STUDY GUIDE
Final Year MBBS

DEPARTMENT OF MEDICINE
KING EDWARD MEDICAL UNIVERSITY
LAHORE

Preface

Medical Education for undergraduate students has gone under revolution since the turn of the last century. Since the Flexner's report, a number of medical educationists have proposed amendments in traditional curriculum. There is a paradigm shift towards learner friendly approach. Medical education needs to adapt to ongoing changes in healthcare system. Availability of online sources has made the information more reachable.

Due to the increasing demand by health care system and society at large, there is need to produce competent doctors who are proficient to deal with medical problems and have sound background knowledge. They should be thorough professional, self- directed learners and critical thinkers.

Pakistan Medical and Dental Council (PMDC) has provided framework for five years of undergraduate medical education. King Edward Medical University, Lahore. as an examining body has provided curriculum. Proposed module has been designed to accommodate the syllabus for final year MBBS students.

Purpose of this document is to provide guideline to both teachers and students that will help to maintain conducive learning environment. It will help to develop collaboration among students and facilitators.

Faculty of Medicine
Department of Medicine
King Edward Medical University/Mayo Hospital
Lahore

MEDICINE (DETAILS OF UNITS/ LECTURES)

Target Audience: Final Year MBBS
Students 330
Credit Hours. 360 hours

Intended Learning Outcomes:

By the end of academic session, a final year MBBS students should be able to:

- Comprehend etiology and pathophysiology of diseases
- Formulate plan for appropriate investigations.
- Interpret the findings on investigation
- Apply knowledge to formulate differential diagnoses
- Demonstrate management plan for clinical conditions
- Recognize complication of the diseases
- Discuss prognosis of the clinical condition
- Comprehend the importance of ethics in medical practice
- Demonstrate communication skills with patient and attendants

Teaching methodology

- C1-C3 level will be maintained with intention of highlighting the importance of knowledge of pre clinical sciences in relation to various clinical presentation
- Lectures are conducted by the four medical units
- Each unit follows an assigned schedule with equal contributions.

Academic Weeks: 42

Lectures / week: 04

Duration: 45 minutes

	Module 01. Module-I (Infections/Hematology)
Lecture No.	**Topic**
Lecture 01	Meeting the Faculty of Medicine
Lecture 02	Pyrexia of undetermined origin /Tetanus
Lecture 03	Enteric Fever
Lecture 04	Acid-Base Balance
Lecture 05	Meeting the faculty and orientation to pediatrics; health statistics and indicator
Lecture 06	Immunization & EPI
Lecture 07	Pulmonary TB
Lecture 08	Bacterial & Mycobacterial Infections
Lecture 09	HIV
Lecture 10	Sodium Abnormalities
Lecture 11	Potassium & Calcium Abnormalities
Lecture 11	COVID
Lecture 12	Diphtheria/pertussis/tetanus
Lecture 13	Dengue Fever/ Viral Haemorrhagic Fever
Lecture 14	Thrombophilia
Lecture 15	DIC
Lecture 16	Malaria/Tetanus
Lecture 17	Platelet Abnormalities
Lecture 18	Leptospirosis, brucellosis, toxoplasmosis
Lecture 19	Anatomy, physiology of skin related to clinical dermatology
Lecture 20	Vascular lesions of skin/hematological cutaneous manifestations
Lecture 21	Meningitis
Lecture 22	Extra pulmonary TB/MDR TB
Lecture 23	Pneumonia
Lecture 24	Mumps/Chicken Pox
Lecture 25	Tuberculosis in Children
Lecture 26	Renal involvement in systemic disease
Lecture 27	AFP/ Poliomyelitis
Lecture 28	Lichen Planus/Psoriasis

Lecture 29	Measles/Rubella
	Module 02. CVS & RENAL RELATED DISEASE
Lecture No.	**Topic**
Lecture 01	Pathophysiology of Symptoms Related to Cardiovascular System
Lecture 02	Normal ECG Interpretation
Lecture 03	Infestations: Scabies, Pediculosis
Lecture 04	Tachyarrhythmia I
Lecture 05	Tachyarrhythmia II
Lecture 06	Congenital Heart Diseases-Cyanotic-I
Lecture 07	Bradyarrhythmia
Lecture 08	Ischemic Heart Disease I
Lecture 09	Ischemic Heart Disease II
Lecture 10	Hypertension
Lecture 11	Renal Vascular Disease, Renal Artery Stenosis
Lecture 11	Valvular Heart Disease
Lecture 12	Acne Vulgaris
Lecture 13	Congenital Heart Diseases-Cyanotic-II
Lecture 14	Panic Disorders
Lecture 15	Valvular Heart Disease
Lecture 16	Infective Endocarditis
Lecture 17	Cardiomyopathies
Lecture 18	Eczemas
Lecture 19	Common Acquired Heart Diseases (Rheumatic Fever-III)
Lecture 20	Valvular Heart Disease
Lecture 21	Pericardial Diseases
Lecture 22	Cardiac Failure I
Lecture 23	Cardiac Failure II
Lecture 24	Bullous Disorders
Lecture 25	Revision / Feedback
Lecture 26	Class Test
	Module 03. CNS/RESPIRATORY & HAEM-ONC MODULE
Lecture No.	**Topic**
Lecture 01	Epilepsy
Lecture 02	Acute myeloid leukemia
Lecture 03	Movement disorders and gait parkinsonism
Lecture 04	Acute lymphoblastic leukemia
Lecture 05	Demyelinating disorders, multiple sclerosis/ADEM
Lecture 06	Cerebral palsy and mental retardation
Lecture 07	Smoking and lungs
Lecture 08	Respiratory infections in children (bronchiolitis, pneumonia, croup)
Lecture 09	Bronchial asthma
Lecture 10	COPD
Lecture 11	ILD
Lecture 11	Mnd and other anterior horn cell disorders
Lecture 12	CML
Lecture 13	CLL
Lecture 14	Peripheral nerve disease
Lecture 15	Plasma cell disorders
Lecture 16	Occupational lung disease
Lecture 17	Neuromuscular junction disorders and myopathies myasthenia gravis/muscular dystrophies
Lecture 18	Bronchogenic carcinoma
Lecture 19	Febrile fits and epilepsy
Lecture 20	Approach to patient with headache
Lecture 21	Pulmonary vascular disease Pulmonary htn
Lecture 22	Ischemic stroke & tia (clinical features and diagnosis)
Lecture 23	Management of ischemic stroke & tia
Lecture 24	ITP/thrombocytosis
Lecture 25	Behavior problems (adhd, autism)
Lecture 26	Inherited coagulation disorders (hemophilia & vwd)
Lecture 27	Bleeding disorders in children
	Module 04. ACUTE CARE MEDICINE MODULE
Lecture No.	**Topic**
Lecture 01	Disorders of nails
Lecture 02	Common neonatal problems-2 (prematurity, lbw metabolic problems etc.)
Lecture 03	Non-traumatic shock (cardiogenic/ neurogenic shock)

Lecture 04	ABG'S Interpretation
Lecture 05	TYPE I & II Respiratory Failure
Lecture 06	Sepsis/ septic shock
Lecture 07	Class assessment
Lecture 08	Comatose patient
Lecture 09	Neurological deficit & GCS
Lecture 10	Shock & anaphylaxis
Lecture 11	COMMON NEONATAL PROBLEMS-1 (PREMATURITY, LBW METABOLIC PROBLEMS ETC.)
Lecture 11	Diabetes mellitus. Hypoglycemia
Lecture 12	Acute psychosis
Lecture 13	Diabetes mellitus. Hyperglycemic hyperosmolar state (HHS) +DKA
Lecture 14	Phobic disorders
Lecture 15	Management of upper GI bleed
Lecture 16	Management of lower GI bleed
Lecture 17	Psychic traumatic disorders
Lecture 18	Acute respiratory distress syndrome (ARDS)
Lecture 19	Oncological emergencies: superior vena cava syndrome.
Lecture 20	Tumour lysis syndrome. SIADH.
Lecture 21	Acute kidney injury
Lecture 22	Disorders of hair
	Module 05. Endocrine and Breast Module
Lecture No.	**Topic**
Lecture 01	Anterior Pituitary Acromegaly and Prolactinoma
Lecture 02	Posterior Pituitary, Diabetes Insipidus and SIADH
Lecture 03	Cushing syndrome
Lecture 04	Hyperparathyroidism
Lecture 05	Short Stature
Lecture 06	Hypoparathyroidism
Lecture 07	Hyperthyroidism
Lecture 08	Hypothyroidism
Lecture 09	Growth and Development (developmental delay, Down syndrome)
Lecture 10	Workup for carcinoma thyroid
Lecture 11	Adrenal gland Hypo functioning
Lecture 11	Hyperaldosteronism
Lecture 12	Mood Disorder-major depressive episodes
Lecture 13	Pheochromocytoma
Lecture 14	Autoimmune polyendocrine syndrome
Lecture 15	DM, Overview, definition, diagnosis, classification
Lecture 16	DM, Complications Microvascular
Lecture 17	Hypothyroidism/ other endocrine problems
Lecture 18	Mood disorders unipolar / bipolar
Lecture 19	DM, Complications Macrovascular
Lecture 20	Diabetes mellitus management
Lecture 21	Diabetes mellitus management
Lecture 22	Multiple endocrine neoplasia
Lecture 23	Insulin dependent DM
Lecture 24	Mood Disorders, Manic episodes
Lecture 25	Acute pancreatitis
	Module 06. GASTEROENTEROLOGY MODULE
Lecture No.	**Topic**
Lecture 01	Approach to the patient with gastrointestinal diseases
Lecture 02	Schizophrenia
Lecture 03	Acute / chronic gastritis
Lecture 04	Alcoholism
Lecture 05	Chronic diarrhea
Lecture 06	Complications of APD
Lecture 07	Malabsorption syndrome
Lecture 08	Inflammatory bowel disease
Lecture 09	Addiction
Lecture 10	Acute diarrhea and dehydration
Lecture 11	Inflammatory bowel disease
Lecture 11	Constipation
Lecture 12	Somatoform disorders
Lecture 13	Generalized anxiety disorder
Lecture 14	Micronutrient deficiencies (Rickets, Vitamin A, IDA etc.)

Lecture 15	Diverticulitis
Lecture 16	Obsessive compulsive disorder
Lecture 17	GERD
Lecture 18	Dysphagia
Lecture 19	Abdominal tuberculosis
	Module 07. HEPATOBILIARY MODULE
Lecture No.	**Topic**
Lecture 01	Acute Liver Disease/fulminant hepatic failure
Lecture 02	Acute hepatitis
Lecture 03	Jaundice (Prehepatic & Post hepatic)
Lecture 04	Complications & management of Jaundice (Prehepatic & Post hepatic)
Lecture 05	Portal HTN
Lecture 06	Common childhood malignancies
Lecture 07	Portal HTN
Lecture 08	Portal HTN
Lecture 09	NAFLD
Lecture 10	Wilson/Hemochromatosis/Autoimmune Hepatitis
Lecture 11	Neonatal cholestasis
Lecture 11	Chronic Hepatitis B & D
Lecture 12	Chronic Hepatitis C
Lecture 13	Clinical physiology of hepatobiliary system
Lecture 14	Malnutrition
Lecture 15	Chronic Liver Disease (Wilson's)
Lecture 16	Approach to patient with jaundice
Lecture 17	Haemolytic anaemias
Lecture 18	HCC
	Module 08. ELECTIVE ORTHOPEDICS & RHEUMATOLOGY MODULE
Lecture No.	**Topic**
Lecture 01	Rheumatoid Arthritis
Lecture 02	SLE + Anti Phospholipid Syndrome
Lecture 03	Polymyositis/dermatomyositis
Lecture 04	Common rheumatological disorders in children
Lecture 05	Sjogren syndrome/mctd
Lecture 06	Seronegative arthritis
Lecture 07	Vasculitis i
Lecture 08	Vasculitis ii
Lecture 09	Monoarthritis/septic arthritis
Lecture 10	Scleroderma
Lecture 11	Paget's disease
Lecture 12	Child abuse & neglect
	Module 09. RENAL MODULE
Lecture No.	**Topic**
Lecture 01	Symptoms and investigations of renal and urinary tract diseases (medical)
Lecture 02	Glomerulonephritis
Lecture 03	Acute kidney injury (AGN, ATN ETC.)
Lecture 04	Infections of kidneys-ii tubule interstitial disease
Lecture 05	Chronic kidney disease
Lecture 06	Polycystic kidney disease
Lecture 07	Nephrotic syndrome
Lecture 08	Renal replacement therapy
Lecture 09	Chronic kidney disease in children
Lecture 10	Palliative care in advanced genitourinary system medicine/oncology
Lecture 11	Paget's disease
Lecture 12	Child abuse & neglect

FINAL YEAR MBBS

CLINICAL ROTATION IN MEDICAL WARD

Target Audience: Final Professional Year MBBS
Students per batch: 20-22
Duration of Ward Stay:Twelve weeks

- Six days a week
- Four hours and 30 minutes a day
- Accident and Emergency visit 03 hours/ week
- OPD visit 06 hours per week

Learning Resources:

- Dedicated Class Room
- Audio-visual Aid
- Indoor / OPD patients
- Emergency Department
- Skill lab
- Endoscopy / ERCP suites for observation of procedures
- Library

Modules:

1. Cardiovascular system
2. Respiratory system
3. Gastroenterology/Hepatology
4. Nervous system

Instructional Tools:

- Bedside teaching
- Small group discussion
- Observation
- Self-study
- Simulation

Format of Instructional Strategies

- During the clinical rotation, combination of two systems will be covered in a module.
- Systems covered:
  Cardiovascular system
  Nervous system
  Gastroenterology/Hepatology
  Respiratory system
- At the start of the rotation, students would be provided an outline of the course along with schedule.
- Intended learning outcomes will be elaborated.
- Students would be allotted beds at the start of the rotation. They are expected to record detailed history and clinical findings. Students will record follow up of their patients on daily basis.
- Students will prepare a clinical case for discussion with faculty member. It will be an interactive session. Feedback on student's clinical history and clinical examination will be provided immediately after case discussion and observation of the performance. Reflection by the students will be encouraged. It will be followed by interactive discussion regarding differential diagnosis, diagnostic workup and treatment options.
- In outpatient clinic, student will prepare the case by documenting clinical history and examination followed by brief discussion of management plan.
- In A&E, students will have opportunity to observe common presentations in medical emergency. They will have first- hand opportunity to observe the management of acute presentations.
- They will be trained and supervised in procedural skills like nasogastric intubation, urinary catheterization, intravenous line, basic life support.

- Formative and summative assessments will be carried out as per schedule and in alignment with intended learning outcomes.
- Educational strategies will be applied and assessment done on basis of cognition, psychomotor skills and affective domain as specified in table of specifications.
- Time tables will be planned in accordance with syllabus.
- **Level of Domains**

Knowledge:	C1- recall
	C2- understanding
	C3- application
Skills:	P1- imitation
	P2-manipulation
	P3- Precision
Attitude:	A1- Receiving
	A2- Responding
	A3- Valuing

CARDIOVASCULAR SYSTEM

Intended Learning Outcomes:

By the end of two weeks rotation, a final year student should be able to:

- Demonstrate comprehensive history taking skills related to common cardiovascular symptoms.
- Perform detailed clinical examination of precordium and its relevant general physical examination appropriately.
- Interpret the clinical findings.
- Develop a relevant differential diagnosis for patients
- Enlist and interpret laboratory investigations for ischemic heart disease
- Advise and discuss management plan for common diseases related to cardiovascular system.
- Demonstrate ECG recording.
- Interpret abnormal ECG findings
- Perform basic life support procedure
- Discuss indications, dosages and side effects of common emergency drugs.
- Demonstrate counseling of patient with cardiovascular disease
- Ranks as valuable community-based aspects of cardiovascular disease
- Exhibit due care for patient's rights of privacy, autonomy and access to quality healthcare.

Content	Knowledge	Skills	Attitude	Methods of Information Transfer	Assessment tools
History taking skills	C3	P3	A2	Bedside teaching Small group discussion	Short case/long case Simulated/ standardized patients
Examination of cardiovascular system	C3	P3	A2	Bedside teaching Audiovisual aids	Short case Mini CEX
Approach to chest pain – Acute coronary syndrome	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Cardiac failure	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Valvular heart disease	C3	P3	A2	Bedside teaching Case based discussion	Short case Standardized patient
Approach to Hypertension	C3	P3	A2	Bedside teaching Case based discussion	Long case/short case Simulated patient
ECG interpretation	C3	P3	A2	Skill lab Audiovisual aids	OSCE
Basic life support	C3	P2	A1	Skill lab	OSCE

NERVOUS SYSTEM

Intended Learning Outcomes:

By the end of two weeks rotation, a final year student should be able to:

- Demonstrate comprehensive history taking skills related to common neurological symptoms.
- Perform detailed clinical examination pertaining to nervous system and its relevant general physical examination appropriately.
- Interpret the clinical findings.
- Develop a relevant differential diagnosis for patients
- Enlist and interpret laboratory investigations for common presentations.
- Advise and discuss management plan for common diseases related to nervous system.
- Differentiate between radiological findings of hemorrhagic and ischemic CVA on CT Brain.
- Discuss the procedure, indications and complications of lumbar puncture.
- Demonstrate counseling of patient with cardiovascular disease
- Ranks as valuable community-based aspects of nervous system disorders.
- Exhibit due care for patient's rights of privacy, autonomy and access to quality healthcare**.**

Content	Knowledge	Skills	Attitude	Methods of Information Transfer	Assessment tools
History taking skills	C3	P3	A2	Bedside teaching Small group discussion	Short case/long case Simulated/ standardized patients
Examination of Nervous system	C3	P3	A2	Bedside teaching Audiovisual aids	Short case Mini CEX
Approach to unconscious patient	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Cerebrovascular accident	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Meningitis Encephalitis	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Approach to paraplegia	C3	P3	A2	Bedside teaching Case based discussion	Long case
CT Brain	C3		A1	Audiovisual aids	OSCE
Lumbar puncture	C3	P1	A2	Skill lab	OSCE

GASTROENTEROLOGY/HEPATOLOGY SYSTEM

Intended Learning Outcomes:

By the end of two weeks rotation, a final year student should be able to:

- Demonstrate comprehensive history taking skills related to common gastrointestinal/hepatology symptoms.
- Perform detailed clinical examination of pertaining system and its relevant general physical examination appropriately.
- Interpret the clinical findings.
- Develop a relevant differential diagnosis for patients
- Enlist and interpret laboratory investigations for common diseases
- Advise and discuss management plan.
- Demonstrate procedures like ascitic fluid aspiration, nasogastric intubation.
- Discuss indications of the procedures mentioned.
- Observe diagnostic as well as therapeutic upper, lower GI endoscopies, ERCP
- Discuss indications, dosages and side effects of common emergency drugs.
- Demonstrate counseling of patient with gastrointestinal/hepatic disorder.
- Ranks as valuable community-based aspects of gastrointestinal and hepatic diseases.

- Exhibit due care for patient's rights of privacy, autonomy and access to quality healthcare.

Content	Knowledge	Skills	Attitude	Methods of Information Transfer	Assessment tools
History taking skills	C3	P3	A2	Bedside teaching Small group discussion	Short case/long case Simulated/ standardized patients
Examination of GIT system	C3	P3	A2	Bedside teaching Audiovisual aids	Short case Mini CEX
Approach to jaundice	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient OSCE
Upper GI Bleed	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Approach to ascites	C3	P2	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Hepatic encephalopathy	C3	P3	A2	Bedside teaching Case based discussion	Long case
Approach to diarrhoea	C3	P2	A2	Bedside teaching Case based discussion	Long case
Approach to splenomegaly	C3	P3	A2	Bedside teaching Case based discussion	Long case
Approach to lower GI bleed	C3	P2	A2	Bedside teaching Case based discussion	Long case
Nasogastric intubation	C3	P2	A2	Skill lab	OSCE

RESPIRATORY SYSTEM

Intended Learning Outcomes:

By the end of two weeks rotation, a final year student should be able to:

- Demonstrate comprehensive history taking skills related to common respiratory symptoms.
- Perform detailed clinical examination of chest and its relevant general physical examination appropriately.
- Interpret the clinical findings.
- Develop a relevant differential diagnosis for patients
- Enlist and interpret laboratory investigations for common clinical presentations
- Advise and discuss management plan for common diseases related to respiratory system.
- Interpret abnormal arterial blood gases findings
- Demonstrates use of ambo bag and oropharyngeal airway.
- Discuss the procedure, indication and complications of endotracheal intubation.
- Discuss indications, dosages and side effects of common emergency drugs.
- Demonstrate counseling of patient with respiratory disorder.

- Ranks as valuable community-based aspects of respiratory diseases.
- Exhibit due care for patient's rights of privacy, autonomy and access to quality healthcare.

Content	Knowledge	Skills	Attitude	Methods of Information Transfer	Assessment tools
History taking skills	C3	P3	A2	Bedside teaching Small group discussion	Short case/long case Simulated/ standardized patients
Examination of respiratory system	C3	P3	A2	Bedside teaching Audiovisual aids	Short case Mini CEX
Approach to dyspnea	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient OSCE
Chronic obstructive airway disease	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Asthma	C3	P2	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Pleural effusion	C3	P3	A2	Bedside teaching Case based discussion	Short case
Tuberculosis /interstitial lung disease	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Chest radiograph	C3	P1		Audiovisual aids	OSCE
Airway maintenance	C3	P2	A2	Skill lab	OSCE

ASSESSMENT

A: Formative assessment

It includes a formative test at the end of two weeks of rotations of a batch. The test comprises of OSCE, short cases, and a long case.

B. Assessment tools

OSCE comprising of total 10 stations (8 statics and 2 interactive)
Short cases
Long case
Internal Assessment (based on attendance, academic performance, and behavior)

C. Feedback Session

- After case discussion.
- After formative assessment
- After Summative assessment at the end of clinical rotation.

D. Summative Assessment in ward.

OSCE	Long Case	Short Cases	Internal Assessment	Total
30	80	80+80	30	300

FINAL PROFESSIONAL EXAMINATION
TABLE OF SPECIFICATION
SUBJECT: (MEDICINE)
FINAL PROFESSIONAL (PAPER I)
SYSTEMS TO BE COVERED

Total marks 90. Each question will carry 09 marks.

1.	Respiratory system	(02 Question)	20%
2.	Cardio vascular	(02 Questions)	20%
3.	GIT & liver	(02 Questions)	20%
4.	Neurology	(02 Questions)	20%
5.	Renal	(01 Question)	10%
6.	Hematology	(01 Question)	10%

MCQs

SYSTEMS	%AGE	NO. OF MCQs
Respiratory system	15%	5
Cardiovascular system	20%	06
CNS	20%	06
GIT/Liver	20%	06
Renal	10%	03
Hematology	15%	04
Total Marks	**100%**	**30**

TABLE OF SPECIFICATION
SUBJECT: (MEDICINE)
FINAL PROFESSIONAL (PAPER II)

SHORT ESSAY QUESTIONS

Total marks 90. Each question will carry 09 marks.

SYSTEMS INCLUDED

1.	Endocrine + Diabetes	(03 Questions)	30%
2.	Rheumatology	(01 Question)	10%
3.	Fluid & electrolyte	(01 Question)	10%
4.	Psychiatry	(01 Question)	10%
5.	Dermatology	(01 Question)	10%
6.	Infection & other	(03 Questions)	30%

MCQs

SYSTEMS	%AGE	NO. OF MCQS
Endocrine	15%	4
Diabetes	10%	3
Rheumatology	15%	5

Fluid & electrolyte	15%	4
Psychiatry	15%	5
Dermatology	15%	5
Infection & other	15%	4
Total Marks	**100%**	**30**

Table of specification
TOTAL MARKS: 600

Theory	270	Clinical/OSCE/Viva	270
Internal Assessment	30	Internal Assessment	30
Total Marks	**300**	**Total Marks**	**300**

MARKS PAPER I & II

Paper I Marks	135
Paper II Marks	135
Internal Assessment Marks	30
Total Marks	**300**

DIVISION OF QUESTION SHALL BE AS FOLLOWS

a. C1(Recall) 50%
b. C2 (Understanding/Data Interpretation) 25%
c. C3 (Problem Solving) 25%

MARKS DISTRIBUTION IN THEORY

	NO. OF QUESTIONS	MARKS PER QUESTION	TOTAL MARKS
MCQ	30	1.5 marks each	45
Short Essay Questions	10	09 marks each	90
Total Marks			**135**

PRACTICAL AND OSCE
Total Marks (300)

Marks: (270) **Internal Assessment Marks: (30)**

Long Case	80
Short Case I	60
Short Case II	60
Table Viva: Internal Examiner Marks External Examiner Marks	 20 20
OSCE	30
Total Marks	**270**

RECOMMENDED STUDY MATERIAL RESOURCES
BOOKS

- Davidson’s Principles and Practice of Medicine
- Kumar and Clark's Clinical Medicine
- Macleod's Clinical Examination

ONLINE SOURCE

Medscape
PubMed
Macleod’s clinical examination videos

Contact Hours

Class	**Total Lectures**	**Contact Hours**
Final Year	121	90.75+16.5=107.25
Fourth Year	20	15
Third Year	43	32.25
Total	**184**	**154.5**

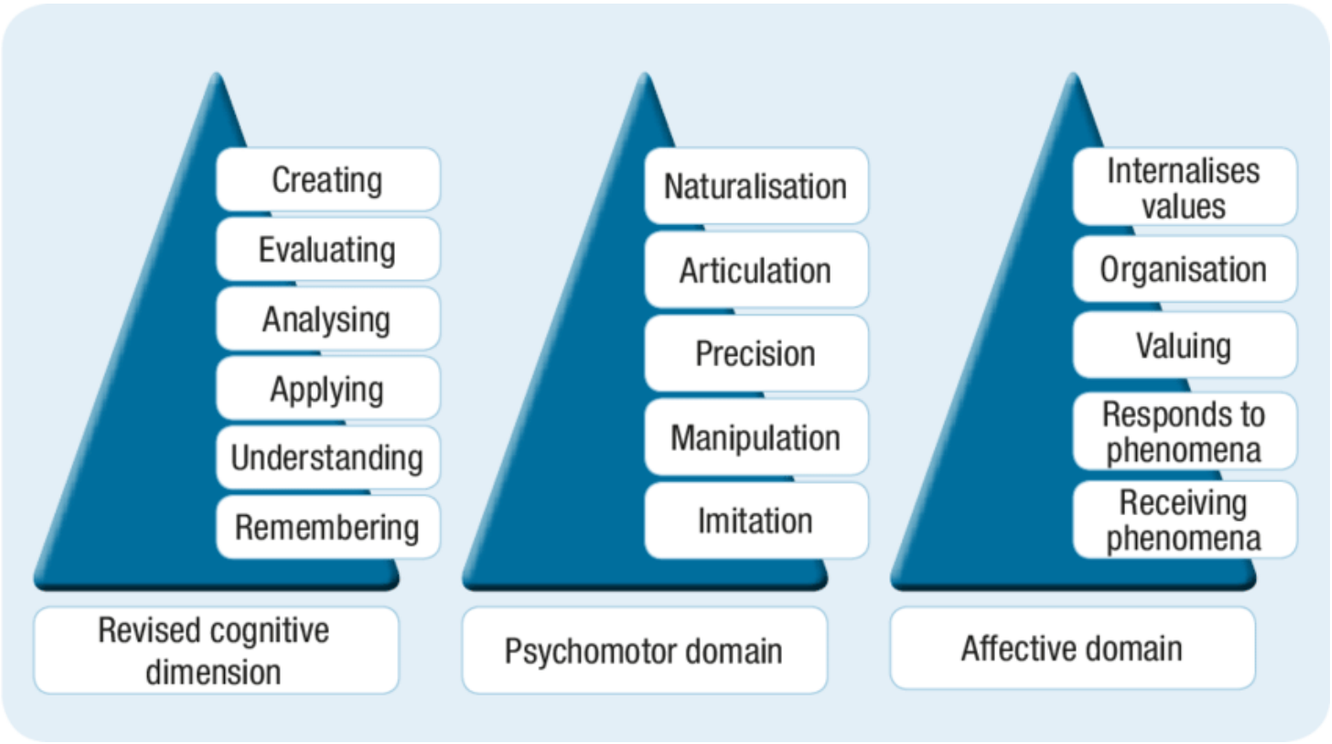
Ward Contact Hours

Class	**Duration**	**Contact Hours**
Final year	72 Days	324+10*=334
Fourth Year	12 Days	54
Third Year	16 Days	24+10*=34
Total	**90**	**412**

* self study hours

Annexures

Taxonomy of Educational Objectives



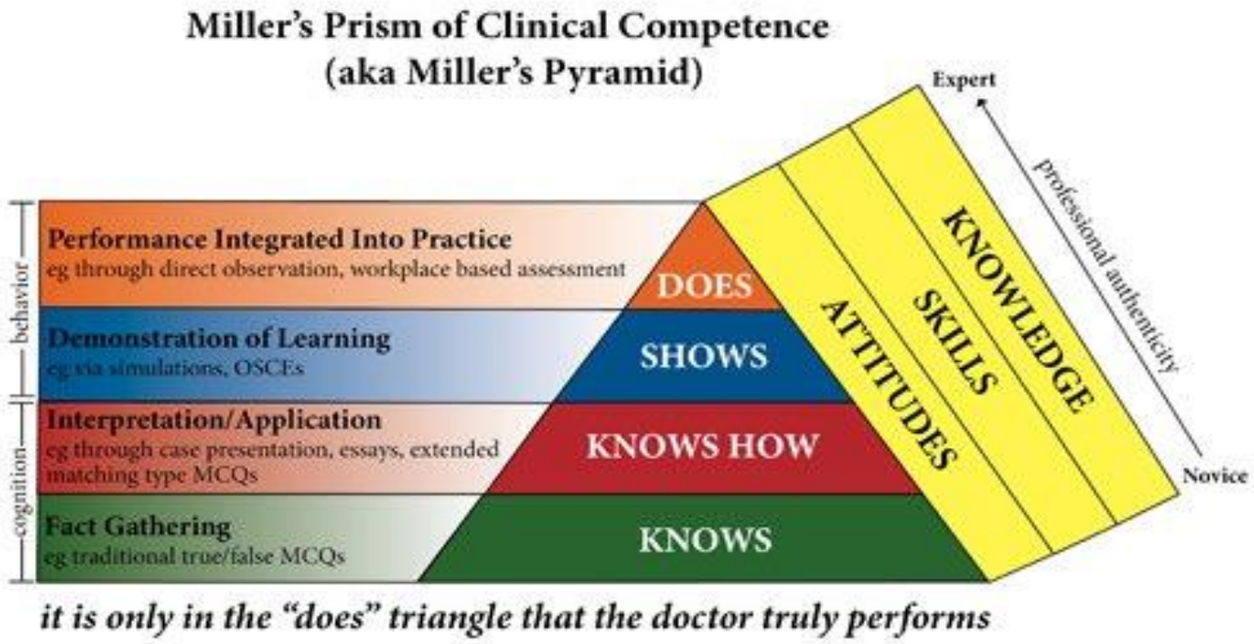
Taxonomy for Psychomotor domain

P1- Knows

P2- Knows how

P3-Shows

P4-Does



FEEDBACK AND SUGGESTIONS FROM STUDENTS AND TEACHERS WILL BE APPRECIATED