



Psychiatry
STUDY GUIDE
MBBS
2021-2022



BAQAI MEDICAL COLLEGE
BAQAI MEDICAL UNIVERSITY

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INTRODUCTION

The Psychiatric services at Baqai hospital Nazimabad started more than thirty years ago. It was (late) Professor Zaheer Khan who started psychiatric clinic at Baqai Hospital Nazimabad in nineteen seventy-seven than in 1979 Dr. Inam Rasool started regular Psychiatry OPD at the main building of Baqai Hospital. In 1983, psychiatry indoor unit was started by a very senior psychiatrist Dr. Noorjehan Hussain. At the department of psychiatry Baqai Medical University, Dr. Inam ur Rehman, Dr. Anwer A Qader, Dr. Amin Gadit, and Dr. Adnan Ahmad have also worked as head of departments.

In June 2000 the psychiatric unit at Baqai Hospital Nazimabad was given an autonomous status by the chairman Baqai foundation and its name was changed to "Institute of Psychiatry Baqai Medical University" and Dr Inam Rasool who have re-joined Baqai University in January 1999 as assistant professor and was given the additional post of Director Institute of Psychiatry.

The department of psychiatry not only provides psychiatric facilities to the urban population, but also provides services to the rural areas around Karachi with a clear objective given by the Chairman Baqai Foundation "To serve the humanity by providing health care facilities to common people."

In the year 2008 a new campus of the Institute of Psychiatry was inaugurated by the chairman PMDC at Fatima Hospital, Baqai Medical University, Gadap. At this campus there is a 25 bedded indoor facility for psychiatric patients, a regular OPD, occupational therapy centre and teaching facilities. The unit was allowed by PMDC for teaching psychiatry to undergraduate and post graduate students.

Pmdc has allocated 50 hours for psychiatry teaching to final year mbbs students

FACULTY:

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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 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.

Psychiatry Department mission:

The department of psychiatry, Baqai Medical University is committed to provide affordable and evidence based mental health care to the population in need.

Our mission is to provide mental health teaching and multidisciplinary training to the future mental health workers and specialists to full fill the needs of the community.

To conduct research on the existing mental health issues of the community and promotion of mental health are our priority

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, and 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.

GLOBAL OBJECTIVES:

By the end of the academic Year 5, final year students should be able to:

1. Discuss the important diagnostic features according to diagnostic criteria of the common psychiatric conditions in the community.
2. Differentiate between different psychiatric disorders
3. Suggest and interpret investigations to confirm diagnosis.
4. Obtain complete psychiatric history and perform complete mental status examination
5. Discuss relevant management Plan of the common psychiatric conditions in the community

CURRICULAR OUTCOMES OF THE COURSE:

The overall goal of psychiatry rotation (total 50 hours) is to provide medical students an outstanding learning experience in the field of psychiatry and an opportunity to develop skills to become an effective medical practitioner.

By the end of the psychiatry clerkship the student will be expected to:

- a. Understand that the most common mental disorders (depression, anxiety, and substance abuse) are often co-morbid with other chronic diseases and impact course, severity, and clinical outcome.
- b. Understand the confidentiality requirements of psychiatric diagnoses.
- c. Obtain, document, and present an age and gender-appropriate psychiatric history.
- d. Perform complete mental status examination.
- e. Assess suicidal and homicidal ideation in psychiatric patient
- f. Apply differential diagnosis skills using specific history and physical exam findings.
- g. Select appropriate diagnostic and laboratory tests and interpret results.
- h. Effectively communicate with patients and families using sensitive, non-judgmental language, and recognize the emotional impact of illness on patients and families.
- i. Select appropriate treatment (medication and/or therapy) and, if necessary, refer to specialty care.
- j. Develop skills for enhancing treatment adherence

TEACHING METHODOLOGIES:

Psychiatry department will be using 4 different teaching methodologies for Year 5 teaching.

These will cover all three domains of learning, knowledge, skills and attitude:

1. Case based discussion sessions
2. Workplace based learning/clinical teaching
3. Simulation environment
4. lectures

ASSESSMENT:

Assessment will comprise of Formative and summative assessment.

FORMATIVE ASSESSMENT

- Will be done throughout the course:
- One assignments on psychiatry topics will be given to students
- Assignments will be graded and five best assignment will be presented in the tutorial class.
- Each assignment carry six marks and will be carried forward in the final exam
- One surprise quiz will be given at any one day

SUMMATIVE ASSESSMENT:

1. MCQs
2. OSCE

MARKS

Marks for attendance: if >90%:	2marks
Assignments	6
Quiz	5
25 choose the best at the end of posting (one marks each)	25
OSCE stations x2 (6 marks each).	12
TOTAL	50 Marks

FEEDBACK TO STUDENTS:

Students will be assessed on the basis of checklists for each activity and every student will have to perform at least once, under supervision of a faculty to get the checklist signed off.

Verbal feedback through daily activities will continue according to the need.

Students will also assess their peers and will provide feedback on each other's performance under the supervision of the faculty.

Teaching methodology evaluation, Facilitator evaluation, and Course evaluation:

At the end of case based discussion and simulation session, all students will be required to fill out a standard feedback form to evaluate the teaching of the session.

LIST OF EQUIPMENT:

Fully equipped clinic with basic necessities for assessing a patient in the community in accordance with WHO guidelines for basic health unit.

Multimedia

Laptop/PC units/printer and copier.

LIST OF TOPICS TO BE COVERED IN LECTURES BY PSYCHIATRY DEPARTMENT IN FINAL YEAR MBBS WITH LERANING OBJECTIVES

Time Allocated per Lecture: 60 minutes.

Total contact hours: 10hours

No:	Topics	Objectives	Time	Tutor
1	Depressive disorder	<ol style="list-style-type: none"> 1. Define depression as normal emotional reaction, as a symptom of a syndrome and as a disorder 2. Define bio-psycho-social etiology of depression 3. Identify the clinical features of depression. 4. Assessment of Depression and use of PHQ-9 and Hamilton Depression scale 5. Explain the Management of Depression 	1 hr	Dr. Inam
2	Management of depressive disorder	<ol style="list-style-type: none"> 1. Outline pharmacological treatment and factors affecting on selection of drugs 2. Classify antidepressant drugs 3. Enumerate Side effects of TCA & SSRI 4. Enlist the psychological treatment used to treat depression 5. Explain the prognosis of depression 		Dr. Inam

3.	Generalized Anxiety Disorders	Define the concept, etiology, clinical features, assessment and treatment modalities.	1 hr .	Dr. Inam
4.	Phobic disorders & panic disorder	Define types of phobic disorder Explain the Clinical features of: 1. Classical Phobias 2. Social Phobias 3. Agoraphobia 4. Panic Disorder 5. Outline the gen management of Phobic disorders	1 hr	Dr. Mahira
5	Obsessive Compulsive disorder	1. Define the concept of Obsessions and Compulsions 2. Identify various themes of obsession and compulsion 3. Explain clinical features 4. Outline pharmacological treatment and highlight psychological treatment	1 hr .	Dr. Inam
6	Delirium	1. Define delirium, describe clinical features of delirium. 2. Differentiate between delirium and dementia 3. Enumerate degenerative, metabolic, infective, traumatic, neoplastic and traumatic causes of delirium 4. Describe the clinical features of delirium 5. Explain specific and general management of delirium.	1 hour	Dr. Mahira
		1. Define dementia, classify different types of dementia.	1	Dr. Inam

7.	Dementia	<p>2. Explain important etiology of dementia.</p> <p>3. Describe the clinical features of dementia</p> <p>4. describe behavioral and psychological symptoms of dementia</p> <p>5. Outline the important investigations to find out the etiology of dementia.</p> <p>6. Enlist the drugs used in dementia outline the non-pharmacological interventions in dementia</p> <p>Enlist the drugs used to treat behavioral and psychological symptoms of dementia</p>	hr	
8.	Schizophrenia	<ol style="list-style-type: none"> 1. Define schizophrenia and delusional disorders. 2. Enumerate the genetic and chemical basis of schizophrenia. 3. Explain clinical features 4. Outline the pharmacological treatment used. 5. Indications, contraindications and side effects of antipsychotics. 6. Enlist the psychological treatment of schizophrenia. 7. Explain the prognosis of schizophrenia 	1 h o ur	Dr. Mahira
9.	Bipolar disorder	<ol style="list-style-type: none"> 1. Identify the types of mood disorders 2. Biopsychosocial etiology of bipolar disorder 3. Describe the clinical features of mania 4. Describe different mood stabilizers used in the management of bipolar disorder. 	1 h o ur	Dr. Mahira

		5. Discuss the prognosis of bipolar disorder		
10.	Psycho-Sexual disorders	<ol style="list-style-type: none"> 1. Enumerate sexual dysfunctions in male and females according to sexual cycle 2. Define erectile disorder (ED) 3. Describe the biopsychosocial causes of ED 4. Select the relevant investigations 5. Explain the management of ED 	1 hr	Dr. Inam

TUTORIALS (CASE BASED LEARNING)

Number of tutorials: 10 (Two hours each)

Contact hours: 20hrs.

Following topics will be covered in tutorial

1. PEDIATRIC PSYCHIATRY-1

TOPIC	OBJECTIVES	Tutor
Intellectual disability (Mental retardation)	1. Define mental retardation 2. Differentiate between mild, moderate and severe intellectual disability 3. Describe the clinical features of mild moderate and severe mental retardation 4. Enlist the pharmacological and psychological management of mental retardation.	Dr. Inam

2. PEDIATRIC PSYCHIATRY-2

Common psychiatric disorders in childhood. a. ADHD, b. Autism spectrum disorder c. Conduct disorder d. Nocturnal enuresis	1. Identify clinical features of the common pediatric psychiatric disorder 2. Highlight the important points in the pharmacological, psychological and social management in these conditions 3. Identifying clinical features of the common pediatric psychiatric disorder 4. Highlight the important points in the pharmacological, psychological and social management in these conditions	Dr. Mahira
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3. STRESS RELATED DISORDER

Acute Stress disorder	Based on case scenario	Dr. Mahira
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Adjustment disorder Post traumatic disorder	1.Explain the differences between different stress related disorder 2.Outline the biopsychosocial management of stress related disorders	
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4. ANXIETY DISORDER

Generalized Anxiety Disorder Panic Disorder Agoraphobia	1.Define salient features of anxiety disorder 2.Based on a case scenario make differential diagnosis 3.Explain biopsychosocial management of GAD, panic Disorder and phobic disorders.	Dr. Mahira
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5. ATTEMPTED SUICIDE AND DELIBERATE SELF-HARM.

Suicide & deliberate self-harm	1. Define deliberate self-harm 2. Explain the factors that increases the risk of suicide 3. Discuss the common causes of deliberate self-harm. 4. Able to do risk assessment of a suicidal patient under supervision of faculty member. 5. Outline important points in the management of suicidal patients. 6. Provide informational care to family member of suicidal patient.	Dr. Inam
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6. SUBSTANCE USE DISORDER

	1. Define concept of substance abuse, dependence, withdrawal, tolerance, and intoxication	Dr. Mahira
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Heroin & other substance abuse disorder.	<ol style="list-style-type: none"> 2. Enlist drugs commonly abused in Pakistan 3. Explain clinical features of heroin withdrawal. 4. explain clinical features of cannabis abuse 5. Identify sign and symptoms of cannabis induced psychosis 	
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7. PRESENTATION OF ASSIGNMENTS

8. PSYCHIATRY AND MEDICINE-1

<p>Psychiatric disorders in medically ill patient</p> <ol style="list-style-type: none"> 1. Illness anxiety disorder 2. Somatic symptom disorder 3. Conversion Disorder 	<ol style="list-style-type: none"> 1.Enlist the medical diseases that can cause psychiatric disorder and psychiatric disorders that are common in medically ill. 2.Describe Common etiological factors Explain the Clinical features of illness anxiety disorder 3.Explain the clinical features of somatic symptom disorder 4.How to differentiate between these two conditions 5. Explain Biopsychosocial management <ol style="list-style-type: none"> 1.Define conversion disorder 2.Enumerate the etiological factors 3.Explain the Clinical 	Dr. Inam
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	features of conversion disorder 4. explain Management of conversion disorder	
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9.PSYCHOPHARMACOLOGY

1. Antianxiety drugs 2. Antidepressants drugs 3. Antipsychotic drugs 4. Mood stabilizers	1. Enlist of the psychotropic drugs available in Pakistan with doses 2. Explain Pharmacokinetics and pharmacodynamics of common drugs in psychiatry 3. Explain Side effects of each group of drugs 4. Explain and understand the concept of selection of psychotropics drugs in different group of patients	Dr mahira
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10. ASSESSMENT

OPD TEACHING WITH LEARNING OBJECTIVES:

From 10:30 a.m. to 1.00 PM

MON, TUE, WED, THU, FRI,

OPD teaching: 20 HOURS

Tutor: Dr. Inam / Dr. Mahira.

By the end of the session, final year student should be able:

1. Demonstrate data gathering skills
2. Perform focused examination in relation to the presenting symptoms
3. Formulate the diagnoses
4. Suggest relevant investigations
5. Discuss primary care management plan
6. Perform patient-centered consultation
7. Demonstrate effective communication skills
8. Demonstrate counselling skills
9. Demonstrate empathy towards patient and incorporate medical ethics in decision making

Skills to be learned by students in OPD teaching

Data Gathering Skills

History taking

Counselling skills

Explaining diagnosis to the patient

Breaking bad news

Motivational interviewing

Communication skills

Active listening

Verbal, non-verbal communication

Picking up cues

FIRST TWO DAYS (OBSERVER STATUS)

At the end of first two days students will be able to:

1. Explain the logical sequence of an observed interview session conducted by a faculty member
2. Discuss the different techniques used by the faculty member for active listening and empathy during the psychiatric interview of a patient.
3. Classify the various psycho-pathologies on the basis of their causes

3RD AND 4TH DAY (ASSISTANT STATUS)

At the end of the 3rd and 4th day, students will be able to:

1. Apply the given guidelines for starting an interview from a simulated psychiatric patient.
2. Conduct a complete interview from a simulated psychiatric patient
3. Demonstrate the process of active listening and empathy during the interviews from a simulated psychiatric patient

5TH AND 6TH DAY (PERFORM UNDER SUPERVISION)

At the end of 5th and 6th students will be able to:

1. Interview a patient presenting in outpatient clinic to elicit a complete psychiatric history.
2. Record the finding of mental state examination of the same patient.
3. Justify the working diagnosis formed on the basis of history and mental state examination
4. Defend the predictive diagnosis of the said patient on the basis of their management plan
5. Decide regarding the referral of the patient to appropriate specialty.

7TH AND 8TH DAY (PERFORM INDEPENDENTLY)

At the end of 7th and 8th day the students will be able to independently

1. Record a complete psychiatry history from a patient presenting in outpatient clinics
2. Summarize the findings of mental state examination of a psychiatric patient.
3. Defend the working diagnosis formed on the basis of mental state examination
4. Counsel patient and family regarding the treatment and referral to appropriate specialist care

Recommended books

Oxford handbook of psychiatry

Shorter oxford text book of psychiatry

Ahuja text book of psychiatry

Youtube educational videos for psychiatry history taking and interview skills.