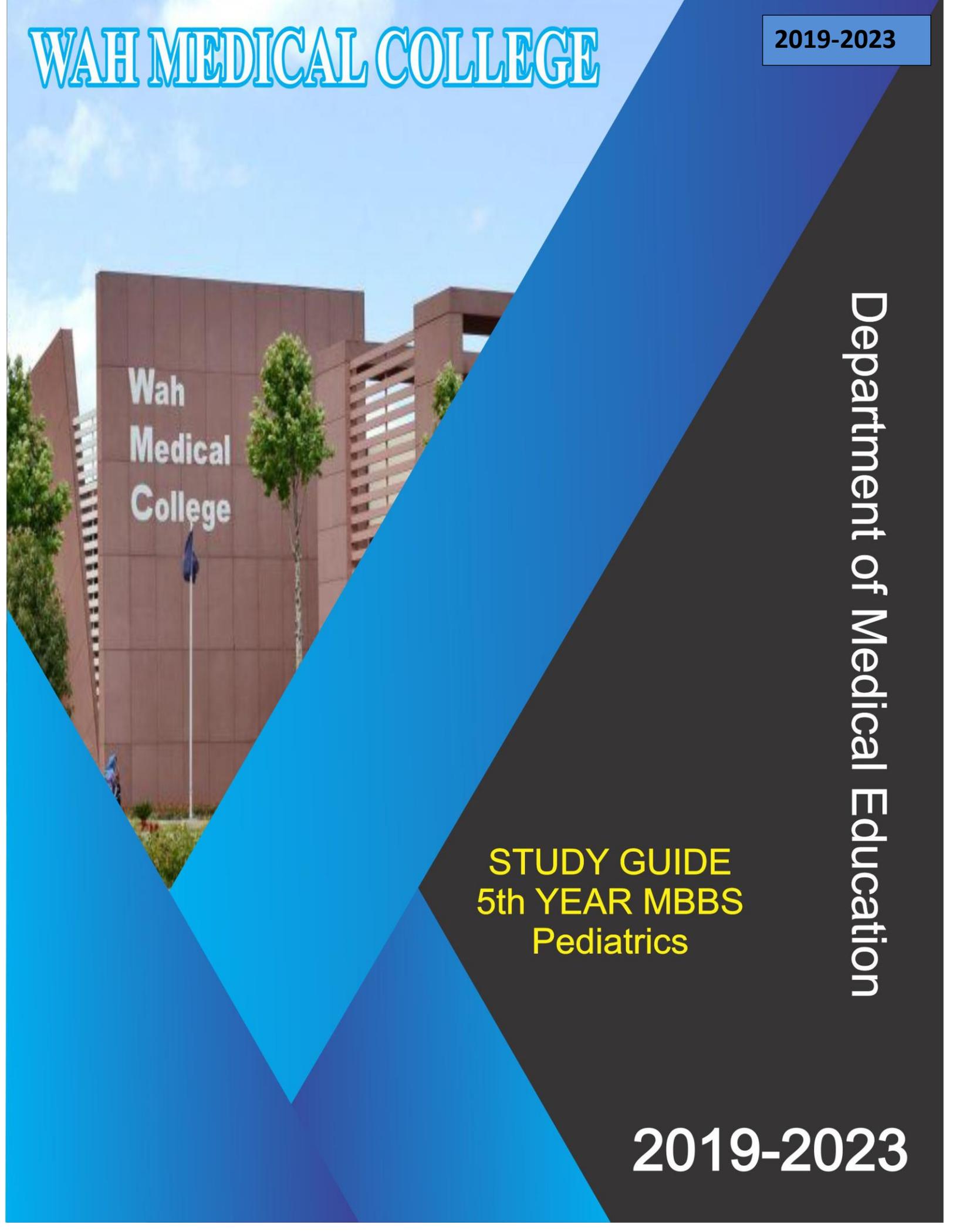


WAH MEDICAL COLLEGE

2019-2023

The background of the cover features a photograph of the Wah Medical College building, a large, modern structure with a brown facade. The words "Wah Medical College" are printed in white on the building's exterior. A flagpole with a blue flag stands in front of the building. The sky is blue with some light clouds. The entire image is overlaid with a large, stylized graphic consisting of several overlapping triangles in various shades of blue and black, creating a dynamic, geometric design.

Wah
Medical
College

Department of Medical Education

STUDY GUIDE
5th YEAR MBBS
Pediatrics

2019-2023

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VISION

The vision of National University of Medical Sciences is to improve the quality of life through education, research, innovation, and healthcare, thereby, contributing to endeavours to make Pakistan and this world better place to live in.



MISSION

To produce competent professional medical graduates equipped with sound knowledge based on scientific principles, imbued with ethics & moral values primed to serve the community through the profession and pursue advanced training in any branch of medicine

1. Outcomes of WMC MBBS Program

At the end of our five-year MBBS program, the graduates should be able to:

1. Independently manage common, non-critical clinical problems.
2. Assist in the management of critically ill patients & demonstrate competency in life saving procedures.
3. Exhibit the attributes of an ethical professional.
4. Conduct research which brings relevance to health care practices.
5. Act as an efficient community health promoter.
6. Exhibit scientific knowledge in all professional activities.
7. Demonstrate clear and efficient written & verbal communication skills.
8. Exhibit the habits of a lifelong learner.

2. Introduction to the Study Guide

I. Objectives of the Study Guide

Dear Students,

We, at the Department of Medical Education, Wah Medical College, have developed this study guide especially for you. This study guide aims to:

- Inform you about the organization of learning programs in this block which will help you to contact the right person in case of any difficulty.
- Help you in organizing and managing your studies throughout the block
- Guide you on assessment methods, rules, and regulations.
- Define the outcomes which are expected to be achieved at the end of the block.
- Identify the learning strategies that will be implemented to achieve the block outcomes such as lectures, small group discussions, clinical skills, demonstration, tutorial, and case-based learning
- Provide a list of learning resources such as books, and journals for students to consult to maximize their learning.

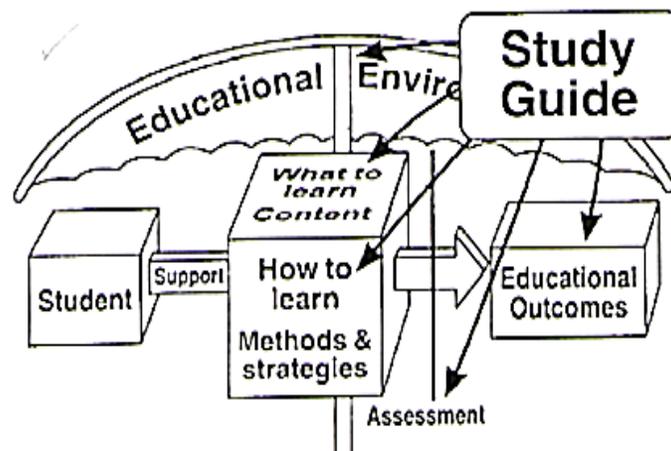


Figure 1. Objectives of the study Guide(HARDEN, J.M. LAIDLAW, E.A. HESKETH, 1999)

II. Commonly used abbreviations & Logos in the study guide

Learning Outcomes:

Learning outcomes are statements that define the expected goal of your course, lesson, or activity in terms of demonstrable skills or knowledge that will be acquired by you because of instruction. In simple words, these are the things that you must be able to tell or do with the required attitude after learning a particular topic.

1. Educational Strategies:

These are the methodologies through which you will be taught by your instructors.

Abbreviation	Logos
CBL: Case based learning.	
Demonstrations	
SGD: Small group discussions	
BST: BedSide Teaching	
Skill Lab	
Clinical Teaching (OPD/ OT/ IPD)	

Small Group Discussion

This format helps students to clarify concepts, acquired skills or attitudes. Sessions are structured with the help of specific exercises such as patient cases, interviews, or discussion topics. Students exchange opinions and apply knowledge gained from lectures, tutorials, and self-study. The facilitator's role is to ask probing questions, summarize, or rephrase to help clarify concepts.

Case-Based Learning

This is a small group discussion format where learning is focused around a series of questions based on a clinical scenario. Specifically designed case scenarios and the learning outcomes to be achieved are shared with the student before the session.

Students prepare for the CBL and during class they discuss and answer the questions applying relevant knowledge gained in clinical and basic health sciences during the block. Faculty members are present as a guide and an assessor.

Self-Directed Study

Students assume responsibilities of their own learning through individual study, sharing and discussing with peers, seeking information from the Learning Resource Center, teachers, and resource persons within and outside the college. Students can utilize the time within the college schedule hours for self-study.

Bedside teaching/ Ward rounds

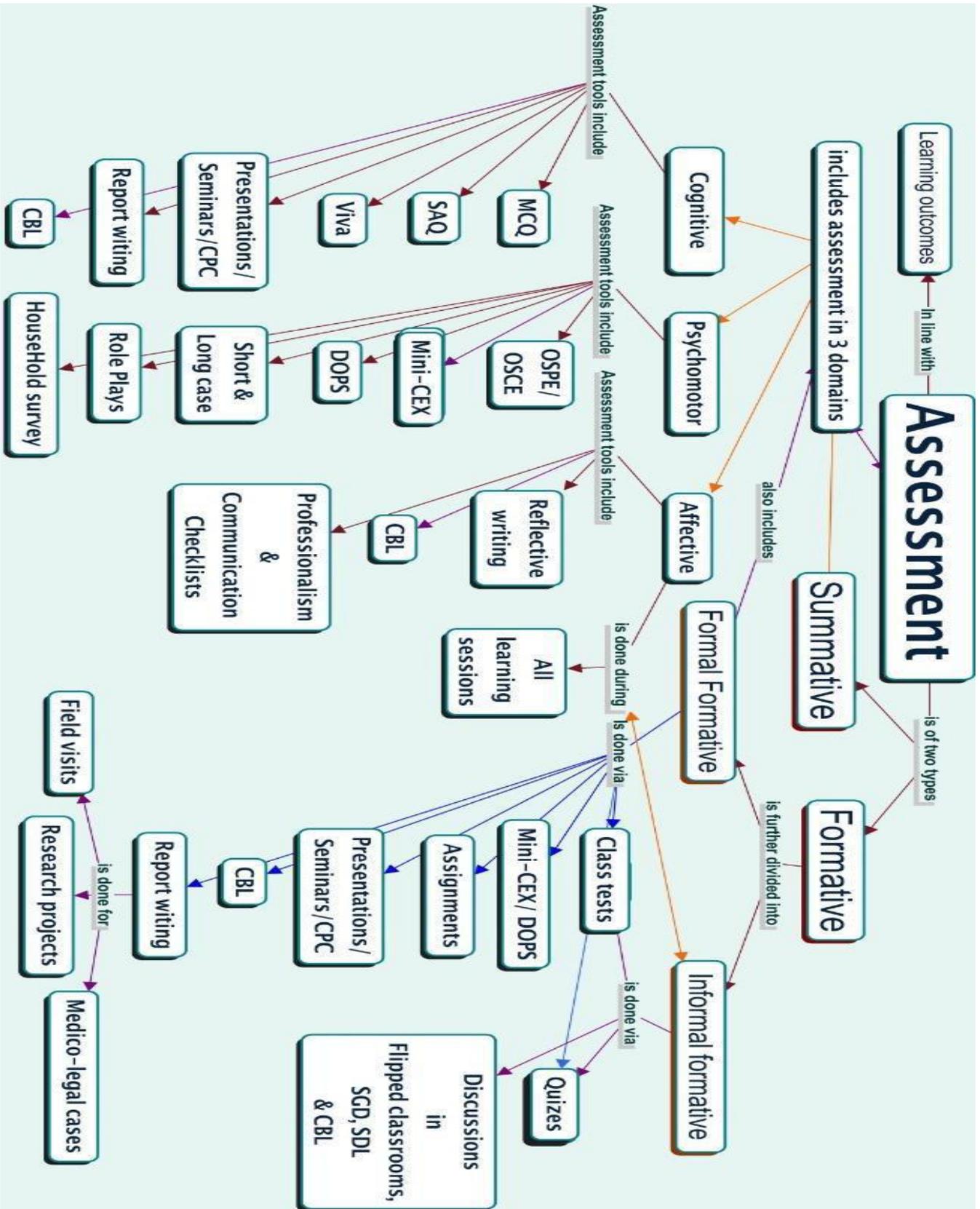
Students learn clinical case scenarios/ patient examination firsthand at the patient's bedside with the help of the instructor in case of online teaching, the same cases will be shown to you online with the help of videos and live clinical teaching.

OPD cases: This clinical teaching is based on outpatient profiles based on the models of basic and community-based care. Outpatient clinics offer more diverse and effective educational opportunities as it gives students the chance to encounter a wide range of pathologies in several evolutionary phases enhancing the clinical reasoning ability, communication skills and medical-patient relationship.

Observation of clinical procedures in OT, Minor OT

3. Assessment Map & Strategies

i. Internal Assessment.



During the clerkships the students will be continually formatively assessed as explained in the logbooks. The weightage of internal assessment will be 10-20% in final professional MBBS Examination (as per decision of NUMS). There will be one EOC and one pre-annual examination. There will also be end of rotation exams at the end of clinical rotation in different units. The scores of the end of each clerkship assessment, clinical rotation assessment and pre-annual examination will be used for calculation of the internal assessment. It is mandatory for MBBS students to appear and pass the pre-annual exam with at least 33% marks in each subject as per PMC rules, failing which student is not eligible to appear in the university exam.

ii. Annual Professional Examination.

The University will take the final professional Examination as per PMC guidelines at the end of the academic year. Annual Theory & Practical Examination will be of 600 marks each in Surgery and allied & Medicine & allied. Annual Exam for Paediatrics & Gynecology and Obstetrics will be of 200 marks each. The pass score will be 50% in theory and practical separately.

4. Clerkship Module Committee

Chairperson

Prof. Dr. Musarat Ramzan

Coordinators

Medicine
Surgery
Gynecology
Pediatrics

Prof. Dr. Muzamil Jamil
Brig (R)Prof. Dr. M. Pervez
Dr. Noreen Majeed
Dr. Sohail Ashraf

Study guide developed By

Department of Medical Education
Wah Medical College
under Supervision of
Dr. Ambreen Ansar

5. Structured Summary Pediatrics

Name	Y5
Duration	5+1 Week
Prerequisite Block	Y5B1
<u>Pediatrics</u>	1. Nutrition & GIT
	2. Respiration & CVS
	3. CNS & Endocrinology
	4. Nephrology & Neonatology
	5. Hematology & Infections
	6. Workshops

6. Course Contents

Pediatrics

Pediatrics								
Program Learning Outcomes	1	2	3	4	5	6	7	8
The medical students are expected to achieve the following Subject learning Outcomes displaying attributes of a professional & ethical person.								
1. Apply the principles of evidence based medicine for health promotion, disease prevention, infection control management of common diseases in children & neonates.(PLO 1,5)								
2. Demonstrate clinical skills of history taking & physical examination of children and neonates.(PLO 1 ,2,6)								
3. Perform basic pediatric procedures to handle common pediatric emergencies under supervision. (PLO 2)								
4. Display a compassionate and ethical attitude toward the patient and parents (PLO 3,7)								

Learning Outcomes:

At the end of the clerkship module, the student of final year MBBS should be able to:

- Identify, diagnose and enumerate steps of treatment of malnutrition.
- Differentiate between normal and abnormal physical growth patterns.
- List developmental milestones according to the age.
- Advise EPI vaccination schedule according to the age of the patient and discuss side effects of vaccines.
- Classify and enumerate steps of treatment of child with fever, cough and diarrhea according to IMCI guidelines.
- Diagnose and manage common pediatric GIT illnesses.
- Identify complications, list preventive measures and discuss prognosis of GIT illnesses.
- Diagnose and manage congenital and acquired respiratory diseases.
- Identify complications, list preventive measures and discuss prognosis of pediatric respiratory diseases.
- Diagnose and manage congenital and acquired cardiac diseases
- Identify complications, list preventive measures and discuss prognosis of pediatric heart diseases
- Diagnose, investigate and manage diseases affecting central & peripheral nervous system.
- Discuss complications, preventive measures and prognosis of pediatric neurological illnesses.
- Diagnose, investigate and manage common endocrine diseases.
- Discuss complications, preventive measures and prognosis of pediatric endocrine illnesses.
- Diagnose, investigate and manage common renal diseases.
- Discuss complications, preventive measures and prognosis of pediatric renal illnesses.
- Diagnose, investigate and plan management of common neonatal problems.
- Recognize complications, list preventive measures and discuss prognosis of newborn illnesses.

- Diagnose, investigate and plan management of infectious diseases.
- Diagnose and manage common pediatric hematological problems.
- Recognize the clinical presentation of the most common pediatric cancers.
- Outline management steps of common pediatric cancers.
- Diagnose and manage case of poisoning.
- Perform neonatal resuscitation.
- Perform pediatric basic life support.

Skill related Learning Outcomes:

By the end of clinical rotation student shall be able to:

- Take, write & present detailed pediatric history of patients reporting to Pead’s department
 - Perform Pediatric Examination on patients
 - Interpret growth charts of patients.
 - Discuss common Pediatric problems
 - Demonstrate Pediatric routine and emergency procedure skills
 - Communicate effectively with colleagues, patients & their relatives.
 - Display ethical & appropriate behavior while dealing with the pediatric patient.
- (Details of skill related Outcomes can be found in Pediatrics Logbooks)

Sr#	TOPIC	Instructor	Importance (Must Know Should Know Could Know)
A	GIT		
1	IMCI Diarrhea	Dr. Kashmala	Must know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Classify and enumerate steps of treatment of child with diarrhea according to IMCI guidelines. 			
2	Approach to a child with Diarrhea	Dr. Tahir Mahmood	Must know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Define Acute / Chronic & Persistent diarrhea. 			

<ul style="list-style-type: none"> ● List organisms causing diarrhea. ● Classify dehydration and plan management of diarrhoea. ● Discuss clinical features, list investigations & outline management of Hemolytic uremic syndrome. ● Discuss prognosis of HUS. 			
3	Malabsorption Syndromes	Dr. Tahir Mahmood	Should know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Identify the clinical presentation of malabsorption. ● Identify the signs and symptoms of gluten enteropathy/ celiac disease. ● List investigations and outline management steps of celiac disease/giardiasis. ● List complications and discuss prognosis of malabsorption. 			
4	Viral hepatitis	Iash faculty	Must know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Identify signs and symptoms of Hepatitis and Hepatic encephalopathy. ● Describe aetiology of acute & chronic Hepatitis. ● Discuss features of hepatotropic viruses. ● List complications of Hepatitis & outline management. ● List investigations and outline management steps of acute/chronic hepatitis. ● Identify clinical features, list investigations and outline management steps of Wilson disease. ● Discuss prognosis. 			
B	NUTRITION		
1	Approach to a child with abdominal pain	Prof. Dr. Munazza Saleem	Must know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Describe pathophysiology of abdominal pain, vomiting and constipation. ● List causes of abdominal pain, vomiting and constipation in neonates, infants and children. ● Discuss the organic causes of constipation. ● List investigations and outline management of a child with abdominal pain, vomiting and constipation. 			
2	Feeding of new born & infant		Must know
Class Learning Outcomes:			

<ul style="list-style-type: none"> • Enumerate short and long term health benefits of breast feeding • Recall WHO recommendations about breast feeding. • Compare breast milk and cow's milk. • List contraindications of breast feeding • Explain technique of breast feeding. • Lists hazards of bottle feeding. • Explains concept of complementary feeds. 			
3	Approach to a child with Macronutrient deficiency	Dr. Saba Mushtaq	Must know
Class Learning Outcomes: <ul style="list-style-type: none"> • Identify and diagnose macronutrient deficiency. • List investigations and enumerate treatment steps of macronutrient deficiency 			
4	Approach to a child with Micronutrient deficiency	Maj. Dr. Sehrish Anjum	Must know
Class Learning Outcomes: <ul style="list-style-type: none"> • Identify and diagnose micronutrient deficiency. • List investigations and enumerate treatment steps of micronutrient deficiency. 			
5	Nutrition assessment of a child	Dr. Sohail Ashraf	Must know
Class Learning Outcomes: <ul style="list-style-type: none"> • Classify malnutrition • Identify risk factors of malnutrition. • Recognize features of malnutrition 			
C	RESPIRATION		
1	Child with breathing difficulty	Dr. Sohail Ashraf	Must know
Class Learning Outcomes: <ul style="list-style-type: none"> • List differential diagnosis of child with breathing difficulty • Describe the pathophysiology & identify signs & symptoms of pneumonia & bronchiolitis • List causative organisms and complications of pneumonia & Bronchiolitis. • List investigations and enumerate management steps of pneumonia & Bronchiolitis 			

	<ul style="list-style-type: none"> List preventive measure & discuss prognosis of pneumonia 		
2	Chronic cough / Recurrent chest infections	Iash faculty	Could know
Class Learning Outcomes: <ul style="list-style-type: none"> List differential diagnosis of child with Chronic cough / Recurrent chest infections Describe the pathophysiology & identify signs & symptoms of CF, Immotile cilia syndrome, Bronchiectasis, Pertussis. List complications of diseases causing chronic cough / recurrent chest infections. Interpret radiological findings and investigations of diseases causing Chronic cough / Recurrent chest infections. List preventive measure & discuss prognosis of diseases causing Chronic cough / Recurrent chest infections. 			
3	Child with wheezing	Dr. Sohail Ashraf	Must know
Class Learning Outcomes: <ul style="list-style-type: none"> List differential diagnosis of child with wheezing Describe the pathophysiology & identify signs & symptoms of asthma List complications of asthma. List investigations and enumerate management steps of asthma List preventive measure and discuss prognosis of asthma. 			
4	Approach to a child with Tuberculosis	Dr. Sohail Ashraf	Must know
Class Learning Outcomes: <ul style="list-style-type: none"> Describe the pathophysiology of TB Identify signs & symptoms of TB List complications, investigations and enumerate management steps of TB List preventive measure of TB 			
5	Cough IMCI	Dr. Kashmala Khan	Must know
Class Learning Outcomes: <ul style="list-style-type: none"> Classify and enumerate steps of treatment of child with cough or difficult breathing. 			
D	CVS		

1	Child with Murmur & no Cyanosis	Prof. Dr. Munazza Saleem	Must know
Class Learning Outcomes: <ul style="list-style-type: none"> ● List common congenital heart defects producing murmur without cyanosis. ● Describe the clinical features of lesions causing volume overload/pressure overload. ● Outline investigations, enumerate management steps and prognosis 			
2	Child with Murmur & Cyanosis	IASH Faculty	Must know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Define murmur ● List common congenital heart defects causing cyanosis & murmur. ● Describe the evaluation through history, physical examination and investigations ● Explain the management options for different cyanotic heart diseases and their prognosis. 			
3	CCF / Rhythm abnormalities	IASH Faculty	Could know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Identify rhythm abnormalities. ● Describe signs and symptoms of CCF. ● Outline management of CCF/ rhythm abnormalities. 			
4	Infective Endocarditis / Rheumatic Heart Disease	Prof. Dr. Munazza Saleem	Must know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Describe etiology of infective endocarditis & Rheumatic heart disease. ● Recognize clinical features of infective endocarditis & Rheumatic heart disease. ● List investigations and outline management plan. ● Discuss prognosis of IE & Rheumatic heart disease. 			
E	CNS		
1	Approach to child with fever & Fits	Dr. Tahir Mahmood	Must know
Class Learning Outcomes:			

<ul style="list-style-type: none"> ● List common organisms causing CNS infections ● Differentiate signs & symptoms of different CNS infections ● Formulate management plan of common CNS infections ● Recognize complications of CNS infections ● Discuss prognosis of CNS infections. 			
2	Approach to a child with Seizure disorders	Dr. Tahir Mahmood	Must know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Differentiate between seizure and pseudoseizure. ● Generate diagnostic criteria for febrile seizures and afebrile seizures ● Recognize trends related to epilepsy ● Outline the management plan of fits. 			
3	Child with developmental delay	Dr. Saba Mushtaq	Could know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Identify Ataxia & movement disorders ● Generate differential diagnosis of Neurodegenerative disorders & muscular dystrophies ● Outline management plan of a child with neurodegenerative disorder & muscular dystrophies. 			
4	Approach to a child with AFP	Dr. Tahir Mahmood	Must know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Define acute flaccid paralysis ● Generate differential diagnosis of AFP. ● Diagnose a case of AFP on basis of history & examination. ● Outline management of AFP. 			
5	Child with abnormal head size / shape	Maj. Dr. Sehrish Anjum	Should know
Class Learning Outcomes: <ul style="list-style-type: none"> ● List diseases causing microcephaly & hydrocephalus. ● Plan investigations and outline treatment of microcephaly & hydrocephalus. ● Discuss prognosis of microcephaly & hydrocephalus. 			

6	Stroke & coma	Iash faculty	Should know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Define stroke and its types ● Identify various causes of stroke and coma ● Outline the management of stroke and coma 			
F	ENDOCRINOLOGY		
1	Approach to a child with Ambiguous genitalia	Iash	Could know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Differentiate between the presentation of Congenital Adrenal hyperplasia in male and female neonate ● Investigate a child with ambiguous genitalia ● Enumerate and justify generic management steps for a newly diagnosed patient with ambiguous genitalia. 			
2	Approach to a child with Abnormal Stature	Dr. Sohail Ashraf	Must know
Class Learning Outcomes: <ul style="list-style-type: none"> ● List differential diagnosis of short & tall stature. ● Plan investigations of abnormal stature. ● Outline management plan of a child with abnormal stature 			
3	Child with Goiter	Dr. Saba Mushtaq	Must know
Class Learning Outcomes: <ul style="list-style-type: none"> ● List differential diagnosis of goiter in children. ● Plan investigations of goiter. ● Outline management plan of a child with goiter. ● List complications of hypo/hyperthroid 			
4	Child with polyuria / Polydipsia	Dr Sohail Ashraf	Must know
Class Learning Outcomes: <ul style="list-style-type: none"> ● List differential diagnosis of polyuria/polydipsia ● Plan investigations of polyuria/ polydipsia. ● Outline management plan of a child with polyuria/polydipsia ● Discuss complications of Diabetes mellitus. ● Discuss dietary plan of a child with diabetes mellitus 			

G	NEPHROLOGY		
1	CKD	Prof. Dr. Munazza Saleem	Must Know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Discuss pathophysiology, clinical manifestations and complications of CKD. ● List investigations and outline management plan of CKD. 			
2	AKI	Prof. Dr. Munazza Saleem	Must Know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Discuss pathophysiology, clinical manifestations and complications of AKI ● List investigations and outline management plan of AKI 			
3	Child with Hematuria	Prof. Dr. Munazza Saleem	Must Know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Define and list differential diagnosis of hematuria ● Explain pathophysiology of AGN. ● Recognize clinical features, list investigations and outline management plan of AGN. ● List complications and discuss prognosis of AGN 			
4	Child with burning micturition	Dr. Kashmala	Must Know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Define UTI. ● Discuss clinical features , investigations and complications of UTI ● Outline management of UTI. ● Describe pathophysiology, clinical features and investigations of VUR ● Outline management of VUR and discuss prognosis of VUR. 			
5	Child with proteinuria	Maj. Dr. Sehrish Anjum	Must Know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Define and list differential diagnosis of edema. 			

<ul style="list-style-type: none"> ● Define and explain pathophysiology of Nephrotic syndrome. ● Recognize clinical features, list investigations and outline management plan of Nephrotic syndrome ● List complications and discuss prognosis of Nephrotic syndrome 			
H	NEONATOLOGY		
1	Newborn with breathing difficulty D/D (RDS, MAS, TTN)	Dr. Saba Mushtaq	Must Know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Generate differential diagnosis of breathing difficulty in newborn. ● Describe the pathophysiology of RDS & TTN ● List investigations and enumerate management steps 			
2	D/D of large baby / Small baby (IDM, Prematurity)	Dr. Sobia Noor	Must Know
Class Learning Outcomes: <ul style="list-style-type: none"> ● List causes & complications of preterm /IDM babies. ● Outline management plan of preterm/IDM babies. 			
3	Child with delayed cry/Fits	Iash faculty	Must Know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Explain APGAR scoring system ● Recognize signs and symptoms of Hypoxic ischemic encephalopathy ● Plan investigations and outline management of HIE. 			
4	Approach to sick new born according to IMCI	Dr. Saba Mushtaq	Could know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Assess and classify the sick child ● Assess ,classify and enumerate treatment of sick young infant upto 2 months of age 			
I	INFECTION		
1	● Approach to a child with fever & Thrombocytopenia	Dr. Sohail Ashraf	Must Know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Identify signs & symptoms of Typhoid, Malaria, Dengue fever ● Plan investigations & discuss treatment of these infections ● Discuss complications 			

<ul style="list-style-type: none"> ● Discuss preventive measures & prognosis 			
2	Child with fever & rash		Must Know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Explain different types of rash & generate differential diagnosis. ● Identify signs & symptoms diseases causing rash. ● Plan investigations & discuss treatment of these infections ● Discuss complications, preventive measures & prognosis 			
3	Measles: IMCI guidelines	Dr. Tahir Mahmood	Must Know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Classify fever according to IMCI. ● Outline management of child with fever and rash according to IMCI guidelines. 			
4	Approach to a child with infective disease of Heart	Iash	Must Know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Describe etiology, causative organisms of infective endocarditis, myocarditis & pericarditis. ● Recognize clinical features of infective endocarditis myocarditis & pericarditis. ● List investigations, outline management plan, and discuss prognosis. 			
J Haemoncology			
1	● Thrombocytopenia	Dr. Saba Mushtaq	Must Know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Clinically differentiate between petechiae, bruises and purpura. ● Enumerate diseases causing thrombocytopenia. ● List investigations and outline management plan of patient with thrombocytopenia. 			
2	Non-Hemolytic anemias (IDA+ Megaloblastic anemia + Aplastic)	Dr. Aimal Hassan	Must Know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Explain classification and causes of anaemias. 			

	<ul style="list-style-type: none"> ● Generate differential diagnosis based on interpretation of investigations ● Discuss management of anaemias with special reference to nutritional rehabilitation 		
3	Hemolytic Anemias	Dr. Saba Mushtaq	Must Know
Class Learning Outcomes: <ul style="list-style-type: none"> ● List Differential Diagnosis of haemolytic anemias in a child ● List investigations and outline management plan of common hemolytic disorders 			
4	Child with Coagulation & bleeding disorders	Dr. Sundus Khan	Must Know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Differentiate between clinical presentation of different bleeding disorders ● Interpret investigations relevant to bleeding and coagulation disorders ● Evaluate patient presented with suspected bleeding or coagulation disorder 			
5	Childhood Malignancies	Dr. Sohail Ashraf	Should Know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Recognize the clinical presentation of the most common paediatric cancers ● Interpret laboratory findings indicative of a possible cancer diagnosis ● Determine the approaches to cancer treatment 			
K	MISC.		
1	Genetics/ Dysmorphology	Dr. Sobia Noor	Must Know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Identify common syndromes. ● Plan investigations of Down syndrome. ● Identify pedigree and give examples ● List complications of Down syndrome 			
2	Common Poisoning	Dr. Kashmala Khan	Should know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Differentiate the different types of poisoning and their signs and symptoms ● Define the goals of treatment 			

<ul style="list-style-type: none"> ● Appraise the pharmacological basis for enhancing elimination of drugs and use of specific antidotes 			
3	Common Surgical Problems	Iash faculty	Must Know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Diagnose common surgical problems in children ● Discuss management of surgical problems 			
4	Child with joint swelling	Dr. Sobia Noor	Should Know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Develop a differential diagnosis for arthritis ● Discuss the diagnostic and treatment approaches to common causes of arthritis in children ● Discuss prognosis of arthritis 			
5	EPI vaccination	Prof. Dr. Munazza Saleem	Must Know
Class Learning Outcomes: <ul style="list-style-type: none"> ● Define cold chain. ● Classify immunity. ● Differentiate between various types of vaccines. ● Define EPI and explain its component vaccines. ● Plan a vaccination schedule according to the scenario. ● List side effects of vaccines 			

Learning Resources:

1. Reference Books:

- Basis of Pediatrics by Parvez Akbar Khan

2. Online resources:

Google class room

3. Library Resources:

- Textbook of Pediatrics by PPA
- Current Pediatric Diagnosis & Treatment
- Harriet & Lane Handbook of Pediatrics
- Pediatrics illustrated text book by Tom Lissauer

Teaching Faculty:

Name	Email address
Dr Munazza Saleem	munazza@wahmedicalcollege.edu.pk
Dr Sohail Ashraf	drsohail@wahmedicalcollege.edu.pk
Dr Saba Mushtaq	sabamushtaq@wahmedicalcollege.edu.pk
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Maj. Dr. Sehrish Anjum	
Dr. Kashmala Khan	malakhan@gmail.com
Dr. Kiran Israr Shah	
Dr. Qurat ul Ain	

Assessment Strategies (Formative)	Assessment Strategies (Summative)
Assignments; Posters/ Projects; Mini-CEX; DOPS	MCQs; SEQs; TOACS: long case discussion; Short case discussion
Number of formative assessments to be taken during 11 weeks (Mini-CEX, DOPS, MCQ quiz, OSCE, Presentations, Role Plays, Reflective writing, Portfolios etc)	Number of Summative assessments to be taken during 11 weeks (Mini-CEX, DOPS, MCQ, SEQ etc)

7. Rules & Regulation

I. Student's code of conduct

The Student Code of Conduct sets out the standards of conduct expected of students. It holds individuals and groups responsible for the consequences of their actions. Failure to fulfill these responsibilities may result in the withdrawal of privileges or the imposition of sanctions.

Wah Medical College is a community of students, faculty and staff involved in learning, teaching, research, and other activities. All members of the WMC community are expected to conduct themselves in a manner that contributes positively to an environment in which respect, civility, diversity, opportunity, and inclusiveness are valued, so as to assure the success of both the individual and the community. The Student Code of Conduct reflects a concern for these values and tries to ensure that members of the WMC can make use of and enjoy the activities, facilities, and benefits of WMC without undue interference from others.

WMC STUDENT CODE OF CONDUCT

- Discipline
- Decent dress
- Good Manners
- Smart Turn Out
- Healthy Activities
- No smoking
- No Abusive Language
- Cooperative Attitude
- Respect for All

II. Attendance policy

- a. Students are required to mark attendance for every class.
- b. The attendance is compiled by the respective department and submitted to student affairs by the 10th of each month.
- c. The Students Affairs Department will compile the absent report and a fine of Rs. 500/- for a lecture or for the whole day will be imposed on absent students. It is pertinent to mention here that a fine is imposed on students to compel them to attend classes regularly and not to generate the funds.
- d. A compiled attendance state of all students along with those having attendance less than 75% duly highlighted will be submitted to the Students Affairs Department on monthly as well as quarterly basis by the concerned departments.
- e. At the end of the academic year, a consolidated state of attendance of students will be submitted to the Students Affairs Department.
- f. Departments will submit the list of those students having attendance less than 75% at the end of academic year.
- g. Admission forms of students having attendance less than 75% will NOT be submitted to NUMS for appearing in Annual University Exams.

8. Study tips

Dear Students,

Becoming a doctor is a tough job, but you can make it easier for yourself by adopting some time-tested techniques or habits. It's never too early – or too late – to develop good study habits. The sooner you get into a good self-study pattern, the easier everything will be and the more your chances of getting good marks will improve. Here are our top tips for getting the most out of your self-directed study time. And remember **Perseverance is the Key to Success!**



Review the material regularly, create a study schedule

Write it down



Test yourself

Find an effective learning environment with limited distractions and some fresh air



Improve memorization with Mnemonics

Incorporate auditory methods; use online podcasts



Use visuals, images, concept maps & illustration charts

Consider forming a study group or find an accountability buddy



Take strategic breaks

9. Feedback on the study guide

We value your feedback and will use it for improvement of this Study guide.

Kindly provide feedback for this study guide. At the email:

dme@wahmedicalcollege.edu.pk

dmewahmedicalcollege@gmail.com

10. References:

HARDEN, J.M. LAIDLAW, E.A. HESKETH, R. M. (1999). AMEE Medical Education Guide No 16: Study guides-their use and preparation. *Medical Teacher*, 21(3), 248–265. <https://doi.org/10.1080/01421599979491>

11. Timetable Template

WAH MEDICAL COLLEGE
Clinical Rotation Schedule

Department of Paediatrics
Batch: C1
On Campus

Final Year MBBS 2023 (Batch: 16)
Duration of Rotation: 26-10-2022 to 01-12-2022
Timings: 08:00am to 03:00pm EYE: 03:00-05:00

NOTE: Evening duties will be from 3-6 Pm. Every student has to do evening rotation. Students will report to ER (On call PG).

- Each student will submit 5 histories at end of rotation

Week 1	Clinical Rotational Time Table From 26. October 2022 to 28. October 2022							Final Year MBBS 2023	Batch: C				
Subject / Deptt : PAEDIATRICS	Session 1	Session 2	Session 3	Session 4	Break	Session 5	Session 6	Session 7	Break				
Week: 1	Theme : GIT / Nutrition												
Day 1 Wed	08:00-08:45	08:45-9:30	09:30-10:15	10:15-11:00	11:00-11:30 BREAK	11:30-12:15	12:15-1:00	1:00-2:00	2:00-3:00				
Orientation	SGD	Paeds History -1	Bed Side Teaching : Ward Round /OPD/NICU (consultant /S,R/M,O)	Bed Side Teaching : Ward Round /OPD/NICU (consultant /S,R/M,O)	BREAK					BREAK (Nuzuz & Lunch)			
Dr. Sohail	Tutorial Room 1	Dr. Ajmal	Tutorial Room 1	Tutorial Room	SGD	Paeds History - 2	Clinical Methods	GPE	SGD	History Presentation Roll Nos.	History Presentation Roll Nos.	Tutorial Room 1	Tutorial Room 1
Day 2 Thu	27.OCT.	SGD	Morning meeting	SGD	Viral Hepatitis	Bed Side Teaching : Ward Round /OPD/NICU (consultant /S,R/M,O)	Bed Side Teaching : Ward Round /OPD/NICU (consultant /S,R/M,O)	BREAK					BREAK (Nuzuz & Lunch)
IASH Faculty	Tutorial Room 1	IASH Faculty	Tutorial Room 1	Tutorial Room	IASH Faculty	Tutorial Room	IASH Faculty	Ward & Tutorial Room	On call PG	Tutorial Room 1	Tutorial Room 1	Tutorial Room 1	Tutorial Room 1
Day 3 Friday	28.OCT.	SGD	Morning meeting	SGD	Approach to a child with Macrocytarian + deficiency	Bed side Teaching + Case Presentation	Bed Side Teaching : Ward Round /OPD/NICU (consultant /S,R/M,O)	BREAK					BREAK (Nuzuz & Lunch)
Dr. Saba	Tutorial Room 1	Dr. Saba	Tutorial Room 1	Tutorial Room	Dr. Sebrish	Tutorial Room	SGD	Approach to a child with Micronutrient deficiency	SGD	Nutrition Assessment of a child /IMCI.	On call PG	Tutorial Room 1	Tutorial Room 1

Final Year Incharge (Paediatrics): Dr. Sohail Ashraf