

WAH MEDICAL COLLEGE

2020-2024

A photograph of the Wah Medical College building, a large, modern structure with a reddish-brown facade. The words "Wah Medical College" are visible on the building's exterior. A flagpole with a blue flag stands in front of the building. The image is partially obscured by a large blue diagonal graphic element.

Wah
Medical
College

Department of Medical Education

STUDY GUIDE
5th Year MBBS
Medicine

2020-2024

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VISION

National University of Medical Sciences envisions a world with a better quality of life for all by enhancing our contribution to healthcare, education, innovation, and research.



MISSION

To produce competent medical professional graduates equipped with sound knowledge & research capabilities based on scientific principles, imbued with ethics and moral values primed to serve the community through the profession and pursue research & 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.

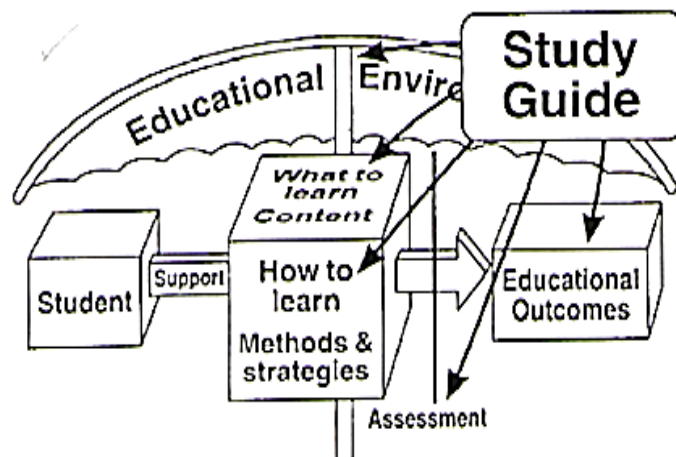


Figure 1. Objectives of the study Guide(HARDEN, J.M. LAIDLAW, E.A. HESKETH, 1999)







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.

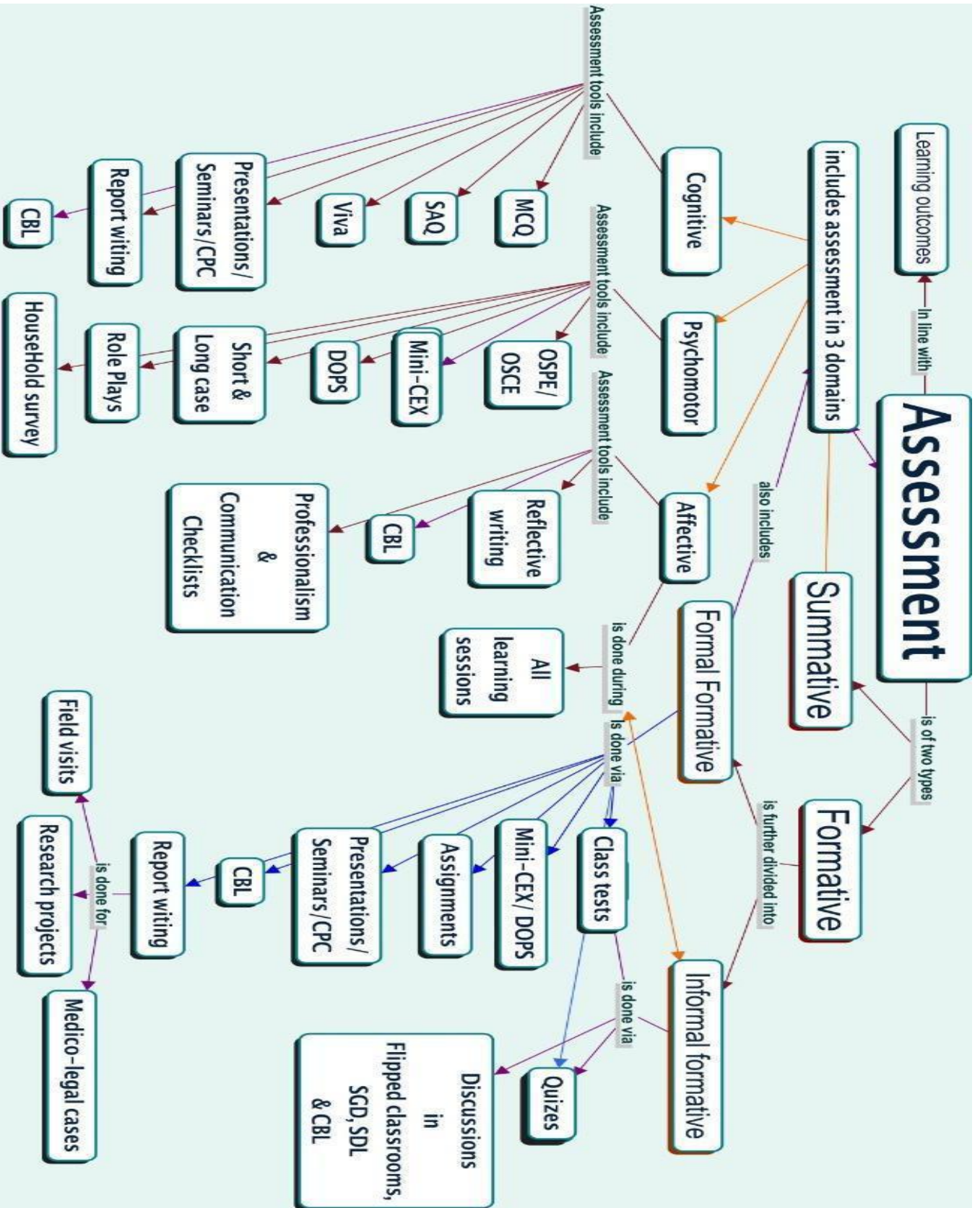
Bedside teaching/ Ward rounds

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% 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. To become eligible for sitting in the Pre-annual exam the student must pass at least 50% of all the formal formative assessments taken during all 5 years. 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. The pass score will be 50% in theory and practical separately. In the practical exam the student has to achieve 50% marks in the observed and unobserved station independently to pass the exam.

4. Clerkship Module Committee

Chairperson	Prof. Dr. Musarat Ramzan	
Coordinators	Medicine:	Prof. Dr. Muzamil Jamil Prof. Dr. Sohail Bhutta
Study guide Developed By	Department of Medical Education Wah Medical College under Supervision of Dr. Ambreen Ansar	

5. Course content

Program Learning Outcomes	1	2	3	4	5	6	7	8
Subject learning Outcomes								
1. Diagnose common Medical conditions, suggest and formulate appropriate investigations, rationalize treatment plan and if appropriate, refer patient for specialist opinion/ management. (PLO 1,6 ,7)								
2. Suggest preventive measures for the common Public Health Problem in the community. (PLO 5)								
3. Perform relevant bedside procedures. PLO 2,6								
4. Convey relevant information and explanations accurately to patients, families, colleagues and other professionals. (PLO 1, 6,7)								
5. Apply medical ethics to medicine and maintain the confidentiality of the patient. (PLO 3)								
6. Adapt research findings appropriately to the individual patient situation or relevant patient population (PLO 4,8)								

Knowledge related Learning Outcomes:

At the end of this block, final year student will be able to:

- Diagnose patients with Cardiac, Respiratory, and Hematological problems.
- Suggest/ interpret appropriate investigations for these problems
- Rationalize treatment plan and if appropriate refer the patient for specialist opinion/management

Skill related Learning Outcomes:

Each student completing a medical ward rotation should be able:

- Take and write clinical history properly.
- Conduct a routine detailed clinical examination properly.
- Show empathy and sympathy while examining the patient.
- Demonstrate the right to consent and privacy of the patient.
- Present the relevant history and findings of physical examination in logical order verbally as well as in written form.
- Make an appropriate differential diagnosis list.
- Formulate a list of relevant investigations.
- Outline the basic management plan.
- Communicate with patients/relatives about their disease and basic management plan.
- Identify routine medical emergencies and react accordingly.
Advice and consult appropriately with medical, nursing, and other colleagues.
- Perform / describe basic medical procedures

(Details of skill related Outcomes can be found in medicine Logbooks)

S. No.	Topic/Theme	Educational Strategies	Name of instructor	Importance (Must know Should know Could know)
01	Calcium metabolism and parathyroid related problems	SGD	Dr. Khalil Ur Rehman	Should Know
Learning Outcomes: <ul style="list-style-type: none">● Identify the hormones produced by the parathyroid and their functions.● Correlate path physiological basis of various etiological factors to clinical manifestations of parathyroid endocrine disorder.● Describe PTH relation with calcium● Devise plan for diagnosis, investigations and management Parathyroid disorders.				

02	Motor Neuron Disease	SGD	Dr. Rifat Yasmin	Should Know
Learning Outcomes: <ul style="list-style-type: none"> Identify various subtypes of motor neuron disease including Amyotrophic Lateral Sclerosis (ALS), Differentiate between lower motor neuron disease and upper motor neuron disease Devise a management plan based on investigations, diagnosis and treatment 				
03	Hemoglobinopathies Thalaesmia / Sickle Cell Disease	SGD	Dr. Sohaib Ahmed	Should Know
Learning Outcomes: (PLO: 1, 2, 3, 6, 7) <ul style="list-style-type: none"> Classify hemoglobinopathies based on abnormalities in structure and formation of Hb. Differentiate between different hemoglobinopathies based on characteristic features, signs and symptoms. Devise a management plan based on diagnosis, investigations and treatment. 				
04	Systemic Connective tissue Diseases SLE	SGD	Dr. Rifat Yasmin	Should Know
Learning Outcomes: <ul style="list-style-type: none"> Identify the diagnostic criteria of SLE Suggest therapeutic options and investigations after establishing diagnosis based on clinical manifestations. Suggest Management of complications. Diagnose MCTD and scleroderma: Suggest therapeutic options and investigations after establishing diagnosis based on clinical manifestations 				
05	Inflammatory Bowel Disease	SGD	Dr. Jamila Khan	Could Know
Learning Outcomes: <ul style="list-style-type: none"> Identify types of inflammatory bowel disease based on clinical features Suggest relevant investigations. Outline management plan 				
06	CNS Infections / Meningitis / Brain Abcess		Dr. Rifat Yasmin	Must Know
Learning Outcomes: <ul style="list-style-type: none"> Differentiate among the various infections of CNS based on etiologies and clinical features and presentation. Outline the modalities for investigation and medical management of CNS infections Identify Complications and treat them. Advocate preventive strategies for complications 				
07	Hepatic encephalopathy	SGD	Dr. Jamila	Must Know

Learning Outcomes:

- Correlate the causes and pathology of hepatic encephalopathy to its clinical features
- Enlist precipitating causes of encephalopathy
- Outline the management and suggest preventive measures.

08	Pancreatitis	SGD	Dr. Noreen Adil	Should Know
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Learning Outcomes:

- Elaborate the pathophysiology of Acute and Chronic Pancreatitis
- Diagnose the patient on the basis of Signs, symptoms and investigations
- Outline the Treatment plan
- Enlist its Complications

09	AKI	SGD	Dr. Khalil Ur Rehman	Should Know
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Learning Outcomes:

- Diagnose the patient on the basis of history and examination
- Determine the cause of AKI
- Enlist common nephrotoxic medications
- Differentiate between pre-renal and renal causes of AKI
- Advise relevant investigations
- Devise management plan
- Propose preventive measures
- Suggest treatment plan for complications of AKI

10	Pituitary Disorders	SGD	Dr. Rifat / Dr. Waleed	Could Know
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Learning Outcomes:

- Discuss functions of anterior and posterior pituitary hormones and hypothalamic hormones. Identify Hypopituitarism and Hyperpituitarism
- Define criteria for diagnosing Acromegaly, clinical presentation of Acromegaly/ Growth hormone deficiency.
- Suggest relevant investigations for diagnosis including oral glucose tolerance test and GH levels, Neuroimaging with CT and MRI
- Propose surgical, medical and radiotherapy management.
- Discuss pathophysiology of central precocious puberty, acromegaly and growth hormone deficiency.
- Correlate pathophysiology of diabetes insipidus/SIADH to its clinical Manifestations.
- Correlate the effects and devise a plan for diagnosis and clinical management of SIADH/diabetes insipidus.
- Outline the management of the disease.

11	Myasthenia Gravis	SGD	Dr Ayesha Rani	Could Know
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Learning Outcomes: <ul style="list-style-type: none"> ● Describe pathophysiological basis of Myasthenia gravis. ● Differentiate between Myasthenia and Dystrophy. ● Describe genetic basis of muscular dystrophy ● Identify clinical features of Myasthenia Gravis ● Diagnose various stages of time based characteristic features. ● Develop management plan for Myasthenia Gravis. 				
12	Multiple Myeloma	SGD	Dr. Sohaib	Could Know
Learning Outcomes: (PLO: 1, 2, 3, 6, 7.) <ul style="list-style-type: none"> ● Define the pathological basis of Multiple myeloma ● Classify various stages based on clinical presentation ● Justify the role of laboratory investigations and various treatment options 				
13	NHL	SGD	Dr Sadia Fatima	Should Know
Learning Outcomes: <ul style="list-style-type: none"> ● Correlate abnormalities in the immune system and its processes to occurrence of lymphoma and its associated clinical presentation. ● Identify organs associated with Non-Hodgkin's Lymphoma. ● Delineate the diagnostic criteria of various stages on time based characteristic features. ● Propose diagnostic modalities and treatment options. 				
14	Blood and Blood Product Transfusion & Related Problems	SGD	Dr. Rifat Yasmin	Should Know
Learning Outcomes: (PLO: 1, 2, 3, 6, 7.) <ul style="list-style-type: none"> ● Elaborate the generic prerequisites and modes of transfusion. ● Correlate the pathophysiology of blood reactions to the Requirement & safety protocol ● Describe step by step management of different types of transfusion reactions. 				
15	RTA	SGD	Dr Khalil Ur Rehman	Should Know
Learning Outcomes: <ul style="list-style-type: none"> ● Describe how to approach a patient with metabolic acidosis ● Differentiate between high anion gap and normal anion gap metabolic acidosis ● Identify different types of renal tubular acidosis ● Enlist causes of renal tubular acidosis ● Advise relevant investigations ● Devise management plan 				
16	Parkinson's Disease & other movements disorders	SGD	Dr. Waleed Shehzad	Must Know
Learning Outcomes: <ul style="list-style-type: none"> ● Elaborate the generic prerequisites and modes of transfusion. 				

<ul style="list-style-type: none"> Correlate the pathophysiology of blood reactions to the Requirement & safety protocol Describe step by step management of different types of transfusion reactions 				
17	CML	SGD	Dr. Sohaib Ahmed	Should Know
Learning Outcomes: <ul style="list-style-type: none"> Differentiate between Symptoms and signs, and characteristic features of chronic Describe Leukemias Diagnose various stages of chronic leukemias Propose appropriate Investigations, diagnostic modalities and treatment options 				
18	Paraplegia	SGD	Dr. Ayesha Rani	Should Know
Learning Outcomes: <ul style="list-style-type: none"> Diagnose Paraplegia based on Various etiological features, clinical features Devise investigation plan Suggest treatment options. 				
19	Myocardial Infarction	SGD	Dr. Raafy Iqbal	Should Know
Learning Outcomes: (PLO: 1, 2, 3, 6, 7) Define <ul style="list-style-type: none"> Acute coronary syndrome (ACS) Angina Unstable angina pectoris (UA) Non-ST segment elevation myocardial infarction(NSTEMI) Identify <ul style="list-style-type: none"> Identify ST segment elevation in ECG of patient with myocardial infarction Describe <ul style="list-style-type: none"> Describe the pathophysiological basis of cardiac ischemia. Diagnose ACS and MI. Enlist complications of MI. Analyze the pharmacological management in the treatment of ACS. Differentiate between male and female signs and symptoms of ACS. Differentiate modifiable and non-modifiable risk factors of ACS. Discuss coronary revascularization procedures and nursing care. 				
20	Myeloproliferative disorders	SGD	Dr Sadia Fatima	Should Know
Learning Outcomes: <ul style="list-style-type: none"> Classify various forms of Myeloproliferative disorders based on Clinical presentation. Diagnose various stages of the disease. Propose appropriate Investigations diagnostic modalities and treatment 				
21	OSPE, Crash Trolley Drugs/ Instruments	SGD	Dr Rifat Yasmin	Should Know

Learning Outcomes: Describe <ul style="list-style-type: none"> ● ECGs ● Pictures ● Drugs ● Instruments ● Patient Safety/ ● Infection control 				
22	OSPE related pictures from CNS Rheumatology Endocrines	SGD	Dr Sadia Fatima	Should Know
Learning Outcomes: Interpretations of <ul style="list-style-type: none"> ● Endo Data ● Haem Data ● X-Ray/ CT Scan 				
23	Electrolyte imbalance & Acid Base Balance	SGD	Dr Khalil ur Rehman	Should Know
Learning Outcomes: <ul style="list-style-type: none"> ● Make prompt diagnosis ● Enlist etiologies ● Outline management plan ● Anticipate complications 				
24	Br. Asthma	SGD	Dr Ayesha Rani	Should Know
Learning Outcomes <ul style="list-style-type: none"> ● Describe Bronchial Asthma ● Enumerate its precipitating factors ● Explain etiology & pathogenesis ● Identify its clinical features & grade of severity ● Advice appropriate investigations and Discuss its management plan ● Identify patients with acute severe asthma, life threatening and Brittle Asthma & manage these conditions 				
25	Infection Control Patient Safety	SGD	Dr Ayesha Rani	Could Know
Learning Outcomes <ul style="list-style-type: none"> ● Apply the principles of infection control to ensure patient safety. 				
26	Hodgkin's Disease	SGD	Dr Wajahat Sultan Baig	Should Know

Learning Outcomes: (PLO: 1, 2, 3, 6, 7.)

- Correlate abnormalities in the immune system and its processes to occurrence of lymphoma and its associated clinical presentation.
- Identify organs associated with Lymphoma.
- Delineate the diagnostic criteria of various stages on time based Characteristic features.
- Propose diagnostic modalities and treatment options.

27	Diabetic Emergencies	SGD	Dr Wajahat Sultan Baig	Should Know
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Learning Outcomes:

- Make prompt diagnosis
- Enlist etiologies
- Outline management plan
- Anticipate complications

28	HIV	SGD	Dr Wajahat Sultan Baig	Should Know
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Learning Outcomes:**Knowledge**

- Relate the etiology of AIDS to its Symptoms and signs
- Identify the modes of transmission
- Identify individuals susceptible to the disease
- Diagnose the disease and its stage on the basis of clinical presentation, and laboratory findings
- Evaluate various diagnostic modalities and

29	Septicemia	SGD	Dr Sadia Fatima	Should Know
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Learning Outcomes:**Knowledge**

- Define Sepsis
- Classify sepsis according to criteria
- Identify the organ involved and stage of the disease based on Clinical

Presentation

- Evaluate Diagnostic modalities, treatment options and.
- Describe the complications of the disease
- Propose drug treatment of sepsis and measures to prevent its progression

30	Lung Abscess Bronchiectasis	SGD	Dr Sadia Fatima	Should Know
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Learning Outcomes: (PLO: 1, 2, 3, 6, 7)

- Analyze the etiology and pathogenesis of bronchiectasis
- Diagnose bronchiectasis based on clinical features radiological and lab

Investigations

- Generate Differential diagnosis of bronchiectasis

<ul style="list-style-type: none"> ● Develop plan for diagnosing and managing a patient of bronchiectasis, including drug therapy, surgical intervention and physiotherapy ● Assess prognosis required measures for prevention ● Provide a pathophysiological basis of lung abscess due to various etiological factors. ● Diagnose lung abscess based on clinical presentation ● Generate differential diagnosis based on clinical assessment of patient ● Suggest appropriate lab investigations including chest X ray, sputum examination and hematological studies. ● Devise plan for drug therapy, drainage and surgical intervention for management of lung abscess. 				
31	Complications of Diabetes	SGD	Dr. Rifat Yasmin	Should Know
Learning Outcomes: <ul style="list-style-type: none"> ● Define and classify diabetes mellitus on the basis of etiology. ● Describe the pathogenesis, clinical features, diagnostic criteria, management complications of Type 1 and Type 2 diabetes mellitus. Plan a diagnostic approach and further work up for each. ● Interpret different investigations to confirm the diagnosis of each. 				
32	PUO Brucellosis Dengue Fever	SGD	Dr Sadia Fatima	Could Know
Learning Outcomes: Knowledge <ul style="list-style-type: none"> ● Discuss the etiology and Enumerate the Symptoms and signs of the disease ● Elaborate Modes of transmission and the causative organism ● Identify Susceptible individuals ● Diagnose various stages of disease based on clinical and characteristic features. ● Suggest Diagnostic modalities and treatment options. ● Propose prevention options including vaccination. 				
Dermatology				
33	Fungal Infections	SGD	Brig (R) Naveed Akhtar	Should Know
Learning Outcomes <ul style="list-style-type: none"> ● Classify Snake bite, based on animal and time duration and type of wound. ● Enlist the immediate management and long-term management ● Discuss the antivenom type and dosing and the criteria of administering antivenom ● Enumerate the various complications 				
34	Viral Infection	SGD	Brig (R) Naveed Akhtar	Should Know

Learning Outcomes:

- Enlist common types of viral infections of skin
- Establish diagnosis of viral skin infections based on clinical features and investigations.
- Elaborate various management modalities of viral skin infections

35.	Skin Infestations	SGD	Brig (R) Naveed Akhtar	Should Know
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Learning Outcomes:

- Diagnose scabies and pediculosis based on clinical features and investigations
- Recommend specific treatment options for scabies and pediculosis.

36	Bacterial Infections	SGD	Brig (R) Naveed Akhtar	Should Know
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Learning Outcomes

- Enlist the types of Bacterial and Mycobacterial Infections
- Identify clinical features and symptoms of bacterial and Mycobacterial infections
- Develop management plan to establish diagnosis and treat different infections

Emergency Medicine

37	Patient triage in ED	SGD	Dr. Turab Fatima	Should Know
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Learning Outcomes

- Describe the concept of Triage in the Emergency Department.
- Enlist commonly used triage tools.
- Describe the concept of emergency severity & the index ESI tool used at POF wah.
- Describe the levels of priority in ESI.
- Correctly apply ESI triaging for the given paper-based scenarios.

38	Approach to patient with chest pain	SGD	Dr. Turab Fatima	Should Know
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Learning Outcomes

- Describe the concept of undifferentiated patients.
- Formulate a diagnostic patient work for a patient with chest pain consisting of a life-threatening condition.
- Perform history taking to rule out these life threatening clinical conditions.
- Apply the concept of evaluating and managing a serious patient in bedside.
- Determine the low risk patient by using history taking physical exam biostatistical tools and bedside investigation.

39	Undiff dyspnea Acute asthma	SGD	Dr. Turab Fatima	Should Know
Learning Outcomes <ul style="list-style-type: none"> ● Contract a diagnostic practice work with a patient with moderate to severe shortness of breath. ● Apply the knowledge and skills to evaluate & manage such a patient simultaneously. ● Categorize patients according to severity of shortness of breath. ● Propose the relevant bedside investigation and interpret them. ● Manage a patient with moderate shortness of breath (patient type Br. Asthma) step wise. ● Plan appropriate diagnoses according to the severity of the condition in patient. 				
Psychiatry				
40	Depression	SGD	Dr Fatima Aamir Khan	Should Know
Learning Outcomes <ul style="list-style-type: none"> ● Define depression keeping in view the ICD 10 criteria for depressive illness. ● Describe etiology, psychopathology, epidemiology, differential diagnosis and prognosis of depressive illness. ● Manage depression on the basis of a biopsychosocial model. ● Identify the role of psychoeducation in management of depression. ● Recognize when to initiate antidepressant medication, how to monitor people on antidepressant medication and when to terminate antidepressant medication. ● Classify antidepressants and explain their dosing, common and serious side effects. 				
41	Mood affective disorder	SGD	Dr M. Fahim Qasim	Should Know
Learning Outcomes <ul style="list-style-type: none"> ● Define bipolar keeping in view ICD 10 criteria for bipolar affective disorder. ● Describe etiology, psycho-pathology, epidemiology, differential diagnosis and prognosis. ● Manage bipolar affective disorder on the basis of bio-psychosocial model. ● Describe how to treat acute mania. ● Identify the importance of reactivating social networks, rehabilitation and regular follow up. ● Explain the maintenance treatment of bipolar disorder. 				
42	Conversion disorder	SGD	Dr Fatima Aamir Khan	Should Know

Learning Outcomes <ul style="list-style-type: none"> ● Define Conversion disorder. ● Describe how to treat Conversion disorder. 				
43	OCD (Obsessional compulsive disorder)	SGD	Dr Fatima Aamir Khan	Should Know
Learning Outcomes <ul style="list-style-type: none"> ● Define GAD, panic disorder, phobias and OCD keeping in view ICD 10 criteria for anxiety Disorders. ● Describe etiology, psychopathology, epidemiology, differential diagnosis and prognosis. ● Manage anxiety disorders on the basis of a biopsychosocial model. ● Identify the role of psycho-education in management of anxiety disorders. ● Describe the importance of counseling and non-pharmacological interventions in patients of anxiety disorders. 				
Cardiology				
44	HTN	SGD	Dr. Rafay Iqbal	Should Know
Learning Outcomes <ul style="list-style-type: none"> ● Plan appropriate investigations ● Discuss its management plan ● Identify patients with Hypertensive emergency, hypertensive urgency and pregnancy induced Hypertension and their specific management. 				
45	MI	SGD	Dr. Rafay Iqbal	Should Know
Learning Outcomes <ul style="list-style-type: none"> ● Differentiate between acute and chronic coronary syndrome and their specific investigations and management. ● Assess STEMI and its management and diagnose its complications. ● Enlist appropriate investigations including baseline, Troponin, chest X ray, Echocardiography and cardiac catheterization. 				
46	HF	SGD	Dr. Rafay Iqbal	Should Know
Learning Outcomes <ul style="list-style-type: none"> ● Define and diagnose heart failure. ● Discuss Treatment plan of heart failure, including management of Acute heart failure. ● Define Infective endocarditis and clinical features of Infective endocarditis Identify the clinical signs of Infective endocarditis ● Discuss diagnosis and treatment of pericardial effusion- Interpretation of pericardial fluid after pericardiocentesis 				

47	Infective Endocarditis	SGD	Dr. Rafay Iqbal	Should Know
Learning Outcomes <ul style="list-style-type: none"> ● Define and diagnose heart failure. ● Discuss Treatment plan of heart failure, including management of Acute heart failure. ● Define Infective endocarditis and clinical features of Infective endocarditis Identify the clinical signs of Infective endocarditis ● Discuss diagnosis and treatment of pericardial effusion- Interpretation of pericardial fluid after pericardiocentesis 				

Learning Resources:

- Davidson's Principles and Practice of Medicine 23rd Edition

Teaching Faculty:

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Assessment formats:

Assessment Strategies (Formative)	Assessment Strategies (Summative)
Class Discussion	MCQs
CBL Case Discussion	SEQs
CBL Quiz	

6. Rules & regulations:

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 Affair 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 Affair 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.

7. 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

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



8. 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

9. 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>

10. Timetable Template

Vah Medical College
5th Year MBBS Session 2022-2023
Time Table From 26-10-2022 to 28-10-2022
Batch B Group 01 For Unit I

[illegible]