



INTEGRATED MODULAR COURSE

INTRODUCTORY GUIDE FOR STUDENTS

MBBS YEAR - III

2023-2024



BAQAI MEDICAL COLLEGE BAQAI MEDICAL UNIVERSITY

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PREFACE:

The recent developments in the field of medical education globally have brought about major changes in traditional paradigm of learning and teaching. The shift from teacher-centered to student-centered learning, has its impact both at the undergraduate and post graduate learners.

This study guide for the integrated modular system is developed to keep pace with these changes. This guide is based on SPICES model of curriculum development.

1. The course organization, content and activities are mainly student centered.
2. To make students problem-oriented learners, we have incorporated case-based learning in our modules.
3. Integration of the basic sciences content with pre-clinical and clinical subjects has been done explicitly.
4. Field visits are arranged at satellite clinics of Baqai Medical University in order to enlighten the students about the community related health problems.
5. Students are allowed to opt for Electives in parent as well as other institutes for enhancement in learning.
6. It is a structured program, which starts with the basic concepts of medicine and incorporates all components of medical sciences in horizontal as well as vertical form.

This study guide provides content related information in the form of learning resources, guide to learning and curriculum for management of learning and an outline of students' activities. This way this guide may be considered as multidimensional guide for an undergraduate program of MBBS.

VISION & MISSION

Baqai Medical University Vision Statement:

Baqai Medical University is a community based and community-oriented center of excellence striving to mold students to become competent and caring health professionals, groomed to be social leaders capable of improving health, education and socioeconomic well-being locally, nationally and globally.

Baqai Medical University Mission Statement:

The mission of Baqai Medical College is to be recognized as a center of excellence in education, research, patient care and community services by producing highly capable and knowledgeable professionals.

Baqai Medical College Vision Statement:

Our vision is to enhance the access and excellence in medical education and research, with the aim of capacity building of students and faculty through innovations, and science and technology competencies, to achieve rapid and sustainable health. The medical graduate thus produced will be informed and trained enough to serve the community better, and to be advisor to the national and international health organizations.

Baqai Medical College Mission Statement:

The mission of the Baqai Medical College is to produce medical graduates, who are accomplished and responsible individuals and have skills for problem solving, clinical judgment, research & leadership for medical practice at the international level and are also aware of the health problems of the less privileged rural and urban population of Pakistan.

OUTCOMES OF THE MBBS **PROGRAM**

The Baqai University graduate of the MBBS program will be able to:

- 1.** Utilize knowledge of basic and clinical sciences for patient care.
- 2.** Take Focused history, perform physical examination, formulate a diagnosis and management plan for common health problems.
- 3.** Require professional behaviors that embodies lifelong learning, altruism, empathy and cultural sensitivity in provision health care service.
- 4.** Identify problems, critically review literature, conduct research and disseminate knowledge
- 5.** Lead other team members as per situational needs for quality health service.
- 6.** Apply evidence-based practices for protecting, maintaining and promoting the health of individuals, families and community.

POLICIES AND PROCEDURES

Code of Conduct and Maintenance of Discipline of Students Regulations

Under section 25(e) BMU Act.1996

All University students shall be under the full disciplinary control of the University. No students shall be allowed to participate in politics. The action against the act of indiscipline shall include fines, debarring from attending class and cancellation of admission, depending on the gravity of indiscipline.

The following shall constitute acts of indiscipline for which action may be taken against the student or students:

- (a) Breach of any rule public morals, such as:
 - Use of indecent or filthy language;
 - Use of immodest dress:
 - Use of undesirable remarks or gestures; and
 - Disorderly behavior, such as shouting, abusing, quarrelling, fighting and insolence.
- (b) Defiance of authority
- (c) Action, defamatory of and derogatory to Islam
- (d) Immorality
- (e) Being found under the effect of an intoxicant or misuse of drugs including marijuana, LSD dope and other opioids.
- (f) False personation or giving false information or willful suppression of information, cheating or deceiving.
- (g) Inciting or staging a walk-out, a strike or an unauthorized procession.
- (h) Shouting of slogans derogatory to the prestige of the University or the reputation of its officers or teachers.
- (i) Visiting without a pass place which are not to be visited without a pass.
- (j) Visiting places declared out of bounds for students

Every student must carry his / her Identity Card which will be open to examination and will be demanded at the time of entrance to the various University Faculties and functions.

No student will be admitted to the facilities of the library, transport or the canteen unless he /she is in possession of the Identity Card.

LIST OF TEACHING FACULTY

➤ DEPARTMENT OF PATHOLOGY

1st FLOOR, BLOCK – B, BMC

Prof. Dr. Rafiq Khanani	Chairman
Dr. Nasima Iqbal	Associate Professor
Dr. M. Rizwan	Associate Professor
Dr. Maeesa Sajeel	Associate Professor
Dr. Sarah Azhar	Assistant Professor
Dr. Ghazal Irfan	Assistant Professor
Dr. Khushbakht Nawaz Khan	Assistant Professor
Dr. Tooba Khan	Lecturer
Dr. M. Yasir Rishi	Lecturer
Dr. Sidra Izhar	Lecturer
Dr. Rozina Khan	Lecturer

➤ **DEPARTMENT OF PHARMACOLOGY**
2nd FLOOR, BLOCK – B, BMC

Prof. Dr. Shaikh Nadeem Ahmed	Chairman
Prof. Dr. Asif Ahmed	Head
Dr. Lubna Jahanzaib	Assistant Prof.
Dr. Urooj Z. Aamir	Assistant Prof.
Dr. Faraz Saleem	Assistant Prof.
Dr.Hina Masood	Sr. Lecturer
Dr.Hina Amjad	Sr. Lecturer
Dr. Humaira Arif	Lecturer
Dr. Sehrish Mahmood	Lecturer
Dr. Sumreen Mujahid	Pharmacist

➤ **DEPARTMENT OF FORENSIC**
MEDICINE
2nd FLOOR, BLOCK – B, BMC

Dr. Jan e Alam	Head
Dr. Rafay A. Siddiqui	Assistant professor
DR Muzzamil Iqbal	Lecturer

INTRODUCTION TO THE COURSE:

The integrated modular course for 3rd year MBBS is developed on the principle of Organ-System based integration. It offers level seven integration i.e., “correlation” according to Harden’s 11 levels of Integration. Our emphasis thus remains on disciplines with integrated clinical teaching sessions bringing together areas of interest common to each subject. For example, for the module of Neurosciences, students first study topics from the perspective of each subject. In the last week of the module, they meet for an integrated session. In this session, the discussion may focus round a patient who illustrates aspects of normal structure and function considered during the previous weeks. The contributions of the different subjects are used to understand the case, which is reflected in the learning objectives. Sometimes a project or assignment may be given to students to integrate the subjects. The students may be required to submit a written assignment or to present a report on the project at an integrated plenary session.

The 3rd year program is divided into 6 modules. A module guide has been developed for each module separately. You are required to go through the respective module guide one by one as you enroll in each module. Here we have given the names of all 6 modules of 3rd year MBBS.

FOUNDATION MODULE – II (8 weeks)
ONCOGENETICS MODULE (4 weeks)
INFECTIOUS DISEASE & IMMUNOLOGY MODULE (8 weeks)
NEUROSCIENCES MODULE – II (6 weeks)
CARDIOVASCULAR & HEMATOLOGY MODULE – II (6 weeks)
RESPIRATORY MODULE – II (6 weeks)

TEACHING STRATEGIES

1. Face-to Face Large group interactive session (F-to-F LGIS):

These sessions are designed to involve increased interchange between facilitators, participants and lecture contents by proper planning and organized efforts.

2. Online Large group interactive sessions (Online LGIS)

Microsoft Teams software is used to deliver course content in large group format. This is done both synchronously and asynchronously to facilitate maximum number of students.

3. Small group discussions/ activities:

Small group discussions/ activities increase knowledge retention, enhance teamwork ability and self-directed learning. This strategy will be used during the session by dividing the class into batches and assigning them presentations and tasks.

4. Problem oriented learning:

As part of SPICES model for curriculum integration and development, CBL session will be used as a teaching and learning strategy. Pre-clinical and clinical subjects will conduct these sessions incorporating area of common interest within a module. The cases discussed in these sessions will be recorded in logbooks.

5. Task base learning:

Instead of developing the curriculum on task-based learning, we will be using it as an adjunct. A task will be given to the participants at the start of the contact session and they will be guided as well as allowed time for self-directed learning to learn about that task and related content.

6. Community visits:

As part of SPICES model, community visits will be organized to satellite clinics affiliated with Baqai Medical University. Students will get the opportunity to explore health problems in the community. All these activities will be recorded on logbooks. (Annexure 1)

7. Self-directed learning (SDL) / Directed Self-learners (DSL):

Students will be allowed time for SDL/ DSL. This will help the students focus on the given topics which are of clinical significance. These sessions will also be used to facilitate flipped classroom strategy before other teaching sessions.

8. Assignments:

On the principle of andragogy, the students will be given assignments. They will prepare and submit the assigned projects/ assignments with the help of their peers and teaching faculty. This will not only help them reinforce their knowledge but also gather new knowledge during preparation of assignments.

ASSESSMENT TOOLS:

1. Formative assessment

Quiz (face to face or online)

2. Summative assessment

MODULAR EXAM:

(with reference to Assessment Policy BMC, dated 14-06-21) (Point 5: Process; Summative assessment point a, b & d)

For basic medical sciences a single modular exam will be held at the end of each module which will include all the subjects of basic medical sciences.

Each module will be assessed by MCQ, SEQ and OSPE.

ANNUAL EXAM:

- Internal assessment = 20%
 - Final exam= 80%
- (MCQs, EMQs, SAQs) (Viva & OSPE)

RECOMMENDED BOOKS FOR PATHOLOGY

Essential

- Robbins & Cotran Pathologic Basis of Disease, 10th Edition
 - By Kumar and Abbas
- Robbins Basic Pathology, 10th Edition
 - By Kumar, Abbas, Aster
- Review of Medical Microbiology and Immunology, 16th Edition
 - By Warren Levinson

Recommended

- Text book of Pathology
By Harsh Mohan, 8th edition.
- Colour Atlas of Histopathology
By Robert Curran, 4th edited edition.
- Pathology Illustrated
By Alasdair D. T. Govan, 8th edition
- Rubin's Pathology: Clinicopathologic foundations of Medicine
By Raphael Rubin, 6th edition
- Patho-physiology of Disease
Lange Medical book
An Introduction to Clinical Medicine, 4th edition
- Big picture of Pathology
Walter, Dennis, Travis
- Rapid Review of Pathology
By Goljan, First South Asian Edition

RECOMMENDED BOOKS FOR PHARMACOLOGY

Essential

- Basic and Clinical Pharmacology by Bertram Katzung, 14th Edition
- Katzung and Trevor's Pharmacology Examination and Board Review, 14th Edition

Recommended

- Lippincott's illustrated review of Pharmacology. 7th Edition.
- Kaplan Medical USMLE STEP 1, Lecture Notes, Pharmacology.
- Goodman and Gillman. The Pharmacological Basis of Therapeutics
- Rang, Dale, Ritter and Moore. Pharmacology
- Bennett and Brown. Clinical Pharmacology

RECOMMENDED BOOKS FOR FORENSIC MEDICINE

- Parikh's Textbook of Medical Jurisprudence and Toxicology (8th edition)
- Textbook of Forensic Medicine and Toxicology by Krishan Vij (6th edition)

RECOMMENDED BOOKS FOR COMMUNITY MEDICINE

- Public Health & Community Medicine, by M. Illyas (7th Edition)
- Public Health & Preventive Medicine by Maxcy- Rosenau-Last (13th Edition)
- Preventive & Social Medicine by K. Park (20th Edition)

RECOMMENDED BOOKS FOR RESEARCH

- Introduction to Research in Health Sciences- Stephen Polgar, Shane A. Thomas
- Biomedical Research Proposal Writing- Syed Sharaf Ali Shah, Zarfshan Tahir, Rozina Karmaliani
- Epidemiology - Leon Gordis; Fifth Edition

RECOMMENDED READING MATERIAL FOR PEARLS

- Leadership that gets result – By Daniel Goleman (Online Search)