SWAT MEDICAL COLLEGE
SWAT

DEPARTMENT OF MEDICAL EDUCATION

RESPIRATORY SYSTEM-II

3RD YEAR MBBS

BLOCK: I

CLASS OF 2021-26

TOTAL DURATION: 4 WEEKS

FROM: 23RD SEP TO 22ND OCT

STUDENT NAME

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Contents

1 Academic Calendar

Tentative Annual Calendar MBBS – 2023-24
Swat Medical College, Swat

Activity/ Events	Week	Date	1st Year	2nd Year	3rd Year	4th Year	5th Year
Orientation Week	1	12th to 16th Feb	Foundation-I *(6 weeks)* 22nd March, Module Exam	Neurosciences-IA *(6 weeks)* 22nd March, Module Exam	Foundation II *(5 weeks)* 22nd March, Module Exam	Neurosciences – II *(6 weeks)* 25th and 26th March Block J Exam	*Previous 5th Year Preparatory leaves and annual exam*
Regular Classes	2	19th to 23rd Feb					
Regular Classes	3	26th Feb to 1st March					
Regular Classes	4	4th to 8th March					Foundation-III *(2 weeks)* 22nd March Module Exam
Regular Classes	5	11th to 15th March			Infection & Inflammation *(6 weeks)* 6th May to 7th May Block G exam		
Regular Classes	6	18th to 22nd March					
Regular Classes	7	25th to 29th March	Blood & Immunology *(5 weeks)* 6th & 7th May Block A exam	Neurosciences-IB *(5 weeks)* 13th & 14th May Block D		GIT and Hepatobiliary – II *(9 weeks)* 10th and 11th June Block K Exam	Blood & Immunology-III *(2 weeks)* 5th April Module Exam
Regular Classes	8	1st to 5th April					
Spring Break/Eid ul Fitr	9	8th to 12th April					MSK-III *(2 weeks)* 06th & 07th May Block N exam
Sports Week	10	15th to 19th April					
Regular Classes	11	22nd to 26th April					
Regular Classes	12	29th to 3rd May			Multisystem *(5 weeks)* Module Exam 31st May		Cardiorespiratory-III *(5 weeks)* 3rd & 4th June Block O Exam
Regular Classes	13	6th to 10th May	MSK-I *(8 weeks)* 1st & 2nd July Block-B Exam	GIT, Hepatobiliary & Metabolism- *(8 weeks)* 1st & 2nd July			
Regular Classes	14	13th to 17th May					Renal- III Module *(2 weeks)* 14th June Module Exam
Regular Classes	15	20th to 24th May			Blood & immunology *(3 weeks)* 1st & 2nd July module exam	Renal – II Module *(4 weeks)* 1st and 2nd July Module Exam	
Regular Classes	16	27th May to 31st May					Endocrine & Reproduction- III *(3 weeks)* 29th & 30th July Block P Exam
Regular Classes	17	3rd to 7th June					
Regular Classes	18	10th to 14th June					
Eid-ul-Adha Holidays	19	17th to 21st June					
Regular Classes	20	24th to 28th June					
Summer Vacations	21-23	3rd to 21st July					
Regular Classes	24	22nd to 26th July	CVS-I *(5 weeks)* 23rd August Module Exam	Renal *(3 weeks)* 12th to 13th August Block E	MSK-II *(5 weeks)* 2nd Sep 3rd Sep Block H exam	Endocrine and Reproduction – II *(8 weeks)* 16th and 17th September Block-L exam	Neurosciences – III *(3 weeks)* 16th August Module Exam
Regular Classes	25	29th July to 2nd Aug					
Regular Classes	26	5th to 9th Aug		Endocrine-I *(4 weeks)* 6th Sep			GIT & Hepatobiliary *(2 weeks)* 6th Sep Module Exam
Regular Classes	27	12th to 16th Aug			CVS-II *(3 weeks)* 20th September Module exam		
Regular Classes	28	19th 23rd Aug	Respiratory-I *(4 weeks)* 23rd -24th SEP Block-C Exam	Reproduction-I *(4 weeks)* 30th Sep 1st Oct			
Regular Classes	29	26th to 30th Aug			RES-II *(4 weeks)* 21st and 22nd October Block L exam	EYE and ENT *(6 weeks)* 14th to 18th Oct Block M1 & M2 Exam	Multisystem-II *(4 weeks)* 7th -8th Oct Block Q exam
Regular Classes	30	2nd to 6th Sep					
Regular Classes	31	9th to 13th Sep					
Regular Classes	32	16th to 20th Sep					
Regular Classes/ Preparatory Leaves	33	23rd to 27th Sep	PREPARATORY LEAVES	PREPARATORY LEAVES	PREPARATORY LEAVES	PREPARATORY LEAVES	PREPARATORY LEAVES
Regular Classes/ Preparatory Leaves	34	30th Sep to 4th Oct					
Regular Classes/ Preparatory Leaves	35	7th to 11th Oct					
Regular Classes/ Preparatory Leaves	36	14th to 18th Oct					
Regular Classes/ Preparatory Leaves	37	21st to 25th Oct					
Regular Classes/ Preparatory Leaves	38	28th Oct to 1st Nov					
Regular Classes/ Preparatory Leaves	39	4th to 8th Nov					
Regular Classes/ Preparatory Leaves	40	11th to 15th Nov	Annual Exam as per KMU schedule.	Annual Exam as per KMU			
Regular Classes/ Preparatory Leaves	41	18th to 22nd Nov					
Regular Classes/ Preparatory Leaves	42	25th to 29th Nov					
Regular Classes/ Preparatory Leaves	42	2nd to 6th Dec					
Regular Classes/ Preparatory Leaves	43	9th to 13th Dec					
Regular Classes/ Preparatory Leaves	44	16th to 20th Dec					
Regular Classes/ Preparatory Leaves	45	23rd to 27th Dec	Winter vacation	Winter vacation	Annual Exam as per KMU schedule.	-------	
Regular Classes/ Preparatory Leaves	46-49	November 2024					
Regular Classes/ Preparatory Leaves	50-53	December 2024			Winter vacation	Annual Exam as per KMU schedule.	
Regular Classes/ Preparatory Leaves	54-57	January 2025					
Start of new academic session 2025-26			February 2025	February 2025	February 2025	February 2025	March 2025

Note: The given dates are tentative and may be subject to change as needed/demanded. The KMU will share the annual exam schedule at the end of the current session.

Dear Student

The Department of Medical Education (DME) has successfully conducted faculty training for the curation of study guides. In accordance with the guidelines set by Khyber Medical University, Peshawar, this study guide has been meticulously developed by the respective block coordinator. For any queries or concerns, kindly refer to the "Query and Troubleshooting" section for contact information.

Please be advised that the timetables provided in the study guides are tentative, and the final versions will always be accessible on the official website, notice boards, and social media platforms.

It is crucial to acknowledge that this guide is subject to continuous improvement, aligning with updates to module learning objectives and blueprints by KMU Peshawar. It is noteworthy that the learning objectives and blueprints outlined in this guide represent an enhanced and revised version of those originally provided by KMU.

For more information on modules and examination blueprints, please visit https://kmu.edu.pk/examination/guidelines.

Your login link of official website: https://mis.swatmedicalcollege.edu.pk/login/student_login

List Of Abbreviation

KEY:	Abbreviation	KEY:	Abbreviation
Anat-L	Anatomy Lecture	**MCQ:**	Multiple Choice Questions
Anat-SGD	Small Group Discussion in Anatomy	**EMQ:**	Extended Matching Question
Bio-L	Biochemistry Lecture	**IL:**	Interactive Lectures
Bio-P	Biochemistry Practical	**CBL:**	Case Based Learning
CMed	Community Medicine	**SBL:**	Scenario Based Learning
DSL	Directed Self Learning	**OSPE:**	Objective structured Practical Evaluation
FDT	Film/Demonstration/Tutorial	**OSCE:**	Objective structured Clinical Evaluation
FMed	Forensic Medicine	**HEC:**	Higher Education Commission
Histo-P	Histology Practical	**MIT:**	Mode of transfer of informations
IPS	**Islamiyat/Pak Studies**	**QEC:**	Quality Enhancement Cell

2 Module Committee:

s.no	Name	Department	Role
•	Prof. Dr. Aziz Ahmad	Dean / principal	
•	Dr. M Junaid Khan	DME	Director
Module Team			
	Prof. Dr. Imran-ud-Din	Pathology	Chairperson
•	Dr. Aurangzeb Khan	Pathology	Block Coordinator
•	Dr. Muneeb Khan	Community Medicine	Member
•	Dr. Rehman Shah	Pharmacology	Member
•	Dr. Shabir Ahmed	Pathology	Member
•	Dr. Siyab Ahmed	Pathology	Member
•	Prof. Dr. Mukammil Shah	Pathology	Member

3 Recommended List Of Icons

Introduction To Case

For Objectives

Critical Questions

Assessment

Resource Material

4 Mission/ Vision of the College

4.1 Mission Statement of the Institution:

To impart quality medical education through evidence based teaching incorporating professionalism, patient safety, research, critical thinking, ethics and leadership.

4.2 Vision Statement of the Institution:

To be a center of excellence in medical education, patient care and research globally.

5 Overview of the Module/ Preface

Welcome to the Respiratory Module-2 of the 3rd year MBBS program, where we embark on a comprehensive exploration of the respiratory system and associated disorders. This module serves as a pivotal step in equipping students with the knowledge and skills necessary to understand the intricacies of respiratory anatomy, physiology, and pathology. Through a structured curriculum, students will delve into topics such as airway diseases, lung infections, and respiratory emergencies, gaining invaluable insights into the diagnosis, management, and prevention of respiratory conditions. With a focus on integrating theoretical knowledge with practical applications, this module aims to foster a deeper understanding of respiratory health and enhance students' clinical reasoning and decision-making abilities. Through interactive lectures, hands-on practical sessions, and clinical case discussions, students will be empowered to apply their learning in real-world clinical scenarios, preparing them for the challenges of patient care in respiratory medicine.

Students will gain hands-on experience through clinical rotations in diverse settings such as Skill lab, interactive lectures and SGD, providing a well-rounded education. The study guide serves as a crucial reference for assessment and evaluation. It outlines the components that will be assessed, such as knowledge and basic sciences practical implications, and the corresponding assessment tools, which include MCQs, SEQ and OSPE.

6 Introduction/ Organization of Module

6.1 Introduction:

In this Respiratory Module-2 of the 3rd year MBBS program, students will delve into an array of topics pertinent to respiratory health. This module provides a comprehensive exploration of the respiratory system and its disorders, focusing on key aspects such as pulmonary function, airway diseases, and respiratory emergencies. Through a structured curriculum and hands-on learning experiences, students will gain a deeper understanding of respiratory physiology and pathology, preparing them for the complexities of diagnosing and managing respiratory conditions in clinical practice.

6.2 Rational:

The rationale of this module is to equip medical students with a profound understanding of respiratory physiology, pathophysiology, and clinical management, thereby preparing them for the challenges of diagnosing and treating respiratory disorders. Given the prevalence of respiratory diseases and their significant impact on public health, it is imperative for medical professionals to possess comprehensive knowledge and skills in this area. By emphasizing the study of respiratory function, common diseases, and emergencies, this module plays a crucial role in shaping competent and proficient physicians who can contribute effectively to patient care and healthcare delivery. Additionally, understanding respiratory health is essential for medical students as it forms the foundation for further specialization and clinical practice in disciplines such as pulmonology, critical care medicine, and primary care.

6.3 Organization of the Study Guide:

This module is structured to provide comprehensive insights into common respiratory presentations encountered in clinical practice.
Theme 1: Cough with Sputum and Fever
This theme spans two weeks and focuses on the assessment, diagnosis, and management of patients presenting with symptoms of cough, sputum production, and fever.

Theme 2: Wheezy Chest and Shortness of Breath
Spanning another two weeks, this theme delves into the evaluation and management of patients experiencing wheezing, chest tightness, and dyspnea, addressing conditions such as asthma, chronic obstructive pulmonary disease (COPD), and other respiratory disorders characterized by airflow limitation.

6.4 Teaching Strategies:

The content of this module will be delivered by a combination of different teaching strategies. These include interactive lectures, small group discussion (SGD), large group discussion (LGF), self-directed learning (SDL), history taking, patient examination, laboratory tests, practicals and clinicopathological conferences.

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

A. Large Group Formats:

Interactive Lectures: In large group, the lecturer introduces a topic or common clinical conditions and explains the underlying phenomena through questions, pictures, videos of patients' interviews, exercises, etc. Students are actively involved in the learning process.

Directed Self Learning: Directed self-learning is an active learning approach where the learners are provided with predefined learning objectives and some facilitation through the learning process in the form of guidance and supervision. It helps establish a strong foundation for autonomous and deep learning.

Self-Directed Learning: Students assume responsibilities of their own learning through individual study, sharing and discussing with peers, seeking information from the Learning Resource Center, teachers, and resource persons within and outside the college. Students can utilize the time within the college scheduled hours of self-study.

B. Small Group Formats:

Small Group Discussions: This format helps students to clarify concepts and acquire skills or attitudes. Sessions are structured with the help of specific exercises such as patient cases, interviews, or discussion topics. Students exchange opinions and apply knowledge gained from lectures, tutorials, and self-study. The facilitator's role is to ask probing questions, summarize, or rephrase to help clarify concepts.

Practical Demonstration: Basic science practical related to anatomy, biochemistry, and physiology are scheduled for student learning.

6.5 Assessment strategies

Assessments within the MBBS program at STMC consist of both formative and summative evaluations. These assessments are integral to monitoring student progress and academic performance.

Formative Assessment:

Formative assessments, accounting for 10% of the total marks assigned to each block, serve as ongoing evaluations designed to provide feedback and facilitate learning. The allocation of this 10% can be determined in accordance with the blueprint of KMU and further distributed as per the academic council's recommendations at STMC. Formative assessments are conducted after the completion of each module, ensuring that students receive timely feedback to enhance their understanding and performance.

Summative Assessment:

Summative assessments, which comprise the majority of the assessment weighting (90% of all marks), are conducted and overseen by KMU, as part of the annual examination process. The summative annual examination is organized and conducted by KMU, which carries out the evaluation and grading. This summative assessment evaluates students' comprehensive understanding of the curriculum and accounts for a significant portion of their final scores.

Assessment Tools:

Various assessment tools are employed to gauge students' knowledge and competencies. These tools include:

Written Examinations: These encompass Multiple Choice Questions (MCQ) and Short Essay Questions (SEQ) that evaluate students' theoretical knowledge.

Performance Assessments: Objective Structured Practical Examinations (OSPE) and Objective Structured Clinical Examinations (OSCE) are used to assess practical skills and clinical competence.

In-Training Assessments: Clinical logbooks provide a comprehensive record of students' practical experiences and serve as a valuable tool for tracking their progress.

Assignments: Presentations, projects, and self-reflection assignments are included in the assessment process to enhance students' critical thinking and research skills

Students will be assessed via MCQs, SEQs, SAQs, OSPE/OSCE, and assignments/Presentations.

6.6 Feedback mechanism and summary

At the end of each module a “Module Evaluation Form” will be provided to the students whether in hard copies or online and the students will give their opinion regarding the “Course Contents”, “Learning Resources”, “Teaching Methods”, “Engagement& Motivation” and “Assessment Methods The students' feedback will be taken at the end of each module to further improve the medical education quality and their learning capabilities to continually upgrade the standards of medical education.

In short, the study guides will help the students a lot by facilitating them in studying various subjects being integrated into various modules along with bringing improvement in learning by the students, assessment through various means, and feedback.

7 Hours Allocation

S. No	Subject	Hours needed
1	Pathology	18
2	Pharmacology	10
3	Forensic medicine	10
4	Community medicine	5
5	Medicine	5
6	Family medicine	5
7	Pediatrics	5
8	ENT	5
9	Anatomy	1
10	Physiology	1
11	Biochemistry	1
12	Radiology	1
13	PRIME/Medical Education	1
	Total	**68**

8 Learning Objectives

8.1 General learning objectives

1. At the end of this module, students will be able to:
2. Explain various lower respiratory tract infections
3. Explain obstructive respiratory diseases.
4. Describe various Granulomatous lung diseases
5. Prescribe medication according to guidelines for common respiratory disorders.
6. Describe medico legal aspect of asphyxial death.
7. Describe respiratory tract diseases of public health importance with emphasis on agent factors, epidemiology, preventive and control measures.
8. Describe management of common respiratory problems.

8.2 Specific learning objectives

Theme I: Cough with sputum, and fever			
Subject	**Topic**	**Hours**	**LOs**
Anatomy		1	Describe clinical anatomy of thorax including thoracic wall, lungs and trachea-bronchial tree anatomy
			Correlate the different developmental stages of lung with its congenital anomalies
			Describe the surface marking of clinically relevant areas of the respiratory system
Physiology		1	Describe the mechanics of ventilation and different volumes and capacities of lungs
			Describe respiratory gas exchange.
Biochemistry		1	Describe the effects of hyperventilation (e.g. Anxiety) and hypoventilation (e.g. COPD) on pH and blood gases, HCO3 and electrolytes.
Microbiology	**Legionella**	1	Describe Pathogenesis, Structure, Clinical Findings & Laboratory Diagnosis of Legionella infection
	Mycoplasma	1	Describe Pathogenesis, Structure, Clinical findings & Laboratory Diagnosis of mycoplasma infection.
	H-Influenza	1	Describe Pathogenesis, Structure, Clinical Findings & Laboratory Diagnosis of H-Influenza infection.

	Bordetella	1	Describe Pathogenesis, Structure, Clinical Findings & Laboratory Diagnosis of Bordetella infection
	Mycobacterium Tuberculosis	1	Describe Pathogenesis, Important Properties, Clinical Findings & Laboratory Diagnosis of Mycobacterium Tuberculosis.
	Pulmonary Infections	2	Describe community acquired pneumonia and its different types.
			Describe community acquired atypical Pneumonia.
			Describe etiology, pathogenesis & clinical features of nosocomial pneumonia.
			Describe etiology, pathogenesis & clinical features of pneumonia.
			Describe etiology, pathogenesis & clinical features of chronic pneumonia.
			Describe etiology, pathogenesis, clinical & radiologic features of Pulmonary Tuberculosis.
			Describe pneumonia in immunocompromised host.
	Granulomatous diseases	1	Describe sarcoidosis its etiology, pathogenesis, morphology and clinical course.
			Describe etiology, pathogenesis, clinical & radiologic features of hypersensitivity pneumonitis.
			Describe etiology, pathogenesis, clinical & radiologic features of pulmonary eosinophilia.
	Lung abscess	1	Define Lung Abscess
			Describe Pathogenesis, morphology & Clinical Course of Lung abscess
	Empyema		Describe empyema & its pathogenesis
	Laryngeal tumors	1	Describe the risk factors, morphology, clinical features and staging of laryngeal tumors.
Pharmacology	**Anti-tussives**	1	Classify Anti-tussives
	Cough Suppressants		Describe the pharmacology of Cough suppressants
	Expectorants		Describe the pharmacology of Expectorants, Mucolytic agents in cough
	Tuberculosis	2	Classify Anti tuberculous drugs
			Describe the pharmacology of First line antituberculous drugs
			Describe the pharmacology of 2nd line antituberculous drugs
			Discuss the drug treatment & duration of susceptible newly diagnosed pulmonary tuberculosis patient
			Discuss the development of resistance to mycobacterium tuberculosis against conventional antibiotics
			Discuss the classification & duration of therapy in

			patients having MDR tuberculosis
			Discuss the drug treatment & duration of antitubercular therapy in pregnant woman & patients having Hepatic & Renal insufficiency
			Describe the rationale for the use of Multi Drug therapy against pulmonary tuberculosis.
Community Medicine	**Tuberculosis**	1	Describe agent, host and environmental factors for the disease.
			Describe DOTS strategy for Tuberculosis
			Explain different preventive and control measures for Tuberculosis including "stop TB" and "End TB" strategies
		1	Describe types of influenza
	Influenza and COVID infection		Describe agent, host and environmental factors for the disease.
			Explain the antigenic drift and antigenic shift
			Describe various preventive and control measures for influenza
			Describe the epidemiology, clinical features, control measures and vaccination for COVID-19 infection
Family medicine	**Social determinants of health**	1	Describe the social determinants of health
	Environmental and climate factors in disease causation		Explain the role of environmental and climate factors in disease causation
	Principles of prevention and health promotion	1	Describe the Principles of prevention and health promotion
			Describe, the role of counselling and patient education in health promotion and disease prevention
		1	Explain the types of Pulmonary Tuberculosis
	Tuberculosis (individuals` identifications		Explain the pathophysiology, clinical features, complications, and management of a patient with pulmonary Tuberculosis

	, routine contact tracing, and linking to care)		Describe the technique of contact tracing in a patient with non-MDR and MDR tuberculosis
			Describe the indications of specialist referrals in patients with Pulmonary Tuberculosis
Forensic Medicine	**Asphyxia (General Aspects**)	1	Define asphyxia
			Define anoxia
			Enlist causes of anoxia
			Explain causes of asphyxia
			Classify mechanical asphyxia
			Describe patho physiology of asphyxia
			Describe general signs of asphyxia
	Hanging	1	Define hanging
			Describe causes of death in hanging
			Explain mechanism of death in hanging
			Describe the procedure of neck dissection in hanging
			Describe autopsy findings in hanging
			Explain medico legal aspects of hanging
	Mechanical asphyxia (Strangulation)	1	Define strangulation
			Describe causes of death in strangulation
			Explain mechanism of death in strangulation
			Describe the procedure of neck dissection in strangulation
			Describe autopsy findings in strangulation
			Explain medico legal aspects of strangulation
	Drowning	1	Define drowning
			Describe causes of death in drowning
			Explain mechanism of death in drowning

			Describe types of drowning
			Describe autopsy findings in drowning
			Differentiate between ante and post mortem drowning
			Explain medico legal aspects of drowning
	Suffocation	1	Define suffocation and explain its medico legal aspects.
	Smothering		Define smothering
			Explain medico legal aspects of smothering
	Chocking		Define chocking
			Explain medico legal aspects of chocking
	Gagging		Define Gagging
			Explain medico legal aspects of Gagging
	Overlaying		Define overlying
			Explain medico legal aspects of overlying
	Traumatic asphyxia	1	Define traumatic asphyxia
			Describe autopsy findings of traumatic asphyxia
			Explain medico legal aspects of traumatic asphyxia
	Sexual asphyxia		Define sexual asphyxia
ENT	**Larynx anatomy**	1	Describe clinical anatomy of larynx.
	Laryngitis		Describe etiology, clinical feature, management of acute and chronic laryngitis.
Medicine	**Respiratory symptoms**	1	Describe approach to a patent of respiratory symptomatology
	Differential diagnosis		Discuss the differential diagnosis of granulomatous inflammation including TB

	Pulmonary TB	1	Describe the signs & symptoms, investigations, clinical diagnosis, management protocol & prognosis for TB and MDRTB according to WHO categories.
Pediatrics	**Childhood Pneumonia**	1	Classify pneumonia according to IMNCI (integrated management of neonatal and childhood illnesses)
			Describe the risk factors for recurrent pneumonia in childhood.
			Describe the etiological agents for Pneumonias according to the age of the child.
			Describe the indication for hospitalization of child with pneumonia.
Radiology		1	Describe the common radiological abnormalities on chest x-rays

Theme II: Wheezy chest & shortness of breath

Pathology	**Atelectasis**	1	Define Atelectasis
			Describe different types of atelectasis
	Acute Lung injury	1	Define Acute Respiratory distress Syndrome (ARDS)
			Describe Pathogenesis and morphological features of ARDS
	Obstructive Pulmonary disease	1	Define obstructive pulmonary disease and enlist its different types
			Define Emphysema
			Describe different types of emphysema
			Describe the pathogenesis morphology and underline course of emphysema
			Define chronic bronchitis
			Describe its pathogenesis and morphology
			Describe asthma and its pathogenesis
			Differentiate between types of asthma
			Describe morphology and clinical course of asthma
		2	Define bronchiectasis, describe the causes, morphology and pathogenesis of bronchiectasis
	Restrictive or infiltrative lung diseases		Define diffuse interstitial lung disease.
			Describe pathogenesis of diffuse interstitial lung disease.

			Enlist major categories of chronic interstitial lung disease
			Describe the fibrosing lung diseases.
			Describe pneumoconiosis, its morphology and different types.
			Describe drug and radiation induced pulmonary diseases.
	Diseases of vascular origin	1	Describe pulmonary embolism, hemorrhage and infarction.
			Describe pulmonary Hypertension.
			Describe diffuse alveolar hemorrhage syndromes.
	lung tumors	1	Describe carcinoma of lung, its etiology pathogenesis, morphology and clinical course.
			Differentiate between small cell lung carcinoma and non-small cell lung carcinoma.
			Describe bronchial carcinoids
			Describe malignant mesothelioma and its morphology.
	Pleural lesions	1	Describe pleural effusion and pleuritis.
			Describe pneumothorax, Hemothorax and chylothorax
Pharmacology	**Asthma**	2	Classify the Drugs used in the treatment of asthma
			Describe the role of beta 2 agonists used in Asthma
			Describe the role of Methylxanthine drugs used in Asthma
			Describe the role of Antimuscarinic agents used in Asthma
			Describe the role of Corticosteroids used in Asthma
			Describe the pharmacokinetic & pharmacodynamic aspects of Mast cell stabilizers used in Asthma
			Describe the pharmacokinetic & pharmacodynamic aspects of Leukotriene antagonist used in Asthma
			Describe the pharmacokinetic & pharmacodynamic aspects of Anti-IgE antibodies used in Asthma
			Describe drug treatment of acute and chronic asthma and status asthmatics
Community	**Asthma**	1	Describe the epidemiology & preventive measures

Medicine			of asthma.
			Define occupational asthma and describe its preventive measures.
	Pneumoconiosis	1	Describe various pneumoconiosis diseases
			Describe the control and preventive measures of pneumoconiosis
		1	Describe the epidemiological determinants of Diphtheria and Pertussis
	Diphtheria and Pertussis		Describe preventive and control measures.
			Explain their current public health importance in Pakistan.
Forensic Medicine	**Asphyxiant (CO)**	1	Explain medico legal aspects of sexual asphyxia
			Enlist sources of CO poisoning
			Describe signs and symptoms of CO poisoning
			Explain treatment plan of CO poisoning
			Describe autopsy findings of CO poisoning
			Explain ML aspects of CO poisoning
	CO2	1	Enlist sources of CO2 poisoning
			Describe signs and symptoms of CO2 poisoning
			Explain treatment plan of CO2 poisoning
			Describe autopsy findings of CO2 poisoning
			Explain ML aspects of CO2 poisoning
			Enlist sources of H2S poisoning
			Describe signs and symptoms of H2S poisoning.
	H2S		Explain treatment plan of H2S poisoning
			Describe autopsy findings of CO poisoning
			Explain ML aspects of H2S poisoning
	War gases		Define war gases
			Classify war gases
			Describe medico legal aspects of war gases
ENT	**Non – Neoplastic laryngeal lesions**	2	Describe clinical features and management of different non neoplastic layrangeal lesions (Vocal cords nodules, polyps, and laryngocele)
	Neoplastic laryngeal lesions		Describe the clinical feature and management of neoplastic laryngeal lesions.
	Vocal cord Palsy	2	Describe the clinical feature and management of vocal cord palsy
	Emergency Tracheotomy		Describe the indication, contraindication, complications, and operative steps to perform emergency tracheotomy.
Medicine	**COPD**	1	Describe the epidemiology, patho-physiology and etiology of COPD

			Explain the clinical presentation of COPD
			Describe the investigations required for the diagnosis of COPD
			Describe the management plan of COPD
	Asthma	1	Describe the epidemiology, pathophysiology, etiology, and contributing factors related to the development of asthma
			Describe the clinical presentation, diagnosis and treatment of asthma
			Classify asthma on the basis of clinical presentation into mild, moderate, life threatening and near fatal asthma
			Explain the stepwise pharmacologic approach for the treatment of asthma status asthmaticus
			Describe long-term asthma management plan including pharmacological, physical and occupational health education.
	Respiratory failure	1	Describe the long term Oxygen therapy in COPD
	Pneumothorax	1	Describe the etiology, classification, diagnosis and management of pneumothorax
	Pleural effusion		Describe the causes of exudates and transudate effusion.
			Differentiate between exudate and transudate effusion.
Family medicine	**COPD**	1	Explain the management strategies of a patient with COPD in general practice
			Describe the strategies for prevention of complications of COPD
			Describe the methods of home oxygen therapy
			Perform routine annual health checkup of an Asthmatic and COPD patient under supervision
			Identify the red-flags in a patient with COPD and appropriately refer to speciality care when required
	Bronchial Asthma	1	Discuss the risk factors for Asthma in our population
			Explain the risk assessment for Asthma
			Interpret spirometry results

			Discuss the primary and secondary prevention of Asthma in a primary health setting
			Identify the guidelines that should be followed in a patient with Asthma
			Identify the red-flags in a patient that need referral for specialist care
	ARIs (Croup and Epiglottitis)	**1**	Differentiate Croup and epiglottitis based on etiology and clinical features.
			Explain the management of croup and epiglottitis.
			Explain the most effective ways to prevent and control ARIs
	Respiratory distress syndrome(RDS)		Describe the risk factors, clinical features, investigation and management for RDS.
	Reactive air way disease.	1	Describe the different types of wheezers in pediatric population
			Discuss the risk factor for persistent wheezing /asthma.
			Describe management of bronchiolitis
	Cystic fibrosis and bronchiectasis	1	Define bronchiectasis and its risk factors.
			Describe diagnostic criteria for cystic fibrosis.
			Describe the GI, respiratory and other systemic manifestations of cystic fibrosis.
PRIME/MEDICAL EDUCATION	**Power dynamics**	1	Explain the concept of power dynamics and delegate powers to juniors and team mates

Table 4 Practical

Subject	Topic	Los
Pharmacology		Write the proper prescription for Pulmonary Tuberculosis
Forensic Medicine		Demonstrate the differences between hanging and strangulation on a model
		Demonstrate the differences between different types of hanging on a model
Community Medicine	Visit	Visit to TB control program center
	Mask wearing.	Demonstrate Identification of different types of masks and its uses.
		Demonstrate the proper protocol for wearing a mask
Pharmacology		Demonstrate the proper stepwise use of metered dose inhaler along with spacer.
		Write the proper prescription for Acute & Chronic Asthmatic patients
		Write the proper prescription for patients with Status Asthmaticus

8.3 Specific learning objective:

9 Learning Opportunities and Resources

9.1 Instruction (if any)

Following study material will help a student to grasp full the content of the subjects taught.

Recommended **books are to be studied first, followed by reference books if needed..**

9.2 Books:

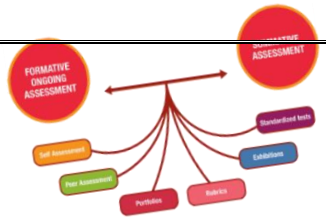
Subjects	Textbooks
Community Medicine	1. Community Medicine by Parikh 2. Community Medicine by M Illyas 3. Basic Statistics for the Health Sciences by Jan W Kuzma
Forensic Medicine	1. Nasib R. Awan. Principles and practice of Forensic Medicine 1st ed. 2002. 2. Parikh, C.K. Parikh's Textbook of Medical Jurisprudence, Forensic Medicine and Toxicology. 7th ed.2005. 3. Knight B. Simpson's Forensic Medicine. 11th ed.1993. 4. Knight and Pekka. Principles of forensic medicine. 3rd ed. 2004 5. Krishan VIJ. Text book of forensic medicine and toxicology (principles and practice). 4th ed. 2007 6. Dikshit P.C. Text book of forensic medicine and toxicology. 1st ed. 2010 7. Polson. Polson's Essential of Forensic Medicine. 4th edition. 2010. 8. Rao. Atlas of Forensic Medicine (latest edition). 9. Rao.Practical Forensic Medicine 3rd ed ,2007. 10. Knight: Jimpson's Forensic Medicine 10th 1991,11th ed.1993 11. Taylor's Principles and Practice of Medical Jurisprudence. 15th ed.1999
Pathology	1. Robbins & Cotran, Pathologic Basis of Disease, 9th edition. 2. Rapid Review Pathology, 4th edition by Edward F. Goljan MD
PHARMACOLOGY	1. Lippincott Illustrated Pharmacology 2. Basic and Clinical Pharmacology by Katzung

9.3 Website:

https://www.medscape.com https://www.PathologyOutlines.com

https://pubmed.ncbi.nlm.nih.gov https://scholar.google.com

https://medlineplus.gov https://medicine.nus.edu.sg/pathweb



11.Examination and Methods of Assessment:

1 The year-3 will be assessed in 3 blocks.
2 Block-1 (Foundation 2 and Infection and Inflammation modules) will be assessed in **paper-G.**
3 Block-2 (Multisystem, blood and MSK modules) will be assessed in **paper-H.**
4 Block-3 (CVS and Respiratory module) will be assessed in **paper-I.**
5 Each written paper consists of 120 MCQs.
6 Internal assessment will be added to final marks in KMU.
7 In OSPE, each station will be allotted 6 marks, and a total of 120 (+10% marks of internal assessment) marks are allocated for each OSPE/OSCE examination.
8 Practical assessment will be in the form of OSPE/OSCE which will also include
9 embedded viva stations. The details of each section are given in the tables given below.

Total marks distribution- 3rd Year MBBS

Table-1 ASSESSMENT PLAN OF 3RD YEAR

THEORY PAPER	MODULES	THEORY MARKS	INTERNAL Assessment theory(10%)	OSPE/ OSCE	Internal assessment OSPE (10%)	Total marks
Paper G	Foundation-II	120	14	120	14	268
	Inf. & inflammation					
Paper H	Multisystem	120	13	120	14	267
	Blood					
	MSK					
Paper I	CVS-II	120	13	120	12	265
	Respiratory-II					
Total Marks		**360**	**40**	**360**	**40**	**800**

Paper-I (CVS-II MCQs)

Subjects	Total MCQs
CVS	60
Respiratory II	60
Total	**120**

Table 4 CVS OSCEs

Subject	Total OSCE stations
Respiratory-II	10
CVS	10
Total	**20**

* A minimum of 20 stations will be used in final exams. Total marks will be 120 (6 marks for each station).

12.For inquiry and troubleshooting

Please contact
Dr. Rehman Shah

13. Module Evaluation Form

This is an example of feedback form and real-time feedback will be obtained through an electronic link and/or your LMS

MBBS Year: _____ Block: _____ Module: _____

Date: _____

1. (Unsatisfactory) 2 (Fair) 3 (Satisfactory) 4 (Good) 5 (Excellent)

Category: Course Contents

No.	Question	1	2	3	4	5
1	To what extent did the course contents align with the stated learning objectives of the module?					
2	How clear and comprehensive were the course materials provided in this module?					
3	Were the core topics adequately covered, ensuring a well-rounded understanding of the subject?					
4	How current and up-to-date were the course contents in reflecting recent advancements?					
5	Did the module incorporate real-world applications and case studies effectively?					
	Category: Learning Resources					
6	Were the learning resources (e.g., textbooks, online materials, laboratory facilities) readily available and easily accessible?					
7	How helpful were additional learning resources such as supplementary readings or multimedia content?					
8	Did the module offer adequate support for research and independent study?					
9	Were digital resources and online platforms effectively utilized to enhance the learning experience?					
10	Were there sufficient opportunities for hands-on practice and practical application of knowledge?					
	Category: Teaching Methods					
11	How well did instructors engage with students and create a supportive learning environment?					
12	Were diverse teaching methods (e.g., lectures, group discussions, simulations) effectively employed?					
13	How responsive were instructors to questions, concerns, and feedback from students?					
14	To what extent did instructors provide timely and constructive feedback on assignments and assessments?					
15	Were opportunities for collaborative learning and peer-to-peer interactions encouraged and facilitated?					
No.	**Category: Engagement and Motivation**					
16	To what extent did the module use real-world examples and practical applications to engage students?					

17	How well were active learning techniques (e.g., problem-solving, case studies) integrated into the curriculum?					
18	Did the module provide opportunities for students to pursue their individual interests within the subject matter?					
19	Were assessments designed to challenge and motivate students to excel in their studies?					
Category: Inclusivity and Diversity						
20	How well did the module accommodate different learning styles and preferences among students?					
21	Were efforts made to include diverse perspectives, cultures, and backgrounds in the curriculum?					
22	How effectively were accommodations provided for students with varying levels of prior knowledge?					
	Category: Overall					
No.	**Question**	**1 (Very Poor)**	**2 (Poor)**	**3 (Fair)**	**4 (Good)**	**5 (Excellent)**
23	How would you rate the overall quality of this module?					

14. Students Diary/Notes

S.NO	DATE	TASK	PENDING/COMPLETED	COMMENTS

PROGESS:___________________ ACHIEVMENT: ________________________________