time:** 8-9am
**Learning Outcomes:**
Carcinoma of breast

- Incidence & epidemiology
- Etiology & pathogenesis
- Classification
- Prognostic & predictive factors
- Stromal tumors

**Topic:** CVS
**Date:** 6-5-15
**Time:** 8-9am
**Learning Outcomes:**
Blood vessels

- Structure & function of blood vessels
- Vessel development, growth & remodeling
- Congenital anomalies
- Vascular response to injury
- Hypertensive vascular disease
- Arteriosclerosis
- Atherosclerosis
- Epidemiology,Pathogenesis,Consequences

**Topic:** CVS
**Date:** 11-5-15
**Time:** 8-9am
**Learning Outcomes:**
blood vessels

- Aneurysms & dissectionAbdominal aortic aneurysmThoracic aortic aneurysmsAortic dissection

- VasculitisNon infectiousvasculitisTemporal arteritisTakayasu arteritisPolyarteritisnodosaKawasaki diseaseMicroscopic polyangiitisWegener granulomatosisBuerger diseaseInfectious vasculitis
- Raynaud phenomenon

**Topic:** CVS
**Date:** 12-5-15
**Time:** 8-9am
**Learning Outcomes:**
Blood vessels

- Veins &lymphatics
- Tumors

Benign tumors-----Hemangioma, lymphangioma, glomangioma
Intermediate tumors----Kaposi sarcoma, hemangioendothelioma
Malignant tumors----angiosarcoma, hemangiopericytoma

**Topic:** CVS
**Date:** 13-5-15
**Time:** 8-9am
**Learning Outcomes:**
Heart

- Cardiac structure & specialization
- Effects of aging on heart
- Heart disease: overview of pathophysiology
- Heart failure

Cardiac hypertrophy
Left sided heart failure
Right sided heart failure

**Topic:** CVS
**Date:** 18-5-15
**Time:** 8-9am
**Learning Outcomes:**
Heart
Congenital heart disease
Ischemic heart disease

- Angina pectoris
- Myocardial infarction
- Chronic ischemic heart disease
- Sudden cardiac death

Hypertensive heart disease

**Topic:** CVS
**Date:** 19-5-15
**Time:** 8-9am

**Learning Outcomes:**
Heart
Valvular heart disease

- Calcific valvular degeneration
- Mitral valve prolapsed
- Rheumatic fever & rheumatic heart disease
- Infective endocarditis
- Non infected vegetations
- Carcinoid heart disease
- Complications

**Topic:** CVS
**Date:** 20-5-15
**Time:** 8-9am
**Learning Outcomes:**
**Heart**
Cardiomyopathies

- Dilated cardiomyopathy
- Hypertrophic cardiomyopathy
- Restrictive cardiomyopathy
- Myocarditis

Pericardial diseases

- Effusion

Pericarditis

**Topic:** CVS
**Date:** 25-5-15
**Time:** 8-9am
**Learning Outcomes:**
Heart
Tumors

- Primary---myxoma, lipoma, fibroelastoma, rhabdomyoma, sarcoma
- Cardiac effects of noncardiac neoplasms

**Topic:** CVS
**Date:** 26-5-15
**Time:** 8-9am
**Learning Outcomes:**
Diseases of white blood cells, lymph nodes, spleen & thymus

- Development & maintenance of hematopoietic tissues
- Disorders of WBC
- Leukopenia---neutropenia, agranulocytosis
- Reactive proliferations of WBC & lymph nodes

- Leukocytosis
- Lymphadenitis

**Topic:** CVS
**Date:** 27-5-15
**Time:** 8-9am
**Learning Outcomes:**
Diseases of white blood cells, lymph nodes, spleen & thymus
Neoplastic proliferations of white cells

- Lymphoid neoplasms
  - Precursor B & T cell neoplasms
  - Peripheral B cell neoplasm
  - Peripheral T cell & NK cell neoplasms
- Hodgkin lymphoma

**Topic:** CVS
**Date:** 1-6-15
**Time:** 8-9am
**Learning Outcomes:**
Diseases of white blood cells, lymph nodes, spleen & thymus
Myeloid neoplasms

- Ac myeloid leukemia
- Myelodysplastic syndromes
- Myeloproliferative disorders

**Topic:** CVS
**Date:** 2-6-15
**Time:** 8-9am
**Learning Outcomes:**
Diseases of white blood cells, lymph nodes, spleen & thymus

- Splenomegaly
- Neoplasms of spleen
- Congenital anomalies
- Rupture of spleen

**Topic:** CVS
**Date:** 3-6-15
**Time:** 8-9am
**Learning Outcomes:**
Diseases of white blood cells, lymph nodes, spleen & thymus

- Developmental disorders of thymus
- Thymic hyperplasia

Thymomas

**Topic:** CVS
**Date:** 8-6-15
**Time:** 8-9am
**Learning Outcomes:**
Red blood cells & bleeding disorders
Anemias
Anemias of blood loss
Hemolytic anemias

- hereditary spherocytosis
- Hemolytic disease due to red cell enzyme defect
- Sicke cell disease

**Topic:** CVS
**Date:** 9-6-15
**Time:** 8-9am
**Learning Outcomes:**
Red blood cells & bleeding disorders

- Thalassemia syndromes
- PNH
- Immunohemolyticanemias
- Hemolytic anemia resulting from trauma to RBCs

**Topic:** CVS
**Date:** 10-6-15
**Time:** 8-9am
**Learning Outcomes:**
Red blood cells & bleeding disorders

- Anemias of diminished erythropoiesis
megaloblasticanemias, iron deficiency anemia, anemia of chronic disease, aplastic anemia, pure red cell aplasia

**Topic:** CVS
**Date:** 3-8-15
**Time:** 8-9am
**Learning Outcomes:**

- Red blood cells & bleeding disorders
- Polycythemia

**Topic:** CVS

**Date:** 4-8-15
**Time:** 8-9am
**Learning Outcomes:**

- Red blood cells & bleeding disorders

**Topic:** CVS
**Date:** 5-8-15
**Time:** 8-9am
**Learning Outcomes:**

- Red blood cells & bleeding disorders

**Topic:** CVS
**Date:** 10-8-15
**Time:** 8-9am
**Learning Outcomes:**
Red blood cells & bleeding disorders
Hemorrhagic diatheses

- Bleeding disorders caused by vessel wall abnormalities

**Topic:** CVS
**Date:** 11-8-15
**Time:** 8-9am
**Learning Outcomes:**
Red blood cells & bleeding disorders

- Bleeding related to reduced platelet number: thrombocytopenia-----chronic immune thrombocytopenic purpura, acute ITP, drug induced, HIV associated, TTP, HUS

**Topic:** CVS
**Date:** 12-8-15
**Time:** 8-9am
**Learning Outcomes:**
Red blood cells & bleeding disorders

- Bleeding disorders related to defective platelet functions

**Topic:** CVS
**Date:** 18-8-15
**Time:** 8-9am
**Learning Outcomes:**

- Red blood cells & bleeding disorders
- Disseminated intravascular coagulation

**Topic:** Respiratory system
**Date:** 19-8-15
**Time:** 8-9am
**Learning Outcomes:**

- Congenital anomalies

**Topic:** Respiratory system
**Date:** 24-8-15
**Time:** 8-9am
**Learning Outcomes:**

- Atelectasis

**Topic:** Respiratory system
**Date:** 25-8-15
**Time:** 8-9am
**Learning Outcomes:**

- Pulmonary edema
- Hemodynamic Pulmonary Edema
- Edema Caused by Microvascular Injury

**Topic:** Respiratory system
**Date:** 26-8-15
**Time:** 8-9am
**Learning Outcomes:**

- Acute Lung Injury and Acute Respiratory Distress
- Syndrome (Diffuse Alveolar Damage)
- Acute Interstitial Pnoumonia

**Topic:** Respiratory system
**Date:** 31-8-15
**Time:** 8-9am
**Learning Outcomes:**

- Obstructive versus Restrictive Pulmonary Diseases
- Obstructive Pulmonary DiseasesEmphysema

**Topic:** Respiratory system
**Date:** 1-9-15
**Time:** 8-9am
**Learning Outcomes:**

- Chronic Bronchitis
- Asthma
- Bronchiectasis

**Topic:** Respiratory system

**Date:** 2-9-15
**Time:** 8-9am
**Learning Outcomes:**

- Chronic Diffuse Interstitial (Restrictive ) Diseases
  - Fibrosing Diseases
- Idiopathic
- Non specific interstitial pneumonia
- Cryptogenic organizing pneumonia

**Topic:** Respiratory system
**Date:** 7-9-15
**Time:** 8-9am
**Learning Outcomes:**

- Pulmonary involvement in connective tissue disease
- Pneumoconiosis

**Topic:** Respiratory system
**Date:** 8-9-15
**Time:** 8-9am
**Learning Outcomes:**

- Complications
- Granulomatous diseases
  - Sarcoidosis
  - Hypersensitivity pneumonitis

**Topic:** Respiratory system
**Date:** 9-9-15
**Time:** 8-9am
**Learning Outcomes:**

- Pulmonary eosinophilia
- Smoking related interstitial diseases
- Pulmonary alveolar proteinosis

**Topic:** Respiratory system
**Date:** 14-9-15
**Time:** 8-9am
**Learning Outcomes:**

- Diseases of vascular origin
- Pulmonary embolism, hemorrhage, infarction

**Topic:** Respiratory system
**Date:** 15-9-15
**Time:** 8-9am

**Learning Outcomes:**

- Pulmonary hypertension
- Diffuse pulmonary hemorrhage syndromes
- Goodpasture syndrome
- Idiopathic pulmonary hemosiderosis
- Wegener granulomatosis

**Topic:** Respiratory system
**Date:** 16-9-15
**Time:** 8-9am
**Learning Outcomes:**

- Pulmonary infections
- Community acquired acute pneumonias
- Community acquired atypical pneumonias
- Hospital acquired

**Topic:** Respiratory system
**Date:** 21-9-15
**Time:** 8-9am
**Learning Outcomes:**

- Aspiration pneumonia
- Lung abscess
- Chronic pneumonia
- Pneumonia in immunocompromised host
- Pulmonary disease in HIV infection

**Topic:** Respiratory system
**Date:** 22-9-15
**Time:** 8-9am
**Learning Outcomes:**

- Lung transplantation
- Tumors
  - Carcinomas
  - Neuroendocrine proliferations & tumors
  - Miscellaneous tumors
  - Metastatic tumors

**Topic:** Respiratory system
**Date:** 23-9-15
**Time:** 8-9am
**Learning Outcomes:**

- Pleura
- Pleural effusion
- Pneumothorax

- Pleural tumors

**Topic:** Skin
**Date:** 28-9-15
**Time:** 8-9am
**Learning Outcomes:**

- Definitions of macroscopic & microscopic terms

**Topic:** Skin
**Date:** 29-9-15
**Time:** 8-9am
**Learning Outcomes:**

- Disorders of pigmentation & melanocytes

**Topic:** Skin
**Date:** 30-9-15
**Time:** 8-9am
**Learning Outcomes:**

- Benign epithelial tumors
- Premalignant & malignant epidermal tumors
- Actinic keratosis
- Squamous cell carcinoma
- Basal cell carcinoma

# ORTHOPAEDICS

Topic: **Ankle Fractures**

1. Mode of teaching: Lecture
2. Class: Forth year MBBS
3. Number of slides: 35
4. Interactive portion: 25%
5. Teacher: Assistant Professor / SR
6. Duration of lecture: One hour
7. Lecture 45 minutes

Learning outcome: Student should be able to:

- Define dislocation
- Types of fracture associated with ankle dislocation
- Able to differentiate fracture pattern on x rays,
- Should know treatment
- Identify complications

Topic: **Colle's Fracture**

1. Mode of teaching: Lecture
2. Class: Forth year MBBS
3. Number of slides: 20
4. Interactive portion: 25%
5. Teacher: Assistant Professor / SR
6. Duration of lecture: One hour

Lecture 45 minutes

Learning outcome: Student should be able to:

- Define colle's fracture
- Classification of fracture
- Able to differentiate fracture pattern on x rays,
- Should know treatment
- Identify complications

**1.** Topic: **General Fracture Introduction**

2. Mode of teaching: Lecture
3. Class: Forth year MBBS
4. Number of slides: 31
5. Interactive portion: 25%
6. Teacher: Assistant Professor / SR
7. Duration of lecture: One hour

Lecture 45 minutes

Learning outcome: Student should be able to:

- Define fracture
- Types of fracture
- Able to differentiate fracture pattern on x rays,

- Identify complications

Topic: **Fracture Around Elbow**

1. Mode of teaching: Lecture
2. Class: Forth year MBBS
3. Number of slides: 31
4. Interactive portion: 25%
5. Teacher: Assistant Professor / SR
6. Duration of lecture: One hour

Lecture 45 minutes

Learning outcome Students should be able

- To asses clinically elbow fracture
- Types of fracture
- Able to differentiate fracture pattern on x rays,
- Know general treatment plan
- Identify complications

Topic: **Fracture Around Knee**

1. Mode of teaching: Lecture
2. Class: Forth year MBBS
3. Number of slides: 31
4. Interactive portion: 25%
5. Teacher: Assistant Professor / SR
6. Duration of lecture: One hour

Lecture 45 minutes

Learning Outcome students should be able

- Define supracondylar femur fracture and schatzker fracture
- Classification of fracture
- Able to differentiate fracture pattern on x rays,
- Should know treatment
- Identify complications

Topic: **Hip Dislocation**

1. Mode of teaching: Lecture
2. Class: Forth year MBBS

Learning Outcome students should be able

- Define dislocation
- Interpret x rays of hip dislocation
- Should know the complications of hip dislocation
- Should know mechanism responsible for hip dislocation
- Should know treatment

3. Number of slides: 31
4. Interactive portion: 25%
5. Teacher: Assistant Professor / SR
6. Duration of lecture: One hour
   Lecture 45 minutes

Topic: **Hip joint Fractures**

1. Mode of teaching: Lecture
2. Class: Forth year MBBS
3. Number of slides: 40
4. Interactive portion: 25%
5. Teacher: Assistant Professor / SR
6. Duration of lecture: One hour
   Lecture 45 minutes

Learning Outcome students should be able

- Define hip fracture
- Types of fracture
- Able to differentiate fracture pattern on x rays
- Know classification
- Should know treatment options
  Identify complications

**1.** Topic: **Shoulder Dislocation**

2. Mode of teaching: Lecture
3. Class: Forth year MBBS
4. Number of slides: 40
5. Interactive portion: 25%
6. Teacher: Assistant Professor / SR
7. Duration of lecture: One hour
   Lecture 45 minutes

Learning Outcome students should be able

- Define dislocation
- Interpret x rays of shoulder dislocation
- Should know the complications of shoulder dislocation
- Should know mechanism responsible for shoulder dislocation
- Should know treatment

Topic: **Wrist Fractures**

1. Mode of teaching: Lecture
2. Class: Forth year MBBS
3. Number of slides: 40
4. Interactive portion: 25%
5. Teacher: Assistant Professor / SR

6. Duration of lecture: One hour
   Lecture 45 minutes
   Learning Outcome students should be able

- Know the anatomy of wrist joint
- To interpret x rays of wrist joint
- To pick fractures of carpal bones
- Know the treatment
- Know the complications of carpal bone fractures

Topic: **Congenital Muscular Torticollis**

1. Mode of teaching: Lecture
2. Class: Forth year MBBS
3. Number of slides: 35
4. Interactive portion: 25%
5. Teacher: Assistant Professor / SR
6. Duration of lecture: One hour
   Lecture 45 minutes
   Learning Outcome Students should be able

- What is Congenital Muscular Torticollis
- Etiology of CMT
- Symptoms of CMT
- D/D of CMT
- What is the treatment options for CMT

Topic: **OsteogenesisImperfecta**

1. Mode of teaching: Lecture
2. Class: Forth year MBBS
3. Number of slides: 40
4. Interactive portion: 25%
5. Teacher: Assistant Professor / SR
6. Duration of lecture: One hour
   Lecture 45 minutes
   Learning Outcome Students should be able

- What is Osteogenesis Imperfecta?
- How to diagnose it?
- Classification
- Management & Treatment

Topic: **Osteomyelitis**

1. Mode of teaching: Lecture
2. Class: Forth year MBBS
3. Number of slides: 40
4. Interactive portion: 25%

5. Teacher: Assistant Professor / SR
6. Duration of lecture: One hour
   Lecture 45 minutes
   Learning Outcome students should be able

- What is Osteomyelitis
- Classification of Osteomyelitis
- Predisposing Factors
- Pathogenesis
- Signs & Symptoms
- Treatment
- Complications

**1.** Topic: **SUPRACONDYLER FRACTURE OF HUMERUS**
2. Mode of teaching: Lecture
3. Class: Forth year MBBS
4. Number of slides: 40
5. Interactive portion: 25%
6. Teacher: Assistant Professor / SR
7. Duration of lecture: One hour
   Lecture 45 minutes
   Learning Outcome Students should be able

- Definition of Supracondyler Fractures
- Causes
- Classification of Supracondyler Fractures
- How to Diagnosis
- Treatment Options
- Complications

**8.** Topic: **Ankle Fractures**
9. Mode of teaching: Lecture
10. Class: Forth year MBBS
11. Number of slides: 35
12. Interactive portion: 25%
13. Teacher: Assistant Professor / SR
14. Duration of lecture: One hour
    Lecture 45 minutes
    Learning outcome: Student should be able to:

- Define dislocation
- Types of fracture associated with ankle dislocation
- Able to differentiate fracture pattern on x rays,
- Should know treatment
- Identify complications

ORTHOPAEDICS
LEARNING OUTCOME

**7.** Topic: **Colle's Fracture**
8. Mode of teaching: Lecture
9. Class: Forth year MBBS
10. Number of slides: 20
11. Interactive portion: 25%
12. Teacher: Assistant Professor / SR
13. Duration of lecture: One hour
    Lecture 45 minutes
    Learning outcome: Student should be able to:

- Define colle's fracture
- Classification of fracture
- Able to differentiate fracture pattern on x rays,
- Should know treatment
- Identify complications

**8.** Topic: **General Fracture Introduction**
9. Mode of teaching: Lecture
10. Class: Forth year MBBS
11. Number of slides: 31
12. Interactive portion: 25%
13. Teacher: Assistant Professor / SR
14. Duration of lecture: One hour
    Lecture 45 minutes
    Learning outcome: Student should be able to:

- Define fracture
- Types of fracture
- Able to differentiate fracture pattern on x rays,
- Identify complications

**7.** Topic: **Fracture Around Elbow**
8. Mode of teaching: Lecture
9. Class: Forth year MBBS
10. Number of slides: 31
11. Interactive portion: 25%
12. Teacher: Assistant Professor / SR
13. Duration of lecture: One hour
    Lecture 45 minutes
    Learning outcome Students should be able

- To asses clinically elbow fracture
- Types of fracture
- Able to differentiate fracture pattern on x rays,
- Know general treatment plan
- Identify complications

7. Topic: **Fracture Around Knee**
8. Mode of teaching: Lecture
9. Class: Forth year MBBS
10. Number of slides: 31
11. Interactive portion: 25%
12. Teacher: Assistant Professor / SR
13. Duration of lecture: One hour
    Lecture 45 minutes
    Learning Outcome students should be able

- Define supracondylar femur fracture and schatzker fracture
- Classification of fracture
- Able to differentiate fracture pattern on x rays,
- Should know treatment
- Identify complications

7. Topic: **Hip Dislocation**
8. Mode of teaching: Lecture
9. Class: Forth year MBBS
10. Number of slides: 31
11. Interactive portion: 25%
12. Teacher: Assistant Professor / SR
13. Duration of lecture: One hour
    Lecture 45 minutes
    Learning Outcome students should be able

- Define dislocation
- Interpret x rays of hip dislocation
- Should know the complications of hip dislocation
- Should know mechanism responsible for hip dislocation
- Should know treatment

7. Topic: **Hip joint Fractures**
8. Mode of teaching: Lecture
9. Class: Forth year MBBS
10. Number of slides: 40
11. Interactive portion: 25%
12. Teacher: Assistant Professor / SR

13. Duration of lecture: One hour
    Lecture 45 minutes
    Learning Outcome students should be able

- Define hip fracture
- Types of fracture
- Able to differentiate fracture pattern on x rays
- Know classification
- Should know treatment options
  Identify complications

**8.** Topic: **Shoulder Dislocation**
9. Mode of teaching: Lecture
10. Class: Forth year MBBS
11. Number of slides: 40
12. Interactive portion: 25%
13. Teacher: Assistant Professor / SR
14. Duration of lecture: One hour
    Lecture 45 minutes
    Learning Outcome students should be able

- Define dislocation
- Interpret x rays of shoulder dislocation
- Should know the complications of shoulder dislocation
- Should know mechanism responsible for shoulder dislocation
- Should know treatment

**7.** Topic: **Wrist Fractures**
8. Mode of teaching: Lecture
9. Class: Forth year MBBS
10. Number of slides: 40
11. Interactive portion: 25%
12. Teacher: Assistant Professor / SR
13. Duration of lecture: One hour
    Lecture 45 minutes
    Learning Outcome students should be able

- Know the anatomy of wrist joint
- To interpret x rays of wrist joint
- To pick fractures of carpal bones
- Know the treatment
- Know the complications of carpal bone fractures

7. Topic: **Congenital Muscular Torticollis**
8. Mode of teaching: Lecture
9. Class: Forth year MBBS
10. Number of slides: 35
11. Interactive portion: 25%
12. Teacher: Assistant Professor / SR
13. Duration of lecture: One hour
    Lecture 45 minutes
    Learning Outcome Students should be able

- What is Congenital Muscular Torticollis
- Etiology of CMT
- Symptoms of CMT
- D/D of CMT
- What is the treatment options for CMT

7. Topic: **Osteogenesis Imperfecta**
8. Mode of teaching: Lecture
9. Class: Forth year MBBS
10. Number of slides: 40
11. Interactive portion: 25%
12. Teacher: Assistant Professor / SR
13. Duration of lecture: One hour
    Lecture 45 minutes
    Learning Outcome Students should be able

- What is Osteogenesis Imperfecta?
- How to diagnose it?
- Classification
- Management & Treatment

7. Topic: **Osteomyelitis**
8. Mode of teaching: Lecture
9. Class: Forth year MBBS
10. Number of slides: 40
11. Interactive portion: 25%
12. Teacher: Assistant Professor / SR
13. Duration of lecture: One hour
    Lecture 45 minutes
    Learning Outcome students should be able

- What is Osteomyelitis
- Classification of Osteomyelitis
- Predisposing Factors
- Pathogenesis
- Signs & Symptoms

- Treatment
- Complications

**8.** Topic: **SUPRACONDYLER FRACTURE OF HUMERUS**
9. Mode of teaching: Lecture
10. Class: Forth year MBBS
11. Number of slides: 40
12. Interactive portion: 25%
13. Teacher: Assistant Professor / SR
14. Duration of lecture: One hour
    Lecture 45 minutes
    Learning Outcome Students should be able

- Definition of Supracondyler Fractures
- Causes
- Classification of Supracondyler Fractures
- How to Diagnosis
- Treatment Options
- Complications

**ORTHOPAEDICS**
**LEARNING OUTCOME**

**15.** Topic: **Ankle Fractures**
16. Mode of teaching: Lecture
17. Class: Forth year MBBS
18. Learning outcome: Student should be able to:

- Define dislocation
- Types of fracture associated with ankle dislocation
- Able to differentiate fracture pattern on x rays,
- Should know treatment
- Identify complications

19. Number of slides: 35
20. Interactive portion: 25%
21. Teacher: Assistant Professor / SR
22. Duration of lecture: One hour
    Lecture 45 minutes

**ORTHOPAEDICS**
**LEARNING OUTCOME**

Topic: **Colle's Fracture**

14. Mode of teaching: Lecture
15. Class: Forth year MBBS
16. Learning outcome: Student should be able to:

- Define colle's fracture
- Classification of fracture
- Able to differentiate fracture pattern on x rays,
- Should know treatment
- Identify complications

17. Number of slides: 20
18. Interactive portion: 25%
19. Teacher: Assistant Professor / SR
20. Duration of lecture: One hour
    Lecture 45 minutes

**ORTHOPAEDICS**
**LEARNING OUTCOME**

Topic: **General Fracture Introduction**

15. Mode of teaching: Lecture
16. Class: Forth year MBBS
17. Learning outcome: Student should be able to:

- Define fracture

- Types of fracture
- Able to differentiate fracture pattern on x rays,
- Identify complications

18. Number of slides: 31
19. Interactive portion: 25%
20. Teacher: Assistant Professor / SR
21. Duration of lecture: One hour
    Lecture 45 minutes

ORTHOPAEDICS
LEARNING OUTCOME

**14.** Topic: **Fracture Around Elbow**
15. Mode of teaching: Lecture
16. Class: Forth year MBBS

Learning outcome Students should be able

- To asses clinically elbow fracture
- Types of fracture
- Able to differentiate fracture pattern on x rays,
- Know general treatment plan
- Identify complications

17. Number of slides: 31
18. Interactive portion: 25%
19. Teacher: Assistant Professor / SR
20. Duration of lecture: One hour
    Lecture 45 minutes

**ORTHOPAEDICS**
**LEARNING OUTCOME**

**14.** Topic: **Fracture Around Knee**
15. Mode of teaching: Lecture
16. Class: Forth year MBBS

Learning Outcome students should be able

- Define supracondylar femur fracture and schatzker fracture
- Classification of fracture
- Able to differentiate fracture pattern on x rays,
- Should know treatment
- Identify complications

17. Number of slides: 31
18. Interactive portion: 25%
19. Teacher: Assistant Professor / SR
20. Duration of lecture: One hour

Lecture 45 minutes

**ORTHOPAEDICS**
**LEARNING OUTCOME**

**14.** Topic: **Hip Dislocation**
15. Mode of teaching: Lecture
16. Class: Forth year MBBS
Learning Outcome students should be able

- Define dislocation
- Interpret x rays of hip dislocation
- Should know the complications of hip dislocation
- Should know mechanism responsible for hip dislocation
- Should know treatment

17. Number of slides: 31
18. Interactive portion: 25%
19. Teacher: Assistant Professor / SR
20. Duration of lecture: One hour
Lecture 45 minutes

**ORTHOPAEDICS**
**LEARNING OUTCOME**

**14.** Topic: **Hip joint Fractures**
15. Mode of teaching: Lecture
16. Class: Forth year MBBS
Learning Outcome students should be able

- Define hip fracture
- Types of fracture
- Able to differentiate fracture pattern on x rays
- Know classification
- Should know treatment options

Identify complications
17. Number of slides: 40
18. Interactive portion: 25%
19. Teacher: Assistant Professor / SR
20. Duration of lecture: One hour
Lecture 45 minutes

Topic: **Shoulder Dislocation**
15. Mode of teaching: Lecture
16. Class: Forth year MBBS
17. Number of slides: 40
18. Interactive portion: 25%

19. Teacher: Assistant Professor / SR
20. Duration of lecture: One hour
    Lecture 45 minutes
    Learning Outcome students should be able

- Define dislocation
- Interpret x rays of shoulder dislocation
- Should know the complications of shoulder dislocation
- Should know mechanism responsible for shoulder dislocation
- Should know treatment

Topic: **Wrist Fractures**
14. Mode of teaching: Lecture
15. Class: Forth year MBBS
16. Number of slides: 40
17. Interactive portion: 25%
18. Teacher: Assistant Professor / SR
19. Duration of lecture: One hour
    Lecture 45 minutes
    Learning Outcome students should be able

- Know the anatomy of wrist joint
- To interpret x rays of wrist joint
- To pick fractures of carpal bones
- Know the treatment
- Know the complications of carpal bone fractures

Topic: **Congenital Muscular Torticollis**
14. Mode of teaching: Lecture
15. Class: Forth year MBBS
16. Number of slides: 35
17. Interactive portion: 25%
18. Teacher: Assistant Professor / SR
19. Duration of lecture: One hour
    Lecture 45 minutes
    Learning Outcome Students should be able

- What is Congenital Muscular Torticollis
- Etiology of CMT
- Symptoms of CMT
- D/D of CMT
- What is the treatment options for CMT

Topic: **OsteogenesisImperfecta**
14. Mode of teaching: Lecture

15. Class: Forth year MBBS
16. Number of slides: 40
17. Interactive portion: 25%
18. Teacher: Assistant Professor / SR
19. Duration of lecture: One hour
    Lecture 45 minutes
    Learning Outcome Students should be able

- What is Osteogenesis Imperfecta?
- How to diagnose it?
- Classification
- Management & Treatment

Topic: **Osteomyelitis**

14. Mode of teaching: Lecture
15. Class: Forth year MBBS
16. Number of slides: 40
17. Interactive portion: 25%
18. Teacher: Assistant Professor / SR
19. Duration of lecture: One hour
    Lecture 45 minutes
    Learning Outcome students should be able

- What is Osteomyelitis
- Classification of Osteomyelitis
- Predisposing Factors
- Pathogenesis
- Signs & Symptoms
- Treatment
- Complications

**15.** Topic: **SUPRACONDYLER FRACTURE OF HUMERUS**

16. Mode of teaching: Lecture
17. Class: Forth year MBBS
18. Number of slides: 40
19. Interactive portion: 25%
20. Teacher: Assistant Professor / SR
21. Duration of lecture: One hour
    Lecture 45 minutes
    Learning Outcome Students should be able

- Definition of Supracondyler Fractures
- Causes
- Classification of Supracondyler Fractures
- How to Diagnosis
- Treatment Options
- Complication

# Dr. Anis Ahmed. Assistant Professor Surgery RMC. SU-I BBH

**Topic:** MANAGEMENT OF CHEST TRAUMA
**Learning Outcomes:**
At the end of the lecture the students will be able to:

- Understand the anatomy of the chest wall
- Define the type of chest trauma

Describe the emergency management of chest trauma.

**Topic:** POST OPERATIVE CARE
**Learning Outcomes:**
At the end of the lecture the students will be able to:

- Define preioperative period
- Enlist mild moderate and major operations

Define steps in the management of post operative care.

**Topic:** PREOPERATIVE CARE
**Learning Outcomes:**
At the end of the lecture the students will be able to:

- Define preioperative period
- Enlist the steps of preparation of the patient for the operation.

Describe the risks and benefits of the operation to the patient.

**Topic:** SURGICAL DISORDERS OF INFANTS
**Learning Outcomes:**
At the end of the lecture the students will be able to:

- Define various surgical disorders in infants.

Briefly outline the steps in the management of these disorders.

**Topic:** MANAGEMENT OF TRAUMA
**Learning Outcomes:**
At the end of the lecture the students will be able to:

- Define what is trauma.
- Steps in the management of trauma
- ATLS protocols in the management of trauma.

Outline trimodal pattern of death in trauma.

**Topic:** ARTERIAL DISORDERS
**Learning Outcomes:**
At the end of the lecture the students will be able to:

- Classify arterial disorders
- Define signs and symptoms associated with arterial disorders
  Briefly outline the plan of management of arterial disorders.

# SURGERY
# DHQ HOSPITAL RAWALPINDI

1- TOPIC: ***BASIC TRAUMA LIFE SUPPORT***
Lecture: 30 to 45 minutes
Interactive session: 15 minutes
No. of slides: 20 -35
Teacher: Prof / AP / SR
Duration of lecture: 60 minutes.

**At the end of the session the 4thyear students should be able to:-**

i. Asses the trauma victim
ii. Understand the primary , secondary survey and the initial resuscitation
iii. Perform rescue breathing chest compression
iv. Trauma victim in safe position

2- TOPIC: ***CARE IN OPERATION THEATRE***
Lecture: 30 to 45 minutes
Interactive session: 15 minutes
No. of slides: 20 -35
Teacher: Prof / AP / SR
Duration of lecture: 60 minutes.

**At the end of the session the 4th year students should be able to:-**

i. Understand and prevent complications in operation theatre.
ii. Learn the safe positioning of patients whilst they are unconscious.
iii. Respect and understand the principles of diathermy, suction and X-ray usage in theatre
iv. Understand the theatre environment and how to behave in it.

1. TOPIC: ***THROMBOEMBOLISM***
Lecture: 30 to 45 minutes
Interactive session: 15 minutes
No. of slides: 20 -35
Teacher: Prof / AP / SR
Duration of lecture: 60 minutes.

**At the end of the session the 4th year students should be able to:-**

i. Define hypercoaguable state and VTE
ii. Identify clinical features of VTE
iii. Describe the causes, risk factors and prophylaxis of VTE
iv. Describe Evidence- based recommendations for treatment of VTE
v. Relate recent advances in oral anticoagulation to VTE and prevention of new cases of VTE
vi. Decide anticoagulation in pre-op, per-op and post-op patients.

2. TOPIC: ***DISASTER MANAGEMENT***
   Lecture: 30 to 45 minutes
   Interactive session: 15 minutes
   No. of slides: 20 -35
   Teacher: Prof / AP / SR

   Duration of lecture: 60 minutes.

**At the end of the session the 4th year students should be able to:-**

i. Define triage
ii. Identify etiology and mechanism of trauma in disaster victims.
iii. Classify injuries in disaster victims with order of incidence & criticality.
iv. Diagnose these injuries clinically and interpret investigations.
v. Manage trauma effectively as an individual and in a team.
vi. Identify the life saving measures in disaster victims.

3. TOPIC: ***MANAGEMENT OF WOUND***
   Lecture: 30 to 45 minutes
   Interactive session: 15 minutes
   No. of slides: 20 -35
   Teacher: Prof / AP / SR

   Duration of lecture: 60 minutes.

**At the end of the session the 4th year students should be able to:-**

i. Define wound
ii. Classify types of wounds
iii. Differentiate clinically between different grades of wound and grades of wound healing
iv. Identify etiology of wounds & causes and risk factors for wound infection
v. Describe various types of bandages and dressings in management of wound types
vi. Plan investigations, interpret and take appropriate actions.
vii. Discuss rehabilitation in case of debilitating wounds.

# DEPARTMENT OF NEUROSURGERY

1. Topic — Head Injury Pathophysiology
2. Mode of Teaching — Lecture
3. Class — Fourth Year MBBS
4. Number of Slides — 10-15
5. Interactive portion — 25%
6. Assessment — 03 MCQs and 2 Scenarios
7. Teacher — Professor/Associate Professor
8. Duration of lecture — 45min
   Lecture 35 min
   Interactive 10 min

Learning Outcome — Student should be able to:

- Define concussion, contusion, counter and diffuse axonal injury.
- How will you categorizedhead injury into minimal, mild, moderate, severe and critical.
- Explain primary injury, secondary injury in a patient with head trauma
- What is post traumatic brain swelling, explain the process involved
- What is the Monroe-Kellie theory?

Student feedback form

1. Topic — Head Injury Management
2. Mode of Teaching — Lecture
3. Class — Fourth Year MBBS
4. Number of Slides — 10-15
5. Interactive portion — 25%
6. Assessment — 03 MCQs and 2 Scenarios
7. Teacher — Professor/Associate Professor
8. Duration of lecture — 45min
   Lecture 35 min
   Interactive 10 min

Learning Outcome — Student should be able to:

- Define concussion, contusion, counter and diffuse axonal injury.
- How will you categorized head injury into minimal, mild, moderate, severe and critical.
- Explain primary injury, secondary injury in a patient with head trauma
- What is post traumatic brain swelling, explain the process involved
- What is the Monroe-Kellie theory

Student feedback form

Topic — Degenerative Disc Disease

1. Mode of Teaching — Lecture
2. Class — Fourth Year MBBS

3. Number of Slides 10-15
4. Interactive portion 25%
5. Assessment 03 MCQs and 2 Scenarios
6. Teacher Professor/Associate Professor
7. Duration of lecture 45min
   Lecture 35 min
   Interactive 10 min
   Learning Outcome Student should be able to:

- Define degenerative disc disease
- What are 02 most common types
- What is the pathophysiology
- How is lumber spinal stenosis diagnosed clinically and radiologically
- How does cervical spinal stenosis present
- What are the DDS
- How will you manage spinal stenosis and spondylolisthesis
  Student feedback form

1.
2. Topic Neural Tube Defects
3. Mode of Teaching Lecture
4. Class Fourth Year MBBS
5. Number of Slides 10-15
6. Interactive portion 25%
7. Assessment 03 MCQs and 2 Scenarios
8. Teacher Professor/Associate Professor
9. Duration of lecture 45min
   Lecture 35 min
   Interactive 10 min
   Learning Outcome Student should be able to:

- How are NTDs classified
- What are the risk factors leading to NTDs
- What investigations help in the detection of NTDs
- Define spinal bifida oculta
- Explain spinal bifida aperta and meningomylocele
  Student feedback form

1. Topic Spinal Injuries
2. Mode of Teaching Lecture
3. Class Fourth Year MBBS
4. Interactive portion 25%
5. Assessment 03 MCQs and 2 Scenarios
6. Teacher Professor/Associate Professor
7. Duration of lecture 45min
   Lecture 35 min

Interactive 10 min
Number of Slides 10-15
Learning Outcome Student should be able to:

- Define spinal stability and spinal instability
- Level of injury
- What is complete/incomplete injury
- What is spinal shock
- Name the different spinal cord injuries
- What is the pathogenesis injuries
- Clinically how can you differentiate them
- How will you investigate these patients

8. Student feedback form

1. Topic Hydrocephalus
2. Mode of Teaching Lecture
3. Class Fourth Year MBBS
4. Number of Slides 10-15
5. Interactive portion 25%
6. Assessment 03 MCQs and 2 Scenarios
7. Teacher Professor/Associate Professor
8. Duration of lecture 45min

Lecture 35 min
Interactive 10 min
Learning Outcome Student should be able to:

- Define hydrocephalus
- What are 02 fundamental sub division s of hydrocephalus
- What are special forms of hydrocephalus
- What are the causes of hydrocephalus
- What is the CT/MRI criteria to diagnose hydrocephalus
- What are the sighnanfsymtoms of Hydrocephalus

Percentage of mortalities of Hydrocephalus
Student feedback form

1. Topic Spinal Infections
2. Mode of Teaching Lecture
3. Class Fourth Year MBBS
4. Number of Slides 10-15
5. Interactive portion 25%
6. Assessment 03 MCQs and 2 Scenarios
7. Teacher Professor/Associate Professor
8. Duration of lecture 45min

Lecture 35 min
Interactive 10 min
Learning Outcome Student should be able to:

- Categrozied Spinal infections
- What are causes of Spinal infections
- How will patients present with spinal infections
- How will you investigate these patients
- What is the pathophysiology of spinal cord dysfunction in these patients
- What will be your DIDs

Student feedback form

1. Topic — Brain Tumor 1
2. Mode of Teaching — Lecture
3. Class — Fourth Year MBBS
4. Number of Slides — 10-15
5. Interactive portion — 25%
6. Assessment — 03 MCQs and 2 Scenarios
7. Teacher — Professor/Associate Professor
8. Duration of lecture — 45min

   Lecture 35 min
   Interactive 10 min

Learning Outcome — Student should be able to:

- Classify Brain tumors
- How patients present clinically
- How will you investigate these patients
- Possible medical management and admission
- What are the surgical options
- What are the adjuent therapies available

Student feedback form

1. Topic — Brain Tumor 2
2. Mode of Teaching — Lecture
3. Class — Fourth Year MBBS
4. Number of Slides — 10-15
5. Interactive portion — 25%
6. Assessment — 03 MCQs and 2 Scenarios
7. Teacher — Professor/Associate Professor
8. Duration of lecture — 45min

   Lecture 35 min
   Interactive 10 min

Learning Outcome — Student should be able to:

- Classify Brain tumors
- How patients present clinically
- How will you investigate these patients
- Possible medical management and admission
- What are the surgical options

- What are the adjuent therapies available.
  Student feedback form

1. Topic — Management of Hemorrhagic Stroke
2. Mode of Teaching — Lecture
3. Class — Fourth Year MBBS
4. Number of Slides — 10-15
5. Interactive portion — 25%
6. Assessment — 03 MCQs and 2 Scenarios
7. Teacher — Professor/Associate Professor
8. Duration of lecture — 45min
   Lecture 35 min
   Interactive 10 min

Learning Outcome — Student should be able to:

- What are the causes of Hemorrhagic Stroke
- Classify hemorrhagic stroke
- How will you manage
- What are the surgical options in management
  Student feedback form

1. Topic — Trigeminal Neuralgia
2. Mode of Teaching — Lecture
3. Class — Fourth Year MBBS
4. Number of Slides — 10-15
5. Interactive portion — 25%
6. Assessment — 03 MCQs and 2 Scenarios
7. Teacher — Professor/Associate Professor
8. Duration of lecture — 45min
   Lecture 35 min
   Interactive 10 min

Learning Outcome — Student should be able to:

- Define Trigeminal Neuralgia
- Enumirate causes of Trigeminal Neurlgia
- how you will examine this patient
- Medical theropy for Trigeminal neuralgia
- What are the surgical options for trigeminal neuralgia
  Student feedback form

1. Topic — Brain Infections
2. Mode of Teaching — Lecture
3. Class — Fourth Year MBBS
4. Number of Slides — 10-15
5. Interactive portion — 25%

6. Assessment 03 MCQs and 2 Scenarios
7. Teacher Professor/Associate Professor
8. Duration of lecture 45min
   Lecture 35 min
   Interactive 10 min
   Learning Outcome Student should be able to:

- Enumirate the infactions after developing a brain abcess
- What are the main vectors for of brain infections
- Enumerate the most common pathogens.
- How do patients present with Brain infection
- How will you investigate these patients
- How will you treat these patients
- What is the criteria for surgical intervention

Student feedback form

1. Topic Neuro Imaging
2. Mode of Teaching Lecture
3. Class Fourth Year MBBS
4. Number of Slides 10-15
5. Interactive portion 25%
6. Assessment 03 MCQs and 2 Scenarios
7. Teacher Professor/Associate Professor
8. Duration of lecture 45min
   Lecture 35 min
   Interactive 10 min
   Learning Outcome Student should be able to:

**CT Scan Brain**

- What to order
- Where to order a CAT Scan (indications)
- Which are the main emergent conditions to rule out in head injury in a CT scan brain
- When to re-scan a patient with head injury
- How to differ between EDH,SDH, SAH and contusions.

**Spinal Films**

- In trauma;which x –rays to order and when
- When to order lumber and thorasic x-Rays

**Skull X-Rays**

- Why importance to do skull x-rays
- What should be looked for in a skull x-rays

**MRI Scan in treatment**

- What is role of MRI in head trauma
- What is the role of arteriogram in trauma

1. Topic CSF Rhinorhea

2. Mode of Teaching — Lecture
3. Class — Fourth Year MBBS
4. Number of Slides — 10-15
5. Interactive portion — 25%
6. Assessment — 03 MCQs and 2 Scenarios
7. Teacher — Professor/Associate Professor
8. Duration of lecture — 45min

   Lecture 35 min
   Interactive 10 min

Learning Outcome — Student should be able to:

- What is the pathway of egress CSF Rhinorhea
- 02 most common subtype of CSF Rhinorhea.
- What is the natural history of CSF CSFRhinorhea in traumatic and spontaneous CSF Rhinorhea
- Causes of traumatic CSF Rhinorhea
- Causes of spontaneous CSF Rhinorhea
- Which investigations will help in determining if CSF Rhinorhea is due to a CSF Fistula

Student feedback form