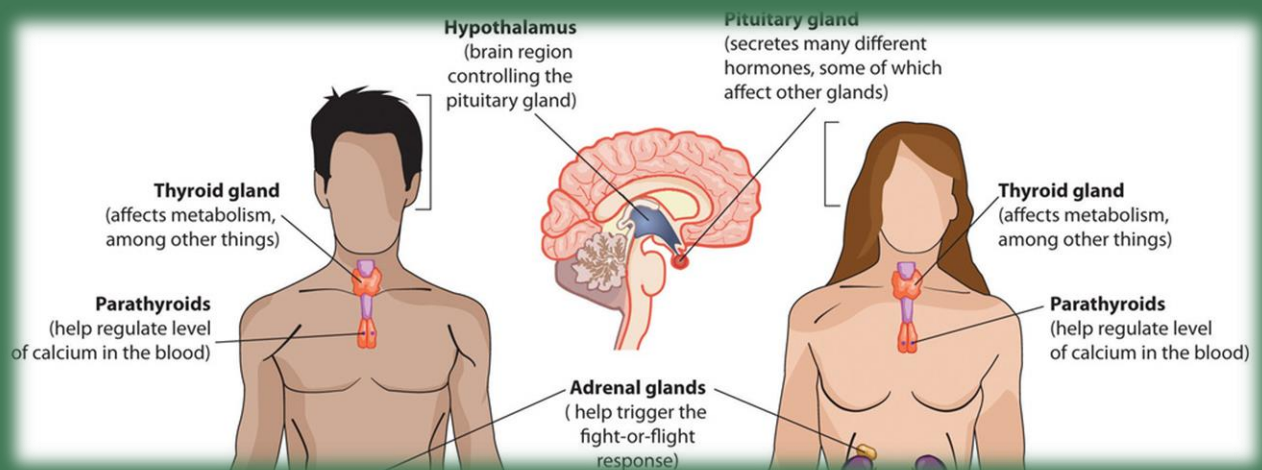


SWAT MEDICAL COLLEGE SWAT

DEPARTMENT OF MEDICAL EDUCATION



ENDOCRINE AND REPRODUCTION-III



FINAL YEAR MBBS

BLOCK: P

CLASS OF 2023

DURATION: 2 WEEKS

FROM: 20-28 JUNE

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
Orientation Week	1	12 th to 16 th Feb				
Regular Classes	2	19 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 to 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	43	2 nd to 6 th Dec				
Regular Classes/ Preparatory Leaves	44	9 th to 13 th Dec				
Regular Classes/ Preparatory Leaves	45	16 th to 20 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
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	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.	Dr. Tabassum Naheed Kusar (Associate prof)	Gynae/obs	Block Coordinator
5.			
6.	Dr. Ibrahim (Associate prof)	Paeds	Member
7.	Dr.Yasir Iqbal (Assistant Prof)	Ortho	Co -opted Member
8.	Dr. Hussain (Assistant Prof)	Psychiatry	Co - opted Member



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 the Endocrine and Reproduction-III Module, a crucial segment of the final year MBBS curriculum. This module is tailored to provide comprehensive insights into clinical conditions related to endocrine and reproductive health, aiming to equip final-year students with the knowledge and skills necessary for effective clinical management. From discussing conditions leading to tall/short stature to exploring the pathophysiology of pregnancy and obstetric emergencies, this module prepares students for the multifaceted challenges they may encounter in their future medical practice.

7 Introduction/ Organization of Module

7.1 Introduction:

Navigating the intricate domains of endocrinology and reproduction, the Endocrine and Reproduction-III Module for final year MBBS students serves as a pivotal educational venture. This module delves into the complexities of clinical conditions related to stature, thirst, urination, infertility, pregnancy, fetal development, and obstetric emergencies. It aims to provide a nuanced understanding, preparing students for the diverse challenges they may encounter in clinical settings. As students engage with the study guide, clarity on module contents, instructional methodologies, faculty guidance, and assessment criteria becomes paramount, ensuring a focused and effective approach to learning. The study guide acts as a valuable companion, fostering active engagement and maximizing the learning experience for future medical professionals in the realm of endocrinology and reproductive health.

7.2 Rational:

The rationale for the Endocrine and Reproduction-III Module lies in its profound significance in shaping the clinical competence of final-year MBBS students. This module is strategically positioned to impart specialized knowledge and skills essential for tackling intricate aspects of endocrinology and reproductive health. As students transition from theoretical understanding to practical applications, they gain insights into clinical conditions and emergencies related to stature, thirst, urination, infertility, pregnancy, fetal development, and obstetric complications. The emphasis on these topics aligns with the evolving clinical landscape, where a comprehensive understanding of endocrine and reproductive aspects is crucial. By incorporating this module into the final year curriculum, students are better equipped to navigate complex clinical scenarios, ensuring a well-rounded education that prepares them for the dynamic challenges of medical practice.

7.3 Organization of the Study guide:

Welcome to the diverse and comprehensive Endocrine and Reproduction-III Module, designed to provide final-year MBBS students with an in-depth understanding of key themes shaping endocrinology and reproductive health.

1. Tall/Short Stature (3 Hours): This theme delves into the clinical conditions contributing to variations in stature, equipping students to identify and manage such cases effectively.

2. Neck Swelling and Muscle Cramps (5 Hours): Focused on thyroid-related concerns, this theme explores neck swelling and muscle cramps, providing insights into diagnostic approaches and management strategies.

3. Excessive Thirst & Urination (8 Hours): Addressing common clinical manifestations, this theme elucidates the clinical conditions leading to excessive thirst and urination, emphasizing diagnostic intricacies and management protocols.

4. Moon Face (4 Hours): Centered around the clinical aspect of a moon face, this theme explores conditions contributing to facial changes, guiding students in recognizing and managing such cases.

5. Pregnancy and Breast Lump (20 Hours): This extensive theme covers the multifaceted aspects of pregnancy and breast lumps, offering a comprehensive exploration of pathophysiology, management, and complications in these crucial areas of reproductive health.

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 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.

8 Assessment 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 Endocrine and Reproduction-III Module, Final year MBBS students will be able to:

1. Discuss the clinical conditions resulting in Tall/short stature and its management.
2. Discuss the clinical conditions causing Excessive thirst and Urination and its management.
3. Discuss the clinical conditions resulting in Infertility and its management.
4. Discuss pathophysiology of Pregnancy, its Management, and complications.
5. Discuss the development of fetus, its growth, and complications.
6. Discuss the pathophysiology of Obstetrics emergencies, its Management, and complications.

9.2 Specific Learning Outcomes

Theme-1: Tall / short stature				
Subject	Topic	Hours needed	Domain of learning	Learning Objectives
Medicine	Anterior pituitary gland	1	Cognitive	Discuss the diagnostic approach and management of a patient with tall stature.
	Posterior pituitary gland	1	Cognitive	Discuss the approach consideration of a patient with polydipsia
			Cognitive	Explain the diagnostic approach and treatment of a patient with Diabetes insipidus.
Pediatrics	Short stature	1	Cognitive	Discuss the diagnostic approach and management of a child with short stature.
Theme-2: Neck swelling and muscle cramps				
Subject	Topic	Hours needed	Domain of learning	Learning Objectives

Medicine	Thyroid gland disorders	1	Cognitive	Discuss the diagnostic approach, management, and complications of a patient with suspected hyperthyroidism.
		1	Cognitive	Discuss the diagnostic approach, management, and complications of a patient with suspected hyperthyroidism.
	Parathyroid gland	1	Cognitive	Discuss the diagnostic approach, management, and complications of a patient with tetany.
			Psychomotor	Take history and perform physical examination of a patient with goitre.
			Affective	Counsel a patient with goitre.
Surgery	Thyroid nodule	1	Cognitive	Explain the diagnostic approach, management, and complications of multinodular goitre.
			Cognitive	Explain the diagnostic approach, and management of a patient with solitary thyroid nodule.
			Psychomotor	Perform thyroid examination
Pediatrics	Thyroid disorders	1	Cognitive	Explain the neonatal screening for hypothyroidism
			Cognitive	Explain the diagnostic approach and management of a child with suspected Cretinism
			Cognitive	Discuss the complications of Cretinism
			Psychomotor	Take history and perform physical examination of a child with hypothyroidism/cretinism.
Theme-3: Excessive thirst and urination				
Subject	Topic	Hours needed	Domain of learning	Learning Objectives
Medicine	Diabetes Mellitus	1	Cognitive	Explain the diagnostic approach, screening and management of a patient with suspected Diabetes Mellitus.
		1	Cognitive	Elaborate the pharmacological and non-pharamcological management strategies in the management of type-1 and type- 2 DM.
		1	Cognitive	Elaborate the acute and chronic complications of DM and their management
		1	Cognitive	Discuss the diagnostic approach, management, and complications of hyperglycaemic syndromes in Diabetic patients.

			Cognitive	Explain the diagnosis, management and complications of a diabetic patient presenting with hypoglycaemias.
			Psychomotor	Take history and perform physical examination of a patient with Type 2 DM.
			Affective	Counsel a newly diagnosed patient with DM.
Family medicine	Diabetes mellitus-general practice management		Cognitive	Explain the management strategies of a diabetic patient in general practice including the psychosocial impact of disease on patient and their families.
				Describe the strategies for prevention of diabetes mellitus and its complications.
				Identify the red flags in a diabetic patient and appropriately refer to speciality care when required.
Surgery	Diabetic foot ulcers	1	Cognitive	Discuss the classification, investigations, management, and complications of diabetic foot ulcers
			Psychomotor	Examine and stage a diabetic foot ulcer
Nephrology	Diabetic nephropathy	1	Cognitive	Explain the pathogenesis, clinical features, complications, short and long-term management of Diabetic Nephropathy
Pediatrics	Type-1 DM	1	Cognitive	Explain the diagnostic approach, screening, and management of a Child with suspected Type-1 Diabetes Mellitus
			Psychomotor	Take history and perform physical examination of a patient with Type 2 DM
			Affective	Counsel a newly diagnosed patient and parents with type 1 DM

Theme-3: Moon face and obesity

Subject	Topic	Hours needed	Domain of learning	Learning Objectives
Medicine	Cushing's syndrome	1	Cognitive	Discuss the diagnosis, management, and complications of a patient with suspected Cushing's syndrome.
		1	Cognitive	Explain the Dexamethasone suppression test in terms of its indications and interpretation.
			Cognitive	Explain the protocol of steroids withdrawal in a patient with steroids abuse.
			Psychomotor	Take history and perform physical examination of a patient with Cushing's syndrome.
	Addison's disease	1	Cognitive	Discuss the diagnosis, management, and complications of a patient with suspected Addison's disease (both primary and

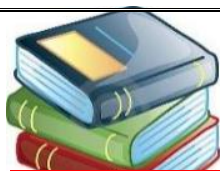
			secondary).
		Cognitive	Explain the concept of steroids replacement in terms of its indications and precautions.
Obesity	1	Cognitive	Discuss the etiology, complications, medical and surgical approaches to the management of obesity.
		Psychomotor	Take history and perform physical examination of a patient with morbid obesity.
		Affective	Counsel a morbidly obese patient regarding the complications and lifestyle management.

Theme-5: Pregnancy and breast feeding

Subject	Topic	Hours needed	Domain of learning	Learning Objectives
Gynaecology and Obstetrics	Obstetrics history and examination		Psychomotor	Take an obstetric history and perform abdominal, pelvic, and obstetric examination of a pregnant lady.
			Psychomotor	Measure and interpret blood pressure in a pregnant lady
			Psychomotor	Examine the breast of a full-term pregnant female
			Psychomotor	Perform urine examination via dipstick technique for pregnancy, glucose, urine, and bacteria
	Antenatal care	1	Cognitive	Define and explain the aims of antenatal care
			Cognitive	Discuss the components of antenatal care
			Cognitive	Explain different types of screening tests during antenatal care
		1	Cognitive	Discuss the maternal and neonatal complications associated with increased BMI in pregnancy
			Cognitive	Identify high risk women of developing pre-eclampsia, preterm birth, fetal growth restriction, and vitamin D deficiency
			Psychomotor	Perform and record proper antenatal check-ups
			Affective	Counsel a pregnant lady about the complications of pregnancy
	Assessment of fetal wellbeing	1	Cognitive	Explain the methods of assessment of fetal wellbeing
			Cognitive	Explain the types and diagnosis of fetal abnormalities
	Prenatal diagnosis	1	Cognitive	Explain the reasons, classification and methods of prenatal diagnosis
	Antenatal maternal and obstetric	1	Cognitive	Discuss musculoskeletal, gastroenterological, and haematological problems associated with pregnancy.
			Cognitive	Discuss the risk factors and management of venous

	complications			thromboembolism in pregnancy.
		1	Cognitive	Explain the causes, complications, and management of polyhydromnias and oligohydromnias.
			Cognitive	Discuss the etiology, complications and management of fetal malpresentations.
		1	Cognitive	Explain the approach and management of a pregnant lady with antepartum bleeding.
			Cognitive	Discuss the etiology, prevalence, management, and prevention of Rh isoimmunization.
	Preterm labor	1	Cognitive	Discuss the etiology, complications, and management of preterm labor.
Family medicine/ Gynaecology	Hypertensive disorders	1	Cognitive	Classify hypertension in pregnancy and disorders of hypertension in pregnancy.
	in pregnancy		Cognitive	Discuss the diagnostic approach, management, complications and prevention of Pre-eclampsia and Eclampsia
Family medicine/ Gynaecology	Diabetes mellitus and pregnancy	1	Cognitive	Explain the management of a pregnant lady with gestational DM and overt DM
Gynaecology	Perinatal infections	1	Cognitive	Classify prenatal infections.
			Cognitive	Explain the screening and preventive strategies of common perinatal infections.
	Labour	1	Cognitive	Explain the management of normal labour at different stages
			Cognitive	Explain the management of abnormal labour at different stages
		1	Cognitive	Discuss the indications and complications of analgesia and anaesthesia in labour.
		1	Cognitive	Discuss the management of labour at special circumstances like uterine scar, fetal malposition's, and multiple pregnancies,
			Cognitive	Explain the types, indications, and complications of operative deliveries.
			Cognitive	Discuss the indications and complications of Caesarian section
			Psychomotor	Observe normal labour and assisted deliveries.
	Obstetric emergencies	1	Cognitive	Classify obstetric emergencies.
			Cognitive	Discuss the management of sepsis in pregnancy
			Cognitive	Explain the management and complications of placental diseases in a pregnant woman.
			Psychomotor	Observe a normal delivery
	Postpartum bleeding	1	Cognitive	Discuss the etiology, diagnostic and management approach to a patient with postpartum haemorrhage.

	Puerperium		Cognitive	Classify puerperal disorders and their management
Psychiatry	Psychiatric disorders in Pregnancy and puerperium	1	Cognitive	Classify different psychiatric disorders in pregnancy and puerperium.
			Cognitive	Discuss the management of puerperal psychosis and depression
			Affective	Counsel a patient and her family with postpartum psychosis/depression.
Pediatrics	The neonate	1	Cognitive	Discuss the types and management of common problems of preterm and term babies
			Cognitive	Discuss the principles of neonatal care
			Psychomotor	Observe the care of a neonate in nursery
			Psychomotor	Take history and perform physical examination of a neonate
Surgery	Breast diseases	1	Cognitive	Discuss approach to a patient with breast lump emphasizing on diagnostic work-up of different breast pathologies (complexity of benign and malignant breast diseases) including imaging and procedures.
		1	Cognitive	Discuss the diagnostic approach and management of a patient with nipple discharge.
			Psychomotor Skills	<i>Perform a Clinical breast examination by all techniques including “radial wagon wheel” and “spoke” method</i>
			Affective domain	Counsel a patient with breast cancer about the diagnosis, management, and screening of her family members.



10 Learning Opportunities and Resources

Books:

- Ten teachers of gynaecology (20th edition)
- Ten teachers of obstetric (20th edition)
- Jeffcoate's Principles of Gynaecology (9th edition)
- Rashid Latif – Text book of gynaecology (3rd edition)
- Harrison principles of Internal medicines
- Davidsob principles and practice of medicinces
- ECG Made Easy by John R Hampton
- Arterial blood gases Made easy by lain A M Hennessey
- Nelson Textbook of Pediatrics
- Bailey and love textbook pof surgery
- Oxford Handbook of clinical medicine
- Oxford handbbok of clinical surgery
- Oxford handbook of Obstetrics and gyanecology

Clinical Examination:

1. Hutchinson's clinical methods, 23rd edition.
2. Macleod's clinical examination 13th edition.

Gross Anatomy:

1. Grant Atlas of anatomy Agur 12th edition 2019.
2. Last anatomy- regional and applied- Sinnatamby – 12th edition 2011.
3. K.L. Moore, Clinically Oriented Anatomy.

Embryology: .

1. Basic concepts of embryology- Sweeney 1st edition 1998.
2. Keith L. Moore. The developing human.
3. Langman's medical embryology.

Physiology:

1. Review of medical physiology by Ganong 24th edition 2012.
2. Textbook of medical physiology- Guyton Hall 12th edition 2012.
3. Essentials of medical physiology -Sembulingum 6th edition 2012.

Pharmacology:

1. Liponcott's illustrsted reviews: pharmacology 6th edition 2014.
2. Basic and clinical pharmacology 10th edition by Bertram G. Katzung.

Biochemistry:

1. Textbook of biochemistry by M.N. Chatterjea 8th edition 2011.
2. Harper's illustrated biochemistry 27th edition.

Pathology:

1. Robbins and Cotran, pathologic basis of disease, 9th edition.
2. Rapid review of pathology, 4th edition by Edward F. Goljan MD.

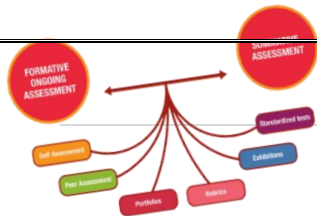
Radiology:

1. Ultrasound, The requisites, William D. Middleton, Alfred B. Kurt, Barbara S. Hertzberg.

2. An imaging atlas of human anatomy, James Weir, Peter Abrahams: 5th Edition.

Website:

- RCOG (International) www.rcog.org.uk
- ACOG www.acog.org
- SOGP (Local) www.jsogp.net
- FIGO www.figo.org



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.

The details of each section are given in the tables below.

Theory Examination Scheme Paper-P (Renal-3 and Endocrine and Reproduction-3)

Block	Module	Subjects hours	Subject MCQs	Total MCQs	Paper MCQs
P	Renal	Medicine/Nephrology	22	40	120
		Surgery/Urology	10		
		Pediatrics	6		
		Pediatric surgery	2		
	Endocrine and Reprouction-3	Medicine/ Family medicine	12	80	
		Obstetrics	56		
		Surgery	8		
		Paediatrics	4		

Practical Examination Scheme OSCE station distribution of different subjects

BLOCK-P (TOTAL STATIONS=20 and 6 marks/station)					
Subjects	OSCE stations	Viva stations	Short cases	Logbook and history books (1-station)	Structured Long case -30 marks)
Gynaecology	7	1	2	Gynaecology And Obstetrics	Gynaecology And Obstetrics
Medicine+ Endocrinology	2	1	1		
Paediatrics	1	1	0		
Surgery	1	1	1		
Total	11	4	4	1	1

12 For inquiry and troubleshooting



Please contact
Dr. Zulfiqar

+92 310-94-27-174
doczulfi@yahoo.com

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

[illegible]

PROGRESS: _____

ACHIEVMENT: _____