

Faisalabad Medical University



Faisalabad Medical University
PRIME MODULE

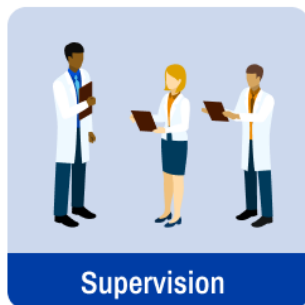
1st -Final Year

Table of Contents

PRIME	iv	
Module Committee		1
Introduction of Module		2
Rationale	2	
Teaching Hours Allocation.....		3
List of Themes		4
General Learning Objectives		5
Professionalism & Behavioral Sciences		5
General Learning Outcomes.....		5
Specific Learning Objectives		5
Communication Skills.....		6
General Learning Objectives.....		6
Specific Learning Objectives		6
Research Methods, Statistics, and Proposal Development		8
General Learning Objectives.....		8
Leadership and Management.....		8
General Learning Objectives.....		8
Specific Learning Objectives		8
Health care quality and patient safety		9
Specific Learning Objectives		10
Year I	10	
Behavioral sciences.....		10
Professionalism	11	
Communication skills		12
Leadership and Management		13
Ethics	13	
Research	14	
Year 2	15	
Professionalism and Behavioral sciences		15
Communication Skills.....		16
Research	16	
Leadership and Management		17

Year 3	17
Professionalism and Behavioral Sciences.....	17
Communication skills	18
Leadership and Management	19
Research	20
Year 4	23
Professionalism and Behavioral sciences	23
Leadership and Management.....	24
Research and Biostatistics.....	24
Communication skills	Error! Bookmark not defined.
Leadership and Management	27
Year V	28
Communication Skills.....	28
Leadership and Management	30
Health care and Patient safety.....	30
ASSESSMENT PLAN:.....	32

PRIME



Module Committee

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Introduction of Module

Welcome to the "PRIME" module, an integral part of your undergraduate medical education. As future healthcare professionals, you will be expected to embody the values of professionalism, ethics, and compassion, while providing high-quality, patient-centered care. This module is designed to introduce you to the fundamental principles of medical professionalism, ethics, research, patient safety, and professional identity, and to equip you with the knowledge, skills, and attitudes necessary to excel in your future careers. The PRIME (Professionalism, Patient safety Research, Identity formation and basic IT skills, Management and leadership, and Ethics) is an innovative curricular theme developed by Faisalabad medical University to develop future doctors who can serve the society with utmost care and empathy. The module is vertically placed for all 5 years of MBBS training which includes the disciplines of behavioral sciences, medical education and research (to be taught by the discipline of community medicine. The module also included the subjects of Islamic studies and Pakistan studies that is meant for developing the identity as a Muslim and a Pakistani respectively before developing the identity as a medical professional. The document presented here includes the topics, learning objectives, placement of the topics in different years and their hours' distribution as well as assessment methods. The first part of the module study guide shows the general learning outcomes while the second part describes the detailed learning objectives and table of specification.

Rationale

The practice of medicine is not only a science, but also an art that requires a deep understanding of the human experience, empathy, and compassion. As medical professionals, you will be entrusted with the care and well-being of patients, families, and communities. This trust implies a responsibility to uphold the highest standards of professionalism, ethics, and safety. By the end of this module, you will have gained a deeper understanding of the fundamental principles that underpin medical practice, and will be well-equipped to embark on your journey as compassionate, competent, and professional healthcare providers.

1. **Foster a culture of professionalism:** Develop an understanding of the values, attitudes, and behaviors that underpin medical professionalism.
2. **Introduce ethical principles:** Explore the fundamental ethical principles that guide medical practice, including respect for autonomy, non-maleficence, beneficence, and justice.
3. **Promote research literacy:** Develop an understanding of the research process, critical thinking, and evidence-based practice.
4. **Emphasize patient safety:** Recognize the importance of patient safety, identify potential errors, and develop strategies for mitigating harm.
5. **Cultivate professional identity:** Explore the concept of professional identity, including personal and professional values, and develop a growth mindset for lifelong learning.

Teaching Hours Allocation

Sr. No	Subject	Hours
1	Behavioral Sciences	120
2	Community medicine (Research)	100
3	Medical Education	50

List of Themes

Sr. No	Theme
1	Communication skills
2	Professionalism and Behavioral Science
3	Research method, statistics and proposal Development
4	Leadership and management
5	Ethics
6	Health care quality and patient Safety

General Learning Objectives

Professionalism & Behavioral Sciences

General Learning Outcomes

By the end of year 5, the MBBS students will be able to;

1. Define professionalism in various perspectives and list the key attributes of professionalism.
2. Demonstrate caring attitude for the patients.
3. Display honor and integrity in their characters.
4. Practice reflective writing such as portfolio.
5. Communicate skillfully in breaking bad news.
6. Address conflicts, anger and stress situations.
7. Counsel patients for lifestyles modifications.
8. Practice a character of high values, self-respect and self-regulation.
9. Act as positive role models in their practice.

Specific Learning Objectives

1. Define professionalism in various perspectives.
2. Enlist key attributes of professionalism.
3. Recognize and discuss the dynamics of trust in health professional-patient relationship.
4. Differentiate between altruism and fiduciary.
5. Discriminate between empathy and sympathy.
6. Identify their roles in terms of professional identity.
7. Demonstrate caring attitude for the patients
8. Serve the patient as an individual, considering lifestyle, beliefs and support system.
9. Display professional behavior while dealing with patients suffering from debilitating diseases, and their families.
10. Demonstrate empathy in patient-health professional interaction.
11. Identify the health care needs of community.
12. Display honor, self-respect and integrity in their characters
13. Acts honestly in dealing with patients.
14. Adheres to principles of trust in day-to-day professional interactions.

15. Avoids misuse of power for personal gains.
16. Accept errors and mistakes in responsible manner.
17. Practice discretely and appropriately while dealing with confidential information.
18. Practice reflective writing such as portfolio
19. Identifies his own strengths and weaknesses.
20. Display appropriate emotional and social intelligence.
21. Prepare personal development plan and reflective portfolios.
22. Analyze critically his personal development plan.
23. Communicate skillfully in breaking bad news.
24. Develops counselling skills in professional life.

Communication Skills

General Learning Objectives

By the end of year 5, the MBBS students will be able to;

1. Apply general principles of good communication
2. Communicate with patients / relatives with empathy.
3. Communicate with colleagues effectively.
4. Communicate as a teacher effectively.
5. Communicate as a patient advocate effectively.
6. Communicate with media and press effectively.

Specific Learning Objectives

By the end of year 5, the MBBS students will be able to;

- 1) Apply general principles of good communication.
- 2) Listen to the patients about their health problems by communicating very clearly and with respect.
- 3) Discuss with the patients regarding health problems available management options.
- 4) Demonstrate the ability to solve problems keeping in view the individual and cultural differences.

- 5) Display sensitivity towards individual and cultural differences keeping in view the principles of equality and equity.
- 6) Integrate new ideas, models and can actively participate in different academic Group Discussions.
- 7) Display teamwork in group activities for creativity and problem solving.
- 8) Accept responsibility for professional and ethical behavior.
- 9) Display privacy and confidentiality of the patients.
- 10) Adhere to professional behavior while dealing with patients 11) Exhibit professional behavior while breaking the bad news.
- 12) Inform the patients in empathetic and responsible manners about their health.
- 13) Display sensitivity in breaking bad news
- 14) Deal appropriately with violent and vulnerable patients in clinical environments.
- 15) Demonstrate ability to deal difficult patients such as psychiatrics and aggressive and vulnerable groups such as children, elders, handicapped and women, etc.
- 16) Communicate with patients / relatives with empathy.
- 17) Listen to and educate the patients about their health problems by communicating very clearly and with respect, even in breaking the bad news.
- 18) Listen for and remember the name of newly introduced people.
- 19) Educate the patient regarding the health problem, available choices, management plan, self-care, and use of prescribed drugs and equipment, 20) Advise patients on lifestyle modification.
- 21) Demonstrate sensible attitude in problem solving keeping in view the individual and cultural differences.
- 22) Demonstrate sensitivity towards individual and cultural differences (value diversity).
- 23) Demonstrate teamwork in group activities.
- 24) Communicate as a peer-teacher effectively.
- 25) Participates in class Group Discussions.
- 26) Deliver presentation effectively.
- 27) Communicate as a patient advocate.
- 28) Recognize the need for balance between freedom and responsible behavior.
- 29) Explain the role of systematic planning in solving problems.
- 30) Accept professional ethical standards.

Research Methods, Statistics, and Proposal Development

General Learning Objectives

At the end of year 5, the MBBS students will be able to;

1. Identify a researchable problem and critically review literature
2. Phrase succinct research questions and formulate hypotheses
3. Differentiate between the different types of research. 4. Conduct analysis of quantitative and qualitative data.
5. Identify the appropriate scientific methods underpinning the research designs.
6. Prepare the research proposal.
7. Differentiate between different types of sampling techniques.
8. Apply the different data collection procedures for quantitative and qualitative research.
9. Collect, analyses and evaluate data, and present results where possible.
10. Demonstrate the use of proper referencing methods and software for references.
11. Demonstrate ethics in conducting research and in ownership of intellectual property

Leadership and Management

General Learning Objectives

At the end of year 5, the MBBS student will be able to;

1. Practice principles of leadership in an organizational setup.
2. Motivate groups to achieve common targets and shared vision.
3. Demonstrate character and values necessary to lead groups with ethical practices.
4. Use critical thinking and reasoning in problem solving.
5. Construct effective teams and organizational structures.
6. Persuade people to positively work in right direction.
7. Develop strategic approach for various situations.
8. Display visionary approach for better health care.
9. Create vision for better health care.

Specific Learning Objectives

By the end of year 5, the MBBS students will be able to;

1. Define and differentiate between leadership and management
2. Describe different attributes and styles of

leader in their context

3. Compare different models of leadership and management.
4. Demonstrate self-management skills
5. Apply different motivational skills for team members
6. Apply critical thinking skills to different problems
7. Analyze situations and apply ethical principals
8. Demonstrate positive attitude in different environments
9. Exhibit positive attitude and outlook in workplace environment,
10. Practice emotionally intelligent behavior to deal with different situations
11. Willing to work with other people and team members for maintenance and improvement of performance.
12. Respect the leadership and management role of other team members and non-medical colleagues.
13. Describe and design organizational hierarchical structures.
14. Perform SWOT analysis for a particular task.
15. Describe different strategy developing approaches.
16. Develop strategies for given scenarios.
17. Delegate powers to juniors and teammates.
18. Display visionary approach for health care situations.
19. Raising and acting on concerns.
20. Participate confidently in a problem and choose to act in the most proper leadership style.

Health care quality and patient safety

At the end of year 5, the MBBS student will be able to;

1. Define and explain the concepts of healthcare quality and patient safety, including the relationship between quality, safety, and risk management.
2. Identify and analyze the root causes of medical errors and adverse events, and develop strategies for preventing and mitigating harm to patients.
3. Discuss the importance of evidence-based practice and clinical guidelines in promoting healthcare quality and patient safety, and provide examples of how these are applied in clinical practice.
4. Explain the role of healthcare teams and communication in ensuring patient safety, including strategies for effective communication, collaboration, and conflict resolution.
5. Develop a patient-centered approach to care, focusing on the importance of patient engagement, empowerment, and satisfaction in promoting healthcare quality and patient safety.

Specific Learning Objectives

Topic	Contents	Learning Objectives	Teaching Method	Module	Hours	Assessment
Year I						
Behavioral sciences						
Model of healthcare	Bio-Psychosocial of health care	Describe Bio-Psycho-Social model of health care	Lecture/ Group Discussion Group	Foundation 1	1	MCQ and formative
	Health and behavioral sciences	Correlate health with Behavioral sciences.	Lecture/ Group Discussion	Foundation 1	1	MCQ and formative
Affective domain	attitude	Describe Attitudes in health professionals	Lecture/ Group Discussion Group	Foundation 1	1	MCQ and formative
	Attention and concentration (learning)	Define attention and concentration. What factor affect them?	Lecture/ Group Discussion	Blood 1	1	MCQ and formative
	Personality	Define personality.	Lecture/	MSK1	1	MCQ and formative
	Motivation	Define motivation and describe the types of motivation	Lecture/ Group Discussion	MSK 1	1	MCQ and formative
Stress	Stress and its management	Define and classify stress and stressors. Describe relationship of stress and stressor with illness. Describe the concept of life events and their relationship with stress and illness.	Lecture/ Group Discussion	MSK 1	1	MCQ and formative

	Coping skills and Defense mechanism	Describe the concepts of adjustment and maladjustment Explain coping skills and describe the psychological defense mechanisms	Lecture/ Group Discussion	MSK 1	1	MCQ and formative
Professionalism						
Introduction to professionalism	Definition of professionalism, Behaviors, Attitudes, emotions and their attributes	Define professionalism and its attribute	Lecture/group Discussion	Foundation I	2	MCQ
Dynamics of Professionalism	Trust definition, confidentiality	Dynamics of trust in health professional patient relationship	Lecture/role play	Foundation I	1	MCQ and formative
Attributes of professionalism	Differences between empathy and sympathy	Discriminate between empathy and sympathy	Lecture/ Group Discussion/ Role play	MSK 1	2	MCQ, and Formative
Professional identity formation (PIF)	White coat ceremony, Types, multiple identities, Components, Professional identity formation	Students' roles in terms of professional identity	White coat ceremony	Foundation 1	2	Formative
	Identifies his own strengths and weaknesses	Identifies his own strengths and weaknesses	Lecture/Group Discussion/Role Play	Foundation 1	1	Formative Portfolio
Attributes	Accept errors and mistakes in responsible manner	Rights and responsibilities of patients and doctors	Lecture	CVS1	2	Formative

Emotional intelligence	Emotional and social intelligence in given contexts	Describe & Display appropriate emotional and social intelligence	Lecture/Group Discussion/Role Play	Blood 1	2	Formative
Personal Development Plan	Personal Development plan and reflective portfolio	Prepare personal development plan and reflective portfolios	Lecture/group Discussion	Foundation 1	2	Portfolio
Social Accountability	Describe Social Accountability	Definition, types, components, theoretical background	Lecture	Respiratory 1	1	MCQ

Communication skills

Cultural sensitivity	Concepts of Equality and Equity, Cultural sensitivities.	Culturally sensitive clinical assessment	Lecture /Role play,	Blood 1	1	Continuous Formative
Team Work*	Dynamics of Team work	Explain the significance of team work in healthcare Display team work	Lecture/role play	Respiratory 1	1	Formative
Communicating with administration	Share with administration on matters one feels sensitive about	Communicating with administration	Orientati on session	Foundation 1	1	Formative
Psychosocial aspects of pain	Psychological symptoms in chronic pain and its management	Description of psychological symptoms of pain	Lecture/Role play / Group Discussion	Blood 1	1	continuous Formative

Communication with teacher and peers	Communicating with teachers and seniors	Explain the communication rules and limitations	Lecture/group discussion	MSK 1	1	Formative
Communicate with media and press	Use of Social media/blogs for communication Communicating with Media and Press	Understanding of who should give information to the media and press and what form it should take, including the need to maintain confidentiality where individual patients are concerned	Lecture/Group Discussion, Role Play	MSK 1	2	Continuous Formative

Leadership and Management

Self-management skills	Explain self-management, Its importance. Self-management Mechanisms	Demonstrate self-management skills	Lecture/group discussion	foundation 1	1	Continuous Formative
Leadership	Attributes and style of Leadership	Describe different attributes and styles of leader in their own cultural context	Lecture	Respiratory 1	1	MCQ

Ethics

Ethical Principles	Autonomy, beneficence, non-maleficence and justice	Explain Pillars of medical ethics and their application in different settings	Lecture	Foundation 1	1	MCQ
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Research

Introduction	Background, concepts, uses. Definition of medical research Need of medical research	Describe the Background and purpose of research.	Lecture/ Discussion	Foundation 1	1	MCQ
Types of Research	Types of Research & Epidemiological methods (descriptive, analytic and experimental)	Explain different types of research.	Lecture/ Discussion	Foundation 1	1	MCQ
Formulation of Research Question	Importance of Research Question in starting research Scope of research question Study design implications for research question Describe how to develop a research question	formulate research question	Lecture/ Discussion	Foundation 1	1	Assignment
Research Objectives. Hypothesis	Developing Objectives and Hypothesis	Write research objectives for a study. Design and write a Hypothesis. Select a study design.	Lecture	Foundation 1	2	MCQs and assignment
Literature search	Literature review and background	Describe techniques of literature search and review. Conduct literature search to finalize study question using Boolean logic	Lectures	MSK 1	4	MCQ and assignment

Title, Rationale and purpose	Title, Rationale and purpose of research	Explain and justify the process of title selection for a research.	lecture	Blood 1	2	MCQ
Operational Definitions	Operational Definitions	Describe operational Definitions	Lecture	Blood 1	1	MCQ

Topic	Contents	Learning Objectives	Teaching Method	Module	Hours	Assessment
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Year 2

Professionalism and Behavioral sciences

Dealing with patients	Culture, Life styles and belief systems in society	Serve the patient as an individual, Considering life style, beliefs and support system	Lecture	Neurosciences 1A	2	MCQ
Power Dynamics	Power dynamics, Bullying, Harassment and its impact	Explain Power dynamics and its impact.	Lecture	Neurosciences 1A	1	Formative
Mental Illness	Definition, types, Theoretical background and components	Define mental illness. Explain its importance, impact and prevention	Lecture	Neurosciences 1 B	1	MCQ
Social Psychology, health and terrorism	Definition, types, Theoretical background and components	Define social Psychology Explain its Relationship to health and terrorism	Lecture	Neurosciences 1B	1	MCQ
Stigma and reaction to illness	Stigma and reaction to illness.	Describe Stigma and reaction to illness.	Lecture	GIT 1	1	MCQ

	strategies for not being Judgmental	Explain strategies for not being Judgmental				
Communication Skills						
Verbal and non-verbal communication skills	Verbal and non-verbal communication skills	Explain and demonstrate Verbal and non-verbal communication skills	Role play	Renal 1	1	MCQ
Listening Skills	Listening skills	Demonstrate active listening skills	Role play			
Reading Skills	Reading Skills		Role play			
Research						
Qualitative Research methodology	Introduction to qualitative research	Describe Qualitative research	Lecture	Neurosciences 1B	3	MCQ and Assignment
Sample size	Calculate sample size	Calculate sample size for different research projects.	Lecture	GIT 1	1	MCQ
Sampling techniques and sample Selection	Probability and non-probability sampling techniques. Sample selection. Inclusion and exclusion criteria	Describe various sampling techniques. Select and justify sample selection for a research project	Lecture	Renal 1	1	MCQ
Designing of a questionnaire	Steps for making a questionnaire	Design a questionnaire and validate it	Lecture	Renal 1	2	MCQ and assignment
Data Collection procedure	Data collection procedure	Discuss procedure for data collection for research project	Lecture	Renal 1	2	MCQ and Assignment
Ethical Review	Ethical principles for medical research Application for ethical review	Describe ethical principles for medical research	Lecture	Endocrine 1	1	MCQ
Plagiarism	Definition, Types and	Describe plagiarism, its	Lecture	Reproduction 1	1	MCQ

	strategies to avoid it	impact and how to avoid it				
Leadership and Management						
Models of leadership and management	Models of leadership and management	Compare different models of leadership and management	Lecture	Reproduction 1	1	MCQ

Topic	Contents	Learning Objectives	Teaching Method	Module	Hours	Assessment
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Year 3

Professionalism and Behavioral Sciences

Neurobiological basis of behavior	Understanding cognitive neurosciences	To understand connectivity between different areas of brain	Lecture	Foundation 2	2	Formative
Principles of psychology	Perception thinking and emotions	To understand factors affecting thoughts, emotions and perception	Group discussion/ Role play	Infection and inflammation	2	MCQ, Formative
Personal Identity	personal identity in context of medical education	Describe personal identity in context of medical education	Lecture	Foundation 2	1	MCQ
Professional identity formation	Personality development	Determinants of personality and their relevance to clinical conditions	Group Discussion/ Role Play	Foundation 2	1	Formative
Patient safety	Patient safety, clinical governance and quality improvement	Explain the concepts of Patient safety, clinical governance and quality improvement in primary health care	Lecture	Foundation 2	1	MCQ

Attributes of professionalism	Psychological reactions in doctor patient relationship	Dependence, Transference, counter transference, resistance, burnout	Group Discussion and Role Play	MSK2	1	MCQ, Formative
	Professionalism in healthcare	Knowledge, skills and attitude	Group Discussion/ Role Play	Foundation 2	2	Formative

Communication skills

Counselling skills	Counselling skills	Develops counselling skills in professional life	Lecture/Group Discussion	CVS-2	2	Formative
Dealing with patients	Psychology in medical practice	Psychological and social factors causing disability, handicap and stigma	Role play, Group Discussion	Foundation 2	1	Continuous Formative
Communicating with administration	Communicating with administration	Share with administration on matters one feels sensitive about	Role play, Hospital teaching	Foundation 2	3	Continuous Formative
Principles of ethics	Common ethical issues in medical practice	Relevance of ethics in the life of a doctor	Role play, Hospital teaching	Blood 2	3	Continuous Formative
Dealing with patients	Handling difficult patients and their families	Adhere to professional behavior while dealing with patients	Group Discussion, Hospital teaching	Respiratory 2	2	Continuous Formative
	Informational care	Answering Questions and giving explanations and/or instructions	Role play, Group Discussion	Foundation 2	1	Continuous Formative

Informed consent	Informed consent Special Situations	Obtaining informed consent	Lecture Bedside teaching	CVS -2	2	Continuous Formative
Confidentiality	Confidentiality of colleagues and patients Appropriate use of social media	Ensuring confidentiality	Lecture/Role play, Group Discussion	Blood 2	2	Continuous Formative
Communicate as a peer- teacher	Knowing limitations	Recognizing the limits of one's knowledge and skills; and to ensure the accuracy of teaching content delivered to others	Group Discussion, Hospital teaching	MSK 2		Continuous Formative
Motivation	Motivation.	Explain motivational enhancement Techniques	Small group/team based	Foundation 2		Formative
Positive attitude	Positive attitude processes	Exhibit positive Attitude and outlook in workplace environment	Bedside/community Visit	CVS-2		Formative

Leadership and Management

Power dynamics	Power dynamics Power and empower	Delegate powers to juniors and team mates	Lecture, and Role Play	Respiratory 2		MCQ Formative
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Research

Purpose and process of health research	Background , concepts, uses. Definition of medical research. Need of medical research. Broad overview of the different types of research (qualitative, quantitative, mixed methods and the common research methods/design used in each type	Define and categorize types of health research Explain the purpose of health research Describe the steps of developing a research protocol		Foundation 2	2	MCQ
	Steps of research process	Explain the steps involved in the research process	Lecture	Infection and inflammation 1	1	MCQ
	Health system research	Define research and health system research. List types of research. Describe characteristics of health system research. Describe building blocks of health system. Discuss key areas of concern in health system. Discuss briefly research methodology. Define and categorize types of health research	Lecture	Foundation 2	1	MCQ

Identifying study question	Brainstorming for identifying a research topic. Selecting a general topic Narrowing from a broad general topic to a more specific focused area of research	Develop a list and mind map of possible research topics	Lecture/SG D	Infection and inflammation	2	Assignment
Literature review	Types of literature review					
	Strategies of literature review					
	Search engines and their limitations such as google, google scholar, PubMed Databases for thesis, abstracts, full text article Difference between the various sources of information Selecting information for academic writing	Select a single topic of interest from the list Review the literature	Lecture/SG D Small group discussion	Infection and inflammation 1	2	Assignment
	Academic reading and writing					
	Develop an evidence table					
	Formulate / refine research question from gaps from evidence table					

Referencing	Bibliography Intact (secondary citation Mendeley/ Zotero	Differentiate between references, citation & bibliography List different styles of referencing Select appropriate referencing style for research project.	Lecture SDL	Multisystem module	1	MCQ
	Explore and practice free reference software Zotero for referencing (open access)	Apply referencing software to word document	Lecture Small group format	Multisystem module	2	Assignment
Academic Reading and writing and Plagiarism	Grammarly		Practical Small group discussion	Blood 2	2	MCQ
Academic integrity		Define academic integrity. Define plagiarism. Explain how to avoid plagiarism. List and explain software used to check plagiarism. Develop writing skills with Grammarly checker	Practical			
Proposal writing (Qualitative and Quantitative study 3)	Guidelines and Templates for proposal writing /synopsis writing	Write a proposal for research project using FMU or CPSP guidelines or any other standard guidelines		MSK 2	7	Assignment (develop a literature review and synopsis for your topic of interest)
GANTT Chart	How to make a GANTT Chart	Make a GANTT Chart for a research project	Hands-on exercise in computer lab	CVS 2	1	MCQ and Assignment
Topic	Contents	Learning Objectives	Teaching Method	Module	Ho	Assessment

Year 4**Professionalism and Behavioral sciences**

Dealing with patients	Culture, Life style, and Belief System in the society	Serve the patient as an individual, considering lifestyle, beliefs and support system	Group Discussion/ Role Play	Endocrine and Reproduction 2	2	Formative
Community Need analysis (approaches to professionalism)	Needs analysis & SWOT analysis	Identify the health care needs of community	Lecture/ Group Discussion	Renal 2	1	MCQ
Psychological aspects of gender and sexuality	Psychological factors in sexual and gender identity	Understanding sexual identity formation , sexual behavior, sexual disorders and their management	Lecture	Endocrine and reproduction 2	2	
Emotional intelligence	Emotional and social intelligence in given contexts	Describe & Display appropriate emotional and social intelligence	Group Discussion/R ole play	Neurosciences 2	1	Formative

Communication skills

Conflict resolution	Problem solving skills	Explain the pre-prerequisites for conflict resolution as a leader. Show the ability to solve problems regarding difficult patients/ attendant.	Group Discussion/R ole play	Neurosciences 2	2	Continuous Formative
Dealing with patients	Dealing with difficult patients	Demonstrate ability to deal difficult patients such as psychiatrics and aggressive	Group Discussion/R ole play	Neurosciences 2	1	Continuous Formative
Dealing with vulnerable groups	Knowing the art of dealing with vulnerable groups such as children, elders,	Dealing with vulnerable groups	Group discussion/R ole play	Endocrine and Reproduction 2	1	Continuous Formative

	handicapped and women.					
Counselling	Educating patients and facilitating self-management of illness	Patient education	Role play, Hospital teaching	Endocrine and Reproduction 2	1	Continuous Formative

Leadership and Management

Emotional intelligence	Practice in an emotionally intelligent manner in different situations	Emotional Intelligence	Practical/ bedside	M1 Block (ENT)	2	Formative
Creativity and innovation in leadership	Dynamics of Healthcare situations	Display visionary approach for health care situations	Group Discussion and Role play	M2 Block (EYE)	1	SAQ, Formative
Conflict management	Conflict management	Raising and acting on concerns	Group Discussion and Role Play	M1 Block (ENT)	1	SAQ, Formative
Confidentiality	Maintaining confidentiality	Participate confidently in a problem and choose to act in the most proper leadership style	Group Discussion and Role Play	Blood 2	1	SAQ, Formative

Research and Biostatistics

Biostatistics	Intro to biostats	Describe the Significance of bio stat in health and epidemiology	SGD	Neurosciences 2	2	
	Data and variable types	Define and classify variables				
Sampling	Sampling	Define sampling Discuss types of sampling	Large group Facilitation (LGF) sessions by community	Neurosciences 2	1	
Bias	Biases in epidemiological studies	Define Bias Discuss different types of bias Discuss ,how bias can be prevented				
Measures of central tendency	Measures of central tendency	Classify measures of central tendency	LGF	Neurosciences 2	1	

		Calculate measures of central tendency			
		Interpret and signify the results			
		Describe the advantages and disadvantages of different measures			
Measures of dispersion	Measures of dispersion	Classify measures of dispersion	LGF	Neurosciences 2	1
		Calculate measures of dispersion			
		Interpret the results of measures of dispersion			
		Explain the Advantages and disadvantages of measures of dispersion			
		Explain the use of different measures in specific circumstances			
Normal distribution	Normal distribution	Define normal distribution	LGF	Block 1	1
		Describe normal distribution			
		Calculate and graphically represent normal distribution			
		Explain its use & significance in relation to data			
		Describe percentile and interquartile range			
		Calculate and depict percentile and interquartile range			
		Explain use and significance of these in different situations			
Confidence Interval, Confidence level, Standard error	Confidence interval, Confidence level, standard error	Define confidence level and interval	LGF	Block 1	1
		Describe confidence level and interval			

		Calculate confidence level and interval				
		Explain their use and significance in different situations				
P value, critical region, rejection region, alpha beta errors	P value, critical region, rejection region, α β errors	Define P value, critical region, rejection region, α β errors	SGD	Block 1	2	
		Describe P value, critical region, rejection region, α β errors				
		Calculate P value, critical region, rejection region, α β errors				
		Describe their use and significance in different situations				
Z test & it's application, Types / shapes of frequency distribution	'Z' test it's application in hypothesis testing, applications of parametric and parametric tests	Define & Describe 'z' test	LGF	Block 1	1	
		Describe it's use in different statistical settings				
		Calculate 'z' test				
		Explain its application in hypothesis testing				
		Interpret and apply to clinical settings				
		Describe the applications of parametric and non-parametric tests Discuss various shapes of frequency distribution				
T test & its application	t' test & it's application in hypothesis testing, degree of freedom	Define & Describe 't' test	LGF	Block 1	1	
		Explain its use in different statistical settings				
		Calculate 't' test				
		Describe its application in hypothesis testing				
		Interpret and apply to clinical settings				

		Calculate degree of freedom				
Chi square test & it's application	Chi square & it' application in hypothesis testing	Describe 'x ² ' test	LGF	Block 1	1	
		Describe it's use in different statistical settings				
		Calculate 'x ² ' test				
		Explain it's application in hypothesis testing				
		Interpret and apply to clinical settings				
Correlation, regression	Correlation, regression,	Describe Correlation & Regression	LGF	Block 1	1	
		Interpret and apply to clinical settings				
Transformation for not normal distribution	Transformations for Not Normal distributions	Know the use of Transformations for Not Normal distributions		Block 1		
Practical Problems in biostats		Discuss practical problem in biostats and SPSS	LGF	Neurosciences 2	2	
Data analysis	Data analysis Hands on	Use of MS Excel for data analysis			2	
		Use of SPSS for data analysis			6	
		Use of Endnote for reference management			2	
		Data compilation, analysis and dissertation writing			8	
	Honesty and its dynamics in workplace Fake certification	Acts honestly in dealing with patients	Group Discussion/ Role Play		2	Formative
Leadership and Management						
Team work	Strategies to improve performance	Willing to work with other people and team members for maintenance and improvement of performance	Role play		2	Formative
Change management	Change management	Willingness to assist and bring change of the	Lecture and Role play		1	MCQ, and Formative

		system in right direction				
Dealing with colleagues	Respect for colleagues	Be able to respect the leadership and management role of other team members	Role play		1	Formative
Organization structure of health care system	Organizational types, hierarchies, and cultures	Describe organizational hierarchical structures	Lecture		1	SAQ, Formative

Topic	Contents	Learning Objectives	Teaching Method	Module	Hours	Assessment
Year V						
Communication Skills						
Counseling	Case discussions on health problems and their management	Common psychological disorders in general health settings	Role play, Group Discussion	Medicine	1	Continuous Formative
Cultural sensitivity	Sociology and health	Learning about social groups, social class, child rearing practices	Role play, Hospital teaching	Gynae	2	Continuous Formative
Psycho trauma	Causes of psychotrauma, PTSD, techniques to manage trauma	Helping students to learn about normal abnormal response to trauma and its management	Group Discussion, Hospital teaching	Surgery	2	Continuous Formative
Breaking the bad news	Breaking the bad news	Display sensitivity in breaking bad news	Group Discussion	Medicine	1	Continuous Formative

Informed consent	Informed consent Special Situations	Obtaining informed consent	Lecture Bedside teaching	surgery	2	Continuous Formative
Communicate with colleagues	Oral and written Communication (daily progress report) with colleagues. Subjective, objective, assessment, plan (SOAP) (bedside teaching)	Passing on and sharing information orally, in writing and electronically	Role play, Hospital teaching	Peads /surgery	2	
Communicate with colleagues	Writing patient referral to colleagues. Setting, background, assessment, recommendation (SBAR protocol)	Writing a good management summary and patient referral	Role play, Hospital teaching	Medicine	1	Continuous Formative
Communicate with colleagues	Providing all necessary clinical information on request forms to laboratory-based colleagues	Filling lab investigation forms	Role play, Hospital teaching	Surgery	1	
Communicate with peers and teachers	Communicating complex information in different settings	Conveying complex information to others, individually or in groups, in a variety of settings and using a range of teaching tools and presentation aids	Group Discussion, Hospital teaching	Medicine	1	Continuous Formative

Communicate as patient advisor	Patient Advocacy	Recognizing when patient advocacy is appropriate and how it may be accomplished effectively	Group Discussion, Role Play	Paeds/Gynae	2	Continuous Formative
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Leadership and Management

Team work	Strategies to improve performance	Willing to work with other people and team members for maintenance and improvement of performance	Role Play	Surgery	2	Formative
Change management	Change management	Willingness to assist and bring change of the system in right direction	Lecture and Role play	Gynae	1	MCQ, Formative
Dealing with colleagues	. Respect for colleagues	Be able to respect the leadership and management role of other team members	Role Play	Surgery	1	Formative

Health care and Patient safety

Organization structure of health care system	Organizational types, hierarchies, and cultures	Describe organizational hierarchical structures	Lecture	Foundation-3	1	
Patient safety	Medical errors	Describe the types of medical errors Explain the steps of SPIKES model of breaking bad news and counselling.	Lecture	Foundation-3	1	MCQ/formative
		Describe the means and ways to	Lecture	Foundation-3		MCQ/formative

		avoid diagnostic errors				
		Accept errors and mistakes in responsible manner				
	System errors	Describe system errors with examples	Lecture	Foundation-3		MCQ/formative
		Describe the methods of avoiding system errors using the Swiss cheese model	Lecture	Foundation-3		MCQ/formative
	Critical incidents report	Describe the basic concepts of critical incident reports	Lecture	Foundation-3		MCQ/formative
Patient records	Daily progress reports	Describe the SOAP format of writing DPRs	Lecture/Bed side teaching	Foundation-3	1	MCQ/formative
	Patient referrals and discharge summaries	Describe the SBAR protocol for patient referrals and discharge	Lecture/Bed side teaching	Foundation-3		MCQ/formative
		Honesty and its dynamics in workplace Fake certification				
Evidence based Medicine and Evidence based medical practice	EBM	Describe the concept of EBM in clinical practice	Lecture	Foundation-3	1	MCQ/formative
		Elaborate the different levels of evidence	Lecture	Foundation-3		MCQ/formative
		Emphasize the role of RCT, meta-analysis and systematic review in EBM	Lecture	Foundation-3		MCQ/formative
Clinical governance and clinical audit		Explain the components of clinical governance.	Lecture	Foundation 3		MCQ

		Explain the steps of clinical audit.				

ASESMENT PLAN:

Sr. No:	Block	Module:	MCQ	OSPE/OSE	VIVA
1.	A	Foundation 1	5		
2.		Blood 1	3		
3.	B	MSK 1	1		
4.	C	CVS 1	0		
5.		Respiratory 1	0		
6.	D	Neurosciences 1a	3		
7.		Neurosciences 1b	2		
8.	E	GIT 1, Hepatobiliary	3		
9.		Renal 1	2		
10.	F	Endocrine 1	3		
11.		Reproduction 1	0		
12.	G	Foundation 2	3		

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13.		Infection and Inflammation 1	0	1(Behavioral science)	
14.	H	Multisystem 1	0	1(Behavioral science)	
15.		Blood and immunology 2	0		
16.		MSK 2	1		
17.	I	CVS 2	2		
18.		Respiratory 2	1		
19.	J	Neurosciences	2		
20.	K	GIT 2 and Hepatobiliary 2	1		
21.	L	Renal 2	0		Research stations (2, one internal and one external, 10 marks each) 15 marks for research will be given by department Total marks=35
22.		Reproduction and endocrine 2	0		
23.	N	Foundation 3	5		
24.		Blood 3	0		
25.		MSK 3	0		
26.	O	Cardiopulmonary 3	0		
27.	P	Renal 3	0		
28.		Reproduction and endocrine 3	0		
29.	Q	Neurosciences 3	0		
30.		MSK 3	0		
31.		Multisystem 3	0		

Topics for OSPE of 3rd year Behavioral Sciences

- Psychosocial assessment
- Informed consent
- Confidentiality
- Informational care
- Communication skills
- Breaking bad news
- Conflict Resolution
- Common Ethical Dilemmas
- Professionalism

- Health belief model
- Empathy building skills
- Sleep induction, Relaxation exercise
- Stress Management

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