



Study Guide
OF BEHAVIOURAL SCIENCES
FOR 3RD PROFF MBBS



PREPARED BY
DR. MUHAMMAD ALI TAHIR
MBBS

**MESSAGE FROM PRINCIPAL,
AVICENNA MEDICAL COLLEGE**



PROF. DR. GULFREEN WAHEED

It is a pleasure to see Avicenna Medical College develop, progress and achieve maximum academic excellence in a short period since its inception in 2009. The institution has live up to its mission of training and producing medical graduates of international standards. We have achieved several milestones since 2009 including the recognition of our College for FCPS training by College of Physicians and Surgeons of Pakistan (CPSP), establishment of College of Nursing and Avicenna Dental College.

As a Principal I am fortunate to take quick decisions and student friendly measures, yet managing the high standards of Medical Education at the campus. The students at Avicenna are provided with an encouraging environment conducive to their learning and growth and are trained on the pattern test concepts and strategies in Medical Education. They are groomed on modern lines with due emphasis on the highest standards of discipline, Medical Professionalism, Medical and Social ethics in conformity to our cultural and religious values. These attributes along with an inclination towards research and development in academics is the focal point of our education system. Beyond this, we provide students with various opportunities to engage in co-curricular activities thus enabling them to bring out their naturally gifted talent. The student committee and clubs at Avicenna Medical College organizes events throughout the academic year which provide an opportunity to the students to enhance their talents and ability for teamwork. As an institution, we feel pride in the fact that we have won the confidence of the parents, who feel satisfied with the conservative yet progressive atmosphere of our Institution, high standards of Medical Education and discipline. Most parents show complete satisfaction once their child joins the 'Avicenna Family'. I welcome the batch of MBBS students to the continuously expanding family of Avicenna Medical College where diligent and devoted faculty members are ready to facilitate eager learners, enabling them to become future professionals and leaders. May Allah bless your endeavors with success and may you bring honors to your Alma Mater. Ameen!

MESSAGE FROM HOD –BEHAVIOURAL SCIENCES**AVICENNA MEDICAL COLLEGE****DR. SHAHID RASHEED****M.B.B.S., MCPS, FCPS****PROFESSOR**

Undergraduate students are given a firm base in the science of psychiatry through a teaching program that balances theory and clinical demonstration. The outpatient department receives patients from all walks of life, with problems that range from minor mental disturbances to major disorders. The department also has inpatient facilities with beds. Special care is taken for addiction cases and motivational counselling.

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WHAT IS A STUDY GUIDE?

- Inform students how student learning program has been organized according to their learning objectives.
- Help students organize and manage their studies throughout the course.
- Guide students on assessment methods, rules and regulations

THE STUDY GUIDE:

- Communicates information on organization and management of the course. This will help the student to contact the right person in case of any difficulty.
- Defines the objectives which are expected to be achieved at the end of the course.
- Identifies the learning strategies such as lectures, small group teachings, clinical skills, demonstration, tutorial and case-based learning that will be implemented to achieve the course objectives.
- Provides a list of learning resources such as books, computer assisted learning programs, web-links, journals, for students to consult in order to maximize their learning.

STUDENT'S OVERALL PERFORMANCE:

- Includes information on the assessment methods that will be held to determine every student's

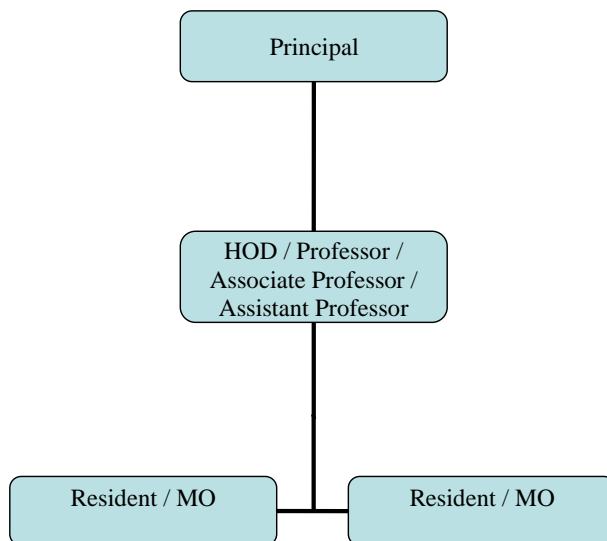
ACHIEVEMENT OF OBJECTIVES:


- Focuses on information pertaining to examination policy, rules and regulations.

INTRODUCTION TO BEHAVIOURAL SCIENCES

Behavioural sciences explore the cognitive processes within organisms and the behavioural interactions between organisms in the natural world. It involves the systematic analysis and investigation of human and animal behavior through the study of the past, controlled and naturalistic observation of the present, and disciplined scientific experimentation and modeling. It attempts to accomplish legitimate, objective conclusions through rigorous formulations and observation. Examples of behavioral sciences include psychology, psychobiology, anthropology, and cognitive science. Generally, behavior science deals primarily with human action and often seeks to generalize about human behavior as it relates to society.

DEPARTMENT OF PSYCHIATRY



 AVICENNA MEDICAL COLLEGE														
M-17		3rd YEAR				TIME TABLE 2019-2020			WEEK		BASIC			
DATE	DAY	8.00-9.00	9.00-10.00	10.00-11.30		11:30-12:00	12:00-1:30	1:30-2:30	2:30-3:30	3:30-5:30				
	MON	8:00-10:00 GRAND TEST EXAMINATION HALL		KEY DISCUSSION & FEED BACK		10.00-11.30 PRACTICAL PHARMA : B PATHO : C FORENSIC TUTORIAL: A		TUTORIAL CASE BASED DISCUSSION PHARMA : A PATHO : B B.SCIENCE : C		LECTURE PHARMACOLOGY LECTURE HALL 2		CLINICAL ROTATION		
	TUE	LECTURE PHARMACOLOGY LECTURE HALL 2	LECTURE FOR.MEDICINE LECTURE HALL 2	10.00-10.45 LECTURE MEDICINE (38 LEC /ADDITIONAL 18 LEC) LECTURE HALL 2	10.45-11.30 LECTURE OBG LECTURE HALL 2	B R E A K		TUTORIAL CASE BASED DISCUSSION PHARMA : B PATHO : C B.SCIENCE : A		LECTURE PATHOLOGY LECTURE HALL 2		CLINICAL ROTATION		
	WED	LECTURE PATHOLOGY LECTURE HALL 2	LECTURE PHARMACOLOGY LECTURE HALL 2	10.00-10.45 LECTURE BEH.SCIENCE LECTURE HALL 2	10.45-11.30 LECTURE SURGERY (38 LEC) LECTURE HALL 2			PRACTICAL PHARMA : C PATHO : A FORENSIC TUTORIAL: B		LECTURE FOR.MEDICINE LECTURE HALL 2		SELF DIRECTED LEARNING		
	THU	8:00-10:00 GRAND TEST EXAMINATION HALL		KEY DISCUSSION & FEED BACK				10.00-11.30 CLINICAL ROTATION		LECTURE BEH.SCIENCE LECTURE HALL 2		LECTURE COM. MEDICINE(38 LEC +ADDI 12 LEC) LECTURE HALL 2		SELF DIRECTED LEARNING
	FRI	LECTURE PHARMACOLOGY LECTURE HALL 2	LECTURE PATHOLOGY LECTURE HALL 2	10.00-12.00 TUTORIAL CASE BASED DISCUSSION PHARMA : C PATHO : A B.SCIENCE : B				12.00-1.00 LECTURE PAEDS (15 LEC) / EYE (15 LEC)/ ENT (15 LEC) LECTURE HALL 2						
	SAT	LECTURE PATHOLOGY LECTURE HALL 2	LECTURE FOR.MEDICINE LECTURE HALL 2	CLINICAL ROTATION				BREAK		12.00-1.00 LECTURE PHARMACOLOGY LECTURE HALL 2	1.00-2.30 PRACTICAL PHARMA : A PATHO : B FORENSIC TUTORIAL: C			

Clinical Rotation & Evening Ward Classes 3.30 Pm To 5.30 Pm On Mon & Tue.

Prepared by _____

Principal
Prof.Dr.Gulfreen Waheed _____



DEPARTMENT OF MEDICAL EDUCATION

Subject: Behavioural Sciences - 2nd Year MBBS

TABLE OF SPECIFICATION

PMDC Requirement = 150

Date: 18th Nov. 2019

AVICENNA Curriculum Hour = 152

Sr. No.	Topic	LEARNING OBJECTIVES	KNOWLEDGE			SKILL	ATTITUDE	TOTAL %	Mode of information transfer				TOTAL HOURS	Lecture Topics	References	Practicals
			Cognitive Domain			Psychomotor or Domain	Effective Domain		MIT							
			C1	C2	C3	P	A	Lecture	Tutorial	Practical	Clinical Rotation	Hour				
1	Biopsychosocial model: Application of behavioural sciences in medical practice	Student should be able to: 1. Define the term health and Behavioural Sciences 2. Differentiate between traditional and holistic medicine 3. Define biopsychosocial model 4. Discuss the importance of social and psychological factors on health and illness	1%	1%	5%		2%	9%	3.5	3			6.5	1. Biopsychosocial Model 2. Integrated Model of Healthcare	Handbook of Behavioural Sciences 3rd ED. By Mowadat H. Rana	
2	Communication skills	Student should be able to: 1. Carry out different types of interviews (diagnostic, informative etc) with a patient or his/her relative using principles of Bio-psycho-social model. 2. Assimilate the information gathered in the interview in a scientific format. 3. Take a comprehensive medical history using bio-psycho-social model, principles of active listening and interviewing skills. 4. Undertake an informed consent from the patient.			2%		9%	1%	12%	1.5	4.5		6	1. History Taking with holistic perspective	Handbook of Behavioural Sciences 3rd ED. By Mowadat H. Rana	1. History Taking 2. Information care 3. Counselling

3	Counseling: Breaking bad news, Dealing with death & dying in clinical settings, Crisis intervention, Conflict resolution	Student should be able to: 1. Describe the 6 step protocol for breaking bad news (SPIKES) 2. Enlist the Do's and Don'ts of counseling, communication, crisis intervention and informational care 3. Demonstrate communication skills in different clinical scenarios like breaking bad news, handling death and terminally ill patients, carry out effective crisis intervention and resolve conflicts using principles of bio – psycho-social model	1%	1%	5%	1%	8%	6	7.8				13.5	1. Counseling: Breaking Bad new 2. Dealing with death and dying 3. Crisis intervention 4. Conflict resolution	Handbook of Behavioural Sciences 3rd ED. By Mowadat H. Rana	1. Breaking Bad News 2. Crisis Intervention 3. Conflict Resolution
4	Provision of informational care and improving compliance	Student should be able to: 1. Demonstrate provision of Informational care to the patients and their relatives regarding disease, its prognosis, treatment options, preventive measures and lifestyle changes. 2. Demonstrate confidentiality and privacy of their patients' information in their clinical practice, interaction with colleagues and medical/dental and other authorities.		1%	2%	1%	4%	1.5	1.5				3	1. Information Care	Handbook of Behavioural Sciences 3rd ED. By Mowadat H. Rana	
5	Psychological reactions in health settings	Student should be able to: 1. Enlist the rights and responsibilities of patients and Drs envisaged in law, constitution and religion 2. Identify and describe the different psychological reactions occurring in Dr. and Patient relationship 3. Suggest the strategies to deal with psychological reactions		2%	2%	1%	5%	7.5	3.5				11	1. Transference and countertransference 2. Physician Burnout 3. Resistance	Handbook of Behavioural Sciences 3rd ED. By Mowadat H. Rana	

6	Psychological growth and development of personality, function of learning, perception, memory, thinking, emotions and intelligence	<p>Student should be able to:</p> <ol style="list-style-type: none"> 1. Identify the stages of normal personality development (cognitive, psychomotor, psychodynamic) 2. Use cognitive and behavioural theories of learning in identification of learning styles and strategies 3. Link the cognitive and behavioural models of perception, learning, memory, motivation etc to enhance his/her own learning and clinical skills 4. 8. Compare the various types of intelligence and their application in enhancing his own functioning and those of his fellows 	1%	1%	3%			5%	43.5	14.5			58	<ol style="list-style-type: none"> 1. Personality 2. Freud's Theory of Personality 3. Piaget's Theory of Personality/cognition 4. Erickson's View of Personality 5. Learning 6. Perception 7. Memory 8. Thinking 9. Emotions 10. Emotional Intelligence 11. Intelligence 12. Neurobiological basis of Behaviour 	Handbook of Behavioural Sciences 3rd ED. By Mowadat H. Rana	<ol style="list-style-type: none"> 1. Mimi-mental state examination MMSE 2. Sleep hygiene 3. Systemic Desensitisation
7	Role of psychosocial factors in healthcare Role of Culture in Medical Practice	<p>Student should be able to:</p> <ol style="list-style-type: none"> 1. Identify the normal psychological needs of human beings 2. Discuss the role of psychological factors in the etiology. Precipitation and management of health issues. 3. Enlist the influence of socio-cultural factors such as gender, race, social class, family and occupations on health and disease 4. Identify the social and anthropological factors that influence detection, management, compliance and clinical outcome (stigma, myths and misconceptions, cultural taboos, sick-role, Somatization etc) 	1%	1%	3%			5%	5	4.5		9.5	<ol style="list-style-type: none"> 1. Culture 2. Family 3. Social Class 4. Stigma and sick role 5. Somatization 	Handbook of Behavioural Sciences 3rd ED. By Mowadat H. Rana		

8	Effects of psychosocial factors and stress while dealing with common health conditions, chronic pain, sleep disorders, psychosocial aspects of gender & sexuality and terrorism	Student should be able to: 1. Correlate the interaction of psychological and social factors with the biological factors in common physiological states (Sleep, Consciousness, Sex, Appetite, Pain etc).	1%	2%	15%	2%	20%	7	6				13	1. Psychosocial aspects of various health settings 2. Psychosocial aspects of sleep and pain 3. Psychosocial aspects of sexuality and terrorism	Handbook of Behavioural Sciences 3rd ED. By Mowadat H. Rana	1. Psychosocial Assessment
9	Stress coping techniques; Non-pharmacological interventions	Student should be able to: 1. Enlist the life events/stressors influencing human physiology 2. Identify the psycho-physiological mechanism by which stressors lead to psychosomatic diseases 3. Choose the appropriate stress coping strategies in various personal, professional and clinical challenges 4. Demonstrate use of stress management skills towards self, patients and colleagues. 5. Define the common psychological defence mechanisms employed by human beings to cope with stresses (loss, grief, bad news, death and dying, physical and psychological trauma, behaviour of difficult patients etc)	1%	1%	3%	5%	2.5	1.5				4	1. Stress 2. Coping Strategies and Methods to deal with stress	Handbook of Behavioural Sciences 3rd ED. By Mowadat H. Rana		

10	How to perform psychosocial assessment?	<p>Student should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate collection and interpretation of data on psychosocial factors of patients with health problems 2. Identify the psychosocial correlates of common clinical conditions (Diabetes mellitus, Coronary Artery Disease, Depression, Malignancies, Endocrine conditions, Reproductive Health conditions, AIDS etc) 3. Identify the psychosocial correlates of important clinical settings (Hospitalization, Emergency, ICU, Cancer Wards, Operating theatres etc.) 			1%	3%	1%	5%	4	4.5				8.5	<ol style="list-style-type: none"> 1. Psychosocial Assessment Introduction 2. Psychosocial assessment: Performance 	Handbook of Behavioural Sciences 3rd ED. By Mowadat H. Rana	
11	Medical and Islamic Ethics, character building and Professionalism	<p>Student should be able to:</p> <ol style="list-style-type: none"> 1. Enlist the attributes/characteristics of a good doctor 2. Identify the essential tenets of medical and Islamic ethics 3. Demonstrate a clear understanding of the meaning of Illegal gratification, abuse of professional knowledge, skills and privileges, abuse of doctor - patient relationship, professional negligence of responsibilities towards patients, abuse of financial opportunities afforded by the medical/dental practice, advertising for the sake of enhancing private practice, professional immoralities like false pretenses, forgery, fraud, theft and indecent behavior. 4. Demonstrate principles of these medical/dental ethics in their interaction with patients, their relatives, colleagues, pharmaceutical industry and medical/dental and other authorities. 5. Demonstrate honesty with his colleagues, benevolence towards all patients and colleagues so as to maintain the honorable tradition by which the physician is regarded as the friend of all persons, without respect to race, creed or social position. 	1%	3%	2%	8%	14%	7.5	3				10.5	<ol style="list-style-type: none"> 1. Medical Ethics 2. Islamic Ethics 3. Professionalism 	Handbook of Behavioural Sciences 3rd ED. By Mowadat H. Rana	<ol style="list-style-type: none"> 1. Accepting gifts from patients (ethical dilemma) 2. Informed Consent 	

12	Role of mental health in medical practice	Student should be able to:	1%	1%	3%			5%	2	1.5			3.5			
		1. Discuss the mental health and mental health care.													1. Stigma/Stereotypes	Handbook of Behavioural Sciences 3rd ED. By Mowadat H. Rana
		2. Discuss how to elicit the cultural beliefs, preferences and practices that are relevant to making diagnostic assessments and treatment recommendations utilizing various resources (e.g., the patient, family, cultural experts, written literature, etc.)													2. Culture-sensitive assessment	
		3. Identify and account for stereotypes, personal bias and prejudices towards patients from various cultural groups														
13	Leadership and Management	Student should be able to:														
		1. Differentiate between leaders and manager														
		2. Describe different types of leadership														
		3. Discuss the importance of interpersonal skills and management functions	1%			2%	3%	3.5	1.5			5			1. Leadership in health practice 2. Management in health practice	Handbook of Behavioural Sciences 3rd ED. By Mowadat H. Rana
		4. Demonstrate the ability to perform in teams and as a team leader														
TOTAL % & HOURS			8%	7%	40%	28%	17%	100%	95	57.3			152			

CURRICULUM AND LEARNING OBJECTIVES WITH REFERENCE TO UHS SYLLABUS

Based on Anatomy, Physiology, Psychology, Sociology, Anthropology

- Link of Health with Behavioral Sciences
- Desirable Attitudes in Health Professionals
- Bio-Psycho-Social Model of Health Care
- Integrated Health Care model; Correlation of brain, mind and Behavioral Sciences
- Holistic vs Traditional Allopathic Medicine
- Empathy, apathy and sociopathy
- Public Health Care Model
- Define perception, what factors affect the perception
- Definition of the terms like attention and concentration. What factors affect them?
- Define memory and describe its stages, types and methods to
- Improve it
- Different types of amnesias and causes
- Define thinking; describe its types and theories.
- What is cognition, meta-cognition and levels of cognition?
- Discuss problem solving and decision making strategies
- Define communication
- Characteristics of a good communicator and Communication skills
- Describe ways to recognize non-verbal cues and body language
- Define personality
- What are cognitive and psychodynamic and psychosocial developmental theories of personality?
- What factors affect personality development?
- How personality can be assessed?
- Types of personalities and personality disorders
- Influence of personality in determining reactions during health, disease, hospitalization and stress
- Define intelligence and the various types of intelligence.
- Relevance of IQ and EQ in the life of a doctor.
- Define emotions. What are the various types of emotions?
- Emotional Intelligence and factors influencing the E.Q
- Emotional Quotient (EQ) concept & utility,
- Define motivation and what are the types of motivation?
- Define learning, Principles of learning, modern methods and styles
- of learning, types of learners, cognitive theory of learning and its
- use in enhancing learning
- Define and classify stress and stressors
- Relationship of stress and stressors with illness
- Concept of life events and their relationship with stress and illness
- What are coping skills?
- What is psychological defense mechanism?

- What is concept of adjustment and maladjustment?
- Substance abuse like tobacco use, alcohol, Cannabis and other drug abuse and tolerance , dependence
- Collecting data on psychosocial factors in Medicine/Surgery/
- Reproductive Health/Paediatrics and other general health
- conditions
- Define types of interview and listening
- Skills of interviewing and listening
- Discuss the doctor-patient relationship.
- What is the concept of boundaries and psychological reactions in
- doctor patient relationship (such as transference and counter
- transference)
- What is the concept of medical/dental ethics? Common ethical
- dilemmas in doctor-patient relations, interaction with families,
- teachers, colleagues, pharmaceutical industry
- Attitude, value, belief, myths, social class, stigma, sick role and illness, health belief models
- Grief and bereavement, Family and illness,
- Dealing with difficult patients
- Symptoms, presentation and culture.
- Illness and Behaviour (sick-roles, stigma, Somatization)
- Treatment Adherence (Compliance)
- What are the psychosocial aspects of illness, hospitalization, rape,torture, terminal illness, death
- Breaking bad news: Introduction, Models, Methods, Death of the patient, abnormal baby, intractable illness
- Psychosocial correlates of hospitalization, illness behaviour, sick-roles
- Psychosocial issues in Emergency Departments, Intensive Care and Coronary Care Units, Operating Theatres, Cancer wards, Burn Units
- Organ Transplant Units, Anaesthesia, Dialysis Units, pediatrics wards, reproductive Health
- Psychological influences on sleep and consciousness, Nonpharmacological methods of inducing sleep, changes in consciousness
- Principles of effective communication, active listening, the art of questioning, the art of listening.
- Good and bad listener. Counselling: Scope, Indications and
- Contraindications, Steps, Do's and Don'ts, How to deal with real life
- Conflict situations and resolutions in health settings
- Crisis Intervention and disaster management in various type of crisis; natural and man-made
- Informational Care: A practical method of communication between the doctor and patient. Rights and Responsibilities of patients
- Role of psychological factors in the etiology of health problems, in precipitation and management of illnesses

- Role of psychological and social factors in diseases; causing disability, handicap and stigma
- Role of psychological factors in patients reactions to illness
- Medically unexplained symptoms and somatic symptoms, persistent pain disorders
- Dissociative and possession states
- Delirium and dementia
- Psychosocial aspects of aging, death and dying and Psycho-trauma,
- Psycho-social Peculiarities of Dentistry
- Psychosocial Aspects of Alternative medicine
- Gender and Sexuality identity and disorders; issues in our cultural and religious context
- Terrorism and the characteristics of a terrorist and factors in causation of terrorism
- How to deal with these issues of terrorism
- Dealing with patients with deliberate self-harm and suicide/parasuicide
- Assessment of high Risk patients/offenders and antisocial personalities

- **MEDICAL ETHICS and Professionalism**
- **Hippocratic Oath in Medical Practice**
- Principles of Autonomy, Beneficence Non-maleficence and Justice
- Informed consent
- Confidentiality and record keeping
- Breach of confidentiality
- Privacy
- Develop and defend a personal moral view on ethical dilemmas; according to religious, cultural and legal perspectives. For example, euthanasia, end of life issues.
- Existentialism
- Rights and responsibilities of the Doctors
- Psychological Reactions in Doctor-Patient Relationship; Social Bonding, Dependence, transference, Counter-transference, Resistance, unwell/Burn-out Physician
- Professionalism in Health Care; Knowledge, Skills, Attitudes

SOURCE OF KNOWLEDGE

RECOMMENDED BOOK:

1. Handbook of Behavioural Sciences By Mowadat H Rana (latest Edition)

POLICY & GUIDELINES OF LEARNING STRATEGIES & STUDY SKILLS FOR MEDICAL STUDENTS

This document is a Summary written for the purpose of the study guides. For details refer to the document "A HANDBOOK OF POLICY & GUIDELINES OF LEARNING STRATEGIES & STUDY SKILLS FOR MEDICAL STUDENTS" available for the students at website, Bookshop and the Department of Medical Education.

STEPS TO STRATEGIC LEARNING:

1. Set realistic learning goals.

These goals serve as the driving force to generate and maintain the motivation, thoughts, and behaviour necessary to succeed. Set and use long-term occupational goals (you want to be a doctor) and short-term learning goals (you want to understand this new material).

2. Types of knowledge needed to be a strategic learner:

- Know yourself as a learner (learning preferences, talents, best times of day to study, ability to match study skills to learning task) this knowledge helps you set realistic yet challenging learning goals.
- Knowing the nature and requirements of different types of educational tasks.
- Knowing a variety of study skills and learning strategies and how to use them.
- Knowing the contexts in which what is being learned can be used now or in the future.

3. Use a variety of learning strategies:

- Manage your study environment,
- Coordinate study and learning activities,
- Keep your motivation for learning clear,
- Generate positive behaviours toward learning,
- Make new information meaningful to you,
- Organize and integrate new information with existing knowledge, or Re-organize existing knowledge to fit the new understanding and information.
- Place new information in a present or future context

ACADEMIC HOURS BREAKDOWN AS PER PMDC REGULATIONS

TABLE OF SPACING AND HOURS OF SUBJECTS IN MBBS COURSE

SUBJECT	1 st year	2 nd year	3 rd year	4 th year	5 th year	Total Hours
BEHAVIOURAL SCIENCES	5 Hrs.	5 Hrs.	5 Hrs.	5 Hrs.	5 Hrs.	25 Hrs.
ISLAMIC & PAKISTAN STUDIES	15 Hrs.	15 Hrs.	10 Hrs.	10 Hrs.	-	50 Hrs.
ANATOMY	250 Hrs.	250 Hrs.	-	-	-	500 Hrs.
PHYSIOLOGY	250 Hrs.	250 Hrs.	-	-	-	500 Hrs.
BIOCHEMISTRY	100 Hrs.	100 Hrs.	-	-	-	200 Hrs.
PHARMACOLOGY	-	-	300 Hrs.	-	-	300 Hrs.
PATHOLOGY	15 Hrs.	25 Hrs.	260 Hrs.	200 Hrs.	-	500 Hrs.
* FORENSIC MEDICINE	-	-	100 Hrs.	-	-	100 Hrs.
** COMMUNITY MEDICINE	25 Hrs.	25 Hrs.	50 Hrs.	150 Hrs.	-	250 Hrs.
MEDICINE & Allied NUCLEAR MEDICINE	25 Hrs.	30 Hrs.	120 Hrs.	265 Hrs.	360 Hrs.	800 Hrs.
EMERGENCY MEDICINE, MEDICINE ELECTIVE, *** PSYCHIATRY, DERMATOLOGY AND GENERAL PRACTICE	-	10 Hrs.	-	10 Hrs.	-	20 Hrs.
PAEDIATRIC MEDICINE	5 Hrs.	10 Hrs.	15 Hrs.	50 Hrs.	70 Hrs.	150 Hrs.
SURGERY & ALLIED	25 Hrs.	30 Hrs.	120 Hrs.	265 Hrs.	360 Hrs.	800 Hrs.
**** RADIOLOGY ORTHOPAEDICS, PAED. SURGERY, NEUROSURGERY, SURGERY ELECTIVE, EMERGENCY SURGERY & ANAESTHESIA	5 Hrs.	10 Hrs.	-	10 Hrs.	15 Hrs.	40 Hrs.
OBSTETRICS & GYNAECOLOGY	10 Hrs.	10 Hrs.	50 Hrs.	100 Hrs.	130 Hrs.	300 Hrs.
OPHTHALMOLOGY	5 Hrs.	10 Hrs.	15 Hrs.	70 Hrs.	-	100 Hrs.
OTORHINOLARYNGOLOGY (E.N.T.)	5 Hrs.	10 Hrs.	15 Hrs.	70 Hrs.	-	100 Hrs.
CLINICO-PATHOLOGICAL CONFERENCE	-	-	-	60 Hrs.	-	60 Hrs.
Total	740 Hrs	790 Hrs	1060 Hrs	1265 Hrs	940 Hrs	4795 Hrs

- * Bioethics will be taught in the Forensic Medicine.
- ** Biostatistics will be taught in Community Medicine.
- *** Behavioral Sciences will be taught in Psychiatry.
- **** Biophysics will be taught in Radiology.

Distribution of subjects Instructional contents into Theory and Practical learning.

Type of subject	Theory Content	Practical Skills Content
All Basic Sciences	50%	50%
Pre-Clinical Sciences (Pharmacology and Therapeutics, Forensic Medicine, Community Medicine, Pathology)	40%	60%
Clinical Sciences	30%	70%
Internship/House Job	0%	100%

Time Allocation To Curriculum Content= 7493 hours

Subject specified competencies	General competencies
80% 5994	20% 1499

Time Allocation To the Study Design(5184)

Instructions	Self Study
80% 4795	20% 1198

Time Allocation to Site of Study(4147)

Institution Based	Community Oriented
80% 3836	20% 959

Distribution of Marks in Evaluation

University Examination	Internal Assessments
90%	10%

Examination of Subject Based MBBS Curriculum

Total 100%

Internal Assessment 20%

University Examination 80%

Internal Assessment Theory	Internal Assessment Practical	University Assessment Theory	University Assessment Practical	Total
10%	10%	40%	40%	100%

Generic Competencies

Total Hours = 1499

Compulsory

- Pakistan Studies
- Islamiyat

ACADEMIC HOURS BREAKDOWN

CURRICULUM							
3RD YEAR MBBS M-17 ACADEMIC YEAR 2020							
S#	SUBJECTS	PMDC Req. Study Hours	Lecture Hours	Tutorial Hours	Practical Hours	Clinical Rotations Hours	TOTAL STUDY HOURS
1	PHARMA	300/ 304	5 x 38 = 190	1.5 x 38 = 57	1.5 x 38 = 57	0	304
2	PATHO	260/ 266	4 x 38 = 152	1.5 x 38 = 57	1.5 x 38 = 57	0	266
3	FOR. MEDICINE	100/ 171	3 x 38 = 114	1.5 x 19 = 28.5	1.5 x 19 = 28.5	0	171
4	B.S	150/ 167	2.25 x 38 = 85.5 45min + 90min = 2.25hrs	1.5 x 38 = 57	0	Cl Rot Morning: 1.5 x 7 = 10.5 Cl Rot Evening: 2 x 7 = 14 Total Cl Rot + 10.5+14=24.5	167
5	COM. MEDICINE	50/ 50	1 x 38 = 38 1 x 12 = 12 Additional Total 38+12 = 50	0	0	0	50
6	MEDICINE	120/ 120	45min x 38 = 28.5 1 x 18 = 18 Additional Total 28.5+18=46.5	0	0	Morning: 1.5x7=10.5x3=31.5 Evening: 2x7=14x3=42 Total Cl Rot = 31.5+42= 73.5	120
7	SURGERY	120/ 126.5	45min x 38 = 28.5	0	0	Morning: 1.5x7=10.5x4=42 Evening: 2x7=14x4=56 Total Cl Rot : 42+56=98	126.5
8	OBG	50/ 53	45min x 38 = 28.5	0	0	Cl Rot Morning: 1.5 x 7 = 10.5 Cl Rot Evening: 2 x 7 = 14 Total Cl Rot + 10.5+14=24.5	53
9	PAEDS	15/ 15	1 x 15 = 15	0	0	0	15
10	ENT	15/ 15	1 x 15 = 15	0	0	0	15
11	EYE	15/ 15	1 x 15 = 15	0	0	0	15
12	SELF DIRECTED LEARNING (SDL)	500 hrs in 5 years 100/152	0	4 x 38 = 152	0	0	152
	TOTAL HOURS	1295/1454.5	740	351.5	142.5	220.5	1454.5
M - 1	M - 2	M - 3	M - 4	S - 1	S - 2	S - 3	S - 4
Medical Unit 1	Medical Unit 2	Psychiatry & Behavioural Sciences	Emergency Medicine & Radiology	Surgical Unit 1	Surgical Unit 2	Orthopedics	Anaesthesia

INTERNAL ASSESMENT POLICY

The assessment policy of Avicenna Medical College clearly reflect that the assessment must covers knowledge, skills and attitude to be acquired by a medical student at the end of the each Professional Year and the entire MBBS Course.

- Theoretical knowledge is assessed by means of MCQs, SEQs, Structured Viva, CBD Tutorials and Pre-Test Tutorials.
- Professional and Clinical Skills are assessed through OSPE, OSCE, Practical Exams and Long and Short Cases.
- Attitudes are assessed through OSPE, OSCE, Practical Exams, Long Cases, Short Cases and Vivas

Assessment Procedures

Performance of students will be assessed as follows:

a. Programmatic Assessment During Academic Year: Grand Tests and Revision Test

It will incorporate both formative and summative assessment for all academic years.

1) Formative Assessments:

These are Conducted throughout the academic year. These are low stake examinations with feedback to improve student learning, leading to better performance in summative assessments and the UHS Professional Examinations. At Avicenna Medical College the formative assessment is in the form of Grand Tests, Revision Tests, Research, Tutorials, Assignments, Long Cases and Short Cases presentations etc.

2) Summative Assessments:

These are conducted at the end of each term, consisting of Session Examinations conducted on the pattern of UHS annual Prof Exams. These consist of One best type of MCQs and SEQs which has two to three parts require written short essay responses from the students. The MCQs, the SEQs are mostly clinical and scenario based and designed to test the concepts.

b. End of Term Assessment

This will be summative carried out at the end of each academic year.

Assessment Tools:

Various tools selected are as follows according to UHS guidelines.

a. Written Assessment

1) Multiple Choice Question (MCQ)

MCQs are extensively used for in both formative and summative assessment owing to their ability to offer a broad range of examination items that incorporate several subject areas. They are the one best type of MCQs and designed to test factual knowledge, understanding and clinical reasoning.

A multiple choice item consists of a problem, known as the stem, and a list of suggested solutions, known as the choices. The choices consist of one correct or best choice, which is the answer, and incorrect or alternatives, known as distractors. Each MCQ carries one mark. The number of MCQs vary in the Grand Tests, Revision Test and the Session Exams as needed.

2) Short Essay Questions (SEQs)

Written assessment formats are the most widely used assessment methods in medical education. Learning outcomes which are mainly based on cognitive domains (knowledge) can be assessed by them.

The SEQs have a statement or clinical scenario followed by two to three questions, which require application of concepts and are thought provoking.

b. Assignments and Presentations

Every month in various departments, topics of clinical significance are given to the students for assignment and presentations for small group discussions (SGD) sessions. These will be a part of formative assessment. Clinico- Basic and Clinico-Pathological Conferences (CPC) are held for preclinical and clinical years, respectively.

c. Practical/Clinical Assessment

1) Objective Structured Practical Exam (OSPE)

A formative OSPE will be held during terms and summative at the end of year. It will consist of laboratory-based and practical questions related to the learning objectives covered in the course. The students will be given feedback after formative assessment.

2) Objective Structured Clinical Exam (OSCE):

A formative OSCE will be held during the term and summative at the end of year. It will consist of clinical and practical questions related to the learning objectives covered in the course. The students will be given feedback after formative assessment.

3) Long Case

At the end of fourth and final year each subject will be assessed by a long case. Daily encountered problems will be the case scenarios for which students will be trained during formative assessment in clinics.

4) Structured Viva

At the end of examination an integrated viva will be taken in which relevant specialists will sit and ask questions. There will be guidelines for examiners to follow.

5) Log Books

In case of log books, required entries will be countersigned by observer. It will be criterion referenced whereas the students will have to fulfill the following criteria: for example assignments, case presentations in wards, departmental log books.

6) Observation

Internal Assessment

The progress report from teachers will have separate column about behavior and attitude of students in each term in addition to academic record with minimum pass of 50%.

Internal Assessment

The progress report from teachers will have separate column about behavior and attitude of students in each term in addition to academic record with minimum pass of 50%.

The question papers are prepared in secrecy and approved by the Principal. The department then gets sufficient copies made in secrecy and submits the same to the directorate of Medical Education 24 hours before the scheduled test / exam. On the day of the examinations these papers along with the answer sheets are collected from the DME and taken straight to the examination hall where they are opened and are distributed to the students for attempting the question.

After the papers have been solved, the MCQs are marked immediately and the SEQs marked and submitted within two days (except for revision tests where the results have to be submitted within 24 hours) from here, the assessment system as envisaged in the earlier paragraphs is applied.

Every test / examination is supported by keys both for MCQs and SEQs. Adequate time is air marked for key discussion in which the member of the faculty explains to the class how in fact they should have attempted the MCQs and SEQs. This gives an opportunity to the class to make the assessment of how they have attempted the paper and what mistakes they have made and how not to repeat them in future.

Avicenna Medical College endeavors to implement the assessment system of the UHS subject based curriculum as it is in vogue at present by implementing the curriculum with the basic ingredients of assessment implementation as follows:

- a. Grand Test
- b. Revision Test
- c. Session Examinations
- d. OSPE
- e. OSCE
- f. Viva
- g. Log books / Copies
- h. Assignments
- i. Research work
- j. Tutorials
- k. Long case
- l. Short case

Practical Assessments

The regulations for the preparation and conduct of practical assessments vary between subject areas. Where regulations have not been specified they have to be put up to the Academic Committee.

Clinical Assessment

The clinical assessment is carried out in the following forms:

- a. Scenario based Clinical Oriented MCQs
- b. Scenario/Clinical based SEQs/SAQs
- c. On-Patient training viva
- d. Ward tests
- e. OSPE
- f. OSCE

Assessment Framework

The framework for assessment involves the University guideline of:

- a. Pass marks 50%
- b. Equal marks for theory and for practical
- c. Internal Assessment 10% to be awarded by the college
- d. Allocation of marks as under

Allocation of Marks

Sr.	Subject	Marks Theory	Marks Practical / OSPE / OSCE	Remarks
1	Anatomy	100	100	Internal assessment 10%
2	Physiology	100	100	Internal assessment 10%
3	Biochemistry	100	100	Internal assessment 10%
4	Islamiyat & Pak Studies	100	-	
5	Pathology	150	150	Internal assessment 10%
6	Pharmacology	150	150	Internal assessment 10%
7	Forensic Medicine	100	100	Internal assessment 10%
8	Community Medicine	150	150	Internal assessment 10%
9	Special Pathology	150	150	Internal assessment 10%
10	ENT	100	100	Internal assessment 10%
11	Ophthalmology	100	100	Internal assessment 10%
12	Medicine	200	300	Internal assessment 10%
13	Surgery	250	250	Internal assessment 10%
14	Gynae	150	150	Internal assessment 10%
15	Paeds	100	100	Internal assessment 10%
16	Behavioral Sciences	100	100	Internal assessment 10%

Grand Test: The syllabus of each subject for which the table of specification has been formulated in detail is divided into various topics and grand tests are held after the topic has been covered in theory, practical and in tutorial classes. The grand test is the first exposure of the students towards assessment of his/her knowledge and skills and is held once only for each topic covered as the syllabus goes along. The grand test has the following ingredients:

- | | |
|----------------|-----------|
| a. MCQs | 45% marks |
| b. SEQs | 45% marks |
| c. Viva / Copy | 10% marks |

Note: The DME maintains a record of all grand tests along with the keys to the MCQs and SEQs and the results. These results are used for the calculation and assessment of each student in terms of their acquisition of knowledge and skills.

Revision Test: The revision tests are designed to precede every session exam and they are aimed at breaking up the syllabus and covering the same in small bits so that the students can have exhaustive study of the portion of the syllabus to be tested upon. The schedule of revision test is decided jointly by the Assessment Committee and the students' class representatives so that the student input is brought into consideration. In this case the students' representatives include the weak students, the average ones and good students. And this mix ensures that adequate time is provided to weak students to do exhaustive studies.

Depending upon the syllabus covered. 8 to 10 revision tests are held in preparation for the session exams. The contents of the revision tests are:

- | | |
|--------------|----------|
| a. MCQs (30) | 30 marks |
| b. SEQs (6) | 30 marks |

Note: The DME maintains a record of all grand tests along with the keys to the MCQs and SEQs and the results. These results are used for the calculation and assessment of each student in terms of their acquisition of knowledge and skills. Four sets of revision tests are held annually. One each before the early session, mid-session, late session and/or send-up examination.

Session Examination: As per the annual planner and schedule, three session exams are held every year and these are generally held in March, June and August each year. The late session examination is held in August and as an extra opportunity for the students to qualify the send-ups for the border line cases is only held one month before the prof exam. The following session exams are held:

- | | |
|------------------------------|-----------------|
| a. Early Session Examination | 50% of syllabus |
|------------------------------|-----------------|

- | | |
|-----------------------------|-------------------|
| b. Mid-Session Examination | 85% syllabus |
| c. Late Session Examination | 100% syllabus |
| d. Send-up Examination | For the very weak |

The details of the session examination are as under

- a. Theory - 50% marks divided as under
 - 1) MCQs 45% of theory marks
 - 2) SEQs 45% of theory marks
 - 3) Log book / copy 10% of theory marks
- b. OSPE/OSCE/Viva - 50% marks

Note: The DME maintains a record of all session exams along with the keys to the MCQs and SEQs and the results. These results are used for the calculation and assessment of each student in terms of their acquisition of knowledge and skills. Four sessions examinations are held annually.

OSPE (Objective Structured Practical Examination): This depicts the scenario based clinical setting and various stations are arranged. The student has to go from one station to the other to answer the question or to display his practical skill. This is aimed at assessing both the knowledge and skills of the student. The format and the standard of the scenario based problems/questions are in line with the standards prescribed by the University of Health Sciences.

Note: The DME maintains a record of all OSPEs along with the keys to the OSPE and the results. These results are used for the calculation and assessment of each student in terms of their acquisition of knowledge and skills. Sample OSPE paper is attached as **Annexure-B**. Since OSPE is a part of session exams therefore four sessions of OSPE are held each year.

OSCE (Objective Structured Clinical Examination): This depicts the scenario based clinical setting and various stations are arranged. The student has to go from one station to the other to answer the question or to display his clinical skills. This is aimed at assessing both the knowledge and skills of the student. The format and the standard of the scenario based problems/questions are in line with the standards prescribed by the University of Health Sciences.

Note: The DME maintains a record of all OSCEs along with the keys to the OSCE and the results. These results are used for the calculation and assessment of each student in terms of their acquisition of knowledge and skills. Sample OSCE paper is attached as **Annexure-C**. Since OSCE is a part of session exams therefore four sessions of OSCE are held each year.

Viva: This is an oral examination to which the student is subject to be examined by two members of the Faculty one acting as the internal examiner and the other acting as the external examiner. The student is grilled in these oral questioning sessions. The student is asked on various clinical aspects to ascertain his knowledge.

Note: The DME maintains a record of all Viva and the results. These results are used for the calculation and assessment of each student in terms of their acquisition of knowledge and skills. Since Viva is a part of session exams therefore four sessions are held each year.

Copies and Log Books: Whereas copies are maintained in 1st 2nd and 3rd year of the basic sciences, the log books are maintained for the 4th year and the final year for the clinical subjects. The completion of the copies and the log books is mandatory and these have to be produced before the internal and the external examiner on all session examinations and annual Prof exam. Copies and log books carry 10 marks and are a valid record for the purpose of assessment besides being a record of the students' clinical exposure.

Assignments: These are normally generated by the Community Medicine and the Department of Medicine in which the departments give assignments for the students to be completed in their own time. Assignments are included as a part of practical assessment and left to the discretion of the Head of Department.

Research work: The Department of Community Medicine as a part of its Curriculum train the students in carrying out research. These research projects are covered in Standard 12 – Research & Scholarship and research records are available in the Department of Community Medicine. Research works are included as a part of practical assessment and left to the discretion of the Head of Department.

Tutorials: These are held before every grand test to clear the concepts of the students on the subject. The performance of the students in the tutorials is included in the viva assessment.

Long Case and Short Case: This system of OSPE and OSCE is to ascertain the clinical acumen of the student. These are held with the session examinations and form of a part of the practical/clinical assessment.

Notification of Results

The Assessment Committee will display result on notice board as well as the results are sent through SMS to the father of the student.

Results as hard copy will also be sent to parents after each term.

Conducting Examinations and Assessments

Conducting Examinations and Assessments According to University of Health Sciences Guidelines. In all examinations and assessments, the conditions underpinning the examination or assessment shall be displayed on concerned department notice boards to students prior to the examination or assessment taking place.

Note: Any requests for special assistance example reader/writer are to be made prior to the examination or assessment.

- g. Introducing students to the system of simulated and standardized patients

Response to Parents:

Parents are kept informed about the result of each student. The results are dispatched as follows:

- | | |
|--------------------------|---|
| a. Grand Test: | by SMS |
| b. Revision Test: | by SMS |
| c. Session Examinations: | as a report containing the results of all grand tests of all subjects for that class. Three session exam reports are sent. Reports of each session for each class are attached as Annexure-I . |
| d. OSPE | Included in the session result |
| e. OSCE | Included in the session result |
| f. Viva | Included in the session result |
| g. Log books / Copies | Included in the session result |
| h. Assignments | Included in the session result |
| i. Research work | Included in the session result |
| j. Tutorials | Included in the session result |
| k. Long case | Included in the ward test / clinical test |
| l. Short case | Included in the ward test / clinical test |

Avicenna Medical College <i>Prof Gulfreeen Waheed</i>										
1st Term Test Schedule 3rd Year MBBS M- 17							Updated : 13-JAN- 2020			
Week	Total No. of Test	Date	Day	Time	Subject	Test	Topic	Refrence		
1st		6-Nov-19	Wed	8.00-10.00	All subjects	Lectures		Time Divided		
1st		7-Nov-19	Thur	8.00-10.00	All subjects	Lectures		Time Divided		
2nd		11-Nov-19	Mon	8.00-10.00	All subjects	Lectures		Time Divided		
2nd		14-Nov-19	Thur	8.00-10.00	All subjects	Lectures		Time Divided		
3rd	1	18-Nov-19	Mon	8.00-10.00	Pharmacology	Grand Test-1		Pharmacokinetics	Katzung : Ch .1 & 3, 4	
3rd	2	21-Nov-19	Thur	3.30-5.30	Pathology	Grand Test -1		General Bacteriology	Levinson : Ch : 1-7, 10, 11, 13	
4th	3	25-Nov-19	Mon	8.00-10.00	For. Medicine	Grand Test -1		Law, Legal Procedures, Medical Jurisdiction	NRA PG: 1-22, 23-30 Parikh PG: 6.1-6.38	
4th		28-Nov-19	Thur	3.30-5.30				SDL		
5th	4	2-Dec-19	Mon	8.00-10.00	Pharmacology	Grand Test -2		Pharmacodynamics	Katzung : Ch. 2	
5th		3-Dec-19	Tue	10.00-11.30	WARD TEST- 1					
5th	5	5-Dec-19	Thur	3.30-5.30	Beh. Sciences	Grand Test -1		Introduction to Beh.Science	HANDBOOK B.S M.H RANA CH. 1	
6th	6	9-Dec-19	Mon	8.00-10.00	Pathology	Grand Test -2		Cell Injury	Robbins CH. 2	
6th		13-Dec-19	Thur	3.30-5.30				SDL		
7th	7	16-Dec-19	Mon	8.00-10.00	For. Medicine	Grand Test -2		Medicolegal Autopsy & Exhumation	NRA 118-130 Parikh 2.3-2.9	
7th	8	19-Dec-19	Thur	3.30-5.30	Pharmacology	Grand Test-3		Introduction Para Sympathetic (Ans)	Katzung : CH. 6,7,8	
8th	9	23-Dec-19	Mon	8.00-10.00	Pathology	Grand Test-3		Gram +ve Bacteria	Levinson CH. 15,17	
Winter Vacation : 25-Dec-2019 To 5-Jan-2020										
9th		6-Jan-20	Mon	8.00-10.00	All subjects	Lectures		Time Divided		
9th	10	9-Jan-20	Thur	3.30-5.30	Beh. Sciences	Grand Test-2		Medical Ethics Professionalism	HANDBOOK B.S M.H RANA CH. 2	
9th		10-Jan-20	Fri	10.00-11.30	WARD TEST- 2					
10th	11	13-Jan-20	Mon	8.00-10.00	Pharmacology	Grand Test -4		Sympathetic system	Katzung : Ch .9,10	
10th	12	16-Jan-20	Thur	8.00-10.00	Pathology	Grand Test-4		Acute Inflammation	Robbins CH. 3 PG. 69-93	
11th	13	20-Jan-20	Mon	8.00-10.00	For. Medicine	Grand Test-3		Personal Identity & Thanatology	NRA PG: 31-45,91-105 Parikh PG:2.1-30,118-130	
11th	14	23-Jan-20	Thur	8.00-10.00	For. Medicine	Grand Test-4		General Traumatology & RTA	NRA 46-70 Parikh 4.1-4.25, 8.3-8.38	
12th	15	27-Jan-20	Mon	8.00-10.00	Pharmacology	Grand Test -5		CVS+ Diuretics	Katzung : Ch .11-15	
12th	16	30-Jan-20	Thur	8.00-10.00	Pathology	Grand Test -5		Chronic Inflammation & Healing & Repair	Robbins CH: 3 PG .93-110	
13th	17	3-Feb-20	Mon	8.00-10.00	Beh. Sciences	Grand Test -3		Psychology In Medical Practice - I	HANDBOOK B.S M.H RANA SEC- C HALF	
13th	18	6-Feb-20	Thur	8.00-10.00	For. Medicine	Grand Test -5		Regional Injuries + Fire Arm Injuries	NRA 71-75 Parikh : 4.9-4.12	
13th		7-Feb-20	Fri	10.00-11.30	WARD TEST- 3					
14th	19	10-Feb-20	Mon	8.00-10.00	Pharmacology	Grand Test -6		Blood, NSAIDs + Gout	Katzung Ch : 33-36	
14th	20	13-Feb-20	Thur	8.00-10.00	Pathology	Grand Test-6		Gram -ve Bacteria- I	Levinson CH. 16,18	
15th	21	17-Feb-20	Mon	8.00-10.00	For. Medicine	Grand Test -6		General Toxicology & Corrosive	NRA PG: 133-134 Parikh PG: 8.1 - 8.38	
15th		20-Feb-20	Thur	8.00-10.00	All subjects	Lectures		Time Divided		
EARLY SESSION EXAM : 19 Feb 2020 TO 17 Mar 2020										
18th	1	10-Mar-20	Tue	8.00-10.00	ESE	For. Medicine		Entire Syllabus Covered		
18th	2	13-Mar-20	Fri	8.00-10.00	ESE	Pharmacology		Entire Syllabus Covered		
19th	3	16-Mar-20	Mon	8.00-10.00	ESE	Pathology		Entire Syllabus Covered		

Avicenna Medical College								Prof Gulfreeen Waheed
2nd Term				Test Schedule		Date : 10-Dec- 2019		
3rd Year				MBBS M- 17				
Week	Total No. of Test	Date	Day	Time	Subject	Test	Topic	Reference
19th		20-Mar-20	Fri	10.00-11.30	WARD TEST- 4			
Spring Vacations: 22 -Mar-20 To 5-April-20								
20th		7-Apr-20	Tue	8.00-10.00	For. Medicine	Grand Test- 7 VIVA	Asphyxial deaths	NRA PG: 106-115 Parikh PG: 3.35- 3.62
20th	23	9-Apr-20	Thur	8.00-10.00	Pathology	Grand Test-7	Gram -ve Bacteria- 2	Levinson CH. 16,18,19,20,21,23,24,25,26
21st	24	13-Apr-20	Mon	8.00-10.00	Beh. Sciences	Grand Test -4	Section C Psychology In Medical Practice - II	HANDBOOK B.S M.H RANA SEC- C HALF
21st	25	16-Apr-20	Thur	8.00-10.00	Pharmacology	Grand Test-7	Chemotherapy - I	Katzung Ch : 43-47
22nd	26	20-Apr-20	Mon	8.00-10.00	Pathology	Grand Test-8	Immunology	Levinson Ch : 57-68 PG. 475-580
22nd		17-Apr-20	Fri	10.00-11.30	WARD TEST- 5			
22nd	27	23-Apr-20	Thur	8.00-10.00	Pharmacology	Grand Test-8	Chemotherapy - II	Katzung Ch : 48-55
23rd	28	27-Apr-20	Mon	8.00-10.00	Pharmacology	Grand Test-9	Chemotherapy Full	Katzung Ch : 48-55
23rd	29	30-Apr-20	Thur	8.00-10.00	Beh. Sciences	Grand Test -5	Section- D : Sociology + Medical Anthropology	HANDBOOK B.S M.H RANA SEC- D
24th	30	4-May-20	Mon	8.00-10.00	Pathology	Grand Test -9	Neoplasia	Robbins CH.7
24th	31	7-May-20	Thur	8.00-10.00	For. Medicine	Grand Test -8	Sexual Offence, Criminal Abortion , Infanticide	NRA PG: 5.1-5.88 Parikh PG:76- 84
25th	32	11-May-20	Mon	8.00-10.00	Pharmacology	Grand Test-10	GIT+ Respiration	Katzung Ch . 20,62
25th	33	14-May-20	Thur	8.00-10.00	Pathology	Grand Test -10	Virology	Levinson CH. 28-46
25th		15-May-20	Fri	10.00-11.30	WARD TEST- 6			
26th	34	18-May-20	Mon	8.00-10.00	Beh. Sciences	Grand Test-6	Sec. E : Psychosocial Aspects of Health & Disease - I	HANDBOOK B.S M.H RANA SEC- E HALF
26th		21-May-20	Thur	8.00-10.00	All subjects	Lectures	Time Divided	
Eid-ul-Fitar Holidays: 22-May -20 To 26-May-20								
27th	35	29-May-20	Fri	8.00-10.00	Pharmacology	Grand Test -11	CNS- I	Katzung CH. 21-26
Mid Session Exam: 30-May-20 TO 1-July -20								
31st				8.00-11.00	MSE	Pathology	Entire Syllabus Covered	
31st				8.00-11.00	MSE	Beh. Sciences	Entire Syllabus Covered	
32nd				8.00-11.00	MSE	For. Medicine	Entire Syllabus Covered	
32nd				8.00-11.00	MSE	Pharmacology	Entire Syllabus Covered	
End Of 2nd Term								

Avicenna Medical College								Prof Gulfreen Waheed		
3rd Term Test Schedule								Date : 13-Dec- 2019		
3rd Year MBBS M- 17										
Week	Total No. of Test	Date	Day	Time	Subject	Test	Topic	Reference		
32nd		2-Jul-20	Thur	10.00-11.30	WARD TEST- 7					
32nd		OSPE in 4 Batches								
33rd	36	9-Jul-20	Thur	8.00-10.00	Pathology	Grand Test -11	Haemodynamics	Robbins CH.4		
34th	37	13-Jul-20	Mon	8.00-10.00	For. Medicine	Grand Test -9	SP. Toxicology etc.	NRA PG: 135-146 Parikh PG: 9.1-11.16		
34th	38	16-Jul-20	Thur	8.00-10.00	Pharmacology+ VIVA	Grand Test-12	CNS - II	Katzung Ch : 27-32		
EID-UL-ADHA (Summer Vacations) : 19-July-20 To 2-Aug-20										
35th		3-Aug-20	Mon	8.00-10.00	All subjects	Lectures	Time Divided			
35th	39	6-Aug-20	Thur	8.00-10.00	Pathology	Grand Test -12	Parasitology	Levinson CH. : 51-56		
35th		7-Aug-20	Fri	10.00-11.30	WARD TEST- 8					
36th	40	10-Aug-20	Mon	8.00-10.00	Beh. Sciences	Grand Test -7	Sec. E : (half) Psychosocial Aspects of Health & Disease - II	HANDBOOK B.5 M.H RANA SEC- C HALF		
36th	41	13-Aug-20	Thur	8.00-10.00	Pharmacology+ VIVA	Grand Test-13	Endocrinology	Katzung : 37-42		
37th	42	17-Aug-20	Mon	8.00-10.00	Pathology	Grand Test-13	Mycology + Genetics	Levinson CH. : 47-50 Robbins CH: 5		
37th	43	20-Aug-20	Thur	8.00-10.00	For. Medicine	Grand Test -10	Accident & Home Environment	NRA PG: Parikh PG:		
37th		21-Aug-20	Fri	10.00-11.30	WARD TEST- 9					
SendUP Exam : 22-Aug-20 To 26-Sep-20										
40th				8.00-10.00	LSE	Pharmacology				
42nd				8.00-10.00	LSE	Pathology				
43rd				8.00-10.00	LSE	Beh. Sciences				
End Of Third Term										
Prof Exam :										