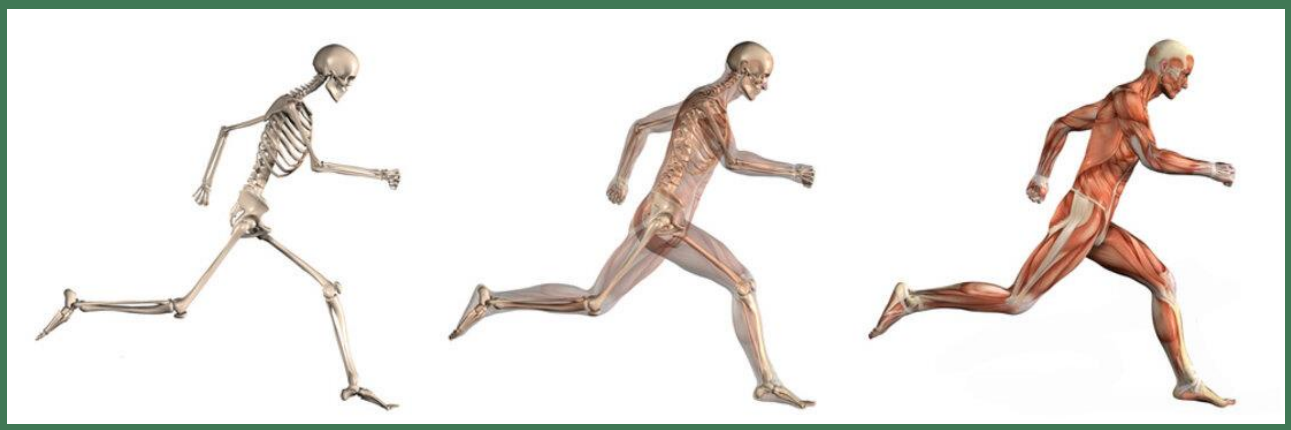
SWAT MEDICAL COLLEGE
SWAT

DEPARTMENT OF MEDICAL EDUCATION

MUSCULOSKELETAL SYSTEM-III



FINAL YEAR MBBS

BLOCK: N

CLASS OF 2023

DURATION: 2 WEEKS

FROM:17 MARCH TO 5 APRIL

STUDENT NAME

_____

Contents

1 Acaedemic 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					
Regular Classes	5	11th to 15th March					Foundation-III (2 weeks) 22nd March Module Exam
Regular Classes	6	18th to 22nd March			Infection & Inflammation (6 weeks) 6th May to 7th May Block G exam		
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					
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	Multisystem (5 weeks) Module Exam 31st May		Cardiorespiratory-III (5 weeks) 3rd & 4th June Block O Exam
Regular Classes	14	13th to 17th May					
Regular Classes	15	20th to 24th May					
Regular Classes	16	27th May to 31st May					
Regular Classes	17	3rd to 7th June			Blood & immunology (3 weeks) 1st & 2nd July module exam	Renal – II Module (4 weeks) 1st and 2nd July Module Exam	Renal- III Module (2 weeks) 14th June Module Exam
Regular Classes	18	10th to 14th June					
Eid-ul-Adha Holidays	19	17th to 21th June					Endocrine & Reproduction-III (3 weeks) 29th & 30th July Block P Exam
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			
Regular Classes	27	12th to 16th Aug					GIT & Hepatobiliary (2 weeks) 6th Sep Module Exam
Regular Classes	28	19th 23rd Aug					
Regular Classes	29	26th to 30th Aug	Respiratory-I (4 weeks) 23rd -24th SEP Block-C Exam	Reproduction-I (4 weeks) 30th Sep 1st Oct	CVS-II (3 weeks) 20th September Module 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					
Regular Classes/ Preparatory Leaves	34	30th Sep to 4th Oct	PREPARATORY LEAVES	PREPARATORY LEAVES	RES-II (4 weeks) 21st and 22nd October Block L exam	EYE and ENT (6 weeks) 14th to 15th Oct Block M1 & M2 Exam	PREPARATORY LEAVES
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			PREPARATORY LEAVES	PREPARATORY LEAVES	
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					
Regular Classes/ Preparatory Leaves	54-57	January 2025			Winter vacation	Annual Exam as per KMU schedule.	
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 Abbreviation

S NO	Abbreviation	Meaning
1	PBL	Problem based learnng
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)	Medicene	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.			

4 Recommended List Of Icons

Introduction To Case

For Objectives

Critical Questions

Assessment

Resource Material

5 Mission/ Vision of the College

5.1 Mission Statement of the Institution:

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

5.2 Vision Statement of the Institution:

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

6 Overview of the Module

Welcome to **Musculoskeletal System-III** module of the final year, where we embark on a comprehensive exploration of the musculoskeletal system. Our primary goal is to seamlessly integrate theoretical knowledge with practical applications, placing a distinct focus on clinical presentation, diagnosis, and management. Throughout this module, students will actively engage in clinical rotations, small group sessions, case discussions, and practicals, gaining invaluable hands-on experience in diverse settings.

The study guide accompanying this module serves as an indispensable tool, providing clarity on instructional methodologies, faculty guidance, and assessment criteria. It is designed to enhance your learning experience by offering a roadmap for active engagement with core contents related to the musculoskeletal system. As future medical professionals, this module opens doors to diverse career pathways, from clinical practice to research, with opportunities spanning various specialties within the field. Maximize your learning experience by utilizing this guide as a reference for assessment and evaluation, ensuring a well-rounded preparation for your academic pursuits and future medical practice.

7 Introduction/ Organization of Module

7.1 Introduction:

The musculoskeletal system, a pivotal component of the human anatomy, plays a critical role in maintaining structural integrity, facilitating movement, and supporting bodily functions. As medical students in their final year of the MBBS program, delving into Musculoskeletal System-III provides a comprehensive exploration of advanced topics in orthopedics and related disciplines. This module extends beyond fundamental principles, encompassing in-depth insights into complex musculoskeletal disorders, advanced diagnostic techniques, and contemporary therapeutic interventions. With an emphasis on integrating theoretical knowledge with clinical applications, Musculoskeletal System-III equips aspiring physicians with the expertise required to navigate the intricacies of orthopedic care, contributing to their preparedness for the dynamic challenges of medical practice.

7.2 Rational:

The rationale of the Musculoskeletal System-III module is to provide a comprehensive study guide tailored for the unique needs of final-year MBBS students, aiming to bridge the gap between theoretical knowledge and practical proficiency in advanced orthopedics. This study guide assumes paramount importance as it enhances the overall clinical acumen of medical graduates, preparing them to address the intricate landscape of musculoskeletal disorders in clinical practice. By emphasizing the integration of theoretical concepts with practical applications, the study guide ensures that students develop the necessary skills and competence required to navigate and manage diverse orthopedic conditions effectively. The module's focus on advanced diagnostic modalities and contemporary therapeutic approaches further accentuates its significance, empowering MBBS graduates to contribute meaningfully to the dynamic field of orthopedic medicine.

7.3 Organization of the Study guide:

Organization of the Musculoskeletal System-III module is structured around key themes addressing diverse aspects of orthopedics. The thematic breakdown is as follows:

Joint Pains (12 hours): This segment focuses on the comprehensive exploration of joint-related pathologies, encompassing conditions, diagnoses, and management strategies for various joint pains.

Aching Bones (6 hours): A dedicated section to delve into the intricacies of aching bones, covering a spectrum of disorders affecting the skeletal system. This includes in-depth discussions on clinical presentations, diagnostic approaches, and therapeutic interventions.

Muscle Weakness (5 hours): This theme concentrates on the multifaceted aspects of muscle weakness, exploring its diverse etiologies, clinical manifestations, and advanced diagnostic tools. Students will gain insights into effective management strategies for addressing muscle weakness.

Skin Rashes and Burns (8 hours): A specialized segment focusing on dermatological aspects related to musculoskeletal disorders, with a specific emphasis on skin rashes and burns. This includes discussions on dermatopathology, clinical evaluations, and treatment modalities.

Additionally, a minimum of 4 hours daily is allocated for clinical teaching and training at the bedside in different units. This hands-on clinical exposure is crucial for students to integrate theoretical knowledge into practical applications, fostering a well-rounded understanding of orthopedic medicine.

This thematic organization ensures a comprehensive exploration of musculoskeletal disorders, providing students with a structured and in-depth learning experience that goes beyond theoretical concepts.

7.4 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 unbored and give them an opportunity for critical thinking and analysis.

7.5 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.

7.6 Feedback mechanism and summary

A mechanism should is devised to get information from the students to know If they are satisfied with the teaching methods and if not, what improvemt 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.

8 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**

9 Learning Objectives

9.1 General Learning Outcomes

By the end of Musculoskeletal-III Module, Final year MBBS students will be able to:

1. Discuss the diagnostic and therapeutic approach to children and adult patients with arthritides.
2. Explain the surgical management of different arthritic disorders.
3. Elaborate on the management of osteoporosis, Rickets, and Osteomalacia.
4. Explain the types of spine diseases and their management.
5. Explain the types, etiology, clinical features, and management of primary muscle diseases including poliomyelitis
6. Discuss different dermatological conditions in terms of etiology, classification, investigations, and management.
7. Take history and examine a patient with an arthritic condition
8. Counsel a patient with chronic arthritic condition, psoriasis, and muscular dystrophies.

9.2 Specific Learning Outcomes

Theme-1: Joint pains					
Subject	**Topic**	**Hours**	**S. No**	**Domain of learning**	**Learning objectives**
Medicine	Introduction to arthritides: • Classification • Serological tests	2	1	Cognitive	Classify autoimmune diseases of joints based on the pattern of joint involvement A) Peripheral • Symmetrical • Oligoarticular • Monoarticular B) Axial
		2	2		Explain the types, and indications of autoimmune markers in different Rheumatological disorders
			3		Describe different modalities of investigations and their indications used in different arthritic disorders
			4		Explain the extra-articular manifestations of inflammatory arthritides
	Management of adult arthritides	1	5		Explain the differential diagnosis, diagnostic and therapeutic approaches to an adult patient with mono-arthritis
			6		Explain the differential diagnosis, diagnostic and therapeutic approaches to an adult patient with symmetrical polyarthritis

			7		Explain the differential diagnosis, diagnostic and therapeutic approaches to an adult patient with oligoarticular arthritis
	Management of common arthritic disorders	1	8		Discuss the management of patient and complications with Rheumatoid arthritis
		1	9		Discuss the management, complications, and prognosis of a patient with SLE
		1	10		Explain the management and complications of a patient with Ankylosing spondylitis
			11		Discuss the clinical features and diagnosis of Reiter`s syndrome, Reactive arthritis and Psoriatic arthritis
		1	12		Discuss the management of patient and complications with Osteoarthritis
			13		Discuss the management of patient and complications with acute Gout and Gouty Arthritis
			14	Psychomotor	Take history and perform a physical examination of a patient with symmetrical arthritis
			15	Affective	Counsel a patient with new onset Rheumatoid arthritis.
Pediatrics	Orthopedic evaluation of a child Management of pediatric arthritides	1	16	Cognitive	Perform orthopedic evaluation of a neonate and child
		1	17	Cognitive	Explain the differential diagnosis, diagnostic workup, and therapeutic approaches to a pediatric patient with mono-arthritis
			18	Cognitive	Explain the differential diagnosis, diagnostic workup and therapeutic approaches to a pediatric patient with symmetrical polyarthritis
			19	Cognitive	Explain the differential diagnosis, diagnostic workup, and therapeutic approaches to a pediatric patient with oligoarticular arthritis
	Management of common arthritic disorders in children	1	20	Cognitive	Discuss the management of patient and complications with Juvenile idiopathic arthritis
			21	Psychomotor	Take history and perform a physical examination of a child with Arthritis
			22	Affective	Counsel a child and his parents with new onset Juvenile Chronic arthritis

Orthopedics	Surgical management of disabling Rheumatoid arthritis	1	23	Cognitive	Explain the surgical interventions and their indications in the management of disabling Rheumatoid arthritis • Rheumatic hand disorders • Rheumatic foot disorders
	Tuberculous / Septic arthritis	1	24	Cognitive	Discuss the etiology, risk factors, Clinical presentation, Diagnostic approach, and management of tuberculous and septic hip and knee arthritis.
Theme-2: Aching Bones					
Medicine	Osteoporosis	1	25	Cognitive	Explain the etiology, risk factors, complications, management, and prevention of Osteoporosis
Pediatrics	Rickets and Osteomalacia	1	26	Cognitive	Discuss the diagnostic approach to a child with Rickets
			27	Cognitive	Discuss the etiology, clinical, radiological, and laboratory features of Rickets and Osteomalacia and their treatments
			28	Psychomotor	Take history and perform a physical examination of a patient with Rickets
Orthopedics	Deformities and congenital disorders	1	29	Cognitive	Classify common deformities and congenital disorders of bones
			30	Cognitive	Discuss the pathophysiology, clinical features and complications of Achiondroplasia
		1	31	Cognitive	Discuss the pathophysiology, clinical features and complications of Osteogenesis imperfecta
			32	Cognitive	Discuss the pathophysiology, clinical features and complications of Paget`s disease
	Structural spine abnormalities	1	33	Cognitive	Classify and explain structural spine abnormalities in terms of clinical features, complications, and management
	Osteomyelitis	1	34	Cognitive	Explain the etiology, clinical presentation, investigations, and medical and surgical management of Osteomyelitis
	Caries Spine		35	Cognitive	Explain the etiology, clinical presentation, investigations, and medical and surgical management of Caries spine

Theme-3: Muscle weakness					
Medicine	Proximal myopathy	1	36	Cognitive	Elaborate on the etiology and diagnostic workup of a patient with proximal muscle weakness
	Polymyositis and dermatomyositis	1	37	Cognitive	Discuss the pathogenesis, clinical features, investigations, differential diagnosis and management of Polymyositis and Dermatomyositis
Pediatrics	Muscular dystrophies	1	38	Cognitive	Classify muscular dystrophies
			39	Cognitive	Explain the pathogenesis, clinical features, differential diagnosis, management and prognosis of Duchenne muscular dystrophy
			40	Cognitive	Explain the pathogenesis, clinical features, differential diagnosis, management and prognosis of myotonic dystrophy
			41	Cognitive	Compare the clinical features and prognosis of Becker, limb-girdle, and facioscapulohumeral dystrophies
			42	Psychomotor	Take history and perform a physical examination of a child with muscular dystrophy
			43	Affective	Counsel the parents of a child suffering from Muscular dystrophy
Orthopedics	Poliomyelitis	1	44	Cognitive	Explain the Orthopedic complications of poliomyelitis their Diagnostic workup and Management
Psychiatry	Somatoform disorders	1	45	Cognitive	Classify somatoform disorders
			46	Cognitive	Explain the criteria for the diagnosis of pain somatoform disorders
			47	Cognitive	Explain the clinical presentation, psychiatric assessment, pharmacological and psychological management of a patient with fibromyalgia and other somatoform disorders
			48	Psychomotor	Take psychiatric history from a patient suffering from somatoform disorder
			49	Affective	Counsel a patient with somatoform disorder
Theme-4: Skin rashes and burns					

Dermatology	Cutaneous manifestations of systemic diseases	1	50	Cognitive	Explain the common cutaneous manifestations of metabolic, endocrine, autoimmune, and neoplastic diseases
	Drugs rash	1	51	Cognitive	Classify the different types of drug rashes
			52	Cognitive	Explain the clinical manifestations, differential diagnosis, and management of erythema multiforme/Steven Johnson/Toxic Epidermal Necrolysis.
	Viral Infections of the skin • Chicken pox and Herpes Zoster • Warts (Human Papilloma Virus) • Molluscum Contagiosum • Cutaneous manifestation of AIDS	1	53	Cognitive	Explain the clinical manifestations, differential diagnosis and management of Chicken Pox and Herpes Zoster
		1	54	Cognitive	Classify Warts
			55	Cognitive	Explain the mode of transmission, differential diagnosis and management of warts
			56	Cognitive	Explain the mode of transmission, clinical presentation, differential diagnosis, and management of Molluscum Contagiosum in children and adults
	Acute Bacterial infections of the skin • Impetigo • Folliculitis • Furunculosis • Carbuncles	1	57	Cognitive	Describe the etiology, clinical features, and management of acute bacterial skin lesions described
	Chronic bacterial infections of the skin • Cutaneous Tuberculosis • Leprosy • Syphilis		58		Discuss the etiology, clinical features, and management of chronic bacterial skin lesions described
	Fungal infections • Pityriasis versicolor • Dermatophytosis • Candidiasis	1	59		Explain the etiology, clinical features, and management of fungal infections described
			60		Explain the different types of Acne

	Sebaceous glands diseases Acne		61		Explain the pathogenetic mechanisms, clinical features, complications, differential diagnosis, and management of Acne
	Autoimmune blistering disorders • Pemphigus Vulgaris • Bullous pemphigoid	1	62		Describe the etiology, clinical features, and management of diseases described
	Eczemas	1	63		Classify Eczema
			64		Explain the clinical presentation, differential diagnosis and management of different types of Eczemas
	Inflammatory dermatosis • Psoriasis • Lichen Planus • Sebbhoriac Dermatitis • Erythema Nodosum • Urticaria		65		Describe the etiology, clinical features, and management of diseases mentioned
	Erythroderma		66		Discuss the etiology, clinical presentation, differential diagnosis, and management of Erythroderma.
			67	Psychomotor	Take history form a patient with generalized Rash.
			68	Affective	Counsel a patient suffering from Psoriasis.
Surgery/ Plastic Surgery	Burns ○ Classification ○ Assessment ○ Management ○ Complications	03	69	Cognitive	Classify burns.
			70	Cognitive	Assess a patient of burns in terms of burn area calculation, fluid assessment, and referral to specialized burn units.
			71	Cognitive	Discuss the initial and long-term management of burns
			72	Cognitive	Explain the early and late complications of burns
			73	Psychomotor	Calculate burn area.
			74	Affective	Counsel a patient and his/her family members with burns.

10 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

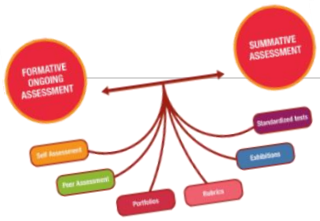
d. Arterial blood gases Made easy by lain A M Hennessey

e. Nelson Textbook of Pediatrics

f. Bailey and love textbook pof surgery

g. Oxford Handbook of clinical medicine

h. Oxford handbbok of clinical surgery



11 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

12 Tentative Timetables

SWAT MEDICAL COLLEGE, SWAT
Department of Medical Education
Time Table **??Year MBBS**
Class Session 2024-25
Block-A: (Foundation & Blood Modules)

Week-1)

Week-1 (Day/Date)	**8.30 to 10.20 AM**	**10.30 to 11.20 AM**	**11.30 to 12.20 PM**	**12.30 to 1.30 PM**
	Topic Venue Teacher name	Topic Venue Teacher name	Topic Venue Teacher name	Topic Venue Teacher name
	Topic Venue Teacher name	Topic Venue Teacher name	Topic Venue Teacher name	Topic Venue Teacher name
	Topic Venue Teacher name	Topic Venue Teacher name	Topic Venue Teacher name	Topic Venue Teacher name
	Topic Venue Teacher name	Topic Venue Teacher name	Topic Venue Teacher name	Topic Venue Teacher name
	Topic Venue Teacher name	Topic Venue Teacher name	Topic Venue Teacher name	Topic Venue Teacher name

13 For inquiry and troubleshooting

Please contact
Prof. Dr. Saif Ur Rehman

14 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?					

15 Students Diary/Notes

S.NO	DATE	TASK	PENDING/COMPLETED	COMMENTS

PROGRESS:_____ ACHIEVMENT: _____