

SWAT MEDICAL COLLEGE SWAT

DEPARTMENT OF MEDICAL EDUCATION



MULTISYSTEM-II MODULE



FINAL YEAR MBBS

BLOCK: Q

CLASS OF: 2024

DURATION: 4 WEEKS

FROM: 09 SEPT TO 04 OCT 2024

STUDENT NAME

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1 Acaedemic 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	Foundation-I (6 weeks) 22 nd March, Module Exam	Neurosciences-IA (6 weeks) 22 nd March, Module Exam	Foundation II (5 weeks) 22 nd March, Module Exam	Neurosciences – II (6 weeks) 25 th and 26 th March Block J Exam	Previous 5 th Year Preparatory leaves and annual exam
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	Blood & Immunology (5 weeks) 6 th & 7 th May Block A exam	Neurosciences-IB (5 weeks) 13 th & 14 th May Block D	Infection & Inflammation (6 weeks) 6 th May to 7 th May Block G exam	GIT and Hepatobiliary – II (9 weeks) 10 th and 11 th June Block K Exam	Foundation-III (2 weeks) 22 nd March Module Exam
Regular Classes	5	11 th to 15 th March					Blood & Immunology-III (2 weeks) 5 th April Module Exam
Regular Classes	6	18 th to 22 nd March					MSK-III (2 weeks) 06 th & 07 th May Block N exam
Regular Classes	7	25 th to 29 th March	MSK-I (8 weeks) 1 st & 2 nd July Block-B Exam	GIT, Hepatobiliary & Metabolism- (8 weeks) 1 st & 2 nd July	Multisystem (5 weeks) Module Exam 31 st May	Renal – II Module (4 weeks) 1 st and 2 nd July Module Exam	Cardiorespiratory-III (5 weeks) 3 rd & 4 th June Block Q Exam
Regular Classes	8	1 st to 5 th April					Renal- III Module (2 weeks) 14 th June Module Exam
Spring Break/Eid ul Fitr	9	8 th to 12 th April					Endocrine & Reproduction- III (3 weeks) 29 th & 30 th July Block P Exam
Sports Week	10	15 th to 19 th April	CVS-I (5 weeks) 23 rd August Module Exam	Renal (3 weeks) 12 th to 13 th August Block E	MSK-II (5 weeks) 2 nd Sep 3 rd Sep Block H exam	Endocrine and Reproduction – II (8 weeks) 16 th and 17 th September Block-L exam	Neurosciences – III (3 weeks) 16 th August Module Exam
Regular Classes	11	22 nd to 26 th April					GIT & Hepatobiliary (2 weeks) 6 th Sep Module Exam
Regular Classes	12	29 th to 3 rd May					Multisystem-II (4 weeks) 7 th -8 th Oct Block Q exam
Regular Classes	13	6 th to 10 th May	Respiratory-I (4 weeks) 23 rd -24 th SEP Block-C Exam	Endocrine-I (4 weeks) 6 th Sep	CVS-II (3 weeks) 20 th September Module exam	EYE and ENT (6 weeks) 14 th to 16 th Oct Block M1 & M2 Exam	PREPARATORY LEAVES
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	PREPARATORY LEAVES	Reproduction-I (4 weeks) 30 th Sep 1 st Oct	RES-II (4 weeks) 21 st and 22 nd October Block L exam	PREPARATORY LEAVES	PREPARATORY LEAVES
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	Annual Exam as per KMU schedule.	Annual Exam as per KMU	Annual Exam as per KMU schedule.	Annual Exam as per KMU schedule.	Annual Exam as per KMU schedule.
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	Winter vacation	Winter vacation	Winter vacation	Annual Exam as per KMU schedule.	Annual Exam as per KMU schedule.
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	Winter vacation	Winter vacation	Winter vacation	Annual Exam as per KMU schedule.	Annual Exam as per KMU schedule.
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	Winter vacation	Winter vacation	Winter vacation	Annual Exam as per KMU schedule.	Annual Exam as per KMU schedule.
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	Winter vacation	Winter vacation	Winter vacation	Annual Exam as per KMU schedule.	Annual Exam as per KMU schedule.
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	Winter vacation	Winter vacation	Winter vacation	Annual Exam as per KMU schedule.	Annual Exam as per KMU schedule.
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	Winter vacation	Winter vacation	Winter vacation	Annual Exam as per KMU schedule.	Annual Exam as per KMU schedule.
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	Winter vacation	Winter vacation	Winter vacation	Annual Exam as per KMU schedule.	Annual Exam as per KMU schedule.
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	Winter vacation	Winter vacation	Winter vacation	Annual Exam as per KMU schedule.	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	Winter vacation	Winter vacation	Annual Exam as per KMU schedule.	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.

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

2 List Of Abbrevation

Med-L	Medicine Lecture
Paeds-L	Paediatrics Lecture
Nephrology-L	Nephrology Lecture
Gyne-L	Gynecology Lecture
Psy-L	Psychiatry Lecture
Surgery-L	Surgery Lecture
MCQs	Multiple Choice Questions
SEQs	Short Essay Questions
SAQs	Short Answer Questions
OSCE	Objectively Structures Clinical Examination
MPC	Module Planning Committee

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	MPC-III Chairman
4.	Assoc. Prof. Dr. Ibrahim	Pediatrics	Block Coordinator
5.	Prof. Dr. Saif ur Rahman	Surgery	Member
6.	Assoc. Prof. Dr. Tabbassum Nahid Kausar	Gynae/ Obs	Member
7.	Assis. Prof. Dr. Sardar Ali Khan	Medicine	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/ Preface

The Multisystem-II module for final-year MBBS students encompasses the study of surgery, medicine, Gynecology and Obstetrics, and Pediatrics. Within the pediatric component, students follow a structured timetable to diagnose and treat common pediatric diseases related to these systems, along with managing related emergencies. The module introduces students to various subjects through lectures, LGF, SGF, SDL, and videos. Assessment at the end of the module includes MCQs, SEQs, OSPE, OSCE, short, and long cases. Marks obtained in module exams contribute to the overall assessment, impacting the final university exam marks.

7 Introduction/ Organization of Module

7.1 Introduction:

The Multisystem-II module for final-year MBBS students unfolds as a pivotal exploration into the interconnected realms of the human body, strategically addressing diverse health considerations. Each theme, meticulously allotted specific hours, provides an in-depth understanding of crucial medical facets, ranging from weight regulation to toxicology, environmental impacts, neonatal abnormalities, and nutritional complexities.

7.2 Rationale:

The rationale for this module is rooted in recognizing the indispensable importance of a multisystemic approach in the medical field. In preparing future healthcare professionals, Multisystem-II aims to equip students with comprehensive insights into various health aspects, fostering a holistic understanding of the intricate interplay between different bodily systems. By navigating through topics like nutritional support, poisoning management, and autoimmune disorders, this module not only enhances medical knowledge but also cultivates critical thinking and practical skills crucial for addressing diverse clinical scenarios. Embracing the significance of a multisystem perspective, this module stands as a cornerstone in the MBBS program, molding students into adept clinicians capable of comprehensively addressing the complexities of medical practice.

7.3 Organization of the Study guide:

The organization of the Multisystem-II module revolves around five thematic pillars, each meticulously designed to delve into distinct aspects of medical science. The module's structured framework is dedicated to the exploration of key themes, each assigned specific hours to ensure a comprehensive coverage of essential medical knowledge.

S. No	Themes	Duration in Hours
1	Weight loss/gain	9
2	Poisoning	7
3	Cold & Heat	3
4	The Abnormal Baby	7
5	Rash & Joint Pains	13

7.4 Teaching Strategies:

In the Multisystem-II module, diverse teaching strategies are employed to facilitate effective learning. Students engage in self-directed learning, where topics are explained using sketches, diagrams, and short videos to ensure simplicity and avoid monotony. The teaching approach encourages active participation, transforming students from passive listeners into interactive contributors. Through interactive discussions and the inclusion of questions during lectures, students are prompted to think critically and analyze concepts, fostering a more promising learning outcome.

7.5 Assessment Strategies:

Detailed assessment strategies are integral to the Multisystem-II study guide. These strategies encompass self-assessment tools, practice questions following the coverage of specific subjects or topics, and case studies. The evaluation of theoretical knowledge occurs through both summative and formative assessments, including MCQs, case scenarios, and SEQs. Practical and clinical knowledge is assessed through OSPE or OSCE. Results are communicated not only to the students but also to teachers, the Head of the respective departments, and ideally, to the parents of the students. In cases of non-compliance, results are shared with parents to facilitate timely rectification of any student-related issues.

7.5 Feedback mechanism and summary

Implementing an active feedback mechanism gathers valuable insights from students and faculty, enhancing teaching methods and module effectiveness. The ongoing feedback process ensures continuous improvement. At the end of each block, exam, or clinical rotation, students will provide feedback on prescribed proforma or through an online link.

8 Table Of Specification

Subject	No. of Hours Allocated in Time table			Percent Distribution (Lecture hours)	Assessment	
	Lecture Hours	Hospital Hours (With percent distribution)	Total Hours		MCQs (No. in Module)	OSCE (No. of stations in Block Q)
Medicine/Nephrology	25	100 Hours (71.9%)	139 Hours	64.1%	22	7
Pediatrics	7			17.9%	11	3
Surgery	5			12.8%	5	7
Psychiatry	1			2.5%	1	2
Gynecology	1			2.5%	1	0
Total	39			100%	40	19



9 Learning Objectives

9.1 General Learning Outcomes

By the end of this module the students would be able to;

1. Explain the etiology, risk factors, complications, and management of obesity
2. Explain the classification, etiology, risk factors, and management of PCM
3. Explain the risk factors, clinical features, investigations, and treatment of common water-soluble and fat-soluble vitamins
4. Explain the concepts of nutritional support both in the hospital and community settings
5. Explain the risk factors, clinical features, complications, and management of Anorexia nervosa and Bulimianervosa
6. Discuss the management of common household poisoning including natural gas and snake bites
7. Explain the management of heat and cold-related disorders
8. Discuss the high-altitude sickness, decompression sickness, drowning, and electrocution.
9. Discuss chromosomal abnormalities, their clinical features, and the concepts of genetic counselling
10. Discuss the management of different autoimmune disorders and vasculitides in children and adults and their complications.

9.2 Specific Learning Outcomes

Theme-1: Weight loss/gain					
Subject	Topic	Hou rs	S. No	Domain of learning	Learning objectives
Medicine	Obesity	2	1	Cognitive	Classify the types of obesity.
			2	Cognitive	Discuss the etiology of obesity.
			3	Cognitive	Explain the methods of measuring obesity.
			4	Cognitive	Discuss the musculoskeletal, endocrine, cardiovascular, and psychological complications of obesity.
			5	Cognitive	Classify the drugs used in the management of obesity and their complications and adverse effects.
Surgery	Bariatric surgery	1	6	Cognitive	Discuss the forms of surgical management of obesity
	Vitamin s deficien cies	1	7	Cognitive	Explain the etiology, clinical features, investigations, and treatment of Beri Beri.
			8	Cognitive	Explain the etiology, clinical features, investigations, and treatment of Pyridoxine deficiency.

	<ul style="list-style-type: none"> Thiamine deficiency Pyridoxine deficiency B12 deficiency and pernicious anemia 		9	Cognitive	Explain the etiology, clinical features, investigations, and treatment of B12 deficiency / pernicious anemia.
	Vitamin A, D, E, K deficiency	1	10	Cognitive	Explain the etiology, clinical features, investigations, treatment, and prevention of Vitamin A deficiency
			11	Cognitive	Explain the etiology, clinical features, investigations, and treatment of vitamin D deficiency
			12	Cognitive	Explain the etiology, clinical features, investigations, and treatment of vitamin E deficiency
			13	Cognitive	Explain the etiology, clinical features, and management of vitamin K deficiency
Surgery	Nutritional support/Enteral and parenteral nutrition	2	14	Cognitive	Define malnutrition and explain the methods of nutritional support.
			15	Cognitive	Explain the indications, contraindications, and complications of oral, enteral, and parenteral nutritional support
			16	Cognitive	Discuss the modes of clinical and laboratory monitoring of nutritional support
			17	Cognitive	Describe the routes of access of parenteral nutrition
			18	Psychomotor	Perform insertion of Nasogastric tube
			19	Psychomotor	Observe the insertion and care of PEG tube
			20	Psychomotor	Keep an intake and output record of an admitted patient on parenteral nutrition
			21	Affective	Counsel a patient before NG tube and PEG tube insertion
Pediatrics	Protein calorie malnutrition	1	22	Cognitive	<p>Discuss the causes of malnutrition in developing countries</p> <ul style="list-style-type: none"> Describe the different forms of protein-energy malnutrition Describe the symptoms of severe protein-energy malnutrition in children Outline the treatment needed to treat a malnourished child Define the criteria that classifies protein-energy malnutrition

					Discuss the causes of malnutrition in developingcountries <ul style="list-style-type: none">Describe the different forms of protein-energy malnutritionDescribe the symptoms of severe protein-energy malnutrition in childrenOutline the treatment needed to treat a malnourished childDefine the criteria that classifies protein-energy malnutrition Explain the different causes, forms, classification, clinical features, and management of PMC
Psychiatry	Anorexia nervosa and Bulimia nervosa	1	23	Cognitive	Discuss the etiology, precipitating factors, clinical features, and management of Anorexia nervosa
			24	Cognitive	Discuss the etiology, precipitating factors, clinical features, and management of Bulimia nervosa.
Theme-2: Poisoning					
Subject	Topic	Hou rs	S. No	Domain of learning	Learning objectives
Medicine	Approach to a patient with poisoning	1	25	Cognitive	Explain the management approach to a patient with poisoning in emergency setup
	Management of a comatose patient with poisoning	1	26	Cognitive	Discuss the management approach to a patient who presents in a comatose state in emergency
	Diagnosis of a patient with poisoning	1	27	Cognitive	Diagnose a patient with poisoning
	Common antidotes and general		28	Cognitive	Discuss the antidotes for common poisons and their management
	management of poisoning				
	Selected poisoning <ul style="list-style-type: none">AcetaminophenAmphetamines and cocaineBenzodiazepineInsecticides	1	29	Cognitive	Discuss the management of a patient with paracetamol poisoning
		3	30	Cognitive	Discuss the management of a patient with Amphetamine, cocaine and Ice poisoning
			31	Cognitive	Discuss the management of a patient with benzodiazepine poisoning
			32	Cognitive	Discuss the management of a patient with insecticide and anticholinergic poisoning

<ul style="list-style-type: none"> • Carb on mono xide • Ethanol and Methanol • Snake bites 	and anticholinergics	33	Cognitive	Discuss the management of a patient with ethanol and methanol poisoning
		34	Cognitive	Discuss the management of a patient with Carbon monoxide (Natural gas) poisoning
		35	Cognitive	Discuss the management of a patient with snake venom poisoning
		36	Psychomotor	Perform gastric lavage
		37	Affective	Counsel a patient/family with poisoning

Theme-3: Cold and heat

Subject	Topic	Hou rs	S. No	Domain of learning	Learning objectives
Medicine	Heat-related disorders	1	38	Cognitive	Classify heat-related disorders
	Hyperthermia		39	Cognitive	Explain the etiology, pathogenesis, clinical features, and management of Hyperthermia and heat stroke
			40	Cognitive	Differentiate between hyperthermia and hyperpyrexia
	Hypothermia	1	41	Cognitive	Explain the risk factors, complications, and management of hypothermia.
	Drowning		42	Cognitive	Explain the management of a patient with drowning
	Electrical injuries		43	Cognitive	Discuss the management of a patient with electrocution
	High altitude sickness	1	44	Cognitive	Discuss the clinical features, management, and, prevention of high-altitude sickness.
	Decompression sickness		45	Cognitive	Discuss the management of a patient with decompression sickness.

Theme-4: The abnormal baby

Subject	Topic	Hou rs	S. No	Domain of learning	Learning objectives
Pediatrics	Porphyria	1	46	Cognitive	Classify porphyria.
			47	Cognitive	Explain the etiology, pathogenesis, clinical features and treatment of different types of porphyria
	Down syndrome	1	48	Cognitive	Explain the risk factor, chromosomal aberrations, clinical features and complications of Down Syndrome
	Collagen disorders	1	49	Cognitive	Classify collagen disorders and their clinical features

	Glycogen storage diseases		50	Cognitive	Classify glycogen storage disease and their clinical features
	Mucopolysaccharidosis	1	51	Cognitive	Describe the clinical features and complications of mucopolysaccharidosis
	Galactosemia and Phenylketonuria		52	Cognitive	Describe the clinical features, investigations and complications of Galactosemia and Phenylketonuria
Medicine	Chromosomal disorders	1	53	Cognitive	Classify chromosomal disorders and give examples
	Single gene defects		54	Cognitive	Classify single gene disorders and give examples
	Sex linked disorders		55	Cognitive	Classify sex linked disorders and give examples
	Polygenic inheritance		56	Cognitive	Classify polygenic inheritance disorders and give examples
	Marfan syndrome	1	57	Cognitive	Explain the clinical features and complications of Marfan syndrome
Gynaecology	Genetic counselling and perinatal diagnosis	1	58	Cognitive	Explain the modes and indications of perinatal diagnosis
			59	Cognitive	Discuss the concept of genetic counseling
			60	Affective	Observe premarital counseling of a family for thalassemia.

Theme-5: Rash and joint pains

Subject	Topic	Hours	S. No	Domain of learning	Learning objectives
Medicine	Evaluation of an adult with suspected autoimmune disorder	1	61	Cognitive	Discuss the diagnostic approach to a patient who presents with suspected autoimmune disorder
			62	Cognitive	Explain the different serological and immunological investigations used in the diagnosis of autoimmune disorders
			63	Cognitive	Classify and explain the mechanism of action of different pharmacotherapies in the management of autoimmune disorders
	SLE	2	64	Cognitive	Explain the clinical features, investigations, management, prognosis and complications of SLE
			65	Cognitive	Discuss the diagnostic criteria for the diagnosis of SLE
			66	Cognitive	Explain the differences between SLE and drug induced lupus
	Antiphospholipid syndrome	1	67	Cognitive	Explain the clinical features, investigations, management, prognosis and complications of

					Antiphospholipid syndrome
	Scleroderma	1	68	Cognitive	Explain the clinical features, investigations, management, prognosis, and complications of scleroderma/Systemic sclerosis
	Polymyositis and dermatomyositis	1	69	Cognitive	Explain the clinical features, investigations, management, prognosis and complications of polymyositis and dermatomyositis
	Sjogren Syndrome		70	Cognitive	Explain the clinical features, investigations, management, prognosis and complications of Sjogren Syndrome
	Giant cell arteritis and polymyalgia Rehumatica	1	71	Cognitive	Explain the clinical features, investigations, management, prognosis and complications of Giant cell arteritis and polymyalgia Rehumatica
	Polyarteritis nodosa	1	72	Cognitive	Explain the clinical features, investigations, management, prognosis and complications of Polyarteritis nodosa
	Wegener granulomatosis		73	Cognitive	Explain the clinical features, investigations, management, prognosis, and complications of Wegener granulomatosis
	Vasculitides	1	74	Cognitive	Classify vasculitides, their clinical features, diagnostic approach, and management
			75	Cognitive	Explain the clinical features, investigations, management, prognosis, and complications of Henoch-Schönlein purpura
			76	Cognitive	Explain the clinical features, investigations, management, prognosis, and complications of Behçet syndrome
Pediatrics	Kawasaki disease	2	77	Cognitive	Explain the clinical features, investigations, management, prognosis and complications of Kawasaki syndrome
			78	Cognitive	Explain the clinical features, investigations, management, prognosis and complications of SLE in children
Nephrology	Renal involvement in different autoimmune disorders	2	79	Cognitive	Classify different pathological entities involving the kidneys in SLE, Rheumatoid arthritis and other autoimmune disorders
			80	Cognitive	Explain the renal complications and their management in SLE and Rheumatoid arthritis.

MIT:mode of information transfer. E.g. lecture, SGD, DSL, Practical, skill lab etc etc



10 Learning Opportunities and Resources

a. Books:

Medicine:

Davidson's Principles and Practice of Medicine

Kumar and Clark's Clinical Medicine

Hutchison's Clinical Methods: An Integrated Approach to Clinical Practice

Surgery:

Bailey & Love's Short Practice of Surgery

Pediatrics:

Nelson Textbook of Pediatrics

Textbook of paediatrics (Pakistan Paediatric Association)

Basis of Paediatrics – Parvez Akbar Khan

Gynaecology/obst:

Fundamentals of gynecology by Arshad Chohan

Obstetrics by Ten Teachers

b. Websites:

<https://www.medscape.com>

<https://www.mayoclinic.org/>

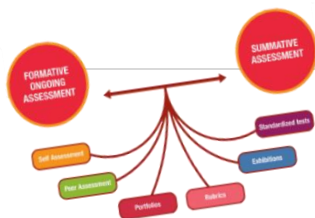
<https://www.nih.gov/>

c. Articles:

Medicine International Journal

Archives of Disease in Childhood

BMJ Journals



11 Examination and Methods of Assessment:

a. Instruction:

- Students must arrive the examination venue at least 15 minutes before the scheduled start time. Latecomers 15 minutes after the start of exam, will not be allowed to enter the examination hall after the start time, and if permitted, they will not receive extra time.
- Students without College ID Card and white Lab Coat will not be allowed to sit in exam.
- In case of an emergency such as a medical emergency, students should inform the examination supervisor.
- Students are required to submit prohibited items such as mobile phones, smartwatches, electronic devices, books, notes, or any unauthorized materials before entering the examination hall.
- Students must maintain complete silence within the examination hall. They should refrain from communicating with fellow students and strictly follow invigilator instructions.
- Students must mark their attendance properly.
- No student will be allowed to leave the examination hall before half the time is over and paper should be properly handed to the examiner.
- Violation of these guidelines may lead to disqualification from the examination.

b. INTERNAL ASSESSMENT MARKS: total 10%

1. Formative assessment:

- Formative assessment(10%) of the total marks assigned to each block serve as ongoing evaluation 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 recommendation of STMC
- Formative assessments are conducted after the completion of each module ensuring that students receive timely feedback to enhance their understanding and performance

2. Summative assessment:

- It comprises the majority of the assessment weighting(90% of all marks) are conducted and overseen by KMU, as a 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 evaluate student's comprehensive understanding of the curriculum and account for a significant portion of their final scores

3. Assessment Tools:

- **Written Examination:** This encompass MCQS and SEQS that evaluate student's theoretical knowledge
- **Performance Assessment:** OSCE are used to assess practical skills and clinical competence
- **In-Training Assessment:** Clinical logbooks provide a comprehensive record of student's practical experiences and serves as valuable tool for tracking their progress
- **Assignments:** Presentation, project and self reflection assignments are included in the assessment process to enhance student's critical thinking and research skills

5. Assessment Compilation and sharing:

- At the culmination of each academic session, the examination cell at STMC compiles the total assessment scores
- The total assessment score(10% of the whole) is then shared with KMU as per guidelines for inclusion into the annual score.
- KMU completes, formulate and decide the final score

c. UNIVERSITY EXAM: Exam has 90% Marks

- To appear in any university examination, more than 75% attendance in all disciplines is mandatory for the students.
- The Paper Q will be comprised of 120 MCQs. The distribution of 90% Marks for Paper Q Written Exam will be as under:

The distribution of MCQs Marks for Paper Q will be as under

Block	Module	Subjects hours	Subject MCQs	Total MCQs	Paper MCQs
Q	NS-3	Medicine/ Family medicine	24	45	120
		Psychiatry	5		
		Pediatrics	8		
		Neurosurgery/surgery	4		
		Pediatrics surgery/Surgery	2		
		Orthopedics	2		
	GIT-3	Medicine	9	35	
		Surgery/ Pediatric surgery	17		
		Pediatrics	8		
		Gynaecology	1		
	Multisystem-2	Medicine/Nephrology	22	40	
		Paediatrics	11		
		Surgery	5		
		Psychiatry	1		
		Gynaecology	1		

The distribution of OSCE Marks for Paper Q will be as under

BLOCK-Q (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)
Medicine/neurology/ Gastroenterology	4	1	2	Paediatrics	Paediatrics
Paediatrics	1	1	1		
Surgery/neurosurgery/ Paediatric surgery	5	1	1		
Psychiatry	1	1	0		
Total	11	4	4	1	1

12 Tentative Timetables

SWAT MEDICAL COLLEGE, SWAT

Department of Medical Education

Time Table **Final Year MBBS**

Class Session 2024-25

Module: Multisystem-II

Week – 1

Days	08:00AM – 09:00 AM	09: 00 AM-10:00 AM	10:00AM 11:00AM	11: 00 AM-2:00 PM
Monday 09/09/2024	Med - L 2 Patient with poisoning Dr. Izhar Ul haq	Gynae - L 1 Genetic counselling & perinatal diagnoses Dr. Zulfiqar Ali	Surgery L Intestinal perforation Dr. Saif Ur Rahman	<div>HOSPITAL WORK</div> <div>BREAK (01:00 PM– 02:00 PM)</div>
Tuesday 10/09/2024	Surgery - L 1 Bariatric Surgery Dr. Anwar Zeb	Paeds - L 6 Chronic Diarrhea Dr. Ibrahim	Med – L 15 Investigations of liver diseases Dr. Fazal Akbar	
Wednesday 11/09/2024	Med - L 1 Types, etiology & quantification of obesity Dr. Sardar Ali Khan	CPC	Paeds - L 1 Protein calorie malnutrition Dr. Fayaz Barki	
Thursday 12/09/2024	PREPARATION FOR NEUROSCIENCES – III MODULE			
Friday 13/09/2024	WRITTEN PAPER NEUROSCIENCES – III MODULE			

Week – 2 (Poisoning)

Days	08:00AM – 09:00 AM	09:00AM – 10:00 AM	10:00AM 11:00AM	11: 00 AM-4:00 PM
Monday 16/09/2024	12TH RABI-UL-AWAL HOLIDAY			HOSPITAL WORK BREAK (01:00 PM – 02:00 PM)
Tuesday 17/09/2024	Med - L 4 Comatose patient with poisoning Dr. Izhar Ul Haq	Med - L 5 Chromosomal disorders Dr. Fozan Khan	SDL(SLRC)	
Wednesday 18/09/2024	Med - L 6 Diagnoses & Antidotes of poisoning Dr. Izhar Ul Haq	Med - L 7 Paracetamol Poisoning Dr. Izhar Ul Haq	Med - L 3 Complications & management of obesity Prof. Dr. Aziz Ahmad	
Thursday 19/09/2024	Med - L 8 Marfan Syndrome Dr. M Riaz	Paeds - L 3 Downs Syndrome Dr. Rahmatullah	Feedback QEC Quality Communication means Quality Career	
Friday 20/09/2024	Med - L 9 Approach to autoimmune disorders Dr. Yamin Rashid	Paeds - L 4 Kawasaki Disease Dr. Ibrahim	Surgery - L 3 Monitoring & Complications of nutritional support Dr. Saif Ur Rahman	

Week – 3 (Poisoning)

Days	08:00AM – 09:00 AM	09:00AM – 10:00 AM	10:00AM 11:00AM	11: 00 AM-4:00 PM
Monday 23/09/2024	Med - L 10 SLE –I Dr. Yamin Rashid	Med L 11 Snake Bite Dr. Izhar Ul Haq	SDL	<div>HOSPITAL WORK</div> <div>BREAK (01:00 PM– 02:00 PM)</div>
Tuesday 24/09/2024	Med - L 12 SLE –II Dr. Yamin Rashid	Paeds - L 5 Collagen dis & Glycogen storage disorder Dr. Usman Ali	Med - L 13 Amphetamine & Benzodiazepine poisoning Dr. Izhar Ul Haq	
Wednesday 25/09/2024	Med - L 14 Insecticides & Anticholinergic Poisoning Dr. Izhar Ul Haq	Med - L 15 CO, Ethanol & Methanol Poisoning Dr. Izhar Ul Haq	Paeds - L 6 Mucopolysacharoidosis Dr. Izhar Ali	
Thursday 26/09/2024	PREPARATION FOR GIT - III MODULE			
Friday 27/09/2024	WRITTEN PAPER GIT - III MODULE			

Week – 4 (Cold & Heat)

Days	08:00AM – 09:00 AM	09:00AM – 10:00 AM	10:00AM - 11:00AM	11: 00 AM-4:00 PM
Monday 30/09/2024	Med - L 16 Hyperthermia Dr. Sardar Ali Khan	Med - L 17 Antiphospholipid syndrome Dr. Yamin Rashid	Med - L 18 Giant C Arteritis & Polymyalgia rheumatic Dr. Fozan Khan	HOSPITAL WORK BREAK (01:00 PM– 02:00 PM)
Tuesday 01/10/2024	Nephrology - L 1 SLE & Rheumatoid A in Kidney Dr. Izhar Ul Haq	Med - L 20 Scleroderma Dr. Yamin Rashid	Med - L 19 Hypothermia, Drowning & Electrical injuries Dr. Sardar Ali Khan	
Wednesday 02/10/2024	Nephrology - L 2 Complication & Management of SLE & RA in Kidneys Dr. Izhar Ul Haq	Med - L 22 Poly/ Dermatomyositis & Sgogren Syndrome Dr. Yamin Rashid	Med - L 21 High Altitude & Decompression sickness Dr. Sardar Ali Khan	
Thursday 03/10/2024	Med - L 23 Poly. Nodosa & Wegener's Granulomatosis Dr. Yamin Rashid	Paeds - L 7 Systemic Lupus Erythematosus Dr. Ibrahim	Med - L 24 Vasculutides Dr. Raqeeb Khan	
Friday 04/10/2024	Psychiatry - L 1 Bulimia & Anorexia nervosa Dr. Hussain Ali	Paeds - L 2 Porphyria Dr. Izhar Ali	Surgery - L 2 Malnutrition & nutritional support Dr. Saif Ur Rahman	

Days	08:00AM – 09:00 AM	09:00AM – 10:00 AM	10:00AM 11:00AM	11: 00 AM-4:00 PM
Monday 07/10/2024	PREPATION FOR BLOCK – Q EXAM			<div>HOSPITAL WORK</div> <div>BREAK (01:00 PM– 02:00 PM)</div>
Tuesday 08/10/2024	PREPARATION FOR BLOCK – Q EXAM			
Wednesday 09/10/2024	WRITTEN PAPER BLOCK - Q			
Thursday 10/10/2024	PRACTICAL EXAM BLOCK - Q			
Friday 11/10/2024				

13 For inquiry and troubleshooting



Please contact
Associate Professor (Paeds) Dr. Ibrahim
03459526432
dribrahimsr@gmail.com

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?					
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

[illegible]

PROGRESS: _____

ACHIEVMENT: _____