



# STUDY GUIDE

## 2024-2025



**Program:** Bachelor of Dental Surgery  
**Year:** 3<sup>rd</sup> Professional Year  
**Subject:** General Medicine  
**Batch No:** D22  
**Session:** 2024-2025

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# Introduction to Study Guide

Welcome to the Avicenna Dental College Study Guide!

This guide serves as your essential resource for navigating the complexities of your dental education at Avicenna Medical & Dental College. It integrates comprehensive details on institutional framework, curriculum, assessment methods, policies, and resources, all meticulously aligned with UHS, PMDC and HEC guidelines.

Each subject-specific study guide is crafted through a collaborative effort between the Department of Dental Education and the respective subject departments, ensuring a harmonized and in-depth learning experience tailored to your academic and professional growth.



## OBJECTIVES OF THE STUDY GUIDE

### 1. **Institutional Understanding:**

- o Gain insight into the college's organizational structure, vision, mission, and graduation competencies as defined by PMDC, setting the foundation for your educational journey.

### 2. **Effective Utilization:**

- o Master the use of this guide to enhance your learning, understanding the collaborative role of the Department of Dental Education and your subject departments, in line with PMDC standards.

### 3. **Subject Insight:**

- o Obtain a comprehensive overview of your courses, including detailed subject outlines, objectives, and departmental structures, to streamline your academic planning.

### 4. **Curriculum Framework:**

- o Explore the curriculum framework, academic calendar, and schedules for clinical and community rotations, adhering to the structured guidelines of UHS & PMDC.

### 5. **Assessment Preparation:**

- o Familiarize yourself with the various assessment tools and methods, including internal exam and external exam criteria, and review sample papers to effectively prepare for professional exams.

### 6. **Policies and Compliance:**

- o Understand the institutional code of conduct, attendance and assessment policies, and other regulations to ensure adherence to college standards and accrediting body requirements.

### 7. **Learning Resources:**

- o Utilize the learning methodologies, infrastructure resources, and Learning Management System to maximize your educational experience and academic success.

This guide, meticulously developed in collaboration with your subject departments, is designed to support your academic journey and help you achieve excellence in accordance with the highest standards set by PMDC and HEC.



## **BDS Program Outcome Statements**

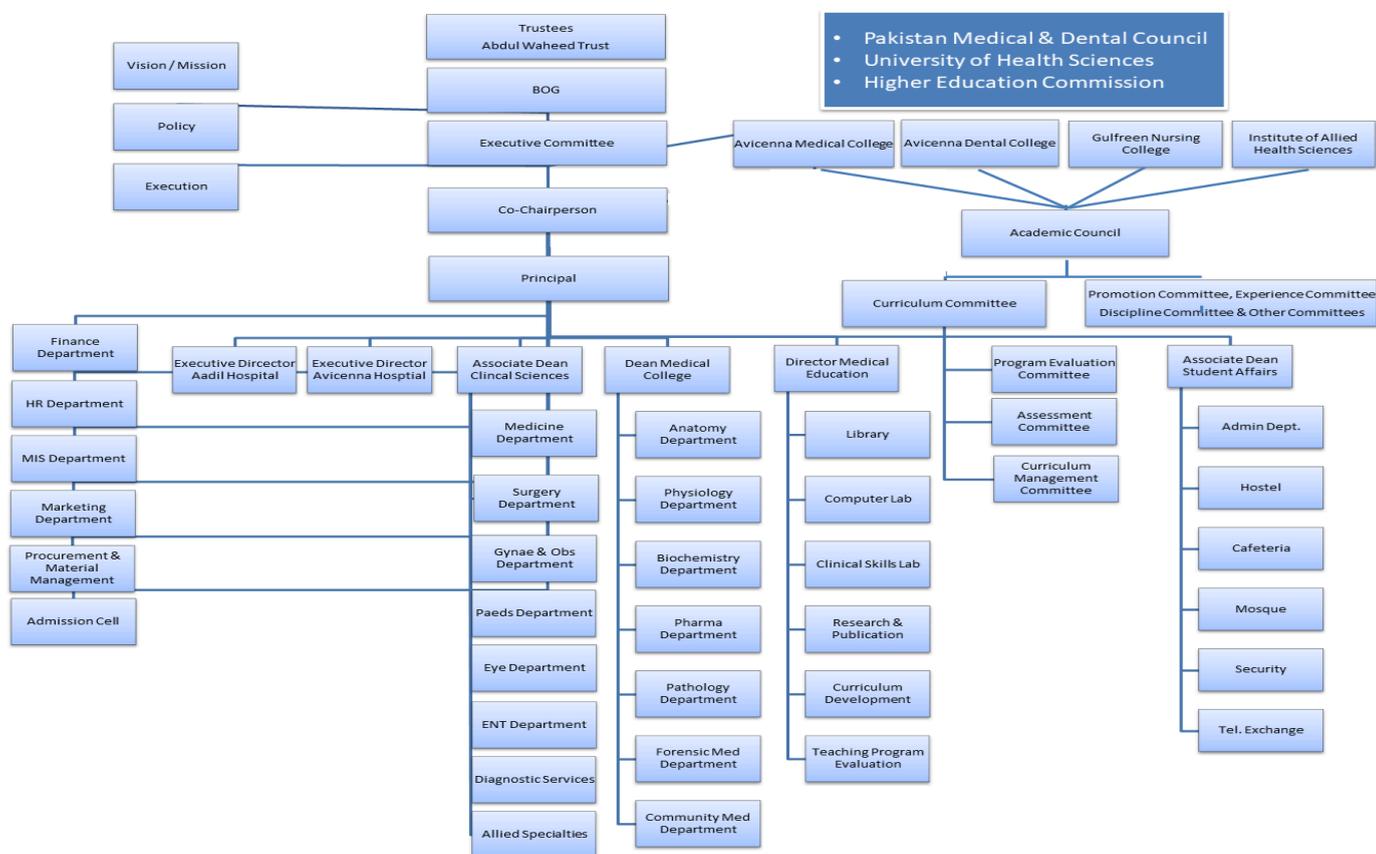
The outcome statements of Avicenna Dental College specify the core competencies and performance standards expected of graduates upon completion of the BDS program.

Upon graduation, students will be able to:

1. Prioritize patient care above all, applying their knowledge and skills in a competent, ethical, and professional manner, and taking responsibility for their actions in complex and uncertain situations.
2. Conduct thorough consultations and assessments of patients.
3. Independently diagnose and manage common, non-critical dental and oral health conditions.
4. Assist in the management of critically ill patients as relevant to dental practice.
5. Demonstrate clear and efficient written and verbal communication skills.
6. Exhibit professional, ethical, and culturally appropriate behavior in all clinical and patient interactions.
7. Promote oral health and advocate for preventive measures against dental diseases.
8. Work effectively as a team member within Pakistan's healthcare system.
9. Apply critical thinking, reflection, research skills, and teamwork capabilities in clinical practice.
10. Pursue personal and professional development with a commitment to lifelong learning.

## Avicenna Medical & Dental College Overview

### Institutional Organogram



### Vision & Mission



## Avicenna Medical & Dental College



### **Vision**

The vision of **Avicenna Medical & Dental College** is to become a college that thrives to achieve improvement in healthcare of masses through creative delivery of educational programs, innovative research, commitment to public service and community engagement in a environment that supports diversity, inclusion, creative thinking, social accountability, life-long learning and respect for all.

### **Mission**

The mission of **Avicenna Medical and Dental College** is to educate and produce competent, research oriented healthcare professionals with professional commitment and passion for life-long learning from a group of motivated students through quality education, research and service delivery for the improvement of health status of the general population.

## Message from the Chairman

The Avicenna Medical & Dental College is a project of Abdul Waheed Trust which is a Non-profitable, Non-governmental, Non-political & Social organization, working for the welfare of Humanity and based on Community empowerment. Avicenna Medical College has its own 530 bedded Avicenna teaching Hospital (Not for Profit hospital) within the College Campus & 120 bedded Aadil Hospital, at 15 minutes distance. Separate comfortable hostels for boys & girls are provided on the campus.

Our students benefit from the state of the art College Library with facilities of Internet & online Journals that remain open 15 hours a day, for our students & faculty members. I am particularly pleased with the hard work by the Faculty and Students in the achievement of historic 100% results for all the classes. It is a rare achievement and speaks of dedication of the Faculty and Staff. Our motto is Goodness prevails and we aim at producing Doctors' who are knowledgeable, competent in clinical skills and ethical values.

Avicenna Medical College & Hospital was founded to provide quality health care services to the deserving patients belonging to the rural areas near Avicenna Hospital as well as to provide quality medical education of international standard to our students. The Hospital provides all medical services and Lab diagnostics to the local population at minimal cost. So far by the grace of Allah Almighty the number of patients being treated and operated upon at our Hospital is increasing every day as there is no other public or charity hospital in the circumference of 20km. We have already established two Satellite Clinics in the periphery which are providing outdoor care while admission cases are brought to the Hospital in Hospital transport.

Following the success of our reputable Medical College and Hospital, we were able to successfully establish Avicenna Dental College which is recognized by the Pakistan medical & Dental Council & University of Health Sciences. To date, we have enrolled five batches in our dental college and we aim to achieve the same level of success for our dental students as our medical students.

Chairman

**Abdul Waheed Sheikh**

Avicenna Medical & Dental College



## **Message from the Principal**

**Prof. Dr. Sohail Abbas Khan**  
**Principal Dental College**  
 MDS, Dip Op (Hons) BDS



It is a matter of immense honor and privilege as the first Principal of Avicenna Dental College to welcome you to one of the finest dental institutes in the private sector of Pakistan. Avicenna Dental College is a private dental college, which aims to provide the finest dental education to dental undergraduate students in accordance with the latest trends in Dental Education, and to develop them to practice dentistry in the 21st century.

While educating dental students to become licensed, empathetic and competent professionals, Avicenna Dental College endeavors to educate students in a supportive environment in which they provide dental care for a diverse populace. In the times to come, we wish to transform our graduates into unfeigned teachers, researchers and consultants by starting post-graduation programs as well.

Avicenna Dental College aims to achieve an enterprising curriculum integrating the basic sciences with clinical experience while utilizing modern technological modalities.

In addition to the production of outstanding oral health professionals, we at Avicenna Dental College recognize our responsibility as a private dental institution to the citizens of the country in making the provision of oral health care available to those who are deprived of ready access.

I feel proud to lead this dental establishment such an inspiring time and hope all of you at Avicenna Dental College will share this pride and play your respective roles in materializing the dream of making this institution the premier dental educator in Pakistan



## **Message from the Vice Principal**

**Prof. Dr. Usman Muneer**  
**Vice Principal Dental College**  
 BDS, FCPS

It is a matter of great privilege to be associated with Avicenna Dental College. Our institution boasts of renowned, well-qualified and devoted faculty members in each and every specialty of dentistry. We are looking forward to diligently equipping our undergraduates with comprehensive artistic and ethical oral health care.

Our goal is to inspire a lifelong passion for learning and innovation in our students, ensuring they are well-prepared to meet the evolving challenges of the dental profession. I look forward to collaborating with our students on this transformative journey, guiding them toward achieving excellence in oral health care.

## **7-Star Doctor Competencies (PMDC)**

According to national regulatory authority PMDC, a Pakistani medical/dental graduate who has attained the status of a 'seven-star doctor' is expected to demonstrate a variety of attributes within each competency. These qualities/ generic competencies are considered essential and must be exhibited by the individual professionally and personally.

1. Skillful / Care Provider.
2. Knowledgeable / Decision Maker.
3. Community Health Promoter / Community Leader.
4. Critical Thinker / Communicator
5. Professional / Lifelong learner.
6. Scholar / Researcher
7. Leader/ Role Model / Manager



## **About Avicenna Dental College**

Avicenna Dental College is a purpose-built, fully equipped Dental institution with experienced and excellence-driven faculty to train high-quality dental professionals in Pakistan.

Avicenna Dental College runs under the umbrella of Abdul Waheed Trust. Abdul Waheed Trust is a non-profit social welfare organization and registered under the Societies Act with the Registrar of Societies. The Trust is legalized through a Trust Deed that bears necessary rectifications. The Trust Deed is further supported by its Memorandum and Article of Association that authorizes the establishment and operation of the Medical College, the Dental College, the Nursing College, the Allied Health Sciences College, and other activities in the healthcare sector.

In 2018, Avicenna Dental College was recognized by the Pakistan Medical & Dental Council. With the advent of advanced tools and technology in every field of health science, dentistry today has shot up to the greater end of the gamut with superior choice and promises in dental therapy in the very vicinity of the common man. ADC promises to be one such neighborhood.



## Department & Subject Overview

### Note from the Head of Department

The Department of Medicine is equipped with diagnostic facilities like ECG, Treadmill CT Scan, USG, Echocardiography & automated lab support. The Nephrology center has hemodialysis units. Pre- & post-op facilities are available for preparation of a patient for kidney transplant.

Gastroenterology Center has provision of gastrointestinal endoscopy for investigation of GIT disorders. Special clinics including Diabetes Control Center, Hypertension Control & Ischemic Heart Disease Center, Bronchial Asthma Clinic, Thyroid Clinic & Liver Disease Clinic are part and parcel of the Medicine Department. Pre-clinical students are exposed to these commonly occurring diseases once they have gone through basic sciences.

**Prof. Dr. Waheed Ahmed**  
**FCPS, MBBS**  
Head of Department  
Department of General Medicine



### Departmental Organogram (as per PMDC guidelines)



## **Faculty Members**

<b>Name</b>	<b>Designation</b>	<b>Qualification</b>
Prof. Dr Waheed Ahmed	Head of Department	MBBS FCPS
Professor Dr Muzamul Shehzad	Professor	MBBS FCPS FRCP CHPE
Prof. Dr. Ameena Hussain	Professor	MBBS FCPS
Dr Shamshad Ali	Associate professor	MBBS FCPS(Pulmo)
Dr Asim Maqsood	Assistant Professor	MBBS MRCP(UK)
Dr Usman Yaqub	Senior Registrar	MBBS FCPS
Dr Humaira Mubeen Afzal	Senior Registrar	MBBS FCPS
Dr Muhammad Asad Raza	Senior Registrar	MBBS MRCP(UK) CHPE
Dr Imran Sheikh	Senior Registrar	MBBS FCPS

## **Goal of the Department**

The Department of Medicine is striving for Providing State of art and updated evidence based Knowledge to young doctors of our community. Department particularly emphasizes on imparting necessary diagnostic skills to medical students and postgraduate residents through hands-on training during ward rounds, Supervised Outpatient and inpatient care.



## Course Objectives

- Students should be able to describe the pathophysiology, clinical presentation, diagnostic criteria, and management strategies for common diseases in internal medicine.
- Students should demonstrate understanding of the pharmacological principles, indications, contraindications, and side effects of commonly used medications in internal medicine.
- Students should be able to interpret clinical data, including laboratory results, imaging studies, and clinical examination findings, to make accurate diagnoses.
- Students should develop clinical reasoning skills to formulate differential diagnoses and treatment plans based on evidence-based guidelines.
- Students should be proficient in performing comprehensive physical examinations, including cardiovascular, respiratory, abdominal, and neurological examinations.
- Students should be able to identify and describe abnormal physical findings and correlate them with potential diagnoses.
- Students should demonstrate competence in basic medical procedures, such as venipuncture, intravenous cannulation, ECG interpretation, and the management of medical emergencies.
- Students should be able to effectively communicate with patients, families, and healthcare teams, including delivering clear and compassionate explanations of diagnoses, treatment options, and prognosis.
- Students should develop skills in obtaining informed consent and delivering bad news in a sensitive manner.
- Students should demonstrate professionalism in all interactions, adhering to ethical principles, confidentiality, and patient-centered care.
- Students should reflect on their own biases and the impact these may have on patient care, striving for culturally competent and equitable healthcare delivery.
- Students should develop a habit of continuous learning, staying updated with the latest medical research and guidelines.
- Students should engage in self-assessment and peer feedback to identify areas for improvement and personal growth.
- Students should be able to apply their knowledge and skills in simulated or real-life clinical scenarios, working through case studies to diagnose and manage patients effectively.
- Students should engage in interdisciplinary teamwork, understanding the roles of different healthcare professionals and how to collaborate effectively in patient care.
- Students should be able to critically appraise medical literature and integrate evidence-based findings into clinical practice.
- Students should participate in research projects or case presentations to develop a deeper understanding of specific medical conditions or treatment.

## Attendance Requirement & Internal Assessment Criteria

The institution follows the regulations for examinations of the UHS in letter and spirit. The students require **85% attendance** in all academic sessions and **50% marks** in internal assessments and send-up examinations to be eligible for the UHS Professional Examinations.



# Learning Resources & Pedagogy

## Book Recommendations



Sr.	Book Name	Author	Edition
1.	Davidson's Principles and Practice of Medicine	Sir laybourne Patrick davidson	24th
2.	Macleod's Clinical Examination	J. Alastair Innes	14th

## Traditional & Innovative Teaching Methodologies



Sr.	Pedagogical Methodologies	Description
1.	Lectures	<p>Traditional method where an instructor presents information to a large group of students (large group teaching).</p> <p>This approach focuses on delivering theoretical knowledge and foundational concepts. It is very effective for introducing new topics.</p>
2.	Tutorial	<p>Tutorials involve small group discussion (SGD) where students receive focused instruction and guidance on specific topics.</p>
	Demonstrations	<p>Demonstrations are practical displays of techniques or procedures, often used to illustrate complex concepts or practices, particularly useful in dental education for showing clinical skills.</p>
3.	Practicals	<p>Hands-on sessions where students apply theoretical knowledge to real-world tasks. This might include lab work, clinical procedures, or simulations.</p> <p>Practicals are crucial for developing technical skills and understanding the application of concepts in practice.</p>
4.	Student Presentations	<p>Students prepare and deliver presentations on assigned topics. This method enhances communication skills, encourages students to explore topics in-depth. It also provides opportunities for peer feedback and discussion.</p>
5.	Assignment	<p>Tasks given to students to complete outside of class. Assignments can include research papers, case studies, or practical reports. They are designed to reinforce learning, assess understanding, and develop critical thinking and problem-solving skills.</p>

7.	Self-directed Learning	Students take initiative and responsibility for their own learning process. Students are encouraged to seek resources, set goals, and evaluate their progress. This is a learner-centered approach where students take the initiative to plan, execute, and assess their own learning activities. This method promotes independence, critical thinking, and lifelong learning skills.
8.	Flipped Classroom	In this model, students first engage with learning materials at home (e.g., through videos, readings) and then use class time for interactive activities, discussions, or problem-solving exercises. This approach aims to maximize in-class engagement and application of knowledge.
9.	Peer-Assisted Learning (PAL)	A collaborative learning approach where students help each other understand course material. PAL involves structured peer tutoring, study groups, or collaborative tasks. It enhances comprehension through teaching, reinforces learning, and builds teamwork skills.
10.	Team-based Learning (TBL)	A structured form of small group learning where students work in teams on application-based tasks and problems. Teams are responsible for achieving learning objectives through collaborative efforts, promoting accountability, and deeper understanding of the material.
11.	Problem-based Learning (PBL)	Students work on complex, real-world problems without predefined solutions. They research, discuss, and apply knowledge to develop solutions. PBL fosters critical thinking, problem-solving skills, and the ability to integrate knowledge from various disciplines.
12.	Academic Portfolios	A collection of student's work that showcases learning achievements, reflections, and progress over time.  Portfolios include assignments, projects, and self-assessments. They provide a comprehensive view of student development, highlight strengths and areas for improvement, and support reflective learning (experiential learning)

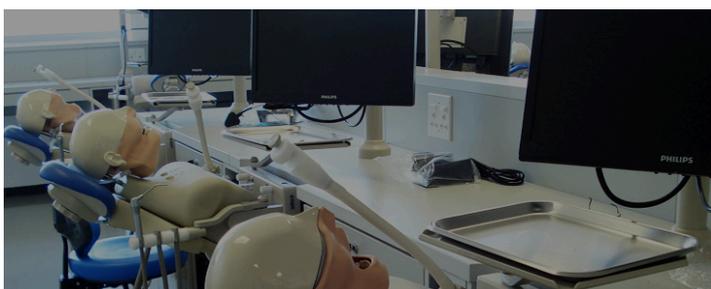


Flipped Classroom

## Infrastructure Resources

Sr.	Infrastructure Resources	Description
1.	Lecture Hall	Each year has a dedicated lecture hall, totaling four lecture halls for the four professional years. These halls are equipped with modern audiovisual aids to support effective teaching and learning.
2.	Tutorial Room	The college's tutorial rooms, each with a capacity of 30, are specifically designed to support small group discussions and interactive sessions. These rooms facilitate personalized instruction, enabling more engaged and effective learning through direct interaction between students and instructors.
3.	Lab	The college is equipped with state-of-the-art laboratories for practical and clinical work. Each lab is designed to support various disciplines, to facilitate hands-on learning.
4.	Library on campus	A huge library occupies full floor has 260 seats including study carrels and group-discussion tables. Latest reference books, of Basic and Clinical Sciences along with national & international journals are available in the library.
5.	Digital Library	The digital library offers access to a vast collection of e-books, online journals, research databases, and other digital resources. It supports remote access and provides tools for academic research and learning.
6.	Learning Management System (LMS)	The LMS is a comprehensive online platform that supports course management, content delivery, student assessment, and communication. It provides tools for tracking progress, managing assignments, and facilitates ongoing academic activities.
6.	Phantom Labs	Specialized Phantom Labs are available for advanced simulation and practice in dental procedures. These labs provide high-fidelity models and simulators that help students refine their clinical skills in a controlled environment.
7.	Mess & Cafeteria	<p>The College has its own on-campus Mess which caters to 600 students. All food items including dairy, meat, and vegetables are sourced organically and bought in at the time of cooking, in order to ensure that students get freshly cooked meals at all times</p> <p>Students form the Mess committee which decides the mess menu in consultation with other students. The Mess offers fresh food to all residents three times a day. However, day scholars are also welcome to use the Mess facility at a reasonable cost.</p> <p>Two 50- inch LCD screens provide students an opportunity to get entertained during their meal times.</p>

8.	Gymnasium & Sports	<p>We recognize sports as a pivotal key to shape and maintain students' personality and good health. The College has indoor and outdoor sports facilities to help enhance the cognition and capacity to learn. There is a proper sports section for various games like basketball, football, volleyball, and cricket.</p> <p>The gym itself is fully equipped with modern machinery both for students and faculty.</p>
9.	IT Lab	<p>The IT Lab is equipped with modern computers and software available for students who need access for academic purposes.</p>
10.	Auditorium	<p>The college has a spacious auditorium equipped with advanced audio-visual facilities. It is used for large-scale lectures, guest presentations, and academic conferences, providing a venue for students to engage with experts and participate in important educational events.</p>
11.	Examination Halls	<p>The college provides dedicated examination halls that are designed to accommodate a large number of students comfortably. These halls are equipped with necessary facilities to ensure a smooth and secure examination process, including proper seating arrangements, monitoring systems, and accessibility features.</p>



## Digital Library & Learning Management System (LMS)

1. The COVID-19 pandemic highlighted the necessity of interactive online teaching for better retention of topics by students. Strategies like online learning management system (LMS), online discussions, online quizzes, assignment design, and flipped learning enhance student engagement in online education when needed.
2. Avicenna Medical & Dental College lays emphasis on the provision of learning material and online video lectures, video tutorials in the e-library and learning resource center, which has a dedicated website of Avicenna Medical College to enable the students to develop concepts and clarify their doubts, if they have not been able to do so in the teaching sessions during college hours. The digital library can be approached on <http://digital.avicennamch.com/>.



HOME MEDICAL DENTAL NURSING ALLIED HEALTH SCIENCES

### Dental



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3. The institution has also endeavored to link itself with the digital libraries and e-library of the University of Health Science (UHS) and Higher Education Commission (HEC) to enable the students to benefit from the valuable resource material, lectures and knowledge bank at these sites. The links are available with the HEC <http://www.digitallibrary.edu.pk/> and learning management system of UHS <http://lms.uhs.edu.pk> .
4. The Learning Management System (LMS) at Avicenna Medical & Dental College is a comprehensive platform managed by the Department of Student Affairs. It is designed to facilitate effective communication and information exchange between students, parents, faculty, and administrative staff. The LMS portals are specifically tailored to meet the needs of the following stakeholders:
  - a. **Students:** For academic resources and scheduling.
  - b. **Parents:** For monitoring academic progress and other relevant information.
  - c. **Faculty:** For managing course content and academic activities.
  - d. **Department of Student Affairs:** For overseeing administrative functions.
  - e. **Department of Medical/Dental Education:** For overseeing academic functions.

**AVICENNA MEDICAL & DENTAL COLLEGE**

The Avicenna Medical & Dental College will live up to the name and reputation of "Abu Ali Sina Balkhi (Latin Name Avicenna)" and be a model of excellence for the quality and innovation of its education programs, clinical services and research. The institution will continually strive to exceed the expectations of its patients, students, residents, and local community by constantly improving the services it provides with enthusiasm, teamwork and creativity. In doing so, Avicenna Medical College aligns itself to the vision of its Affiliating University, i.e., University of Health Sciences.

[Visit Website](#)

## STUDENT PORTAL

Student Roll No.

Password

Remember me [Forgot Password?](#)

[Login](#)

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5. Students can access a comprehensive range of academic resources and information through the student portal. By logging in with their roll number and password, students can:
- Look at their attendance and results.
  - Review academic activities and weekly timetables/schedules.
  - Access rotation planners and test schedules.
  - Check for any notification, assignment or resource material from their teachers.
6. The information to the parent is duplicated by the issuance of the password and login to the Students Learning Management System which is dedicated to the Academic Program of the students. The parents can view the following by logging in to the mobile app of Avicenna Student Management System:
- a) Syllabus
  - b) Table of specifications
  - c) Annual Planner
  - d) Synopsis
  - e) Block Time Table
  - f) Weekly training program
  - g) Allocation of Marks
  - h) Assessment calendar
  - i) Results of tests / exams\*
  - j) Students' attendance record
  - k) Fees & fines

## Assessment Guidelines

Assessment in dental education is a critical component designed to ensure that dental students acquire the necessary knowledge, skills, and competencies required for effective dental practice.

*Assessment drives learning! – George E. Millar*

You will encounter a variety of assessment methods, each serving a specific purpose.

- Written examinations, including multiple-choice and essay questions, will test your grasp of theoretical concepts and subject matter.
- Practical assessments will require you to demonstrate your clinical skills and ability to apply knowledge in real-world scenarios.
- Oral exams will evaluate your communication skills and reasoning abilities through case discussions and problem-solving exercises.
- Clinical skills and work-place based assessments will observe your hands-on proficiency and patient management capabilities.

At Avicenna Medical & Dental College, internal assessments are systematically conducted throughout each academic year of the BDS program, as per the guidelines established by the University of Health Sciences (UHS). These assessments, overseen by the Assessment Cell, adhere to either the Annual Subject-Based System or the Integrated/Modular System, depending on the curriculum structure.

Notably, beginning with the 2024-25 academic year, the weightage of internal assessments will be increased from 10% to 20%. The UHS administers professional examinations independently, organizing them at designated neutral sites and appointing external examiners to ensure objectivity and fairness.

<b>Internal Assessment Weightage</b>	10%	100 %
<b>External Assessment Weightage</b>	90%	



## Internal Assessment Criteria

Internal Assessment	Paper	Assessment Methods	Percentage Weightage			
Grand Tests	Theory	MCQs SEQs	30%			
	Practical	Viva				
Early Session Exam	Theory	MCQs SEQs	70%			
	Practical	Viva				
Mid Session Exam	Theory	MCQs SEQs				
	Practical	Viva				
Batch Clinical Assessment	Early Ward Test	Viva OSCE			20%	100%
	Mid Ward Test	Viva OSPE			30%	
	Grand Ward Test	Short Case Long Case OSCE	50%			
Send-up Exam	Theory	MCQ SEQ	100%			
	Final Clinical Assessment	Short Case Long Case OSCE	100%			
<b>Total</b>			400%			

Reference attached on next page.

 <b>Avicenna Dental College</b> <b>Examination Marks Scheme 2024-2025</b> <b>3rd Year BDS</b>														
Form No	BDS-3 Form-1		BDS-3 Form-2		BDS-3 Form-4		BDS-3 Form-5		BDS-3 Form-6					
Test Type	Grand Test				Session Exam				Send Up					
Mode of Exam	Theory		Practical		Theory		Practical		Theory		Practical			
Weightage	(1,2)* 30%				(3,4)* 70%				100%					
General Medicine 200	MCQ 40, SEQ 30	70	VIVA	30	MCQ 45, SEQ 45	90	Viva	50	MCQ 45, SEQ 45	90	Viva	50		
General Surgery 200	MCQ 40, SEQ 30	70	VIVA	30	MCQ 45, SEQ 45	90	Viva	50	MCQ 45, SEQ 45	90	Viva	50		
Periodontology 200	MCQ 40, SEQ 30	70	VIVA	30	MCQ 45, SEQ 45	90	Viva	50	MCQ 45, SEQ 45	90	Viva	50		
Oral Medicine 100	MCQ 20 SEQ 30	50	OSPE	50	MCQ 21, SEQ 24	45	OSPE 45	45	MCQ 21, SEQ 24	45	OSPE 45	45		
Oral Pathology 200	MCQ 40, SEQ 30,	70	OSPE 25 VIVA 25	50	MCQ 45, SEQ 45	90	OSPE 45, VIVA 45	90	MCQ 45, SEQ 45	90	OSPE 45, VIVA 45	90		
Clinical														
Batch Clinical Assessment (BCA)					Final Clinical Assessment (FCA) *6 (Late Session & Send up Exam)									
Form No	BDS-3 Form-7		BDS-3 Form-8		BDS-3 Form-9				BDS-3 Form-10					
Test Type	Early Ward Test		Mid Ward Test		Grand Ward Test									
Weightage	20%		30%		50%				100%					
General Medicine 200	OSPE 30, VIVA 20	50	OSPE 40, VIVA 60	100	Short Case I 15, Long Case II 30, OSPE 45				90	Short Case I 15, Long Case II 30, OSPE 45				90
General Surgery 200	OSPE 30, VIVA 20	50	OSPE 30, VIVA 70	100	Short Case I 30, Long Case II 30, OSPE 30				0	Short Case I 30, Long Case II 30, OSPE 30				90
Batch Clinical Assessment (BCA)					Final Clinical Assessment (FCA) *6 (Late Session & Send up Exam)									
Weightage	100%													
Periodontology 200	OSCE 45, Viva 45,	90	OSCE 45, Viva 45,	90										
Oral Medicine 100	OSCE / OSPE 45	45	OSCE / OSPE 45	45										
NON EXAMINABLE SUBJECTS														
Operative Dentistry	Viva 50													
Prosthodontics	Viva 50													
OMFS	Viva 50													
NOTE : * If Viva/OSPE is held along with Theory test, The Theory test will get 15% weightage & VIVA / OSPE will get 15% Weightage in Grand Test														
NOTE 2 : *if Viva/OSPE is not held for any reason Theory test will get full 30% weightage in Grand Test														
NOTE 3 : *If Viva/OSPE is held along with Theory test , The Theory test A20:Q21 will get 30% weightage & VIVA / OSPE will get 30% Weightage in Session Exam														
NOTE 4 : *If Viva/OSPE is not held for any reason Theory test will get full 70% weightage in Session Exam														
NOTE 5 : * Batch Clinical Assessment(BCA) Clinical exam held at the end of each rotation for each batch														
NOTE 6 : * Final Clinical Assessment(FCA) Exit exam at the end of Late Session & Send up exam Before Final Prof for all students														
HOD General Medicine	HOD General Surgery		HOD Periodontology		HOD Operative Dentistry		HOD Prosthodontics		HOD OMFS		HOD Oral Medicine			
HOD Assessment Cell			Principal Avicenna Dental College				Chairman Avicenna Medical College							

## External Assessment

Paper Details		Assessment Methods	Total Marks	Percentage Weightage
Theory <ul style="list-style-type: none"> <li>● 100 marks</li> <li>● 3 hrs</li> </ul>	External Assessment	45 MCQs (1 mark each)	45 marks	50 %
		15 SEQs (3 marks each)	45 marks	
	Internal Assessment	See Internal Assessment Criteria	10 marks	
Practical <ul style="list-style-type: none"> <li>● 100 marks</li> <li>● 3 hrs</li> </ul>	External Assessment	Viva & OSPE	90 marks	50%
	Internal Assessment	See Internal Assessment Criteria	10 marks	
<b>Total</b>			200 Marks	100%

## Sample Paper

### MCQ

A 20 year old girl presented with a history of loose stools, abdominal pain and fever from the last 7 days. Since Yesterday, she developed weakness in both legs with intact sensations. Ankle jerk was absent, knee Jerk was present. What's the likely diagnosis of her neurological condition?

### Option:

- a) Gullain Burrie Syndrome(GBS)\*
- b) Transverse Myelitis
- c) Poliomyelitis
- d) Cauda equina syndrome

**COGNITIVE LEVEL:** Recall

**DIFFICULTY LEVEL:** Moderate

**IMPORTANCE:** Must Know

**REFERENCE:** Davidson Principles and Practices of Medicine 24th edition

**SEQ/SAQ****Scenario**

A 22 year old female presented with Cola coloured urine and periorbital swelling from 2 days. Urine Complete examination showed Hematuria, RBC cast and 2+ proteinuria. She has a history of sore throat 2 weeks back. Her ASO titers were markedly elevated.

Questions	Marks
a)What's likely Diagnosis?	1
b)Enlist the possible underlying cause?	1
c)What are other Causes of Nephritic Syndrome?	1

Key	Marks
a) <b>Post-Streptococcal Glomerulonephritis</b>	1
b) <b>Group A strepococcal Phyrangitis</b>	1
c) <b>IgA nephropathy, Lupus Nephritis, Good pasture syndrome, RPGN</b>	1

**COGNITIVE LEVEL:** Recall

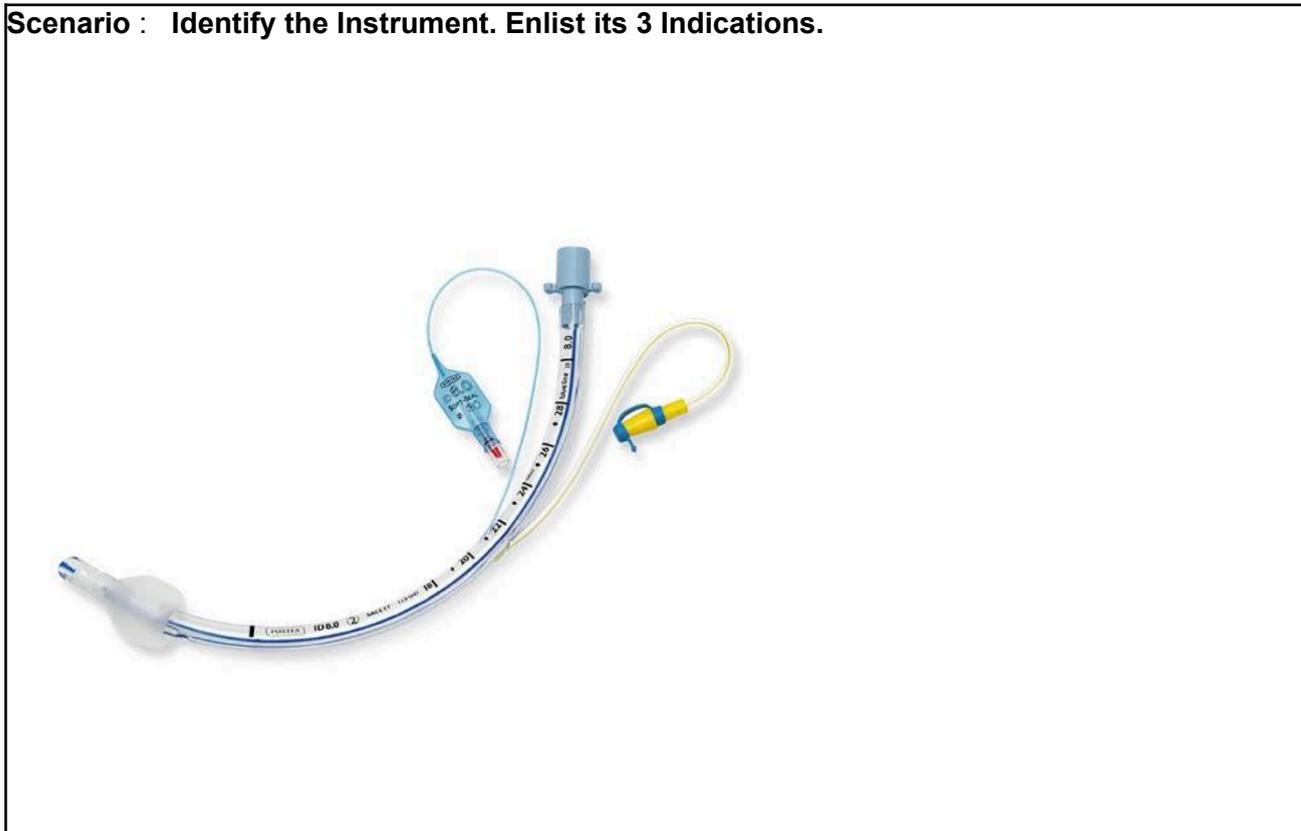
**DIFFICULTY LEVEL:** /Moderate

**IMPORTANCE:** Must Know

**REFERENCE:** Davidson Principle and practice of medicine 24th edition

## OSCE

**Scenario :** Identify the Instrument. Enlist its 3 Indications.

**Key**

**:Endotracheal Tube**

**Indications: Cardiopulmonary arrest, airway collapse, Elective intubation for surgery.**

## CURRICULUM DETAILS

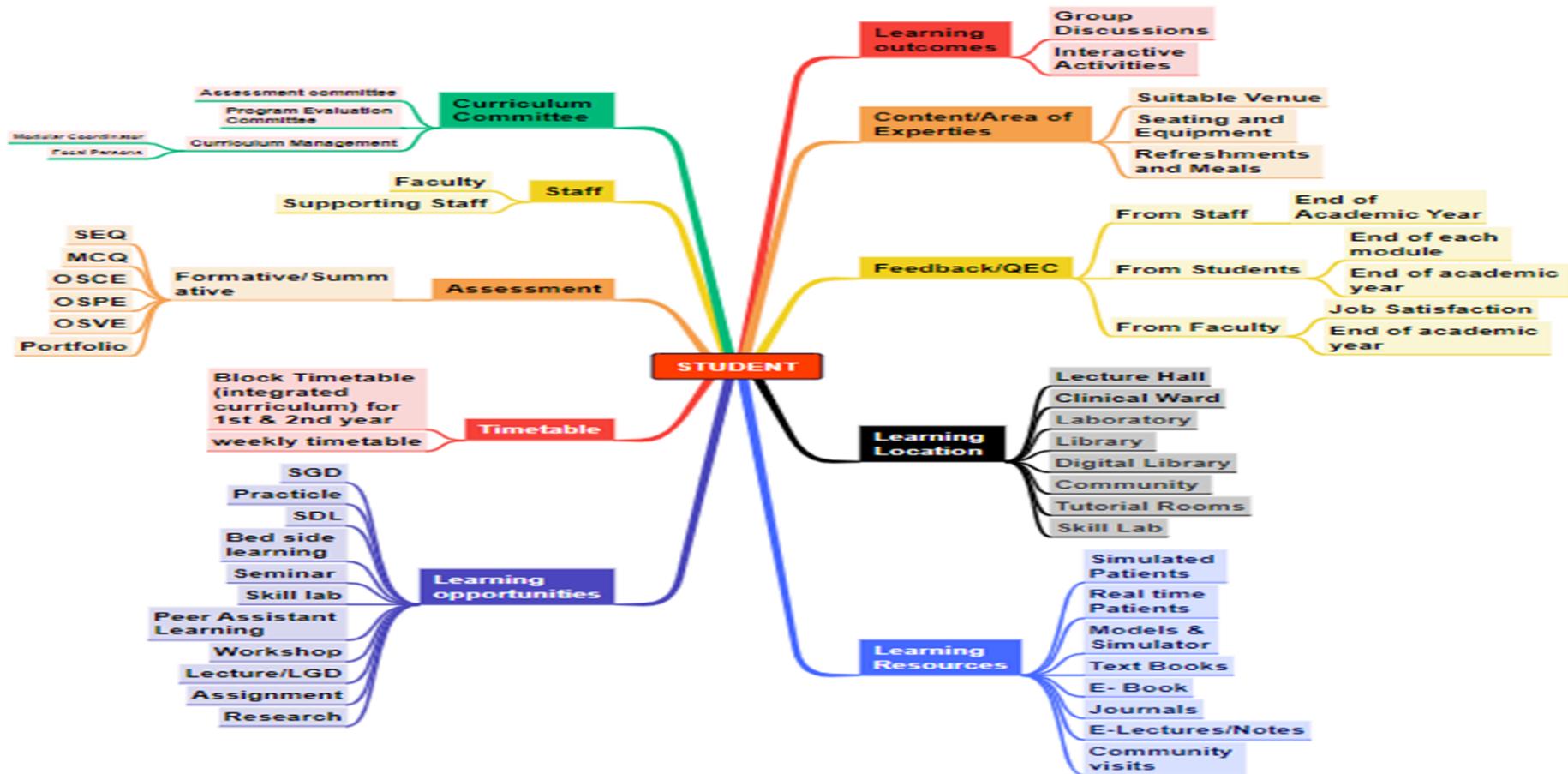
### Curricular Framework including allocation of hours (PMDC)

<b>BDS SCHEME OF STUDIES</b>			
<b>Basic Dental Sciences / Preclinical Year</b>		<b>Clinical Dental Sciences / Clinical Years</b>	
<b>1<sup>st</sup> Professional Year</b>	<b>2<sup>nd</sup> Professional Year</b>	<b>3<sup>rd</sup> Professional Year</b>	<b>4<sup>th</sup> Professional Year</b>
<b>Anatomy</b> 300 Hours	<b>General Pathology</b> 220 Hours	<b>General Medicine</b> 180 Hours	<b>Operative Dentistry</b> 250 Hours
<b>Physiology</b> 300 Hours	<b>Pharmacology</b> 220 Hours	<b>General Surgery</b> 170 Hours	<b>Prosthodontics</b> 250 Hours
<b>Biochemistry</b> 180 Hours	<b>Science of Dental Materials</b> 300 Hours	<b>Oral Pathology</b> 180 Hours	<b>Orthodontics</b> 250 Hours
<b>Oral biology &amp; Tooth Morphology</b> 300 Hours	<b>Community Dentistry</b> 200 Hours	<b>Oral Medicine</b> 150 Hours	<b>Oral &amp; Maxillofacial Surgery</b> 250 Hours
<b>General Education</b> 120 Hours  (Islamiat, Pakistan Studies Behavioural Sciences, Research, English, Arts & Humanities)	<b>Preclinical Operative Dentistry</b> 80 Hours	<b>Periodontology</b> 180 Hours	<b>Pediatric Dentistry</b> 100 Hours

	<b>Pre-clinical Prosthodontics</b> 80 Hours	<b>Clinical Operative</b> 80 Hours	<b>General Education</b> 100 Hours (Research, English, Arts & Humanities, ICT)
	<b>General Education</b> 100 Hours (Behavioural Sciences, Research, English, Arts & Humanities, ICT)	<b>Clinical Prosthodontics</b> 80 Hours	
		<b>Clinical Oral &amp; Maxillofacial Surgery</b> 80 Hours	
		<b>General Education</b> 100 Hours (Research, English, Arts & Humanities, ICT)	
<b>1200 hours</b>	<b>1200 hours</b>	<b>1200 hours</b>	<b>1200 hours</b>

## Curricular Map & Rationale

1. This pictorial, vertical and horizontal presentation of the course content and extent shows the sequence in which various systems are to be covered. Curricular map to cover all the subjects and modules and the time allocated to study of the systems for the undergraduate programs offered at four colleges at campus are as follows:



<b>Rationale 3<sup>rd</sup> Professional Year</b>	
<b>Subjects</b>	<b>General Medicine</b>
<b>TERM- I</b>	<ul style="list-style-type: none"><li>● Introduction to Systems and diseases</li><li>● CVS</li><li>● Nephrology</li><li>● pulmonology</li></ul>
<b>TERM- II</b>	<ul style="list-style-type: none"><li>● Git / liver</li><li>● Endocrinology</li><li>● diabetes melitis</li></ul>
<b>TERM-III</b>	<ul style="list-style-type: none"><li>● Hematology</li><li>● Infectious diseases</li><li>● CNS</li></ul>

## Learning Outcomes

Unit/ Chapter	Topic/ Content	Student Learning Outcomes	Mode of Information (MOIT)	Learning Domain (KSA-Model)
<b>Infectious Diseases</b>	1. Malaria 2. Enteric Fever, Dysentery Cholera 3. dengue Fever and COVID -19 4. HIV 5. Syphilis 6. Sexually Transmitted Diseases 7. Scabies 8. Streptococcal and Staphylococcal Infections	Students should be able to:  1. Have a basic concept of infectious diseases  2. Understand the pathological process of the infectious diseases  3. Interpret the main sign and symptoms of the disease of relevant system  4. Make a list of important relevant differential diagnosis	Lecture Tutorial Practical	Knowledge, Skill, Attributes
<b>Kidney &amp; Urine Diseases</b>	1. Investigations in Renal Disease  2. Acute Kidney Injury  3. Chronic Kidney Disease  4. Nephritic Syndrome	Students should be able to:  1. Have a basic concept of kidney disease  2. Understand the pathological process of the kidney diseases  3. Interpret the main sign and symptoms of the disease of relevant system  4. 5. Make a list of important relevant differential diagnosis	Lecture Tutorial Practical	Knowledge, Skill, Attributes

	<p>5. Nephrotic Syndrome</p> <p>6. Infections of the kidney and Urinary Tract</p> <p>7. Urinary Stone Disease and Obstructive Nephropathy</p> <p>8. Dialysis and Renal Replacement Therapy</p>			
<p><b>Cardiovascular Diseases</b></p>	<p>1. Hypertension</p> <p>2. Ischemic Heart Disease (Stable and Unstable Angina)</p> <p>3. Ischemic Heart Disease (Non STEMI and STEMI)</p> <p>4. Heart Failure</p> <p>5. Cardiac Arrhythmias/ Atrial Fibrillation</p> <p>6. Infective Endocarditis</p>	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Have a basic concept of CVS diseases</li> <li>2. Understand the pathological process of the CVS diseases</li> <li>3. Interpret the main sign and symptoms of the disease of relevant system</li> <li>4. Make a list of important relevant differential diagnosis</li> </ol>	<p>Lecture Tutorial Practical</p>	<p>Knowledge, Skill, Attributes</p>

<b>Respiratory Diseases</b>	<p>"1.Symptomatology of Respiratory Diseases</p> <ol style="list-style-type: none"> <li>2 Pneumonia</li> <li>3. Asthma</li> <li>4. COPD</li> <li>5. Bronchiectasis</li> <li>6. Pulmonary Tuberculosis</li> <li>7. Lung Carcinoma</li> <li>8. Pleural Effusion</li> </ol>	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Have a basic concept of Respiratory diseases</li> <li>2. Understand the pathological process of the Respiratory diseases</li> <li>3. Interpret the main sign and symptoms of the disease of relevant system</li> <li>4. 5. Make a list of important relevant differential diagnosis</li> </ol>	<p>Lecture Tutorial Practical</p>	<p>Knowledge, Skill, Attributes</p>
<b>Endocrine Diseases</b>	<ol style="list-style-type: none"> <li>1. Hyperthyroidism</li> <li>2. Hypothyroidism</li> <li>3. Diabetes Mellitus</li> <li>4. Hypoadrenalism and Adrenal Crisis</li> <li>5. Cushing's Syndrome</li> <li>6. PCOD and Infertility</li> <li>7. Acromegaly and Gigantism</li> </ol>	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Have a basic concept of Endocrine and metabolic diseases</li> <li>2. Understand the pathological process of the Endocrine diseases</li> <li>3. Interpret the main sign and symptoms of the disease of relevant system</li> <li>4. 5. Make a list of important relevant differential diagnosis</li> </ol>	<p>Lecture Tutorial Practical</p>	<p>Knowledge, Skill, Attributes</p>

	8. Short Stature and Hypopituitarism			
<b>Diabetes Mellitus</b>	Diabetes Mellitus Diabetic Neuropathy DKA HONK	Students should be able to: 1. Have a basic concept of Diabetes and related diseases 2. Understand the pathological process of the Diabetes 3. Interpret the main sign and symptoms of the disease of relevant system 4. 5. Make a list of important relevant differential diagnosis	Lecture Tutorial Practical	Knowledge, Skill, Attributes
<b>Alimentary Tract Diseases</b>	1. Esophagitis/Achalasia 2. Gastritis and GERD 3. Peptic Ulcer Disease 4. Malabsorption Syndromes and Ceiac Disease 5. Inflammatory Bowel Disesae	Students should be able to: 1. Have a basic concept of Gastrointestinal diseases 2. Understand the pathological process of the GI diseases 3. Interpret the main sign and symptoms of the disease of relevant system 4. 5. Make a list of important relevant differential diagnosis	Lecture Tutorial Practical	Knowledge, Skill, Attributes
<b>Liver Diseases</b>	1. LFTs Interpretation and Approach to Jaundice 2. Viral Hepatitis 3. Alcoholic and Non Alcoholic Fatty Liver Disease 4. Cirrhosis of Liver and CLD	Students should be able to: 1. Have a basic concept of hepatobilliary diseases 2. Understand the pathological process of the hepatobilliary diseases 3. Interpret the main sign and symptoms of the disease of relevant system 4. 5. Make a list of important relevant differential diagnosis	Lecture Tutorial Practical	Knowledge, Skill, Attributes

<b>Blood Disorders</b>	<ol style="list-style-type: none"> <li>1. Macrocytic Anemia</li> <li>2. Microcytic Anemia</li> <li>3. Aplastic Anemia</li> <li>4. Acute Leukemia</li> <li>5. Myeloproliferative Disorders (CML)</li> <li>6. Lymphomas</li> <li>7. Clotting Disorders (Hemophilia, VW Disease, Christmas Disease)</li> <li>8. Anticoagulation Therapy</li> </ol>	<p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. Have a basic concept of Blood Disorders and hematological diseases</li> <li>2. Understand the pathological process of the blood related diseases</li> <li>3. Interpret the main sign and symptoms of the disease of relevant system</li> <li>4. 5. Make a list of important relevant differential diagnosis</li> </ol>	<p>Lecture Tutorial Practical</p>	<p>Knowledge, Skill, Attributes</p>
<b>Neurological Diseases</b>	<ol style="list-style-type: none"> <li>1. Headache</li> <li>2. Cerebrovascular Accident</li> <li>3. Meningitis/ Encephalitis</li> <li>4. Dementia/ Alzheimer's Diseases</li> <li>5. Myasthenia Gravis</li> </ol>	<p>Students should be able to: understand the basic anatomy and physiology of the relevant system</p>	<p>Lecture Tutorial Practical</p>	<p>Knowledge, Skill, Attributes</p>

	6. Multiple Sclerosis 7. Epilepsy 8 Cranial Nerve Disorders 9. GBS			
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## Assessment TOS/Blueprint

Topic/ Content	Assessment Method (No. of Questions)			
	MCQS	SEQs	Viva	OSCE
<b>Infectious Diseases</b>	3	2	Possible Viva Questions from all topics	<b>Observed &amp; Unobserved Stations</b>
<b>Kidney &amp; Urine Diseases</b>	3	1		
<b>Cardiovascular Diseases</b>	6	2		
<b>Respiratory Diseases</b>	10	1		
<b>Endocrine Diseases</b>	4	1		
<b>Diabetes Mellitus</b>	2	2		
<b>Alimentary Tract Diseases</b>	4	1		
<b>LiverDiseases</b>	4	1		
<b>Blood Disorders</b>	4	2		
<b>Neurological Diseases</b>	5	2		
Total	45	15	-	10



