



STUDY GUIDE

Fourth 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

Learning objective

By the end of academic session, a fourth year MBBS student should be able to:

- Comprehend association of pathological aspects with clinical presentation of medical problems.
- Comprehend approach to various clinical presentations.
- Formulate plan for appropriate investigations.
- Interpret the findings on investigations.
- Demonstrate the documentation of informed consent.
- Demonstrate communication skills with patient and attendants

Teaching methodology: Interactive Lectures

- Integrated sessions will be conducted in coordination with pathology department.
- C2 and C3 level will be maintained with intention of highlighting the importance of knowledge of pathology in relation to various clinical presentations.
- Lectures are conducted by the four medical units. Each unit follows an assigned schedule with equal contribution.

Lectures: 20

Duration: 45 minutes each lecture

(Modules prepared and shared by Department of Pathology)

FOURTH YEAR MBBS CLINICAL ROTATION IN MEDICAL WARD

Learning Objectives:

By the end of four weeks rotation in medical ward , a fourth year student should be able to:

- Document accurate history of the patient
- Perform basic clinical skills encompassing Cardiovascular, Respiratory, Gastroenterology and Central Nervous System.
- Interpret investigations in association with clinical presentation.
- Formulate differential diagnoses
- Demonstrate the documentation of informed consent.
- Demonstrate communication skills with patient and attendants.

Target Audience: Fourth Year MBBS

Students per batch: 20-22

Duration of Ward Stay: Two weeks

- Six days a week

Learning Resources:

- Dedicated Class Room
- Audio-visual Aid
- Real patients

Modules:

- Cardiovascular system
- Respiratory system
- Gastroenterology/Hepatology
- Nervous system

Instructional Tools:

- Bedside teaching

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

Format of Instructional Strategies

- 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.
- 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.

Content	Knowledge	Skills	Attitude	Methods of Information Transfer	Assessment tools
History taking skills	C2	P2	A2	Bedside teaching Small group discussion	Short case /long case Simulated/ standardized patient
General physical Examination	C2	P1	A2	Bedside teaching Audiovisual aids	Short case
Clinical examination of Cardiovascular system	C2	P1	A2	Bedside teaching Audiovisual aids	Short case
Clinical examination of Respiratory system	C2	P1	A2	Bedside teaching Audiovisual aids	Short case
Clinical examination of Gastrointestinal system	C2	P1	A2	Bedside teaching Audiovisual aids	Short case
Clinical examination of Nervous system	C2	P1	A2	Bedside teaching Audiovisual aids	Short case
Approach to abdominal pain	C2	P1	A1	Bedside teaching Case based discussion	Long/Short case
Approach to vomiting	C2	P1	A1	Bedside teaching	Long/Short case

				Case based discussion	
Approach to diarrhea	C2	P1	A1	Bedside teaching Case based discussion	Long/Short case
Approach to fever	C2	P1	A1	Bedside teaching Case based discussion	Long/Short case
Approach to jaundice	C2	P1	A1	Bedside teaching Case based discussion	Long case/short case
Approach to cough	C2	P1	A1	Bedside teaching Case based discussion	Long/Short case
Approach to shortness of breath	C2	P1	A1	Bedside teaching Case based discussion	Long/Short case
Approach to peripheral edema	C2	P1	A1	Bedside teaching Case based discussion	Long/Short case
Approach to chest pain	C2	P1	A1	Bedside teaching Case based discussion	Long/Short case
Approach to valvular heart diseases	C2	P1	A1	Bedside teaching Case based discussion	Long/Short case
Approach to joint pain	C2	P1	A1	Bedside teaching Case based discussion	Long/Short case

Approach to unconscious patient	C2	P1	A1	Bedside teaching Case based discussion	Long/Short case
Approach to seizures	C2	P1	A1	Bedside teaching Case based discussion	Long/Short case
Approach to paraplegia	C2	P1	A1	Bedside teaching Case based discussion	Long/Short case
Communication skills and Ethics	C3	P2	A2	Bedside teaching Audiovisual aids Role play	Long/short case Simulated patients

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

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

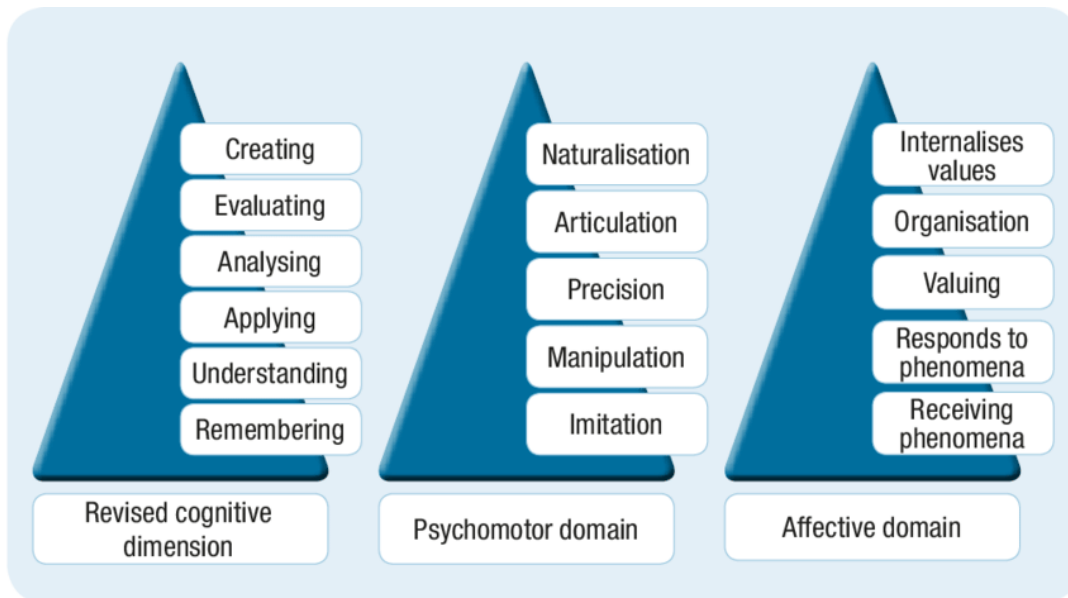
Ward Contact Hours

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

Miller's Prism of Clinical Competence (aka Miller's Pyramid)



it is only in the "does" triangle that the doctor truly performs

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