DEPARTMENT OF PEDIATRICS

FINAL YEAR MBBS[1]

STUDY GUIDE

(updated & Review - 2024)

BAQAI MEDICAL UNIVERSITY
BAQAI MEDICAL COLLEGE

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* Title of Program 1 **Title of Course 2

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[3] BAQAI MEDICAL UNIVERSITY VISION STATEMENT*

"To evolve as a nucleus for higher learning with a resolution to be socially accountable, focused on producing accomplished health care professionals for services in all spheres of life at the national and global level".

3 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."

* Vision & Mission of the University and Program – 3

INTRODUCTION [4]

Pediatrics is the only discipline dedicated to all aspects of the care and well-being of infants, children and adolescents, including their health – their physical, mental, social, and psychological growth and development – and their ability to achieve full potential as adults. Pediatricians must be concerned not only with specific organ systems, genetics, and biologic process, but also with environmental, psychosocial , cultural and political influences, all of which may have major impacts on the health and well being of children and their families.

Clinical ward posting which include detail history taking, Examination, Case scenario and management of the patients and skills based methodology.

Lectures of 60 minute and assessment of Final Year MBBS.

* Course Introduction – 4

FACULTY LIST [5]

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			Email
1.	Dr. Arshad Hamid Khan MCPS, DCH, MD	Head of Department	drarshadhamid@baqai.edu.pk
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* Faculty Introduction with contact detail – 5

OUTCOMES OF THE MBBS PROGRAM [6]

By the end of five years MBBS program, The Baqai Medical College graduate will be able to:

- Write and report focused history, perform physical examination, formulate a diagnosis and management plan for common health problems in pediatric population
- Utilize knowledge of basic and clinical sciences for pediatrics patient care.
- Apply evidence-based practices for protecting, maintaining and promoting the health of individuals, families and community.
- Identify problems, critically review literature, conduct research and disseminate knowledge.
- Lead other team members as per situational needs for quality health service.
- Acquire professional behaviors that embodies lifelong learning, altruism, empathy and cultural sensitivity in provision health care service.

* Outcomes of the programs - 6

POLICIES AND PROCEDURES

Code of Conduct and Maintenance of Discipline of StudentsRegulations

Under section 25(e) BMU Act.1996

All University students shall be under the full disciplinary control ofthe 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 andinsolence.

(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 includingmarijuana, LSD dope and other opioids.

(f) False presentation or giving false information or willful suppression ofinformation, 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 theUniversity or the reputation of its officers or teachers.

(i) Visiting without a pass places 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 opento 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 inpossession of the Identity Card.

OVERVIEW

Placement in Subject	**Clinical Posting**
	Lectures
Duration	**Clinical Posting – 8 Weeks**
	Lectures – 35 Weeks **From 20-03-2024 to 23-12-2024**
EOA (End of Assessment) **Tentative Date**	**19-09-2024 & 23-12-2024**

(7,8,9,13) **TOPICS AND LEARNING OBJECTIVES**

CLINICAL POSTING

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
WARD					
History taking and examination (general physical examination) At the end of 60 min session, final year MBBS students should be able: • To construct a comprehensive medical history interview. • To perform a comprehensive GPE. • To adapt examination techniques for pediatric patients of different age groups. • To analyze the information gathered to formulate differential diagnosis.	SGIF	60 Minute	Ward	OSCE	
History taking and examination (Respiratory System) At the end of 60 min session, final year MBBS students should be able: • To construct a comprehensive medical history interview. • To perform a comprehensive respiratory examination. • To adapt examination techniques for pediatric patients of different age groups. • To analyze the information gathered to formulate	SGIF	60 Minute	Ward	OSCE	

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
differential diagnosis.					
Tuberculosis At the end of 60 min interactive session, final year MBBS students should be able to: • Identify the clinical manifestations of pediatric tuberculosis, including common symptoms and signs. • Describe the diagnostic methods used for detecting tuberculosis in children, • Summarize the principles and guidelines for the treatment of pediatric tuberculosis. • Describe the DOTS therapy.	SGIF	60 Minute	Ward	OSCE/SAQ	
History taking and examination (GIT) At the end of 60 min session, final year MBBS students should be able: • To construct a comprehensive medical history interview. • To perform a comprehensive abdominal examination. • To adapt examination techniques for pediatric patients of different age groups. • To analyze the information gathered to formulate differential diagnosis.	SGIF	60 Minute	Ward	OSCE	
Malabsorbtion syndrome At the end of 60 min interactive session, final year MBBS students should be able:	SGIF	60 Minute	Ward	OSCE/SAQ	

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
• To evaluate a patient with suspected malabsorption. • To develop a comprehensive management plan for a patient with malabsorption.					
Hepatitis in children At the end of 60 min interactive session, final year MBBS students should be able: • To evaluate a patient with suspected hepatitis. • To develop a comprehensive management plan for a patient with hepatitis.	SGIF	60 Minute	Ward	OSCE/SAQ	
Portal Hypertension At the end of 60 min interactive session, final year MBBS students should be able: • To evaluate a patient with suspected portal hypertension. • To develop a comprehensive management plan for a patient with portal hypertension.	SGIF	60 Minute	Ward	OSCE/SAQ	
History taking and examination (CVS) At the end of 60 min session, final year MBBS students should be able:	SGIF	60 Minute	Ward	OSCE	

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
• To construct a detailed medical history interview. • To perform a comprehensive cardiovascular examination. • To adapt examination techniques for pediatric patients of different age groups • To analyze the information gathered to formulate differential diagnosis					
Congenital heart disease (Acyanotic) At the end of 60 min session, final year MBBS students should be able: To evaluate a patient with congenital heart disease To develop a comprehensive management plan for a patient with acyanotic heart disease.	SGIF	60 Minute	Ward	OSCE/SAQ	
Cyanotic congenital heart disease At the end of 60 min interactive session, final year MBBS students should be able: ● To evaluate a patient with congenital heart disease. ● To develop a comprehensive management plan for a patient with acyanotic heart disease.	SGIF	60 Minute	Ward	OSCE/SAQ	
Myocarditis At the end of 60 min interactive session, final year MBBS students should be able: ● To evaluate a patient with myocarditis. ● To develop a comprehensive management plan for a patient with	SGIF	60 Minute	Ward	OSCE/SAQ	

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
myocarditis					
Rheumatic fever At the end of 60 min interactive session, final year MBBS students should be able: To evaluate a patient with rheumatic fever To develop a comprehensive management plan for a patient with rheumatic fever	SGIF	60 Minute	Ward	OSCE/SAQ	
History taking and examination (Motor System) At the end of 60 min interactive session, final year MBBS students should be able: • To construct a detailed medical history interview. • To perform a comprehensive motor examination. • To adapt examination techniques for pediatric patients of different age groups • To analyze the information gathered to formulate differential diagnosis	SGIF	60 Minute	Ward	OSCE	
Meningitis, Encephalitis, Cerebral malaria At the end of 60 min interactive session, final year MBBS students should be able • To evaluate a patient with suspected meningitis/ encephalitis. • To develop comprehensive management plan for a patient with meningitis/ encephalitis. • Discuss vaccination strategies for the prevention of meningitis.	SGIF	60 Minute	Ward	OSCE/SAQ	

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
Cerebral Palsy and Mental retardation At the end of 60 min interactive session, final year MBBS students should be able • To evaluate a patient with suspected cerebral palsy/ Mental retardation. • To develop comprehensive management plan for a patient with cerebral palsy/ Mental retardation. • Describe multidisciplinary approach to managing cerebral palsy.	SGIF	60 Minute	Ward	OSCE/SAQ	
Epilepsy At the end of 60 min interactive session, final year MBBS students should be able • To evaluate a patient with suspected Epilepsy. • To develop comprehensive management plan for a patient with epilepsy. • Discuss preventive strategies for epilepsy.	SGIF	60 Minute	Ward	OSCE/SAQ	
History taking and cranial nerve Examination At the end of 60 min interactive session, final year MBBS students should be able	SGIF	60 Minute	Ward	OSCE/SAQ	
Enteric fever At the end of 60 min interactive session, final year MBBS students should be able • To evaluate a patient with suspected Enteric Fever. • To develop comprehensive management plan	SGIF	60 Minute	Ward	OSCE/SAQ	

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
for a patient with Enteric Fever. • Discuss vaccination strategies for the prevention of enteric fever.					
Malaria At the end of 60 min interactive session, final year MBBS students should be able • To evaluate a patient with suspected Malaria. • To develop comprehensive management plan for a patient with Malaria. • Describe strategies for prevention of malaria.	SGIF	60 Minute	Ward	OSCE/SAQ	
Poliomyelitis At the end of 60 min interactive session, final year MBBS students should be able • To evaluate a patient with suspected Poliomyelitis. • To develop comprehensive management plan for a patient with Poliomyelitis. • Discuss the role of vaccination in the prevention of poliomyelitis.	SGIF	60 Minute	Ward	OSCE/SAQ	
Diphtheria At the end of 60 min interactive session, final year MBBS students should be able • To evaluate a patient with suspected diphtheria. • To develop comprehensive management plan for a patient with diphtheria. • Discuss the role of vaccination in the prevention of diphtheria.	SGIF	60 Minute	Ward	OSCE/SAQ	
Bleeding disorders	SGIF	60 Minute	Ward	OSCE/SAQ	
Coagulation disorders	SGIF	60 Minute	Ward	OSCE/SAQ	
Nephrotic Syndrome	SGIF	60 Minute	Ward	OSCE/SAQ	
Acute Kidney injury	SGIF	60 Minute	Ward	OSCE/SAQ	
Chronic kidney disease	SGIF	60 Minute	Ward	OSCE/SAQ	

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
Approach to a child with short stature	SGIF	60 Minute	Ward	OSCE/SAQ	
Approach to child with diabetes mellitus and diabetic ketoacidosis	SGIF	60 Minute	Ward	OSCE/SAQ	
Turner syndrome	SGIF	60 Minute	Ward	OSCE/SAQ	
Locomotor system	SGIF	60 Minute	Ward	OSCE/SAQ	
Systemic lupus erythematous	SGIF	60 Minute	Ward	OSCE/SAQ	
Hernia, Intussusception	SGIF	60 Minute	Ward	OSCE/SAQ	
Road traffic accident	SGIF	60 Minute	Ward	OSCE/SAQ	
Drowning	SGIF			OSCE/SAQ	
NICU/ POST NICU					
Neonatal history taking and examination	SGIF	60 Minute	NICU/PNICU	OSCE/SAQ	
Categories of a newborn	SGIF	60 Minute	NICU/PNICU	OSCE/SAQ	
Meconium aspiration syndrome	SGIF	60 Minute	NICU/PNICU	OSCE/SAQ	
Birth Asphyxia	SGIF	60 Minute	NICU/PNICU	OSCE/SAQ	
Hemorrhagic disease of newborn	SGIF	60 Minute	NICU/PNICU	OSCE/SAQ	
Neonatal jaundice	SGIF	60 Minute	NICU/PNICU	OSCE/SAQ	
Common skin problems of neonate	SGIF	60 Minute	NICU/PNICU	OSCE/SAQ	
Congenital heart diseases	SGIF	60 Minute	NICU/PNICU	OSCE/SAQ	
OPD					
Growth and development At the end of 60 min interactive session, final year MBBS students should be able • Apply anthropometry and its interpretation. • Compare Normal milestones in different age	SGIF	60 Minute	OPD	OSCE/SAQ	

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
groups.					
Immunization At the end of 60 min interactive session, final year MBBS students should be able • apply EPI immunization and non EPI immunization. • summarize the route of administration and dose. • recall common side effects of different vaccine.	SGIF	60 Minute	OPD	OSCE/SAQ	
Importance of Breast feeding and complementary feeding in childhood At the end of 60 min interactive session, final year MBBS students should be able • Explain the physiological and developmental benefits of breastfeeding for infants. • Recall optimum breast feeding practices. • Describe the nutritional composition of breast milk and its role in supporting healthy growth. • Discuss the World Health Organization (WHO) recommendations for exclusive breastfeeding during the first six months of life, followed by continued breastfeeding with complementary foods up to two years of age or beyond. • Explain the concept of complementary feeding.	SGIF	60 Minute	OPD	OSCE/SAQ	
IMNCI (Pneumonia) At the end of 60 min interactive session, final year MBBS students should be able • Define IMNCI & problems covered by IMNCI. • Apply the key principles of Integrated Management of Neonatal and Childhood Illness (IMNCI), including its	SGIF	60 Minute	OPD	OSCE/SAQ	

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
goals, strategies, and components related to pneumonia management in children. • Identify the clinical features and signs of pneumonia in children according to IMNCI guidelines.					
IMNICI (Diarrhea) At the end of 60 min interactive session, final year MBBS students should be able • Recall 3 types of diarrhea. • Recognize clinical signs of dehydration in children. • Classify dehydration according to IMNCI. • Establish managements plans A, B and C for dehydration	SGIF	60 Minute	OPD	OSCE/SAQ	
Nutritional anemia	SGIF	60 Minute	OPD	OSCE/SAQ	
Hemolytic anemia	SGIF	60 Minute	OPD	OSCE/SAQ	
Acute glomerulonephritis	SGIF	60 Minute	OPD	OSCE/SAQ	
Approach to a child with short stature	SGIF	60 Minute	OPD	OSCE/SAQ	
Down Syndrome	SGIF	60 Minute	OPD	OSCE/SAQ	
Rheumatoid arthritis	SGIF	60 Minute	OPD	OSCE/SAQ	
Enuresis	SGIF	60 Minute	OPD	OSCE/SAQ	
Encopresis	SGIF	60 Minute	OPD	OSCE/SAQ	
TUTORIAL					
Optimum Breast feeding Practices and advantages of breast feeding	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Growth and development	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Micronutrient deficiencies	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Clinical examination related to PCM	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Bronchial Asthma	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
IMNCI (Pneumonia)	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Acute gastroenteritis and chronic diarrhea in children	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Dysentery	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Fulminant Hepatic failure	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Interpretation of X-ray abdomen, barium meal and with double contrast	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Interpretation of X-ray chest related to Cardiology	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Congestive cardiac failure	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Infective endocarditis	SGIF		Tutorial Room	OSCE/SAQ	
Various types of shock and management	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
ECG and echocardiogram	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Febrile seizures	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
CT scan and MRI brain	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Approach to a child with rash	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Tetanus	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Approach to a child with acute flaccid Paralysis	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Dengue Fever	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Varicella	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Mumps	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Human immunodeficiency virus	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Common skin Infection	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Idiopathic thrombocytopenic purpura	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Aplastic anemia	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Leukemia	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
UTI and Posterior urethral valves	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Urolithiasis	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
Diabetes Insipidus	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Idiopathic respiratory distress syndrome	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Transient tachypnea of newborn	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
X-ray chest and abdomen of neonate	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Neonatal sepsis	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Neonatal surgical problems	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Growth hormone deficiency	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Cushing disease	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Urinary tract infection	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Hypothyroidism	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Congenital adrenal hyperplasia	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Patterns of genetic transmission	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Space occupying lesion	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Lymphoma and Neuroblastoma	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Attention deficit hyperactivity disorder	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Autism	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Rights of child and child abuse	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Lead poisoning & Kerosine poisoning	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Organophosphate poisoning	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Acetaminophen poisoning	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Dog bite	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
Snake bite	SGIF	60 Minute	Tutorial Room	OSCE/SAQ	
SKILL LAB					
N.G TUBE PLACEMENT At the end of 3 hours session final year	SGIF	3 hrs		OSCE	

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
MBBS students should be able: • To identify various sizes of NG tube. • To demonstrate the procedure of NG tube insertion. • To summarize the Indications, contraindications and complications of NG tube insertion.					
ENDOTRACHEAL (TUBE) INTUBATION At the end of 3 hours session final year MBBS students should be able: • To identify various sizes of endotracheal tube. • To illustrate different sizes of blades of laryngoscope • To demonstrate the endotracheal tube insertion. • To summarize the Indications, contraindications and complications of the procedure. • To perform endotracheal tube insertion on a simulator.	SGIF	3 hrs		OSCE	
LUMBER PUNCTURE At the end of 3 hours session final year MBBS students should be able: • To identify lumber puncture needle. • To demonstrate the procedure of lumber puncture. • To summarize the Indications,	SGIF	3 hrs		OSCE	

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
contraindications and complications of the procedure					
FOLEYS CATHERIZATION At the end of 3 hours session final year MBBS students should be able: • To identify various types of Foley's catheter. • To demonstrate the procedure of catheterization. • To summarize the Indications, contraindications and complications of the procedure.	SGIF	3 hrs		OSCE	
SUPRAPUBIC PUNCTURE At the end of 3 hours session final year MBBS students should be able: • To know the procedure of suprapubic puncture. • To know the indications of suprapubic puncture. • To know the contraindications of suprapubic puncture • To know the complications of suprapubic puncture	SGIF	3 hrs		OSCE	
NEONATAL RESUSCITATION (NRP) At the end of 3 hours session final year MBBS students should be able: • To record abnormal vital signs of neonate. • To identify neonatal resuscitation equipment • **To** Demonstrate the correct steps in basic neonatal resuscitation, including airway management, ventilation techniques, chest compressions, and the administration of medications. • To illustrate effective communication and coordination skills within a resuscitation team,	SGIF	3 hrs		OSCE	

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
including role delegation, verbal communication, and teamwork during critical situations. • To test different resuscitation scenarios in a simulated environment.					
BLS At the end of 3 hours session final year MBBS students should be able: To identify signs of cardiac arrest in infants and children. To recognize the importance of calling for help and activating the emergency response. To explain the difference between pediatric and adult BLS. **To** Demonstrate the correct steps in resuscitation, including airway management, ventilation techniques, chest compressions, and the administration of medications. • To assess the quality of CPR performance in a pediatric simulation scenario.	SGIF	3 hrs		OSCE	

- Target Student = T.S
- Large Group Interactive Format = LGIF
- Small Group Interactive Fromat = SGIF

[8]LECTURE

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
INTRODUCTION AND STATISTICS By the end of 60 minutes lecture final year MBBS students should be able to: • Define atleast 5 important definitions used in pediatric statistics. • Report neonatal mortality rate, infant mortality rate and maternal mortality rate. • Discuss the importance of childhood mortality and morbidity.	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**MCQs,**	**DR. Arshad Hamid**
IMMUNIZATION By the end of 60 minutes lecture final year MBBS students should be able to : ● State the immunization status of children in Pakistan. ● Describe the different type of vaccine. ● Classify all EPI and atleast 5 Non-EPI vaccines. ● Describe the doses, route of administration and complications of vaccines	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs,** **- SEQs** **- SAQs** **- OSCE**	**Dr. Madiha Abid**
GROWTH AND DEVELOPMENT At the end of 60 minutes Lecture the final year MBBS students will be able to : • Identify the significances of knowing age expected growth and development. • Label on percentile chart and know its interpretation. • Summarize Normal milestones in different age groups.	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs,** **- SAQs** **- OSCE**	**Dr. Saba Sohrab**
BREASTFEEDING AND COMPLIMENTARY	**LGIF**	**60 minutes**	**MoinBaqai Hall**	**- MCQs**	**Dr. Tahira Saeed**

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
FEEDING By the end of 60 minutes lecture final year MBBS students should be able to: • Explain the physiological and developmental benefits of breastfeeding for infants. • Recall optimum breast feeding practices. • Describe the nutritional composition of breast milk and its role in supporting healthy growth. • Discuss the World Health Organization (WHO) recommendations for exclusive breastfeeding during the first six months of life, followed by continued breastfeeding with complementary foods up to two years of age or beyond. • Explain the concept of complementary feeding. • Discuss the evidence on the long-term health benefits of breastfeeding for both infants and mothers.				**- SAQ** **- SEQ** **- OSCE**	
MALNUTRITION (PCM) By the end of 60 minutes lecture final year MBBS students should be able to: • List the risk factors leading to malnutrition. • Classify malnutrition in children and its importance. • Summarize the history of malnutrition. • Identify the signs and symptoms of malnutrition.	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs** **- SAQ** **- SEQ** **- OSCE**	**Dr. Areeba Tanveer**
MALNUTRITION (PCM) MANAGEMENT By the end of a 60 minutes lecture, final year MBBS students are able to: • Recall different classifications of malnutrition. • List at least 5 essential investigations in malnutrition. • Tabulate all 10 steps in treatment of PEM.	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs** **- SAQ** **- SEQ** **- OSCE**	**Dr. Madiha**

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
• Develop a follow up plan for PCM patients					
MICRONUTRIENT DEFICIENCIES By the end of 60 minutes lecture final year MBBS students should be able to • List the common Micronutrients • Discuss what impact will they produce on the body • Identify sign and symptoms of various deficiencies • Discuss management Plan.	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs - SAQ - SEQ**	**Dr. Saba**
IMNCI (PNEUMONIA). By the end of 60 minutes lecture final year MBBS students should be able to: • Define IMNCI & problems covered by IMNCI. • Describe the epidemiology and burden of pneumonia in children under five years of age. • Apply the key principles of Integrated Management of Neonatal and Childhood Illness (IMNCI), including its goals, strategies, and components related to pneumonia management in children. • Identify the clinical features and signs of pneumonia in children according to IMNCI guidelines.	**LGIF**	**60 minutes**	**MoinBaqai Hall**	**- MCQs, - OSCE**	**Dr. Tahira Saeed**
ACUTE GASTROENTERITIS (MANAGEMENT ACCORDING TO IMNCI)					
By the end of 60 minutes lecture final year MBBS students should be able to: • Recall 3 types of diarrhea. • Recognize clinical signs of dehydration in children.	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs - SAQ - SEQ**	**Dr. Areeba Tanveer**

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
• Classify dehydration according to IMNCI. • Establish managements plans A, B and C for dehydration.					
IMNCI (YOUNG INFANT)					
By the end of 60 minutes lecture final year MBBS students should be able to : • Identify for possible infection. • Assess & classify sick young infant. • Treat a child with cough or difficult breathing according to protocol. • Assessing and classifying a young infant for possible serious bacterial infection or very severe disease, pneumonia and local infection. • Counsel Care giver on home care.	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs** **- OSCE**	**Dr. Madiha**
ENTERIC FEVER					
At the end of 60 minutes lecture, final year MBBS students will be able to: • Memorize different types of salmonella • Identify at least 5 signs and symptoms of the disease • Summarize investigations of enteric fever • Develop a treatment plan for enteric fever	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs** **- SAQ** **- OSCE**	**Dr. Saba Sohrab**
TUBERCULOSIS					
By the end of 60 minutes lecture final year MBBS students should be able to: • Discuss the epidemiology of pediatric tuberculosis globally and in Pakistan, including prevalence rates, risk factors, and trends over time. • Explain the pathophysiology of tuberculosis infection in	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs** **- SAQ** **- OSCE**	**Dr. Tahira Saeed**

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
pediatric patients. • Identify the clinical manifestations of pediatric tuberculosis, including common symptoms and signs. • Describe the diagnostic methods used for detecting tuberculosis in children, • Summarize the principles and guidelines for the treatment of pediatric tuberculosis. • Describe the DOTS therapy. • Develop strategies for the prevention and control of pediatric tuberculosis, including vaccination, contact tracing, infection control measures, and health education campaigns.					
APPROACH TO A CHILD WITH RASH					
By the end of 60 minutes lecture final year MBBS students should be able to: • Recognize different types of rashes. • State the clinical manifestations of these rashes. • Develop the differential diagnosis of rash • Sort the rashes of measles, Rubella, Varicella, infectious mononucleosis, Meningococcemia, Scarlet fever, Kawasaki disease, drug rash. • Describe the management of measles in children.	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs - SAQ - OSCE**	**Dr. Areeba Tanveer**
TETANUS					
By the end of 60 minutes lecture final year MBBS students should be able to : • Discuss Etiology. • Explain Clinical manifestations. • List Differential diagnosis.	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs - SAQ - OSCE**	**Dr. Madiha**

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
• Discuss Management. • List Complications.					
DIPHTHERIA					
By the end of 60 minutes lecture, final year MBBS students are able to: • Define Diptheria • Identify its Causative organism • Recall Pathogenesis of diptheria • List Clinical features of the disease • Predict atleast 3 Complications.	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs - SAQ - OSCE**	**Dr. Saba Sohrab**
RESPIRATORY DISTRESS IN NEWBORN.					
By the end of 60 minutes lecture final year MBBS students should be able to: • Define respiratory distress syndrome (RDS) in neonates. • Describe the frequency of RDS in premature infants, term infants, and specific high-risk populations. • Identify the contributing factors associated with the development of RDS in neonates. • Summarize the pathophysiology, clinical manifestations, and diagnostic criteria of RDS & emphasizing the role of surfactant deficiency in its development. • Discuss the potential complications of RDS in newborns.	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs - SAQ - OSCE**	**Dr. Tahira Saeed**
Hypoxic ischemia encephalopathy in neonates:					
By the end of 60 minutes lecture final year MBBS students should be able to: • Memorize the definition of Birth Asphyxia. • List the risk factors of Birth Asphyxia. • Identify the infant at risk.	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs - SAQ - OSCE**	**Dr. Areeba Tanveer**

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
• Discuss the basic principles of neonatal resuscitation. • Establish the management of neonate having hypoxic insult.					
NEONATAL SEIZURES					
By the end of 60 minutes lecture final year MBBS students should be able to : • To familiarize the varied presentations of neonatal seizures. • To distinguish non seizure states from seizures. • To recognize the unique etiology of neonatal seizures. • To familiarize the algorithm of management specific to neonatal seizures. • To be able to decide the duration of antiepileptic therapy and follow up.	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs** **- SAQ** **- OSCE**	**Dr. Madiha**
NEONATAL JAUNDICE					
By the end of 60 minutes lecture final year MBBS students should be able to: • Memorize the definition of hyperbilirubinemia. • Compare between physiological and pathological jaundice. • State causes of hyperbilirubinemia. • Recall the pathophysiology of hyperbilirubinemia. • Describe the most dangerous complication of hyperbilirubinemia. • Enlist available therapeutic management. • Discuss plan of care for baby with hyperbilirubinemia.	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs** **- SAQ** **- OSCE**	**Dr. Arshad Hamid**

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
CONGENITAL HEART DISEASE (ACYANOTIC)					
At the end of 60 minutes lecture, final year MBBS Students will learn to: • List at least 3 cyanotic congenital heart lesions. • Sort b/w acyanotic and cyanotic heart diseases. • Describe embryological origin of these lesions. .	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs - SAQ - OSCE**	**Dr. Saba Sohrab**
CONGENITAL HEART DISEASE (CYANOTIC)					
At the end of 60 minutes lecture, final year MBBS Students will learn to: • List at least 3 cyanotic congenital heart lesions. • Sort b/w acyanotic and cyanotic heart diseases. • Describe embryological origin of these lesions.	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs - SAQ - OSCE**	**Dr. Saba Sohrab**
Lecture					
APPROACH TO A CHILD WITH ANEMIA					
By the end of 60 minutes lecture final year MBBS students should be able to: • Define anemia in children, including its etiology, classification based on hemoglobin levels and age-specific reference ranges. • Recognize the signs and symptoms of anemia in children. • Enumerate the diagnostic approach of anemia in children. • Summarize the management options for pediatric anemia. • Establish preventive measures for anemia in children, including early screening, promotion of breastfeeding, supplementation programs, and education on healthy	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs - SAQ - OSCE**	**Dr. Tahira Saeed**

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
nutrition practices.					
THALASSEMIA					
By the end of 60 minutes lecture final year MBBS students should be able to : • recall the pathophysiology of Thalassemia. • list all clinical manifestations. • discuss the management of Thalassemia. • state recent advances in Thalassemia	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs - SAQ - OSCE**	**Dr. Areeba Tanveer**
BLEEDING DISORDERS					
By the end of 60 minutes lecture final year MBBS students should be able to : • Describe the steps of hemostasis • Describe Platelets and their role in hemostasis • Discuss Clotting : nomenclature of clotting factors Clotting cascade: extrinsic, intrinsic, common pathways • List the pathways of coagulation or clotting ,To be familiar with some abnormal clotting conditions. • Define Immune thrombocytopenia, which we will abbreviate as ITP • Define Chronic ITP • Define the diagnostic criteria for typical ITP • Discuss red flag features, suggestive of other diagnoses • State the management of ITP • Define Neonatal thrombocytopenia & Wiskott–Aldrich syndrome • Describe the Von Willebrand's Disease, pathophysiology, types & Management	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs - SAQ - OSCE**	**Dr. Madiha**
COAGULATION DISORDERS					
By the end of 60 minutes lecture final year MBBS students	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs**	**Dr. Arshad**

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
should be able to : • Recall intrinsic and extrinsic pathway of coagulation. • Discuss the pathophysiology of hemophilia. • List the investigations, treatment and complications of hemophilia. • Interpret vWb disease, hemorrhagic disease of newborn and DIC.				**- SAQ** **- OSCE**	**Hamid**
CHILDHOOD ASTHMA					
At the end of 60 minutes lecture, final year MBBS students are able to: • Define asthma • Summarize different presentations of ASTHMA • Prepare a treatment plan for asthma • Examine a patient with Asthma	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs** **- SAQ** **- OSCE**	**Dr. Saba Sohrab**
PATTERNS OF GENETIC TRANSMISSION					
By the end of 60 minutes lecture final year MBBS students should be able to: • Define key genetic terms, such as genes, alleles, chromosomes, genotype, and phenotype. • Define the various modes of inheritance in genetics. • Describe the characteristic inheritance patterns associated with each mode. • Identify examples of genetic disorders and traits that follow each mode of inheritance, providing clinical correlations. • Interpret pedigrees and family histories to infer the mode of inheritance and estimate recurrence risks for genetic disorders, integrating genetic counseling principles and guidelines.	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs** **- OSCE**	**Dr. Tahira Saeed**
APPROACH TO A CHILD WITH HEMATURIA					

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
By the end of 60 minutes lecture final year MBBS students should be able to: • Interpret hematuria • Identify atleast two causes of gross and microscopic hematuria. • Discuss the management of acute poststreptococcal glomerulonephritis.	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs** **- SAQ** **- OSCE**	**Dr. Areeba Tanveer**
NEPHROTIC SYNDROME					
By the end of 60 minutes lecture final year MBBS students should be able to : • Discuss the definition & etiology of Nephrotic Syndrome. • Explain the pathophysiology of Nephrotic syndrome. • Discuss clinical course of Nephrotic syndrome.. • List Differential diagnosis. • Explain management of nephrotic syndrome Specific & supportive care. • Hepattis and Portal Hypertension • By the end of 60 minutes lecture final year MBBS students should be able to : • Describe Hepatotropic Virus , Etiology , Clinical Manifestations , Investigation and Treatment • Explain Portal Hypertension , causes , investigation and Treatment	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs** **- SAQ** **- OSCE**	**Dr. Madiha**
ACUTE KIDNEY INJURY					
By the end of 60 minutes lecture final year MBBS students should be able to : • List common causes of Acute kidney injury. • Interpret the investigations for the diagnosis of Acute	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs**	**Dr. Arshad Hamid**

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
kidney injury. • State the complications of Acute kidney injury. • Discuss the medical management of Acute kidney injury.					
HEART FAILURE					
At the end of one hour tutorial and clinical discussion the final year MBBS students should be able: • Define heart failure. • Describe the classification systems used to define heart failure. • Explain the physiological basis for the clinical manifestations of heart failure. • Describe expected clinical assessment findings for patients with heart failure. • Define expected outcomes for therapeutic management of patients with heart failure.	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**MCQs,**	**Dr. Saba Sohrab**
VARIOUS TYPES OF SHOCK AND MANAGEMENT					

[7] Learning Objectives	T.S	Duration	Venue	Assessment (Summative) (13)	Facilitator (9)
By the end of 60 minutes lecture final year MBBS students should be able to: • Define shock and differentiate between its various types. • Identify the etiology, risk factors, and precipitating factors associated with each type of shock. • Describe the pathophysiology of shock, including the sequence of events. • Recognize the clinical features and hemodynamic manifestations of shock in various patient. • Discuss the principles of resuscitation and initial management of shock, including the ABCDE approach.	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**MCQs,**	**Dr. Tahira Saeed**
RHEUMATIC FEVER					
By the end of 60 minutes lecture final year MBBS students should be able to : • Recall the epidemiology, etiology and pathophysiology of rheumatic fever. • Identify signs and symptoms of rheumatic fever. • Discuss the major and minor criteria of rheumatic fever. • Illustrate the management of rheumatic fever.	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**MCQs,**	**Dr. Areeba Tanveer**
HEPATITIS IN CHILDREN AND PORTAL HYPERTENSION					
By the end of 60 minutes lecture final year MBBS students should be able to : • Describe Hepatotropic Virus , Etiology , Clinical Manifestations , Investigation and Treatment • Explain Portal Hypertension , causes , investigation and Treatment	**LGIF**	**60 minutes**	**Moin Baqai Hall**	**- MCQs** **- SAQ** **- OSCE**	**Dr. Madiha**

* Learning Objective-7
* Teaching Methodology adopted-8
* Facilitator -9
* Assessment -13

FINAL YEAR TIME TABLE OF SKILL LAB-2024

1st Month

1st Week			
Day	**Time**	**Topics**	**Facilitators**
Wednesday	10:00 noon to 1:00 pm	N.G tube placement	Dr. Arshad Hamid Khan
	1:30pm to 3:30	N.G tube placement (Assessment)	
2nd Week			
Wednesday	10:00 noon to 1:00 pm	Endotracheal intubation	Dr. Tahira Saeed
	1:30pm to 3:30	Endotracheal intubation (Assessment)	
3rd Week			
Wednesday	10:00 noon to 1:00 pm	Lumber Puncture	Dr. Saba Sohrab
	1:30pm to 3:30	Lumber Puncture (Assessment)	
4th week			
Wednesday	10:00 noon to 1:00 pm	Foleys catherization Suprapubic puncture Renal Biopsy	Dr. Areeba Tanveer
	1:30pm to 3:30	Foleys catherization Suprapubic puncture Renal Biopsy (Assessment)	

- Incharge for module-1 Skill lab Dr. Tabassum

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Dr. Tahira Saeed
Coordinator Skill Lab
Department of Pediatrics

_____
Dr. Arshad Hamid Khan
HOD
Department of Pediatric

TIME TABLE & SCHEDULE [11]

SCHEDULE MODULE -3

Final year MBBS lecture on Every Thursday
Timing: 8:30am to 9:30am
Venue: Moin Baqai Hall

S. NO.	LECTURES	DATE	FACILITATOR
1.	Introduction and statistics	20-03-2024	Dr. Arshad Hamid
2.	Immunization.	28-03-2024	Dr. Madiha
3.	Growth and development.	18-04-2024	Dr. Saba Sohrab
4.	Breastfeeding and complimentary feeding.	25-04-2024	Dr. Tahira Saeed
5.	Malnutrition (PCM).	2-05-2024	Dr. Areeba Tanveer
6.	Malnutrition (PCM) Management.	9-05-2024	Dr. Madiha
7.	Micronutrient deficiencies.	16-05-2024	Dr. Saba Sohrab
8.	IMNCI (Pneumonia).	23-05-2024	Dr. Tahira Saeed
9.	Acute gastroenteritis (Management according to IMNCI)	30-05-2024	Dr. Areeba Tanveer
	Summer Vacation 03-June-2024 to 30-June-2024		
10.	IMNCI (Young infant)	4-07-2024	Dr. Madiha
11.	Enteric fever	11-07-2024	Dr. Saba Sohrab
12.	Tuberculosis	18-07-2024	Dr. Tahira Saeed
13.	Approach to a child with rash.	25-07-2024	Dr. Areeba Tanveer

14.	Tetanus.	1-08-2024	Dr. Madiha
15.	Diphtheria.	8-08-2024	Dr. Saba Sohrab
16.	Respiratory distress in newborn.	15-08-2024	Dr. Tahira Saeed
17.	Birth asphyxia.	22-08-2024	Dr. Areeba Tanveer
18.	Neonatal seizures.	29-08-2024	Dr. Madiha
19.	Neonatal Jaundice.	5-09-2024	Dr. Arshad Hamid
20.	Congenital heart disease (Acyanotic).	12-09-2024	Dr. Saba Sohrab
21.	Congenital heart disease (Cyanotic)		
22.	Module 3 theory Exam	19-09-2024	

SCHEDULE MODULE -4

Final year MBBS lecture on Every Thursday
Timing: 8:30am to 9:30am
Venue: Moin Baqai Hall

S.NO.	LECTURE	DATE	FACILITATOR
23.	Approach to a child with anemia.	26-09-2024	Dr. Tahira Saeed
24.	Hemolytic anemia (Thalassemia).	3-10-2024	Dr. Areeba Tanveer
25.	Bleeding disorder.	10-10-2024	Dr. Madiha
26.	Coagulation disorder.	17-10-2024	Dr. Arshad Hamid
27.	Bronchial Asthma.	24-10-2024	Dr. Saba Sohrab
28.	Patterns of genetic transmission.	31-10-2024	Dr. Tahira Saeed
29.	Approach to a child with Hematuria.	7-11-2024	Dr. Areeba Tanveer
30.	Nephrotic syndrome.	14-11-2024	Dr. Madiha
31.	Acute kidney injury.	21-11-2024	Dr. Arshad Hamid
32.	Congestive cardiac failure.	28-11-2024	Dr. Saba Sohrab
33.	Various types of shock and management	5-12-2024	Dr. Tahira Saeed
34.	Rheumatic fever.	12-12-2024	Dr. Areeba Tanveer
35.	Hepatitis and Portal hypertension.	19-12-2024	Dr. Madiha
	Module-4 Exam Meningitis	**23-12-2024**	

* Teaching Methodologies Lecture – 8
* Schedule -11

[11] TIME TABLE 2024

WARD ROUND Time 11:00am to 1:30pm					
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
DR. SABA	DR. ARSHAD DR. AREEBA	DR. MADIHA	DR. TAHIRA	DR. TABASSUM	ON ROTA

OPD Time 8:30am to 1:00pm					
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
DR. ARSHAD DR. AREEBA	DR. MADIHA	DR. TAHIRA	DR. TABASSUM	DR. SABA	ER

FINAL YEAR TEACHING SCHEDULE- 2024				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
DR. MADIHA	DR. SABA	DR. ARSHAD	DR. AREEBA	DR. TAHIRA
FINAL YEAR TEACHING SCHEDULE- 2024				
DR. TABASSUM	DR. TABASSUM	DR. MADIHA	DR. MADIHA	DR. MADIHA

LECTURE MODULE 3 & 4		
Time	Day	Acilitator
8:30 to 9:30 (1 Hours)	Every Thursday	- Dr. Arshad Hamid Khan - Dr. Tahira Saeed - Dr. Saba Sohrab - Dr. Areeba Tanveer - Dr. Madiha Abid

12 REFERENCES TEXTBOOKS

- Nelson Textbook of Pediatric 21st edition.
- Forfar and Arneil's Textbook of Pediatrics, 7th edition
- Gomella Neonatalogy Eight Edition.
- PPA Textbook
- Manual of Neonatal Care (Lippincott Manual Series) 7th, North American Edition.
- The Harriet Lane handbook of Pediatrics