

Behavioral Sciences Department
CMH Institute of Medical Sciences (CIMS)
Multan



Student Study Guide
1st, 2nd & 3rd Year MBBS

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Institutional Mission & Vision

Our Mission

CIMS is committed to pursue excellence in academic and practical training of its learners by providing them holistic opportunities through community collaboration in medical education. It is our mission to produce inspired lifelong learners, exceptional clinicians, educators, advocates, leaders and researchers to improve the lives of the communities we serve through excellence in learning, discovery, and healing.

Our Vision

The CMH Multan Institute of Medical Sciences (CIMS) envisions both national and international eminence as an academic institution in undergraduate, postgraduate and continuing professional education, basic and clinical research, clinical practice and responsiveness to its global community service.

Departmental Vision/Mission Statement

Vision

A comprehensive and absolute health can only be achieved by considering holistic health approach.

Mission

To attain superior quality health services by inculcating the psychosocial aspects of health and disease with the basic and clinical medical learning.

Head of Department
Asst. Prof Dr Saif ur Rehman

Details of Faculty

Sr. No	Name	Qualification	Designation
1.	Dr. Saif ur Rehman	MBBS, BS Psychology, MPhil (BHS), CHPE	Assistant Professor (HOD)
2.	Dr. Farzana Naveed	MBBS. ICMT	Demonstrator
3.	Dr. Neda Aslam	MBBS	Demonstrator
4.	Dr. Abdul Rafae Faisal	MBBS	Demonstrator
5.	Dr. Rabea Saleem	BDS	Demonstrator
6.	Mrs. Humaira Mubashir	MSc Applied Psychology PGD Applied Psychology B.Ed	Clinical Psychologist

Faculty Dedicated to First Year MBBS

Lecture:

Venue	Name	Designation
Lecture Hall No. 01	Dr. Abdul Rafae Faisal	Demonstrator
	Dr. Neda Aslam	Demonstrator

Faculty Dedicated to Second Year MBBS

Lecture:

Venue	Name	Designation
Lecture Hall No. 02	Dr. Farzana Naveed	Demonstrator
	Dr. Neda Aslam	Demonstrator

CBL:

Venue	Name	Designation
Tutorial Room No. 04	Dr. Neda Aslam	Demonstrator
	Dr. Abdul Rafae Faisal	Demonstrator
	Dr. Rabia Saleem	Demonstrator

Faculty Dedicated to Third Year MBBS

Lecture:

Venue	Name	Designation
Lecture Hall No. 03	Dr. Saif Ur Rehman	Assistant Professor
	Dr. Farzana Naveed	Demonstrator

CBL:

Venue	Name	Designation
ACM Hall / Tutorial Room No. 02/ Tutorial Room No. 05	Dr. Saif Ur Rehman	Assistant Professor
	Dr. Neda Aslam	Demonstrator
	Dr. Abdul Rafae Faisal	Demonstrator

Practical:

Venue	Name	Designation
ACM Hall	Dr. Farzana Naveed	Demonstrator
	Dr. Neda Aslam	Demonstrator
	Dr. Abdul Rafae Faisal	Demonstrator
	Dr. Rabia Saleem	Demonstrator

BEHAVIOURAL SCIENCES AS A SUBJECT

In early nineteen, involvement of social and psychological issues in the diagnosis, examination, treatment and even follow-up was proved and was adopted as subject in some countries. In Pakistan, in spite of outstanding techniques to deal patients and understanding the behavioral aspects of health and disease, the subject remained the component in the art of history taking and the clinical skills of managing patients in different clinical scenarios like; in outdoor, indoor, operation theatres etc. Few decades before, severe relevance of the psychosocial aspects in prevention, susceptibility, etiology, diagnosis, treatment and follow-up was acknowledged and an initiative to introduce the subject of Behavioral Sciences (BHS) was taken by PMDC and 25 credit hours were assigned to the subject of BHS in the curriculum of MBBS/BDS. Since then, different medical universities adopted BS as a formal subject. Post-graduation in the subject was introduced and regular faculty for teaching the subject in undergraduates was hired. Initially, Psychiatrists, medical faculty and psychologists but later, postgraduates in BHS became responsible to teach the subject to the undergraduates.

BHS is concerned with the scientific study of human behavior in clinical and non-clinical settings. It provides a useful framework of the explanation of human behavior, either of a single individual or a group in a medical setting, in a similar way to the application of any subject of basic medical sciences like; Anatomy, Biochemistry, Physiology or Pathology. Thus, it explains existing behavior as well as predicts the behavior of the patients and their health providers, in any clinical and non-clinical situations. Since human behavior is an ultimate outcome of multiple variable and invariable factors, its' study requires knowledge of Psychology, Sociology and Anthropology. Psychology is the study of the nature, functions and phenomena of human behavior. Sociology relates to the study of the development, structure, and functioning of human society in terms of human interactions with one another and Anthropology is the study of the origins, history, mechanism and constitution of human development. BHS is also linked with Human Ecology, that is, the branch of knowledge which deals with the relations of human beings to their environment; and to a lesser extend Epidemiology, which is the study of illnesses in defined population

BEHAVIOURAL SCIENCES AS A SUBJECT IN CIMS

NUMS notified its constituents under graduate medical colleges to include BHS in MBBS/BDS curriculum in 2021. The subject has been included in the curriculum of first, second and third year in MBBS, and first, second and third year BDS.

In CIMS, Multan, the infrastructure of the department of BHS includes; a HOD room, a demonstrators' area of sitting and a counseling cell. Library books, computers and other logistics for running the department have been provided to facilitate the faculty.

Introduction / Guidelines

What is a study guide?

It is an aid to:

- Inform students how student learning program of the block has been organized.
- Help students organize and manage their studies throughout the module.
- Guide students on assessment methods, rules and regulations.

The study guide:

- Informs about organization and management of the block.
- Defines the objectives which are expected to be achieved at the end of the block.
- Identifies the learning strategies such as lectures, small group teachings, clinical skills, demonstrations, tutorials, and case-based learning that will be implemented to achieve the block objectives.
- Provides a list of learning resources such as books, computer assisted learning programs, web-links, and journals, for students to consult in order to maximize their learning.
- Highlights information on the contribution of continuous assessment and annual examinations on the student's overall performance.
- Includes information on the assessment methods.

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

Organization:

The curriculum of 1st year, 2nd year & 3rd year MBBS is modular. It is organized and the content taught is integrated concurrently in themed modules. The themes form the building blocks of this curriculum. There can be vertical thread of content across more than one module for the content that does not fit into central theme of a module. In each module the sequencing of the content is subject based. Modules.

The key detail is as follows

1. There shall be three blocks in an academic year.
2. Each block consists of multiple modules.
3. The duration of three blocks shall be 10 – 16 weeks each.
4. The syllabus shall be integrated horizontally around systems of the body.
5. Additional chunks of content may be added in a module that exactly does not fit in the central theme of the module.
6. There can be vertical thread of a content across more than one module for the content that does not fit into central theme of a module
7. There shall be vertical integration to the extent decided by the medical college.
8. Total Contact Hours of Behavioral sciences is 150 hours. (5 hours for 1st year, 70 hours for 2nd year and 75 hours for 3rd year MBBS)

Teaching and Learning methods (MIT):

Following modes of information transfer (MIT) shall be used

- Large Group Interactive Lectures
- Case based Learning in Small Groups
- Role-playing with peers

- Presentations
- Reflective writing
- Assignments
- Portfolios

1. Interactive lectures:

In large group, the lecturer introduces the topic at hand and involves the students through questions, pictures, videos of patients' interviews, exercises, etc.

2. Self-study:

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

3. Case based learning (CBL):

3.1. What is case based learning?

Case based learning is a form of small group learning that involves the use of learning activities commonly based on patient cases associated with real life situations. A case is used to stimulate learning and acquisition of knowledge, skills and attitudes. It is structured so that students develop the skills of clinical reasoning and critical thinking.

In CBL, the learning objectives for the case are explicitly stated at the beginning of the case, and the learners can focus their learning on attaining the specific outcomes. The students learning through CBL case is supported by other teaching modalities scheduled during the

week (for example lectures, e-modules, videos, seminars, etc.).

All of these learning activities and resources have been designed and organized to allow students to approach their learning as “Discovery Learning” and to create a learning environment that brings together related content from the different domains of medical knowledge.

The Goal of CBL is for student to integrate knowledge and apply it to clinical situations from the start of their medical education.

3.2. Self-Assessment and Reflection in CBL

When you are preparing for the case you should reflect and answer the following questions to help you focus your learning.

1. What resources should I use to understand the case?
2. Do I understand how the parts of the case are connected?
3. How has my previous learning experience shaped my approach to this case?
4. What do I know to solve the case and achieve the learning objectives?
5. How do I seek and use feedback from others?
6. How do I seek and use data from other sources?

It is also important for students to consider their emotional reaction to feedback and how they deal with this.

What steps should I take or resources should I use to respond to my areas in need of improvement?

You may consider various resources including:

- *Role models (tutor, other students who they find particular effective in their approach to learning)*

- *Literature:(journal articles/texts)*

3.3. The CBL / Tutorial process

1. Pre- Tutorial: self-study by students

2. CBL session:

a. Introduction and group rules

- **Tutor Introductions:** Tutor introduce herself/himself
- **Student Introductions:** Tutor asks the students introduce themselves to the group.
- **Group Rules:** Every group needs to establish their own accepted rules for group behavior. These would likely include that only one person speaks at once; everyone listens attentively, comes to tutorial prepared and contributes to the discussion. Other ground rules might relate to checking internet, dictionary, notes or taking phone calls during the session.

b. Tutorial Discussions

- The group will determine any roles people will adopt during the session (scribe, timekeeper, leader etc.).
- A student will volunteer to verbally read the first component of the case. The reading of the case provides the students an opportunity to formalize themselves with the pronunciation of unfamiliar terms and provides auditory learning opportunities.
- Discussion might begin with learners identifying any terms or concepts they did not understand.

- The tutor will use active listening skills, and open-ended questions to promote discussion, and probing questions to prompt learners to explore topics more deeply. The teacher will not deliver the content. Tutor will only facilitate your learning.

c. Feedback:

Feedback is an interactive process between two or more people that allows the parties to share information with the intention of guiding future performance. Feedback helps an individual to keep their behavior “on target”, thus, it helps a person to better achieve their goals.

- *Feedback is specific rather than general.*
- *Feedback is descriptive rather than judgmental.*
- *Feedback is both positive and negative.*
- *Feedback takes into account the needs of both the receiver and the giver of feedback.*
- *Feedback is directed at behavior that the receiver can do something about.*
- *Feedback is solicited rather than imposed.*
- *Feedback is directed primarily at the person’s performance or behavior rather than at the person themselves.*
- *Avoid defensiveness.*

d. Assessment:

Tutor completes formal assessment for the student in the CBL tutorial at the end of tutorial process. The tutor meets with each student in person to encourage self- assessment, discuss the assessment, and provides additional feedback.

e. At the end of a Session

By the end of each session, the students need to clarify any outstanding questions.

3.4. Expectations from the learner in CBL

Case based learning is a student-centered process and it is the responsibility of individual student to participate fully, not only for his or her own learning, but also to aid the learning of others in the group. Although much time is spent alone in the library or at the computer, the full benefits of CBL cannot be realized in isolation.

3.5. Guide to professional behavior during CBL session

(Courtesy of McMaster University and CPSP DME)

Respect

- Listens, and indicates so with appropriate verbal or non-verbal behavior.
- Verbal and non-verbal behaviors are neither rude, arrogant nor patronizing.
- Allows others to express opinions and give information without “putting down” anyone.
- Participates in discussion of differences in moral values.
- Differentiates value of information from value of person.
- Acknowledges others’ contributions.

- Apologizes when late or gives reason for being so.

Communication Skills

- Speaks directly to group members.
- Presents clearly.
- Uses words that others understand
- Uses open-ended questions appropriately.
- Identifies misunderstanding between self and others or among others.
- Attempts to resolve misunderstanding.
- Tests own assumptions about group members.
- Accepts and discusses emotional issues.
- Able to express own emotional state in appropriate situations.
- Non-verbal behavior indicates that statements have been understood.
- Recognizes and responds to group member's non-verbal communication.

Responsibility

- Punctual completes assigned tasks.
- Presents relevant information.

- Identifies irrelevant or excessive information.
- Takes initiative or otherwise helps to maintain group dynamics.
- Advances discussion by responding to or expanding on relevant issues.
- I own emotional or physical state when relevant to own functioning or group dynamics.
- Describes strengths and weaknesses of group members in a supportive manner.

Self-Awareness/ Self-Evaluation

- Acknowledges own difficulty in understanding
- Acknowledges own lack of appropriate knowledge
- Acknowledges own discomfort in discussing or dealing with a particular issue
- Identifies own strengths
- Identifies own weaknesses
- Identifies means of correcting deficiencies or weaknesses
- Responds to fair negative evaluative comment with reasonable proposals for behavioral change

3.6. Using learning resources

In CBL, one of the objectives is self-directed learning. Students search for literature, based on the individual learning goals developed as a result of self-assessment and reflection question provided earlier in the guide.

Bring books and previous notes and use them in tutorial, if necessary, to clarify concepts and terminology. It is helpful to have a good

dictionary to check the meaning of terms. We often use words as if we knew what they meant; it may be helpful to challenge your colleagues to define key terms.

To obtain additional information, provided to you, you may be directed to a specific resource or asked how you might find a good resource (journal article, book, expert, etc.). It is important to avoid “guessing games” or wasting time tracking down an obscure reference. But, on the other hand, it is important to develop skill in finding good information.

You are encouraged to discuss matters of interests pertaining to specific case with your peers. Develop a specific list of references for each case considered. Part of the overall learning experience implicit in CBL is the development of skills that will facilitate access to learning resources throughout your future professional career.

Examinations:

Annual Examination is conducted in Third Professional Exam.

No student will be allowed to sit in the annual examination if attendance is below 75% in theory and practical separately.

Assessment types

The assessment will be continuous. The purpose of continuous assessment is formative and summative.

- **Summative Assessment:** The marks of this type of assessment contribute in the final university result through internal assessment.

It comprises:

- CBL/Practical assessment
- Scheduled tests
- End of block exam
- Pre-annual exam

Scheduled tests will be conducted intermittently throughout the block. Their schedule will be intimated through the time tables.

- **The end of the Block exam** will be conducted after 09-15 weeks of instruction (depending on the block's volume and content). It will comprise one theory paper and one practical/OSCE. (Table of specifications (TOS) for exam has been provided)
- For each block exam, the annual theory paper shall be of 100 marks, with 40% weightage of MCQs, and 40% of SEQs/SAQs.
- Similarly, the Practical/OSCE for block exam will be of 20 marks. This will include observed (40%) & unobserved (60%) OSCE stations
- The qualifying score is 50% of maximum marks, in theory and practical separately.

- **Formative Assessment:** Tests may be quizzes, surprise tests/written assignments/self-reflection/portfolios by students during the teaching time but their marks will not be added to internal evaluation marks. The purpose of formative assessment is to provide feedback to the students, for the purpose of improvement and to teachers to identify areas where students need further guidance.

Internal Assessment

1. The department will plan out the EOB exams & Exam Branch will notify the schedules.
2. The weightage of internal assessment shall be 20 % in theory paper and 10 % in practical, in the annual professional examination.
3. Attendance, Scheduled module tests, CBLs/tutorials, block examinations and pre-annual examinations, conducted by the college shall all contribute towards internal assessment for professional examination.
4. The results of Block exams will be submitted after each EOB exam to the university.

NUMS Professional Examination:

1. The professional examinations schedule will be notified by NUMS.
2. There will be two components of the result.

(i) University Examination-80 % (ii) Internal Assessment- 30 %

Schedule of examinations:

a) Continuous assessments schedule: Schedule provided by each department in Timetable.

b) Formative Assessment: Will be conducted by the department in the form of written/OSPE/Presentation/quizzes/Assignments/Journals with a 20% weightage counted towards the internal assessment

RESPONSIBILITIES OF THE DEPARTMENT:

Academic Activities:

- Teach BHS to the students of second year and third year MBBS
- Teach BHS to the students of third year BDS
- Conduct BHS examination of the students MBBS and BDS students

Counseling

Mental Well-being is as important as Physical well-being at every stage of life. Learning at medical college has been found a demanding and burdensome activity. It is obvious that the people working in such environment may suffer mental illness or burnout. Help is required when there are constraints in personal functioning, academic functioning, social functioning, and occupational functioning. It includes our emotional Psychological and social well-being. It affects how we think, feel and act. It also determines how we handle stress (academic or peer), relate to others, and make healthy choices. To deal such illnesses, the department of BHS has been assigned to conduct counseling of the students, faculty and the other staff of the college. The sufferer is referred to the department from the student section, training branch and administration, for the evaluation and psychotherapy.

Extracurricular Activities:

The department helps the students to involve in creative activities like; awareness regarding general mental health, poster making and celebrating mental health day. The department fully participates in extracurricular activities arranged by the institute.

GENERAL LEARNING OUTCOMES OF BEHAVIORAL SCIENCES

Aims of the teaching and learning of BHS is spanning in the vast areas of medical scenarios. In one sentence, it can be described as; to equip the students to approach the patients from biological, psychological and social perspectives simultaneously. Since, handling a patient only biologically has limited or brief recovery from his/her illness, introduction of BHS to the students may enhance their capabilities to decrease morbidity as well as mortality. Learning objectives of BHS include;

Knowledge

1. Comprehends BHS in clinical practice
2. Conceptualization of the holistic aspect of medical learning
3. Understands the communication skills in clinical and non-clinical settings
4. Awareness of medical ethics and professionalism
5. Understands the human cognitive faculties like learning, memory, perception, thinking, intelligence, and metacognition, that regulate the behavior
6. Demonstrate to comprehend the psychological components of health and disease like; defense mechanism and personality in various behavioral states
7. Apprehension of psychosocial issues in special hospital settings
8. Learning psychosocial aspects of aging, death, pain and terrorism
9. Awareness of sex and gender issues in pre-clinical, clinical and professional setup
10. Understanding and recognition of common of psychiatric ailments like anxiety, depression, stress etc

Skill

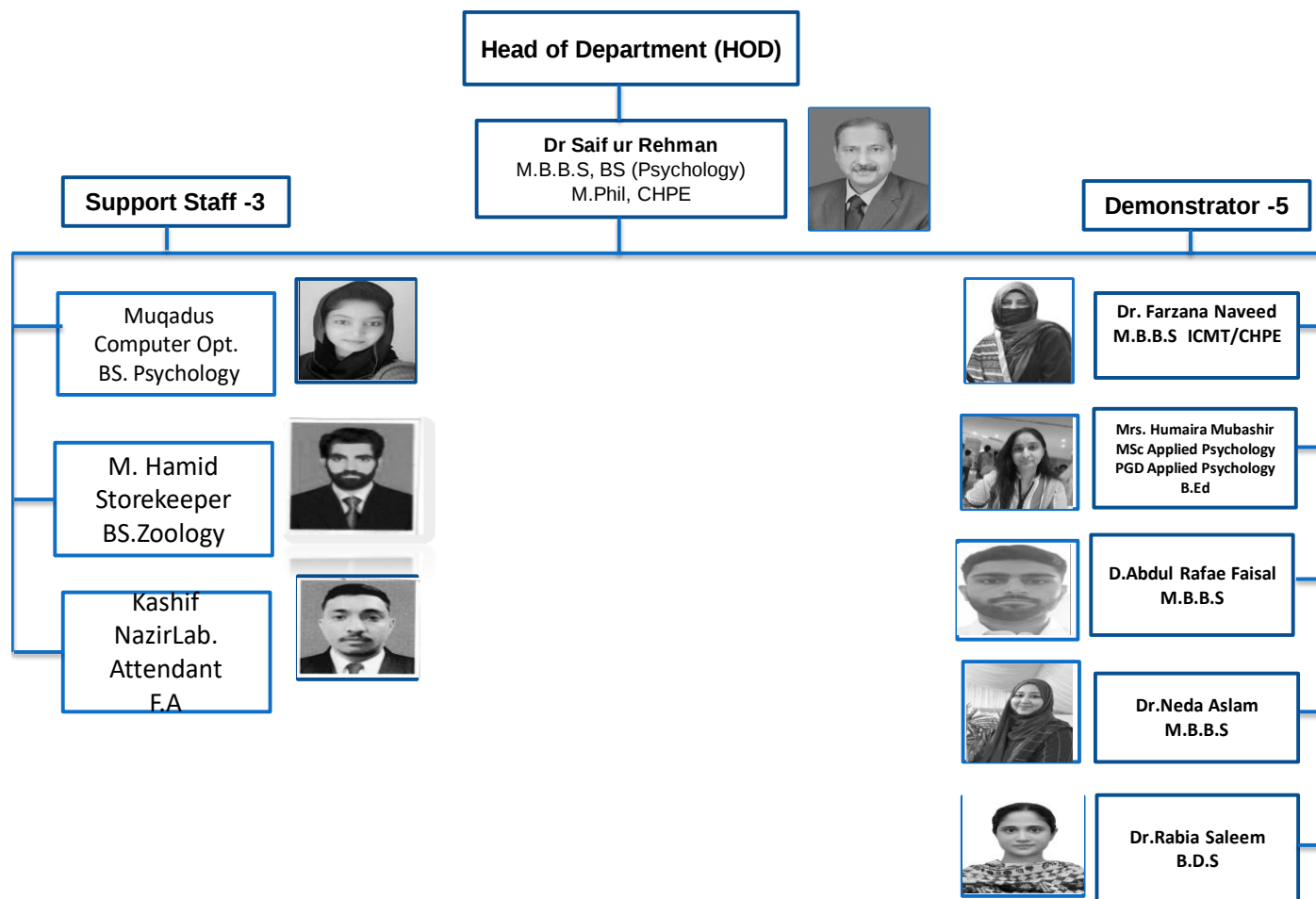
1. Keeps an eye on behavioral issues while working in preclinical, clinical and professional settings.
2. Understands patients' stance while taking a comprehensive history or in any other scenario like breaking bad news or conflict resolution, disaster management, information care etc
3. Communicates well his/her own understanding and strategy in interpersonal relationship
4. Uses cognitive and behavioral theories while communicating others and in any clinical or non-clinical activity.
5. Believes in the implication of socio-cultural factors such as; gender, race, social class, family and occupations in health and disease.
6. Able to correlate the psychosocial aspects with the common clinical conditions (DM, Coronary Artery Disease, AIDS)
7. Identifies the social and anthropological factors that influence detection, management, compliance and clinical outcome (stigma, myths, cultural taboo, somatization etc)
8. Demonstrate use of stress management skills towards self, patients and colleagues.
9. Highly concern the psychosocial factors in important clinical settings like; hospitalization, emergency, ICU, cancer wards etc.

Attitude

1. Exhibits highest ethical and professional standards in his character with the patients, colleagues, teachers, relatives, attendants, pharmaceutical industry and public as whole.
2. Highly concerned about the rights of patients and doctors envisaged in law, constitution and religion.
3. Acknowledging the social, cultural and anthropological aspects of health and disease
4. Demonstrate confidentiality and privacy of their patient's information in their clinical practice, interaction with colleagues and medical/dental and other authorities.
5. Undertake an informed consent from the patient.
6. Demonstrate principles of these medical/dental ethics in their interactions with patients, their relatives, colleagues, pharmaceutical industry and medical/dental and other authorities

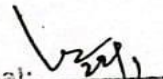
BEHAVIORAL SCIENCES - FACULTY

ORGANOGRAM



Academic Year Calendar

CMH Multan Institute of Medical Sciences

Principal: 
(F. I. P.)



Tentative Academic Forecast for Session 2024-25

Classes	Clkp 1	EOB 1 Exam	Clkp 2	EOB 2 Exam	Clkp 3	EOB 3 Exam	Pre-annual Prep Leaves	Pre-Annual Exam	Annual Prep Leaves	Annual Exam
5 th Yr CH: 1800 D: 39 wks	21 Oct 2024 – 16 Jan 2025	17 – 24 Jan 2025	27 Jan – 24 Apr 2025	25 Apr – 02 May 2025	05 May – 06 Aug 2025	07 – 13 Aug 2025	14 – 24 Aug 2025	25 Aug – 05 Sep 2025	06 Sep – 25 Sep 2025	26 Sep 2025
Classes	Block – 1	EOB 1 Exam	Block – 2	EOB 2 Exam	Block – 3	EOB 3 Exam	Pre-annual Prep Leaves	Pre-Annual Exam	Annual Prep Leaves	Annual Exam
4 th Yr CH: 1405 D: 36 wks	04 Nov 2024 – 19 Jan 2025	20 Jan – 31 Jan 2025	03 Feb – 20 Apr 2025	21 Apr – 02 May 2025	05 May – 27 Jul 2025	28 Jul – 08 Aug 2025	09 – 24 Aug 2025	25 – 05 Sep 2025	06 – 21 Sep 2025	22 Sep 2025
3 rd Yr CH: 1300 D: 34 wks	11 Nov 2024 – 19 Jan 2025	20 Jan – 31 Jan 2025	03 Feb – 20 Apr 2025	21 Apr – 02 May 2025	05 May – 25 Jul 2025	21 Jul – 01 Aug 2025	02 Aug – 10 Aug 2025	11 Aug – 22 Aug 2025	23 Aug – 07 Sep 2025	08 Sep 2025
2 nd Yr CH: 910 D: 33 wks	06 Jan – 30 Mar 2025	07 Apr – 12 Apr 2025	14 Apr – 08 Jun 2025	09 – 14 Jun 2025	16 Jun – 14 Sep 2025	15 – 20 Sep 2025	21 – 28 Sep 2025	29 Sep – 10 Oct 2025	11 Oct – 26 Oct 2025	27 Oct 2025
1 st Yr CH: 900 D: 34 wks	10 Feb – 18 May 2025	19 – 24 May 2025	26 May – 10 Aug 2025	11 – 16 Aug 2025	18 Aug – 19 Oct 2025	20 – 25 Oct 2025	26 Oct – 09 Nov 2025	10 – 21 Nov 2025	22 Nov – 14 Dec 2025	15 Dec 2025

Abbreviations:

CH = Contact Hours

D = Duration

Clkp = Clerkship

EOB = End of Block

No. TW / 5 / CIMS

22 Jan 2025

2
Asst Prof
DD Trg
(Dr. Attia Sheikh)

Structured Summary of Blocks & Module

LESSON PLAN BEHAVIORAL SCIENCES

1st YEAR MBBS 2024-25 (05 Hours MBBS)

Sr no.	Themes	Lecture:	Learning Objectives
1.	Musculoskeletal System-I (07 Weeks)	Sleep & Stages of Sleep	-Define sleep -Describe significance of sleep in health and illness -Understand Circadian Rhythm & sleep patterns -Know the stages of sleep & sleep architecture
		Sleep Disorders	-Define sleep disorders -Classification of sleep disorders/insomnias -Relate sleep stages with incidence of sleep disorders -Diagnose the sleep disorders
2.	Haem & Immunology I (02 Weeks)	Sleep Hygiene	-Understand sleep hygiene -Factors contributing to sleep hygiene -Coping strategies for sleep disorders/insomnia -Steps for sleep induction
3.	Cardiovascular System (08 weeks)	Metacognition, its Phases & Strategies	-Define Metacognition -Understand significance of Metacognition -Know the phases of Metacognition -Know the strategies to improve Metacognition
		Professionalism and Medical Profession	-Define Professionalism -Define Medical Professionalism -Enlist key elements of Medical Professionalism -Describe the importance of professionalism in medical practice
		Self-management Skills	-Understand Self-Management -Know the importance of self-management -Designate Self-management Mechanisms
	Respiratory System-I (03 Weeks)	Attributes of Medical Professionals	-Enlist attributes of medical professionals -Describe briefly attributes of medical professional
	MSK-II (06 Weeks)	Leadership and Management	-Describe Foundations of Leadership & Management -Differentiate b/w Leaders & Managers -Differentiate b/w Leadership & Management

2nd YEAR MBBS 2024-25 (70 Hours MBBS)

Block-I			
Sr. No.	Theme	Topics	Learning Objectives
1.	Digestive system & Metabolism-I (5 Weeks)	Introduction to Behavioural Sciences	-Introduce the subject of BHS -Know the components & curricular division of BHS -Understand Theory & OSCE pattern -Know Marks distribution in Prof. exam
		Holistic Vs. Traditional Allopathic Medicine	
		Stress Management	-Recall physical manifestations of stress -Know emotional manifestations of stress -Know the behavioral manifestations of stress -Relate physical conditions with psychological components in stress
		Classical Conditioning	-Know names of different Learning theories. -Understand Classical Conditioning. -Know and recall its examples.
		Operant Conditioning	-Understand Operant Conditioning. -Know its Types -Know and recall its examples. -Able to Differentiate between Shaping and Modelling with examples
		Learning Principles in Clinical Settings	- Uses of Classical Conditioning in Clinical Settings - Able to differentiate between Classical and Operant Conditioning.

Sr. No.	Theme	Topics	Learning Objectives
2.	Genitourinary System (06 Weeks)	Piaget's Theory of Personality	- Define Personality - Discuss the factors involved in Personality development - Describe Piaget's theory of Personality Development - Compare the clinical situations with Piaget's theory
		Freud's Theory of Personality	- Describe Freud's psychoanalytical theory of Personality Development - Compare the clinical situations with Freud's theory
		Erikson's Theory of Personality	- Describe Erickson's stages of psychosocial development - Compare the clinical situations with Erickson's theory
		Personality Disorders	Able to understand and differentiate between different personality disorders.
		Personality-Determinants, Types & Influence	- Determinants of personality - Personality Types
		Sensation and Perception-I	- Discuss Anatomy & Physiology of Sense Organs - Define Sensation & Perception
3.	Endocrinology (01 Week)	Sensation and Perception-II	- Able to differentiate between Sensation & Perception - Understand Perceptual abilities - Understand the concepts of attention and concentration - Understand different perceptual abnormalities - Able to differentiate between illusion and hallucination - Understand extrasensory perceptions.

Block-II			
Sr. No.	Theme	Lectures	Learning Objectives
3.	Genetics & Neurosciences-I (08 Weeks)	Memory, Stages & Types	- Define Memory - Describe stages in Memory - Classify Memory - Compare Sensory, STM & LTM with examples
		Neurobiology of Memory & Forgetting	- Know Anatomy & Physiology of Memory - Describe Pathological changes in Memory - Know the effects of physical agents on Memory - Differentiate the terms: Amnesia, Dementia & Alzheimer's disease
		Thinking and Problem Solving	- Define Thinking - Know the mental presentation of Thinking - Define Problem Solving - Categorize the methods of Problem Solving
		Emotions & its Neuro-Anatomy & Neuro-Chemistry	- Define Emotions - Classify Emotions - Identify the structures involved in Emotions - Describe the connectivity among structures involved in Emotions - Know the diversity of Neuro-Anatomy of Emotions in populations
		Aging and its Neurology	- Define Aging - Know the characteristics of Aging - Describe Neurological changes of Aging
		Stress its types & Response to Stress	- Define Stress - Classify stress - Describe Job-related stress - Cite social & environmental factors that influence on stress - Know Individual's vulnerability to stress
		Motivation	- Define Motivation - Define Motives - Classify Motives

			- Draw Maslow's Pyramid of hierarchy of needs - Describe role of hierarchy of needs in medical setting
		Metacognition	- Define Metacognition - Understand significance of Metacognition - Know the phases of Metacognition - Know the strategies to improve Metacognition

Block-III			
Sr. No.	Theme	Lectures	Learning Objectives
4.	Maxillofacial & Special Senses (08 Weeks)	Medical Ethics & its guiding principles	- Define Medical Ethics - Describe relevance of Ethics in Doctor's life - Differentiate Normative & Descriptive ethics - Know the guiding principles of Medical Ethics
		Doctor-Patient Relationship(Models)	- Rights of the Patient - Responsibilities of the Patients - Rights of the Doctor - Responsibilities of the Doctor
		Rights & Responsibilities of Doctors & Patients	- List Rights of patient - List Responsibilities of patient - List Rights of doctor - List Responsibilities of doctor
		Professionalism in Healthcare(KSA)	- Know the psychological factors in the - Etiology of disease - Precipitation of disease - Management of disease - Disability, handicap & stigma - Patient's reactions to illness - MUPS
		Defense Mechanisms-I	- Know concept of Id, Ego & Superego - Define Defense Mechanism - Know characteristics of Defense mechanism - Differentiate Mature & Immature Defense Mechanisms

			Explain & exemplify; Denial, Displacement, Fantasy
		Defense Mechanisms-II	Explain & exemplify; Rationalization, Reaction Formation, Dissociation, Suppression, Regression, Repression
		Psy-chotrauma	- Define & Classify Psychotrauma - Know normal response to traumatic event - Understand Post Traumatic Growth - Discuss Post Traumatic Stress disorder - Know the Developmental trauma - Demonstrate management of Psychotrauma
		Professional Identity Formation	- Give reflections on White Coat Ceremony - List types of identities and its Components - Define ways to transform professional identity

Sr. No.	Theme	Lectures	Learning Objectives
5.	Endocrinology (03 Weeks)	Healthcare Leadership Principles	- Effective leadership Traits and Behaviors - Different approaches to Leadership - Effective leadership Abilities & Skills
		Leadership Styles & Theories	- Recognize different Leadership styles - Appraise the impact of leadership styles on the healthcare team - Apply leadership models in medical contexts
		Management Styles & Theories	- Know the classic and modern theories of management - Cite management theories in medical context - Identify different managerial styles - Know the impact of managerial styles in healthcare

List of CBLs

Block-I

- 1) Mental Health Act
- 2) Health Care Models
- 3) Informed Consent
- 4) Confidentiality
- 5) Ethical Issues in Medical Practice
- 6) Ethical Issues in Medical Practice 2
- 7) Ethical Dilemmas-I
- 8) Mental Health Act
- 9) Emotions & its types
- 10) Intelligence & Emotional Intelligence

Block-II

- 1) Memory Improvement
- 2) Obstacles & Aids to Problem Solving
- 3) Decision Making and Creative Thinking
- 4) Neurobiological basis of Emotions
- 5) Death & Dying

- 6) Stress Management
- 7) Profile of a self-actualizer
- 8) Creativity Profile

Block-III

- 1) Psychological Reaction in Doctor-Patient relationship
- 2) Psychological aspects of Health & Disease; Role of psychology in medical practice
- 3) Psychosocial Assessment
- 4) Psychological reactions to Illness & Hospitalization
- 5) Terrorism
- 6) Defense Mechanisms (Revision)
- 7) Physician Self-Regulation & Competence
- 8) Professional Misconduct & Unprofessional Attitude
- 9) Steps to Inculcate Medical Professionalism in Students
- 10) Healthcare Decision-making & Leadership
- 11) Crisis Leadership in Medical emergencies

Lesson Plan with LO's

3rd Year MBBS 2024-25 (75 Hours)

Block-I			
Sr.	Themes	Topics	Learning Objectives
1.	Foundation (04 Weeks)	Communication Skills	- Define effective communication - Know Skilful and effective communication tools - Differentiate factors that improve or obstruct communication - Demonstrate communication skills in clinical settings
		Empathy	- Define empathy. - Importance of Empathy Buildings. - Learn how to Empathise. - Empathising Techniques in clinical settings. - Demonstrate Empathy with Patients in clinical settings.
		Arousal & Consciousness/ Sleep	- Define Arousal. - Recall the Neural systems responsible for Arousal. - Mechanism of EEG. - Understand Neuroticism
		Sleep Disorders	- Define sleep disorders - Classification of sleep disorders/insomnias - Relate sleep stages with incidence of sleep disorders - Diagnose the sleep disorders
2.	Cardiovascular System (02 Weeks)	Memory	- Define Memory - Describe stages in Memory - Classify Memory - Compare Sensory, STM & LTM with examples

		Thinking	- Define Thinking - Know the mental presentation of Thinking - Define Problem Solving - Categorize the methods of Problem Solving
3.	Digestive System & Metabolism (03 Weeks)	Non-Pharmacological Interventions (Role Play)	-
		Class Test	-
		Revision	-

Block-II			
Sr. No.	Themes	Topics	Learning Objectives
1.	Haem & Immunology (03 Weeks)	Mixed Anxiety & Depression	- Know common myths related to Psychiatric illness. - Define Mixed Anxiety and Depression. - Learn Diagnostic features & Differentiate Diagnosis.
		Mixed Anxiety Disorders-II	- Know common myths related to Psychiatric illness. - Define Mixed Anxiety and Depression. - Learn Diagnostic features & Differentiate Diagnosis.
		Civic Engagements and its importance	• Define civic engagement • Elaborate the importance of civic engagement in Medical practices • List the steps to improve access to care • Ways to do justice in distribution of limited resources • Discuss the ways in which welfare concerns of community can be added to concerns for individual patient care • Manage to keep pace with modern changes in practice and in the community. Discuss the implications of modern communication technology in clinical practice
2.	Multisystem-I (Neoplasia) (05 Weeks)	Depressive Disorders	- Enlist Diagnostic features, Differential Diagnosis and elaborate management guidelines of Depressive disorders.
		Dissociative Disorders	- Enlist Presenting complaints, Diagnostic features, Differential Diagnosis and elaborate management guidelines of Dissociative disorders.
		Psychosocial Aspects of Alternative Medicine	- Define Alternative Medicine - Discuss Psychosocial Aspects of Alternative Medicine - Compare Alternative with Allopathic medicine

		Suicide & DSH	- Know the risk factors of Suicide. - Apprehend concerns of Medical Students & Doctors. - Learn protective factors of Suicide
		Delirium	- Define Delirium - Discuss Diagnostic features & Differential Diagnosis. - Learn the management guideline.
3.	Respiratory System (02 Weeks)	Class Test	--
		Revision	--

Block-III			
Lectures			
Sr.	Themes	Topics	Learning Objectives
1.	Genitourinary System (03 Weeks)	Gender and Sexuality	- Define Gender & Sexuality. - Describe Sexual Identity. - Gender Identity. - Sexual behaviour. - Know Gender difference in Sexual behaviour. - Masturbation. - Sexual Orientation. - Understand Psychiatric Morbidity.
		Sexual Disorders	- Discuss Sexual disorders & its types. - Know Sexual Dysfunction. - Disorders of Sexual Preference/ Paraphilia's. - Gender dysphoria (DSMV) or Gender Identity Disorders (ICD 10).
		Management of Gender & Sexuality Issues	- Know Universal Declaration of human rights. - Expectations from the health professional. - Managing Psychiatric Morbidities.
2.	Genetics & Neurosciences (04 Weeks)	Psychosocial aspects of Pain	- Discuss Scenario of a toothache. - Know what is Pain and its aspects. - Learn the factors influencing Psychological pain. - Describe Psychological aspects of pain and types. - Psychological symptoms in chronic pain. - Understand psychogenic pain disorder.
		Psychotrauma	- Define & Classify Psychotrauma - Know normal response to traumatic event - Understand Post Traumatic Growth - Discuss Post Traumatic Stress disorder - Know the Developmental trauma - Demonstrate management of Psychotrauma
		Stress & its Management	- Define Stress - Classify stress - Describe Job-related stress - Cite social & environmental factors that influence on stress - Know Individual's vulnerability to stress - Devise a goal in the management of stress

			-Understand negative responses to stress -Enlist and explain the steps in the management of stress -Demonstrate PMR
		Psychosocial Assessment	-Define Psychosocial Assessment -Appraise significance of Psychosocial Assessment in medicine -Know the clinical situations demanding Psychosocial Assessment
3.	Multi-System-I (Infectious Diseases) (03 Weeks)	Revision	
		Revision	
		Class Test	

List of CBLs & Practicals

Block-I

	CBLs		Practicals	
Sr.	Topics	Learning Objectives	Topics	Learning Objectives
1.	Health Care Models	– Know the determinants of Health – Describe The BPS of health and disease – Describe The Integrated Model of Health Care – Describe The Public Healthcare Model	Personal Development Plan (PDP)/Reflective Portfolio	– Know PDP – Set goal for PDP – Find the Resources & Opportunities – Recognize Threats & Obstructions – Organize a PDP – Measure progress in PDP – Prepare PDP & Reflective Portfolio
2.	Psychosocial issues in special hospital settings: Coronary Care Unit	– Understand Chambers of Horrors. – Know types of patients with Psychological issue in CCU. – Describe Psychological reactions in Patients. – Management and interventions in CCU.	Personal Development Plan (PDP)/Reflective Portfolio (Assignments)	– Prepare Personal Development Plan & Reflective Portfolios – Effective feedback on Personal Development Plan.
3.	Intensive Care Unit / The Emergency Department	– Discuss ICU Psychosis syndrome. – Understand the phenomenon of sensory overload and sensory deprivation.	Health Care Models (Presentations.)	Presentations

		- Common Psychological reactions in ICU settings. - Intervention inside and outside the ICU.		
4.	Paediatrics Ward	- Narration of a heart whelming Poem. - Know the Psychosocial aspects of parents with disable child. - Psychosocial issue of disable child. - How to intervene timely with families. - Acknowledge what parents want to tell the health professionals.	Organ Transplantation/Dialysis Unit	- Describe Ethical & legal binding of organ transplant. - Health Professional conduct and support of patient. - Effective communication skills and Empathy. - Elaborate informational care session.
5.	Reproductive Health	- Define WHO statement of Reproduction Health. - Understand what Reproductive health is. - Comprehend sequence of events occurring in puberty. - Intervention and professional advice. - Discuss Parental concerns of pregnancy and childbirth. - Psychosocial complaints in pregnancy. - Psychosocial issues during puerperium. - Psychosocial morbidity in Reproductive health settings.	Oncology/ Operating Theatre	- Understand the concerns of Oncology patients. - Psychological reactions of patients. - Psychological reactions of Oncologists. - Interventions in Oncology Ward.
6.	Metacognition	- Define Metacognition - Understand significance of Metacognition	Methods to improve memory	-Define Memory -Describe stages in Memory -Classify Memory

		- Know the phases of Metacognition - Know the strategies to improve Metacognition		-Compare Sensory, STM & LTM with examples
7.	Perceptual abilities & abnormalities	- Understanding of Basic Perceptual Abilities - Differentiate between different Perceptual abnormalities	Decision making/Creative thinking	-Define Decision making -List the steps in the process of Decision making -Discuss Creative thinking -Describe the stages of Creative thinking -Discuss barriers to Creative thinking -Describe the qualities of Creative people
8.	Psychological History taking	• History taking 1. Developmental History 2. Educational history 3. Job stressors 4. Social history 5. Marital history 6. Drug addiction history 7. Legal history 8. Medical/surgical history 9. Assessment of health services & other psychosocial stressors	Steps to inculcate Medical Professionalism in Medical students.	Recognize probable Path towards Medical Professionalism through • Confess • Teach • Assess • Reward Foster

Block-II

	CBLs		Practicals	
Sr no.	Topics	Learning Objectives	Topics	Learning Objectives
1.	Professional identity Formation	-Reflections on White Coat Ceremony -List types of identities and its Components, -Define ways to transform professional identity	Breaking Bad News	-Define Bad News. -Elaborate Bad News Clinical Scenario. -Learn the SPIKES Model. -Recognise the expectations and reactions of Patients and Family. -Distinguish reactions of a Health Professional. Demonstrate Breaking Bad News Clinical scenarios.
2.	Personality Development-I	-Define Personality -Discuss the factors involved in Personality development -Describe Piaget's theory of Personality Development - Compare the clinical situations with Piaget's theory	Profile of a self-actualizer	-Define Self Actualizer -Describe characteristics of Self Actualizers -Know the examples from the history Guide one-self to be a Self Actualizer
3.	Motivation	-Define Motivation -Define Motives -Classify Motives -Draw Maslow's Pyramid of hierarchy of needs -Describe role of hierarchy of needs in medical setting	Informational Care	-Define informational Care. -Paraphrase memoirs of a patient. -Identify the essentials in Informational care. -Discuss Informational Care session Questionnaire. -Exhibit Informational care session with patient.
4.	Learning-I	-Learning theories: Classical and Operant Conditioning -Shaping and Modelling -Learning Principles in Clinical Settings	Sociology & Health-II	-Role of Sociology in Behavioral Sciences -Social determinants of Health & Disease -Impact of Social factors on Treatment Adherence

		-Uses of Classical Conditioning in Clinical Settings		
5.	Sociology & Health-I	-Define Sociology. -Describe social determinants of health & disease. -Discuss Family & its Sub classification. -Illustrate framework of role of family. -Understand social groups and its types.	Anthropology & Health-II	-Understand Culture in Healthcare -Influence of Culture on Healthcare -Culturally Sensitive Clinical Assessment
6.	Anthropology & Health-I	-Define Anthropology. -Discuss Cultural difference & background. -Know culture & subculture background. -Understand Transcultural conflict & how to address it.	Handling Difficult Patients	-Understand the types of difficult Patients and families. -Know the factors operating in health professional field. -Learn how to manage difficult patients and families. -Demonstrate handling difficult patient and families in Clinical situation.
7.	Unexplained Somatic Complaints	-Enlist Presenting complaints, Diagnostic features, Differential Diagnosis and elaborate management guidelines of Unexplained Somatic Complaints.	Intelligence	-Describe the concept of Intelligence -Able to measure Intelligence -Identity the extremes of Intelligence -Describe Savant's Syndrome
8.	Professional misconduct & Unprofessional attitudes	-Define Professional Misconduct and its elements. -Types of misconduct & punishments -Define Medical Practice	Revision/Role play	-
9.	Emotions	-Define Emotions -Classify Emotions -Identify the structures involved in Emotions -Describe the connectivity among structures involved in Emotions -Know the diversity of Neuro-Anatomy of Emotions in populations	Revision/Role Play	-

Block-III

CBLs			Practicals	
Sr.	Topics	Learning Objectives	Topics	Learning Objectives
1.	Defence Mechanisms-I	-Know concept of Id, Ego & Superego -Define Defense Mechanism -Know characteristics of Defense mechanism -Differentiate Mature & Immature Defense Mechanisms -Explain & exemplify; Denial, Displacement, Fantasy	Strategic Management of Healthcare Resources	- Strategic Planning , Financial management and Quality Improvement in Health Care
2.	Defence Mechanisms-II	-Explain & exemplify; Rationalization, Reaction Formation, Dissociation, Suppression, Regression, Repression	Patient-Centered Approach to Safety	- Fostering Patient-centred approach to ensure Patient Safety.
3.	Psychosocial aspects of Terrorism	-Define terrorism -Describe psychosocial impact of terrorism -Know the profile of suicide bomber -Know the reactions in survivals of terrorist attack -Relate terrorism & mental illness -Demonstrate psychosocial management of terrorist acts	Conflict Resolution	- Describe conflict in clinical situations. - Identify the causes of conflict in Healthcare settings. - Know the methods of conflict resolution. - Demonstrate conflict resolution in clinical settings.
4.	Psychosocial aspects of Aging	-Know psychological Changes of Aging -Describe social problems of old age -Manage development during old age	Crisis Intervention & Disaster Management	- Explain Crises and Disaster. - Differentiate Crises and Disaster situations. - Learn the Roberts Model of crises intervention. - Understand communication Strategies in Crises intervention and Disaster management.

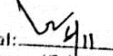
				- Do and Don'ts of crises interventions.
5.	Psychosocial aspects of Death & Dying	Understand the Psychological and Social aspects of Death and psychological aspects of loss of a loved one.	Healthcare Decision-making & Leadership	- Decision-making processes in healthcare - Risk management & mitigation - Crisis leadership in medical emergencies
6.	Healthcare Leadership Principles	- Effective leadership Traits and Behaviors - Different approaches to Leadership - Effective leadership Abilities & Skills	Leadership & Management Styles & Theories	- Describe Foundations of Leadership & Management - Differentiate b/w Leaders & Managers - Differentiate b/w Leadership & Management - Leadership Theories • Exploration of various leadership theories • Application of leadership models in medical contexts
7.	Mental Health Act	- Know History and origin of Mental Health Act - Illustrate major components of Mental Health Act	Physician Self-regulation & Maintenance of competence	Show commitment to autonomous growth, maintenance and continuous improvement of competence/ knowledge
8.	Psychosocial Assessment(Task)	- Define Psychosocial Assessment - Appraise significance of Psychosocial Assessment in medicine - Know the clinical situations demanding Psychosocial Assessment	Mental State Exam	- Define Mental State Examination - Learn components of MSE - Diagnose a Mental illness - Find the major issues in a Mental illness - Evaluate Strengths & weaknesses - Set Management Goals - Select the Strategies & Interventions.
9.	MCQs Revision-I	-	MCQs Revision-II	-
10	Revision/Role Play	-	Revision/Role Play	-

LEARNING RESOURCES

RECOMMENDED BOOKS:

1. Hand book of Behavioral Sciences by Brig (Rtd) Mowadat H Rana (3rd Edition)
2. Psychology by David G Myers (12th Edition)
3. Shorter Oxford Textbook of Psychiatry (7th Edition)

Third Year MBBS Forecast

Principal: 
(F. I. P)



Tentative Forecast – 3rd Year MBBS Class (Session 2024-25)

Block I			
Module	Duration	Dates	
		From	To
Foundation	04 Weeks	11 Nov 2024	08 Dec 2024
Cardiovascular System	02 Weeks	09 Dec 2024	22 Dec 2024
Winter Vacation	01 Week	28 Dec 2024	05 Jan 2025
Digestive System & Metabolism	03 Weeks	23 Dec 2024	19 Jan 2025
End of Block I Exam	02 Weeks	Theory Paper: 20, 22, 24 & 27 Jan 2025 Viva Voce: 28 – 31 Jan 2025	
Block II			
Module	Duration	Dates	
		From	To
Heam & Immuno	03 Weeks	03 Feb 2025	23 Feb 2025
Sports Week	01 Week	24 Feb 2025	28 Feb 2025
Multi System – I (Neoplasia)	05 Weeks	03 Mar 2025	06 Apr 2025
Respiratory System	02 Weeks	07 Apr 2025	20 Apr 2025
End of Block II Exam	02 Weeks	Theory Paper: 21, 23, 25 & 28 Apr 2025 Viva Voce: 29 Apr – 02 May 2025	
Block III			
Module	Duration	Dates	
		From	To
Genito Urinary	03 Weeks	05 May 2025	25 May 2025
Genetics & Neuroscience	04 Weeks	26 May 2025	22 Jun 2025
Summer Break	02 Weeks	28 Jun 2025	13 Jul 2025
Multi System – I (Infections Diseases)	03 Weeks	23 Jun 2025	25 Jul 2025
Pre-Annual and Annual Professional Exams Plan			
Pre Annual Prep Leaves	02 Weeks	26 Jul 2025	10 Aug 2025
End of Block III Exam + Pre Annual Exam	02 Weeks	Theory Paper: 11, 13, 15 & 18 Aug 2025 Viva Voce: 19 – 22 Aug 2025	
Annual Prep Leaves	02 Weeks	23 Aug 2025	07 Sep 2025
Annual Exam	08 Sep 2025		

TW / 5 / CIMS
06 Nov 2024


Asst Prof
DD Trg
(Dr. Attia Sheikh)

WEEKLY TRAINING PROGRAMME OF

Third YEAR MBBS

AMENDED WEEKLY TRG PROGRAMME OF 3RD YEAR MBBS CLASS (SESSION 2022-27) CMH MULTAN INSTITUTE OF MEDICAL SCIENCES MULTAN CANTT WEEK -09 (BLOCK - 02)

Date / Day	0800-0850	0850-0945	0945-1005	1005-1050	1050-1135	1135-1145	1145-1300	1300-1330	1330-1415	1415-1500
MON 14-04-2025	Pharmacology – 1 Class Presentation Dr. Rubina Murtaza Dr. Yasdyar	CBL Patho Batch - A Forensic Med Batch -B Pharma Batch –C Behavioral Sciences–D SDL–E Venue: E Library	Tea Break	Forensic Med– 1 Asphyxia – IV Strangulation Dr. Mushtaq Ahmad	Pathology – 1 Diagnosis of Neoplasia Dr. Umm e Farwa	Break	Clinical Rotation	Lunch / Prayer Break	Community Medicine Immunology Dr. Shumaila Shahid	Practical/Wksp Patho Batch - E Forensic Med Batch -A Pharma Batch –B Behavioral Sciences–D SDL–D Venue: E Library
TUE 15-04-2025	Behavioral Sciences Delirium Dr. Saif Ur Rehman	CBL Patho Batch - B Forensic Med Batch -C Pharma Batch –D Behavioral Sciences–E SDL–A Venue: E Library		Pharmacology – 2 Class Presentation Dr. Maryam Fatima Dr. Aaima Talib	Gen Medicine Diagnosis & Management of Pneumocystic Infections Lt Col Dr. Rizwan Azam				Pathology – 2 Naegleria Fowleri Lt Col Dr. Fatima Tul Zahra	Practical/Wksp Patho Batch - D Forensic Med Batch -E Pharma Batch –A Behavioral Sciences–B SDL–C Venue: E Library
WED 16-04-2025	Pathology – 3 Polio Virus, Rota Circus Lt Col Dr. Ali Rathore	CBL Patho Batch - C Forensic Med Batch -D Pharma Batch –E Behavioral Sciences–A SDL–B Venue: E Library		Pharmacology – 3 Immunopharmacology Prof Dr. Arshad Qureshi	Pathology – 4 Viral Hemorrhagic Fever-Dengue Fever Dr. Sumera Malik				Pharmacology – 4 Class Presentation Dr. Shahida Batool Dr. Mariyam Rashid	Practical/Wksp Patho Batch - A Forensic Med Batch -B Pharma Batch –C Behavioral Sciences–D SDL–E Venue: E Library
THU 17-04-2025	Forensic Med –2 Asphyxia – V Drowning Dr. Mushtaq Ahmad	CBL Patho Batch - D Forensic Med Batch -E Pharma Batch –A Behavioral Sciences–B SDL–C Venue: E Library		Pharmacology – 5 Class Presentation Dr. Shahida Batool Dr. Sadaf Akhtar	Gen Surgery Backache Lt Col Dr. Awais Ali Khan				Pharmacology – 6 Class Presentation Dr. Maryam Fatima Dr. Zonia Umer	Practical/Wksp Patho Batch - B Forensic Med Batch -C Pharma Batch –D Behavioral Sciences–E SDL–A Venue: E Library
FRI 18-04-2025	Pharmacology – 7 Class Presentation Dr. Rubina Murtaza Dr. Sadaf Akhtar	CBL Patho Batch - E Forensic Med Batch -A Pharma Batch –B Behavioral Sciences–C SDL–D Venue: E Library		Pathology – 5 Rabies Lt Col Dr. Ali Rathore	Forensic Med – 3 Gen Toxicology – III Management of a Case of Poisoning Dr. M Younis Ansari				1135-1235 Infection Control Transmission Based Precautions, Infection Prevention & Waste Management Dr. Rashda Nadeem	

*All Lectures will be delivered in Lecture Hall 03.

	Pharmacology	Forensic Medicine	Pathology	Behavioral Science
CBL	Facilitators' Names	Prof Dr. Arshad Qureshi, Dr. Rubina, Dr. Sadaf, Dr. Mariyam, Dr. Zonia, Dr. Yazdyar	Dr. Laiba, Dr. Risha	Dr. Anum Akram, Dr. Saadia
	Venue	Pharma Lab, Lec Hall 3, Tutorial Room 03	Forensic Museum, Forensic Lab, Tutorial Room 04	Patho Museum, Patho Lab, Tutorial Room 01
	Topic	Anti Cancer Drugs, Anti Histamines, Expectorant / Antitussives	M/L Aspects Strangulation	Polio Virus
Practical / Wksp	Facilitators' Names	Dr. Shahida Batool, Dr. Rubina, Dr. Sadaf, Dr. Mariyam, Dr. Zonia, Dr. Yazdyar	Dr. M Younis Ansari, Dr. Saira	Dr. Sumera Malik, Lt Col Dr. Fatima Tul Zahra
	Venue	Pharma Lab	Forensic Museum	Patho Lab
	Topic	P-Drugs for Chemo		Coagulate Test
				Professional Misconduct & Unprofessional Attitudes

No. TW / 5-C / CIMS

14 Apr 2025

Asst Prof
DD Trg
(Dr. Attia Sheikh)

To: Pharmacology Dept, Forensic Medicine Dept, Pathology Dept, Behavioral Sciences Dept, Surgery Dept, Medicine Dept, CIMS Coord Br, Student Affair Branch & IT Dept

Behavioral Sciences Table of Specification (TOS) for MBBS

Third Professional MBBS Examination 2025 - Theory

Marks of theory paper	=	80 Marks
Time Allowed	=	3 hours
Internal Assessment	=	20 Marks
Total marks (MCQs: 40+ SEQs: 40+ IA: 20)	=	100
Pass Marks	=	50

Paper-1 60 x MCQs (1 mark each)
(60 Marks, Weighting: 40%, Time = 60 minutes)

Paper-2 (40 Marks, 40%: Time = 2 hours)

5x6 = 30

2x5 =10