

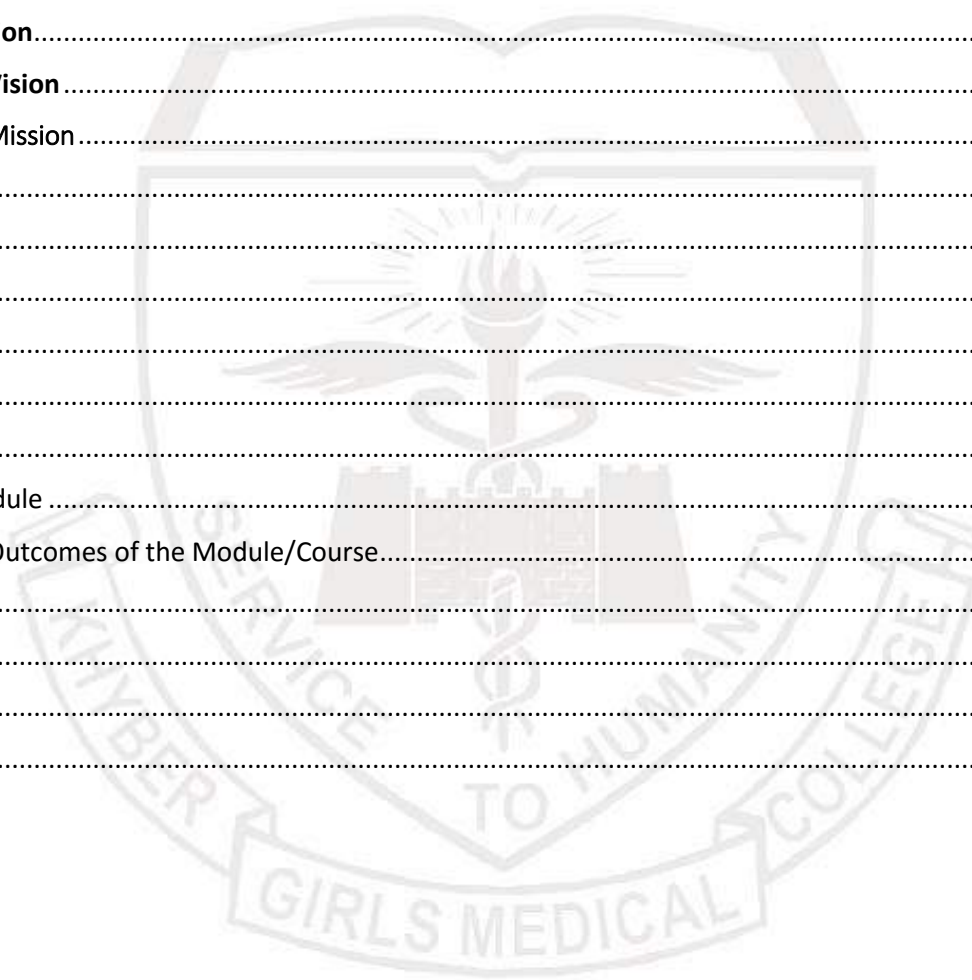


PRIME 1ST YEAR STUDY GUIDE

KGMC

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Vision and Mission of KGMC

Khyber Medical University: Vision



Khyber Medical University will be the global leader in health sciences academics and research for efficient and compassionate health care.

Khyber Girls Medical College: Vision



Khyber Girls Medical College will promote health care leaders that are critical thinker, ethical, research oriented, culturally and professionally competent

Khyber Girls Medical College: Mission



To develop competent health care leaders by ensuring appropriate policies, procedures which reflect ethical, cultural, community orientated and evidence based practices to achieve best possible health outcomes for society at large.

Curriculum Committee KGMC

Chair:

Professor Dr.Zahid Aman Dean KGMC.

Co-Chair:

Dr. Sabina Aziz, Associate Dean KGMC.

Clinical Sciences:

- Dr .Mohammad Noor Wazir Department of Medicine KGMC/HMC
- Dr. Sofia Iqbal, Department of Ophthalmology KGMC/HMC.
- Dr. Bushra Rauf Department of Gynae KGMC/HMC.
- Dr. Ghareeb Nawaz Department of ENT KGMC/HMC.
- Dr. Said Amin Department of Medicine KGMC/HMC.
- Dr. Jamshed Alam Department of Surgery KGMC/HMC.
- Dr. Ambreen Ahmad, Department of Pediatrics KGMC/HMC.
- Dr. Ain-ul-Hadi Department of Surgery KGMC/HMC.
- Dr. Fawad Rahim Department of Medicine KGMC/HMC.

Behavioral Sciences:

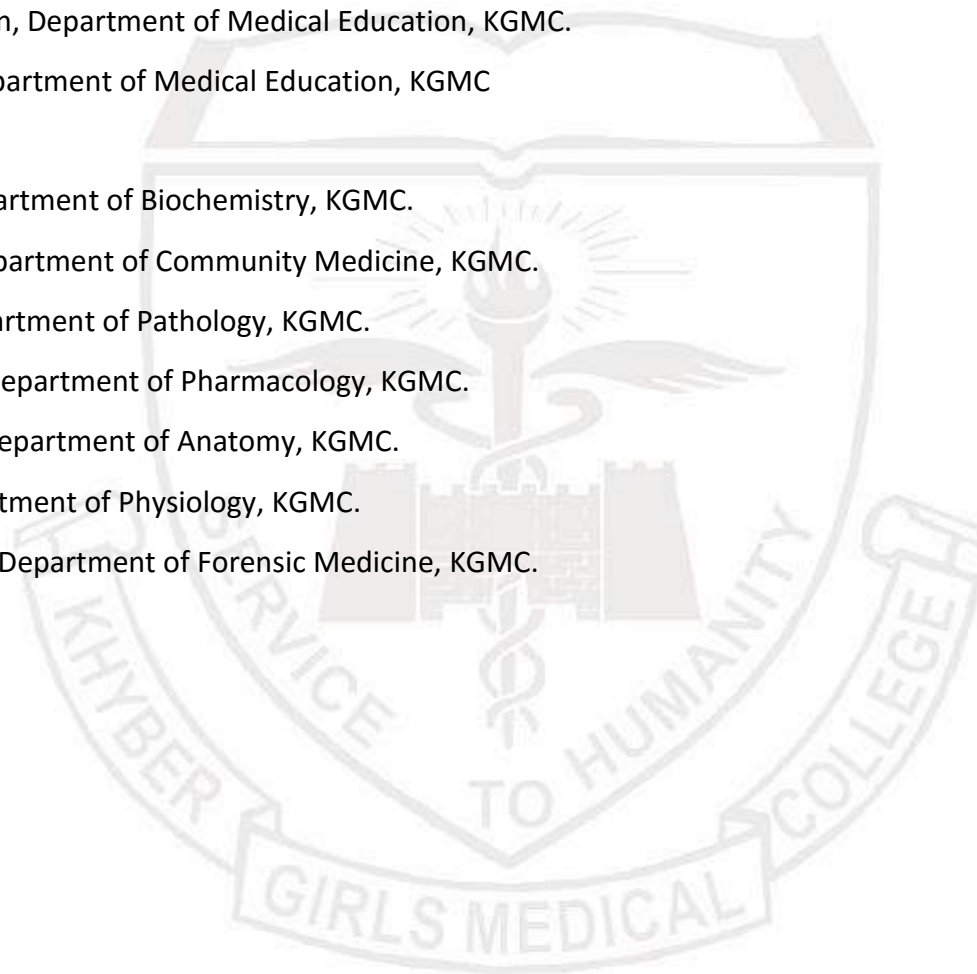
- Dr. Ameer Abbas Department of Psychiatry KGMC/HMC.

Medical Education

- Dr. Naheed Mahsood, Department of Medical Education, KGMC.
- Dr. Naveed Afzal Khan, Department of Medical Education, KGMC.
- Dr Onaiza Nasim, Department of Medical Education, KGMC

Basic Sciences:

- Dr. Amin-ul-Haq Department of Biochemistry, KGMC.
- Dr. Raheela Amin Department of Community Medicine, KGMC.
- Dr. Khalid Javed Department of Pathology, KGMC.
- Dr. Shams Suleman Department of Pharmacology, KGMC.
- Dr. Shahab-ud-Din, Department of Anatomy, KGMC.
- Dr. Zubia Shah Department of Physiology, KGMC.
- Dr. Naheed Siddique Department of Forensic Medicine, KGMC.



Integrated curriculum:

An integrated curriculum is all about making connections, whether to real life or across the disciplines, about skills or about knowledge. An integrated curriculum fuses subject areas, experiences, and real-life knowledge together to make a more fulfilling and tangible learning environment for students. Integrated teaching means that subjects are presented as a meaningful whole. Students will be able to have better understanding of basic sciences when they repeatedly learn in relation to clinical examples. Case based discussions, computer-based assignments, early exposure to clinics, wards, and skills acquisition in skills lab are characteristics of integrated teaching program.

Outcomes of the curriculum:

The outcomes of the curriculum of MBBS According to the PMDC are as follows

- Knowledgeable
- Skilful
- Community Health Promoter
- Problem-solver
- Professional
- Researcher
- Leader and Role Model

KNOWLEDGE

By the end of five year MBBS program the KGMC student should be able to;

- Acquire a high level of clinical proficiency in history taking, physical examination, differential diagnosis, and the effective use of medicine's evolving diagnostic and procedural capabilities including therapeutic and palliative modalities
- Manage the common prevalent diseases in community
- Identify the common medical emergencies
- Develop plan for prevention of common community diseases
- Formulate a referral plan
- Compose a prescription plan

PSYCHOMOTOR

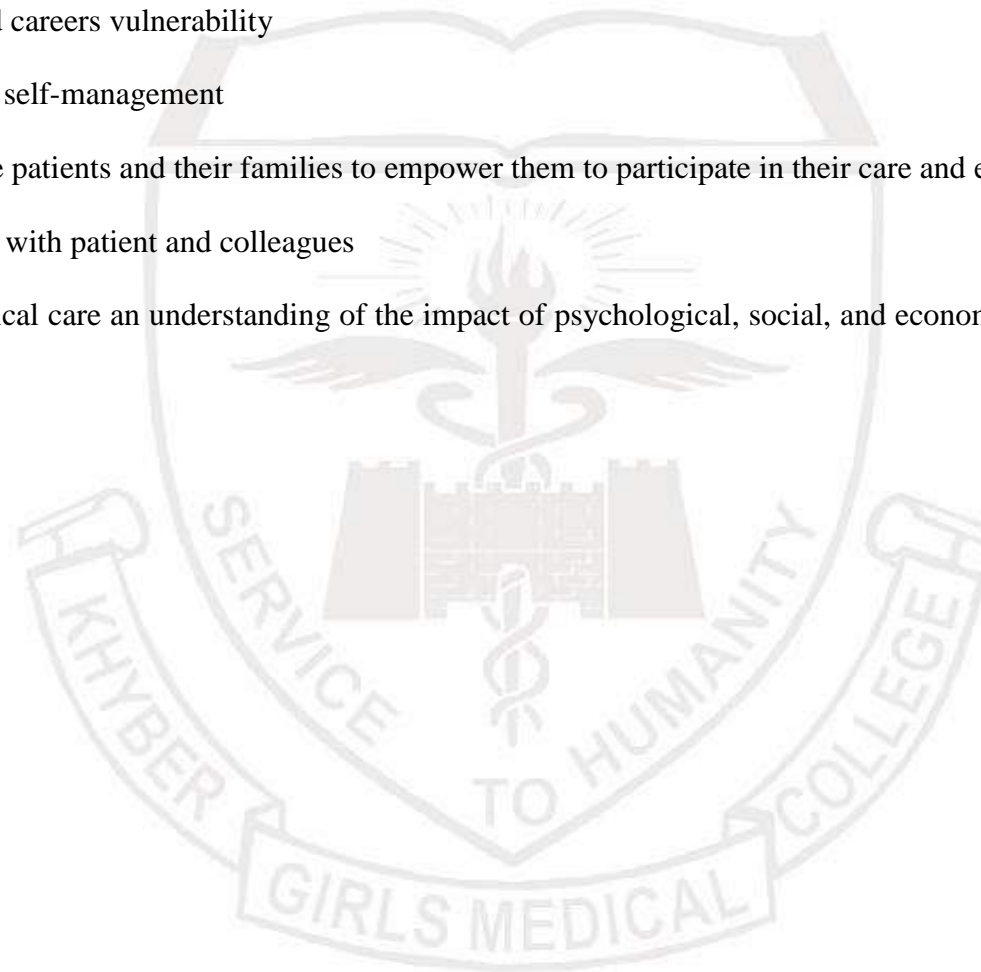
By the end of five year MBBS program the KGMC student should be able to;

- Demonstrate the ability to perform the disease specific relevant examination
- Respond to common medical emergencies
- Master the skill of first aid
- Perform BLS
- Apply the best evidenced practices for local health problems

AFFECTIVE

By the end of five year MBBS program the KGMC student should be able to

1. Relate to patient and caregivers vulnerability
2. Demonstrate ethical self-management
3. Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making.
4. Display compassion with patient and colleagues
5. Demonstrate in clinical care an understanding of the impact of psychological, social, and economic factors on human health and disease



Introduction to the Course/Module

PRIME

This is vertical module for MBBS students, it will focus on different areas, it will be spread over 5 years of the medical school and every year will have their own prime content. This includes

- Professionalism
- Patient safety
- Research
- Identity (professional)
- IT skills
- Manager and Leader
- Ethics
- Effective Communicator

All these domains are equally important for new medical students, this emphasizes on the character building of doctors and dealing with behavior sciences as well.

This study guide is only for first year MBBS.

Specific learning objectives of the PRIME

PRIME for First Year MBBS								
Behavioral Sciences								
Serial #	topic	Outcomes	Content	Teaching Method	Year	module	Hrs.	Assessment
1	Behavioral sciences	Describe Bio-Psycho-Social model of health care	Bio-Psycho-Social model of health care	Lecture/ Group Discussion	1	Foundation 1	1	MCQs and Formative
2	Behavioral sciences	Correlate health with Behavioral sciences. Describe Important of behavioral sciences in health.	Health and behavioral sciences	Lecture/ Group Discussion	1	Foundation 1	1	MCQ and Formative
3	Behavioral sciences	Describe Attitudes in health professionals Describe factors affecting it.	attitude	Lecture/ Group Discussion	1	Foundation 1	1	MCQ and Formative
4	Behavioral sciences	Define attention and concentration. What factor affect them?	Attention and concentration	Lecture/ Group Discussion	1	Blood 1	1	MCQ and Formative
5	Behavioral sciences	Define personality. What factor affect personality development?	Personality	Lecture/ Group Discussion	1	MSK1	1	MCQ and Formative
6	Behavioral sciences	Define motivation and what are the types of motivation?	Motivation	Lecture/ Group Discussion	1	MSK 1	1	MCQ and Formative
7	Behavioral sciences	Define and classify stress and stressors. Describe relationship of stress and stressor with illness. Concept of life events	Stress and its management	Lecture/ Group Discussion	1	MSK 1	1	MCQ and Formative

		and their relationship with stress and illness.						
8	Behavioral sciences	What is concept of adjustment and maladjustment? What are coping skills? What is psychological defense mechanism?	Coping skills and Defense mechanism	Lecture/ Group Discussion	1	MSK 1	1	MCQ and Formative
Professionalism, Professional Identity Formation and Bio Ethics								
9	Introduction to prof	Define Professionalism, and its attributes	Definition of a professionalism, behaviors, attitudes, emotions, and their attributes	Lecture /Group Discussion	1	MSK 1	1	MCQ
10	Dynamics of prof	Dynamics of trust in health professional-patient relationship	Trust definition, its attributes, and components, and its' application	Lecture Role play Workplace	1	MSK 1	1	MCQs, Formative
11	Prof identity formation	Students' roles in terms of professional identity	White coat ceremony	White coat ceremony	1	MSK 1	2	Formative
12	PIF	Identifies his own strengths and weaknesses	Identifies his own strengths and weaknesses	Group Discussion/ Role Play	1	MSK 1	1	Formative, Portfolio
13	PDP	Prepare personal development plan & reflective portfolios	Personal development plan & reflective portfolios	Lecture/ Group Discussion	1	MSK 1	1	Assignment
14	Attributes of professionalism	Discriminate between empathy and sympathy	Differences between empathy and sympathy	Lecture /group discussion/ Role play	1	MSK 1	1	MCQ and Formative

15	Attributes of professionalism	Accept errors and mistakes in responsible manner	Accept errors and mistakes in responsible manner	Lecture /group discussion/ Role play	1	MSK 1	1	MCQ and Formative
16	Bio ethics	Discuss Bioethics Describe different types and principals of Bio ethics	Types of ethics	Lecture/ Group Discussion	1	CVS 1	1	MCQ and Formative
17	Bio ethics	Describe different components of ethics	Components of ethics	Lecture/ Group Discussion	1	CVS 1	1	MCQ and Formative
18	PDP	Analyze critically his personal development plan (PDP) Demonstrate self-management skills	Peer feedback session on PDP	Group Discussion among peers	1	MSK 1	1	Formative
Communication skills								
19	Communicating with administration	Share with administration on matters one feels sensitive about. Understanding of methods to evaluate the effectiveness and quality of teaching	Communicating with administration Evaluating the quality of teaching	DME Orientation session Role play, Hospital teaching	1	Foundation 1	1	MCQs, Continuous Formative
20	Cultural sensitivity	Display sensitivity towards individual and cultural differences keeping in view the principles of equality and equity	Concepts of Equality and Equity, Cultural sensitivities.	Lecture equity, equality Role play, Hospital teaching	1	Blood 1	2	MCQS, Continuous Formative
21	Teamwork	Display team work	Dynamics of	Role play,	1	SGTs in first	2	MCQs,

		in group activities for creativity and problem solving	Teamwork	Hospital teaching		year Block 1		Continuous Formative
22	Confidentiality	Ensuring confidentiality	Confidentiality of colleagues and patients Appropriate use of social media	Lecture Role play, Group Discussion	1	CVS 1	2	MCQs, Continuous Formative
23	Use of social media	Understanding of who should give information to the media and press and what form it should take, including the need to maintain confidentiality where individual patients are concerned	Use of Social media/blogs for communication Communicating with Media and Press	Lecture Group Discussion, Role Play	1	Respiratory 1	2	MCQs, Continuous Formative
Research								
24.	Introduction	Describe the background and purpose of research.	Background, concepts, uses. Definition of medical research Need of medical research	Lecture/ Group Discussion	1	Foundation 1	1	MCQs

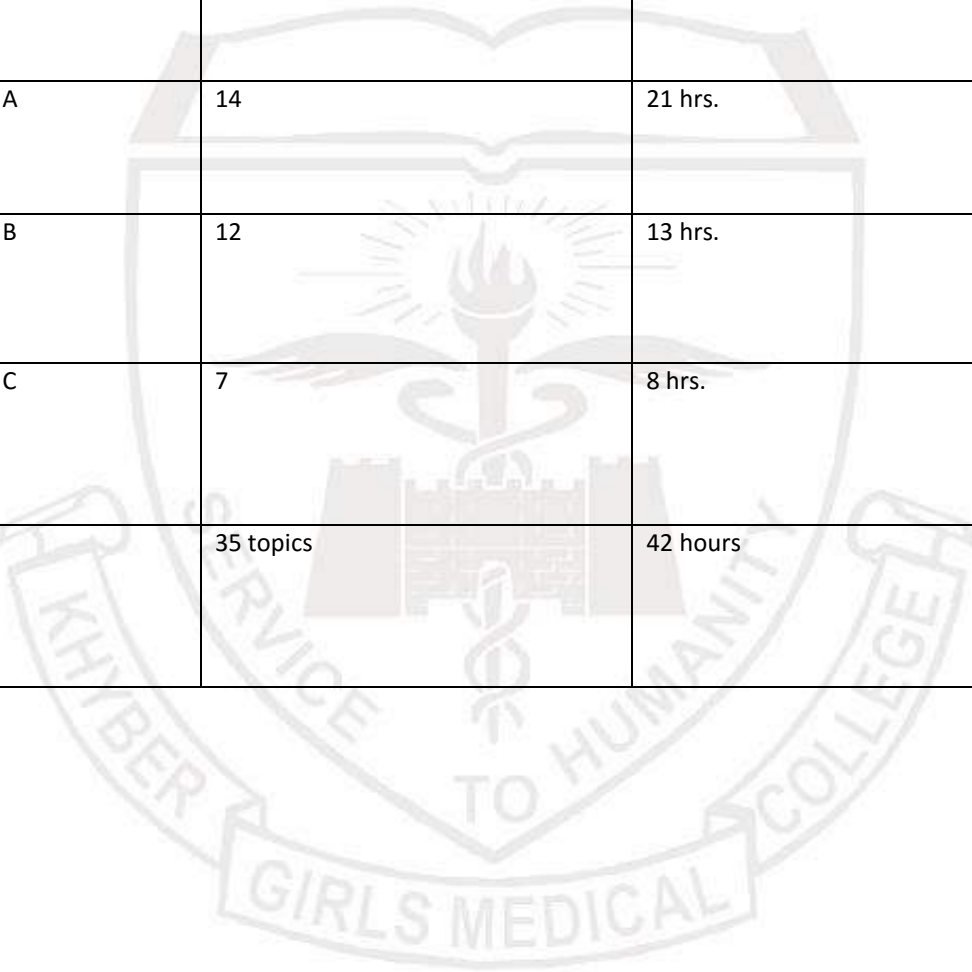
25	Types of Research	Explain different types of research.	Types of Research & Epidemiological methods (descriptive, analytic and experimental).	Lecture/ Group Discussion	1	Foundation 1	1	MCQs
26	Formulation of Research Question	formulate research question	Importance of Research Question in starting research Scope of research question Study design implications for research question Describe how to develop a research question.	Lecture/ Group Discussion	1	Foundation 1	1	MCQs Assignment
27	Research objectives Hypothesis	Write research objectives for a research study. Develop hypothesis for a study. Select a study design for a study.	Developing Objectives and hypothesis	Lecture/ Group Discussion	1	Foundation 1	2	MCQs Assignment

28	Literature Search	Describe techniques of literature search and review. conduct literature search to finalize the research question using Boolean logic	Literature Review (Background, keywords)	Lecture/ Group Discussion	1	Blood 1	4	MCQs Assignments
29	Title, Rationale, Purpose	Explain the process of title selection for a research study. Describe the purpose and justification of any selected title.	Title, Rationale, Purpose	Lecture/ Group Discussion	1	Blood 1	2	MCQs Assignment
30	Operational Definitions	Describe Operational Definitions.	Operational Definitions	Lecture/ Group Discussion	1	Blood 1	1	MCQs Assignment

Leadership and Management

31	Introduction	Differentiate between leadership and management	Definition of a leader & manager Differences between leadership and management	Lecture	1	CVS 1	1	MCQ, SAQ, Formative
32	Attributes and style of leadership	Describe different attributes and styles of leader in their own cultural context	Attributes of a leader. Leadership styles	Lecture/ Group Discussion	2	Respiratory 1	1	MCQs Formative
33	Self-management skills	Demonstrate self-management skills	What is self-management? Its importance. Self-management Mechanisms	Task	1	Respiratory 1	1	MCQ and Formative

Distribution in each block		
Block	Number of topics	Number of hours
Block A	14	21 hrs.
Block B	12	13 hrs.
Block C	7	8 hrs.
Total	35 topics	42 hours



Teaching and learning strategies:

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

- Interactive Lectures
- Hospital / Clinic visits
- Small Group Discussion
- Self-Directed Study



Interactive lectures:

An interactive lecture is an easy way for instructors to intellectually engage and involve students as active participants in a lecture-based class of any size. Interactive lectures are classes in which the instructor breaks the lecture at least once per class to have students participate in an activity that lets them work directly with the material.

- The instructor might begin the interactive segment with an engagement trigger that captures and maintains student attention.
- Then the instructor incorporates an activity that allows students to apply what they have learned or give them a context for upcoming lecture material.

- As the instructor feels more comfortable using interactive techniques he or she might begin to call upon a blend of various interactive techniques all in one class period.

Hospital / Clinic visits:

students will be required to counsel the patients regarding their diseases and management ,counselling of patients is essential part of student visits to the hospital ,it teaches them to deal with all kinds of patients and give exposure to students about behavioural sciences as well.

Small group discussion (SGD):

The shy and less articulate are more able to contribute. Students learn from each other. Everyone gets more practice at expressing their ideas. A two way discussion is almost always more creative than individual thoughts. Social skills are practiced in a 'safe' environment e.g. tolerance, cooperation. This format helps students to clarify concepts acquire skills or attitudes. Students exchange opinions and apply knowledge gained from lectures, tutorials and self-study. The facilitator role is to ask probing questions, summarize, or rephrase to help clarify concepts.

Self-Directed learning (SDL):

Self-directed learning, which involves studying without direct supervision in a classroom/Library, is a valuable way to learn and is quickly growing in popularity among parents and students. Students' assume responsibilities of their own learning through individual

study, sharing and discussing with peers, seeking information from Learning Resource Centre, teachers and resource persons within and outside the college. Students can utilize the time within the college scheduled hours of self-study.



Time tables:

The classes for PRIME module will be incorporated in time tables of all modules of First Year MBBS.

Assessment tools:

Theoretical knowledge is tested by a written examination system constituted by multiple choice questions (MCQs). The assessment of practical knowledge involves oral, spot, or objective structured practical examinations (OSPE).

Multiple Choice Questions (MCQs):

- Multiple choice questions (MCQs) are a form of assessment for which students are asked to select the best choice from a list of answers.
- MCQ consists of a stem and a set of options. The stem is usually the first part of the assessment that presents the question as a problem to be solved; the question can be an incomplete statement which requires to be completed and can include a graph, a picture or any other relevant information. The options are the possible answers that the student can choose from, with the correct answer called the key and the incorrect answers called distractors.
- Correct answer carries one mark, and incorrect 'zero mark'. There is NO negative marking.
- Students mark their responses on specified computer-based sheet designed for the college.
- The block exam will comprise of 120 MCQs and will be compiled according to the shared blueprint.

Objective Structured Practical Examination (OSPE):

- The content may assess application of knowledge, or practical skills.
- Student will complete task in define time at one given station.
- All the students are assessed on the same content by the same examiner in the same allocated time.
- A structured examination will have observed, unobserved, interactive and rest stations.
- Observed and interactive stations will be assessed by internal or external examiners.
- Unobserved will be static stations in which students will have to answer the questions related to the given pictures, models or specimens the provided response sheet.
- Rest station is a station where there is no task given, and in this time student can organize his/her thoughts.
- The Block OSPE will be comprise of 18 examined station and 7 rest stations. The stations will be assigned according to the shred blueprint.

Attendance Requirement:

More than 75% attendance is mandatory to sit for the modular examinations.