

SWAT MEDICAL COLLEGE SWAT

DEPARTMENT OF MEDICAL EDUCATION



FOUNDATION-III



FINAL YEAR MBBS

BLOCK: N

CLASS OF 2023

DURATION: 2 WEEKS

FROM: 4-15 MARCH

STUDENT NAME

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1 Academic Calendar

Tentative Annual Calendar MBBS – 2023-24 Swat Medical College, Swat							
Activity/ Events	Week	Date	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Orientation Week	1	12 th to 16 th Feb					
Regular Classes	2	16 th to 23 rd Feb					
Regular Classes	3	26 th Feb to 1 st March					
Regular Classes	4	4 th to 8 th March					
Regular Classes	5	11 th to 15 th March					
Regular Classes	6	18 th to 22 nd March					
Regular Classes	7	25 th to 29 th March					
Regular Classes	8	1 st to 5 th April					
Spring Break/Eid ul Fitr	9	8 th to 12 th April					
Sports Week	10	15 th to 19 th April					
Regular Classes	11	22 nd to 26 th April					
Regular Classes	12	29 th to 3 rd May					
Regular Classes	13	6 th to 10 th May					
Regular Classes	14	13 th to 17 th May					
Regular Classes	15	20 th to 24 th May					
Regular Classes	16	27 th May to 31 st May					
Regular Classes	17	3 rd to 7 th June					
Regular Classes	18	10 th to 14 th June					
Eid-ul-Adha Holidays	19	17 th to 21 st June					
Regular Classes	20	24 th to 28 th June					
Summer Vacations	21-23	3 rd to 21 st July					
Regular Classes	24	22 nd to 26 th July					
Regular Classes	25	29 th July to 2 nd Aug					
Regular Classes	26	5 th to 9 th Aug					
Regular Classes	27	12 th to 16 th Aug					
Regular Classes	28	19 th 23 rd Aug					
Regular Classes	29	26 th to 30 th Aug					
Regular Classes	30	2 nd to 6 th Sep					
Regular Classes	31	9 th to 13 th Sep					
Regular Classes	32	16 th to 20 th Sep					
Regular Classes/ Preparatory Leaves	33	23 rd to 27 th Sep					
Regular Classes/ Preparatory Leaves	34	30 th Sep to 4 th Oct					
Regular Classes/ Preparatory Leaves	35	7 th to 11 th Oct					
Regular Classes/ Preparatory Leaves	36	14 th to 18 th Oct					
Regular Classes/ Preparatory Leaves	37	21 st to 25 th Oct					
Regular Classes/ Preparatory Leaves	38	28 th Oct to 1 st Nov					
Regular Classes/ Preparatory Leaves	39	4 th to 8 th Nov					
Regular Classes/ Preparatory Leaves	40	11 th to 15 th Nov					
Regular Classes/ Preparatory Leaves	41	18 th to 22 nd Nov					
Regular Classes/ Preparatory Leaves	42	25 th to 29 th Nov					
Regular Classes/ Preparatory Leaves	42	2 nd to 6 th Dec					
Regular Classes/ Preparatory Leaves	43	9 th to 13 th Dec					
Regular Classes/ Preparatory Leaves	44	16 th to 20 th Dec					
Regular Classes/ Preparatory Leaves	45	23 rd to 27 th Dec					
Regular Classes/ Preparatory Leaves	46-49	November 2024					
Regular Classes/ Preparatory Leaves	50-53	December 2024					
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.

2 List Of Abbrevation

S NO	Abbriviation	Meaning
1	PBL	Problem based learning
2	TBL	Team based learning
3	SGD	Small Group Discession
4	LO	Learning out come
5	TOS	Table of specification
6	SDL	Self directed learning
7	EXAM	Exaamination
8	GPE	General physical examination
9	CVS	Cardiovascular system
10	A/E	Accident & Emergency
11	OSPE	Objective Structured Practical Examination
12	OSCE	Objective Structured Clinical Examination

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 and notice boards a few days prior to the start of the module.

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

3 Module Committee:

s.no	Name	Department	Role
1.	Prof. Dr. Aziz Ahmad	Dean / principal	
2.	Dr. M Junaid Khan	DME	Director
Module Team			
3.	Prof. Dr. Manzoor Ali	Surgery	Chairperson MPC III
4.	Prof. Dr. Nisar Ali	Surgery	HOD
5.	Prof. Dr. Saif urRahman	Surgery	Co-ordinator Block N
6.	Dr . Sardar Ali khan (AP)	Medicine	Member
7.	Dr. Tabassum Naheed Kusar (Associate prof)	Gynae/obs	Member
8.	Dr. Ibrahim (Associate prof)	Paeds	Member
9.	Dr.Yasir Iqbal (Assistant Prof)	Ortho	Co -opted Member
10.	Dr. Hussain (Assistant Prof)	Psychiatry	Co - opted Member
11.			



Recommended List Of Icons



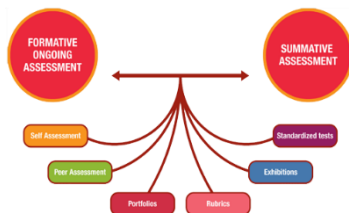
Introduction To Case



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

Welcome to the Foundation-III module in the Final Year MBBS program, where our focus is to cultivate a holistic and proficient medical practitioner. By the end of this module, students will be well-versed in the process of Evidence-based medicine/practice, comprehend the nuances of patient safety, clinical audit, and governance. They will adeptly grasp principles of communication, counseling, and delivering difficult news, while also understanding the psychological dimensions of patient care in diverse settings. Additionally, students will gain comprehensive insights into surgical skills, perioperative, intraoperative, and postoperative care, along with concepts of palliative care and end-of-life considerations. The module also delves into the essential understanding of developmental assessment in pediatrics. This study guide serves as a vital companion, providing clarity on the module's content, instructional methodologies, faculty guidance, and assessment criteria, fostering a comprehensive and integrated approach to medical education.

6 Introduction/ Organization of Module

6.1 Introduction:

In the Foundation-III module, an integral segment of the Final Year MBBS program, we embark on a comprehensive exploration of medical sciences. This module intricately covers essential domains, ranging from Clinical Decision Making through Evidence-based Medicine to Patient Safety, Clinical Governance, and Clinical Audit. Additionally, we delve into crucial aspects of Patient and Family Counseling, Breaking Bad News, Psychiatry, Family Health Education, Initial Psychiatric Assessment, and Surgical Skills, including Basic Surgical Skills, Laparoscopic and Robotic Surgery, Surgical Informed Consent, and Postoperative Care. Through targeted cognitive learning objectives, we aim to equip you with the knowledge and skills necessary for adept clinical practice.

6.2 Rational:

The rationale for this module is to provide Final Year MBBS students with a comprehensive foundation in essential medical domains, cultivating proficiency in evidence-based medicine, patient safety, clinical governance, and vital clinical skills. By addressing diverse aspects, including psychiatric assessments, surgical competencies, and patient counseling, the module aims to instill the knowledge and capabilities crucial for adept clinical decision-making. This holistic approach prepares students for the complexities of medical practice, ensuring their readiness for diverse healthcare scenarios and fostering a well-rounded medical education.

6.3 Organization of the Study guide:

The organization of the Foundation-III module revolves around two central themes: "The In-Patients" and "Peri-operative Care."

The In-Patients:

- Clinical Decision-Making: Emphasis on evidence-based medicine for effective patient care.
- Psychiatry and Family Health Education: Addressing the psychological aspects and home care for chronic illnesses.
- Patient and Family Counseling: Implementing the SPIKES model for breaking bad news and counseling.

Peri-operative Care:

- Basic Surgical Skills: Principles of patient care and safety, skin and abdominal incisions, wound closure, and diathermy.
- Laparoscopic and Robotic Surgery: Understanding the principles, advantages, disadvantages, indications, and complications.
- Surgical Informed Consent: Types and components of informed consent in surgical practice.

- Nutrition and Fluid Therapy: Assessing fluid and electrolyte requirements, methods of providing nutritional support, and complications.
- Postoperative Care: Adhering to the standards for effective postoperative management.

6.4 Teaching Strategies:

The students are taught the subject matter in different ways, like self-directed learning explaining the topic with the help of sketches, diagrams and short videos. The topics are taught in a way which is simple, crisp and non-boring. The students should not behave as silent listeners; rather, an interactive discussion will give a more promising result about the student learning. Questions should be asked during lectures to keep the students unbores and give them an opportunity for critical thinking and analysis.

6.5 Assessment strategies

Details of assessment strategies are embedded in the study guides. It includes self-assessment tools, practice questions after covering a particular subject/ topic and case studies. The theoretical knowledge of the students can be assessed by summative/ formative manner. It includes MCQs, case scenarios and SEQS. The practical/ clinical knowledge is assessed with OSCE. The results of the assessment is communicated to the students, teachers, Head of the respected departments and ideally to the parents of the students as well. If the students do not show compliance, the results will be intimated to their parents so that any flaw on part of the student is rectified in time.

6.6 Feedback mechanism and summary

A mechanism should be devised to get information from the students to know if they are satisfied with the teaching methods and if not, what improvement could be possible. Feedback from the faculty regarding teaching a particular topic/ subject will also be obtained. These endeavours should make the modules more effective and understandable.

7 Assessemnt Plan

Table 1: Distribution of marks in the final year professional examination

Assessment Plan of Year 5 MBBS							
Theory paper	Modules	Theory marks	Internal assessment theory (10%)	OSCE	Structured Long-case)	Internal assessment OSPE/OSPE (10%)	TOTAL MARKS
Paper N	Foundation-3 Blood-3 MSK-3	120	12	120	30	18	300
Paper O	Cardiopulmonary- 3	120	12	120	30	18	300
Paper P	Renal-3 Endocrine and Reproduction-3	120	12	120	30	18	300
Paper Q	Neurosciences-3 GIT-3 Multisystem-2	120	12	120	30	18	300
Total Marks		480	48	480	120	72	1200



Learning Objectives

7.1 General Learning Outcomes

By the end of Foundation-III modules, Final Year MBBS students will be able to:

- Discuss the process of Evidence-based medicine/practice.
- Explain the concepts and processes of patient safety and types of medical errors.
- Explain the objectives and process of clinical audit and governance.
- Discuss the principles of communications skills, counseling, and breaking bad news.
- Discuss the psychological aspects of patient care in hospital and ambulatory care settings.
- Explain the concepts of surgical skills, perioperative, intraoperative, and postoperative care.
- Discuss the concepts of palliative and end-of-life care.
- Explain the concepts of developmental assessment in pediatrics.

7.2 Specific Learning Outcomes

Theme-1: The in-patient					
Subject	Topic	Hours	S. No	Domain of learning	Learning objectives:
Medical Education	Clinical decision making (Evidence-based Medicine)	1	1	Cognitive	Define Evidence Based Medicine.
			2	Cognitive	Explain the steps of evidence-based medicine/practice
			3	Cognitive	Discuss the levels of evidence.
	Patient safety	1	4	Cognitive	Explain the concepts of patient safety.
			5	Cognitive	Discuss the types, etiology, and prevention of medical errors.
	Clinical governance and clinical audit	1	6	Cognitive	Explain the components of clinical governance.
			7	Cognitive	Explain the steps of clinical audit.
	Patient and family counselling/breaking bad news	1	8	Cognitive	Explain the steps of SPIKES model of breaking bad news and counselling.
Psychiatry	Family health education	1	9	Cognitive	Explain the care of a patient at home especially for chronic illnesses
			10	Cognitive	To enhance the compliance of both pharmacological and nonpharmacological management in acute and chronic illnesses
			11	Cognitive	Explain strategies to reduce follow up tertiary care visits
	Initial psychiatric assessment	1	12	Cognitive	Discuss the initial psychiatric assessment of a patient admitted.

Surgery	Basic surgical skills	1	13	Cognitive	Explain the principles of patient care and safety in operation theatre / surgical safety checklists
			14	Cognitive	Explain the principles of skin and abdominal incisions
			15	Cognitive	Explain the principles of wound closure and drain usage and diathermy
	Laparoscopic and robotic surgery	1	16	Cognitive	Explain the principles, advantages, disadvantages, indications, and complications of Laparoscopic and Robotic surgery.
	Surgical informed consent	1	17	Cognitive	Explain the types and components of informed consent in surgical practice.
	Nutrition and fluid therapy	1	18	Cognitive	Assess the fluid and electrolytes requirements in pre-and post-operative patients.
			19	Cognitive	Explain the different methods of providing nutritional support and their complications.
	Postoperative care	1	20	Cognitive	Explain the standards of postoperative care.
			21	Cognitive	Discuss the general and system specific postoperative complications.
Radiology	Diagnostic imaging	1	22	Cognitive	Describe the basic principles of radiation protection
			23	Cognitive	Explain the types and principles of different imaging techniques and their indications.
Medicine	End-of-Life and palliative care	1	24	Cognitive	Discuss the steps and prerequisites of end of life and palliative care.
	Geriatric Care		25	Cognitive	Explain the concepts of geriatric care and problems associated with it.
Pediatrics	Pediatric history taking and physical examination	1	26	Psychomotor	Take history from parents from neonatal age to pediatric age.
			27	Psychomotor	Perform physical examination in a neonate and pediatric age group patient including growth parameters.
	Developmental assessment	1	28	Cognitive	Perform development assessment of a child
			29	Cognitive	Explain the components of developmental assessment in children of different age groups

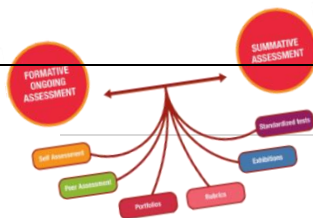
Theme-2: Perioperative Care					
Subject	Topic	Hours	S. No	Domain of learning	Learning objectives:
Surgery	Enhanced Recovery after Surgery (ERAS)	1	30	Cognitive	Describe the ERAS protocol
			31	Cognitive	Discuss the components of ERAS protocol
			32	Cognitive	Explain the benefits of ERAS
	Pain Management	1	33	Cognitive	Evaluate a patient with postoperative pain
			34	Cognitive	Manage a patient with pain during perioperative phase
			35	Cognitive	Discuss the pathophysiological consequences of postoperative pain
Medicine	Preoperative evaluation and fitness for anesthesia and surgery	1	36	Cognitive	Evaluate a patient for fitness for surgery and anesthesia.



8 Learning Opportunities and Resources

Books:

- a. Harrison principles of Internal medicines
- b. Davidsob principles and practice of medicinces
- c. ECG Made Easy by John R Hampton
- d. Arterial blood gases Made easy by Iain A M Hennessey
- e. Nelson Textbook of Pediatrics
- f. Bailey and love textbook pof surgery
- g. Oxford Handbook of clinical medicine
- h. Oxford handbbok of clinical surgery



9 Examination and Methods of Assessment:

The year-5 will be assessed in 4 blocks:

1. Block-1 (Foundation-3, Blood and Immunology-3, and MSK-3) will be assessed in **paper-N**.
2. Block-2 (Cardiorespiratory-3) will be assessed in **paper-O**.
3. Block-3 (Renal-3 and Endocrine and Reproduction-3) will be assessed in **paper-P**.
4. Block-4 (Neurosciences-3, GIT and Hepatobiliary-3 and Multisystem-2) will be assessed in **paper-Q**.
5. Each written paper consists of 120 MCQs.
6. Internal assessment will be added to final marks in KMU as shown in table below.
7. In OSCE, each station will be allotted 6 marks, and a total of 120 (+10% marks of internal assessment (18 marks) marks are allocated for each OSCE examination.
8. Any content of the subjects (medicine and allied, Surgical and allied, Gynecology and pediatrics) already covered in the previous years will be included in the final year assessments (both written and practical).
9. Practical assessment will be in the form of OSCE (+embedded short cases and Objective Structured Long Examination Record).
10. The details of each section are given in the tables below.

Theory Examination Scheme

Paper-N (Foundation-3, Blood-3 and MSK-3)

Block	Module	Subject hours	Subject MCQs	Total MCQs	Paper MCQs
N	Foundation-3	PRIME	5	25	120
		Medicine	3		
		Surgery	10		
		Psychiatry	3		
		Pediatrics	3		
		Radiology	1		
	Blood-3	Pediatrics	17	35	
		Medicine	16		
		Gynecology	2		
	MSK-3	Medicine	21	60	
		Orthopedics	12		
		Paediatrics	7		
		Dermatology	14		
		Surgery/plastic surgery	5		
		Psychiatry	1		

Practical Examination Scheme

OSCE station distribution of different subjects

BLOCK-N (TOTAL STATIONS=20 and 6 marks/station)					
Subjects	OSCE stations		Viva stations	Logbook and history books (1-station)	Structured Long case =30 marks)
	Static/ interactive	Short cases			
Medicine+ Rheumatology	2	2	1	General Surgery and allied	General Surgery
Surgery	2	0	1		
Paediatrics	2	2	1		
Orthopedics	1	1	1		
Dermatology	2	0	1		
Total	9	5	5	1	1

10 For inquiry and troubleshooting



Please contact
Prof. Dr. Saif ur Rehman

11 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?					

12 Students Diary/Notes

[illegible]

PROGRESS:

ACHIEVMENT: _____