STUDY GUIDE
Final Year MBBS

DEPARTMENT OF MEDICINE
AMEER UD DIN MEDICAL COLLEGE/PGMI
LAHORE

Preface

Medical Education for undergraduate students has gone under revolution since the turn of the last century. Since the Flexner's report, a number of medical educationists have proposed amendments in traditional curriculum. There is a paradigm shift towards learner friendly approach. Medical education needs to adapt to ongoing changes in healthcare system. Availability of online sources has made the information more reachable.

Due to the increasing demand by health care system and society at large, there is need to produce competent doctors who are proficient to deal with medical problems and have sound background knowledge. They should be thorough professional, self- directed learners and critical thinkers.

Pakistan Medical and Dental Council (PMDC) has provided framework for five years of undergraduate medical education. University of Health Sciences, Lahore. as an examining body has provided curriculum. Proposed guide has been designed to accommodate the syllabus for final year MBBS students.

Purpose of this document is to provide guideline to both teachers and students that will help to maintain conducive learning environment. It will help to develop collaboration among students and facilitators.

Faculty of Medicine
Department of Medicine
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Lahore

Prologue: Academic Year 2026

University of Health Science (UHS) as Degree Awarding Institute (DAI) has introduced curriculum2K23 final version for implementation in academic year 2026. The document provides framework and timeline for both theory and clinical teaching of final year students. The class is divide in two batches that cover Block A (Medicine & Allied and Pediatrics) and Block B (Surgical & Allied) each of 20 weeks duration

Relevant documents have been added to study guide for students of Final Year MBBS. Clinical log book has been designed on basis of requirements provided in Clinical Framework.

Summative assessment of theory will be based on Multiple Choice Questions (MCQs). Table of Specifications (TOS) as designed and shared by UHS.

Along with OSCE, OSVE has been introduced as assessment tool for practical examination.

Reference: Modular Integrated Curriculum 2K23 Final Version

Clinical Training Manual for Curriculum 2K23

TABLE OF CONTENTS:

VISION OF INSTITUTION:

To become a center of excellence in medical education, research, and healthcare leadership, producing competent and compassionate physician leaders to transform Pakistan's health system.

MISSION OF INSTITUTION:

To produce Medical Graduates who are Professional, Knowledgeable, Clinically Competent and Self-directed Lifelong learners through evidence based educational practices and continuous professional development of the Faculty.

EDUCATIONAL CONCEPT OF CURRICULUM:

The philosophy of the curriculum is to make the learner a lifelong learner. The perspective of the curriculum at the first place is **behavioral** and at the same type **constructivis**t, the learner should be able to achieve LEARNING OBJECTIVES in a very smart way, focus will be what student should be able to do, (behavioral) and at the same time students are allowed to construct their own knowledge, based on their previous knowledge, and the use this knowledge, in decision making, problem-solving and judgment skills.

INTRODUCTION:

Medical education is a life-long process and MBBS curriculum is a part of the continuum of education from pre-medical education, MBBS, proceeding to house job, and post-graduation. PM&DC outlines the guiding principles for undergraduate medical curriculum and has defined the generic competencies and desired outcomes for a medical graduate to provide optimal health care, leading to better health outcomes for patients and societies. These generic competencies set the standards of care for all physicians and form a part of the identity of a doctor. Each competency describes a core ability of a competent physician. This study guide will give an insight to the students about all these competencies and how to plan their educational activities in the subject of medicine for the three years period.

PURPOSE OF GUIDE:

To facilitate undergraduate students to learn subject of Medicine in an effective manner, by enlightening them regards organization of the learning program, facilitates guides students in managing their studies through the academic year and guidance on assessments methods, exam rules and regulations.

TARGET AUDIENCE:

Final year MBBS students

DURATION OF FINAL YEAR SESSION:

February 2026 TO DECEMBER 2026

LEARNING OBJECTIVES *(knowledge, skills, attitude)*

- to equip the students with specific knowledge, essential skills and appropriate attitude towards the human body
- to become problem solvers, dealing effectively with familiar and unfamiliar problems
- to become lifelong learners
- to direct their own learning and evaluate this activity
- to be able to reason critically and make justifiable decisions regarding patient management
- to practice evidence-based medicine
- to always ensure patient safety
- to ensure compliance with the legal system as it impacts health care and the PM&DC regulations
- to adopt a multidisciplinary approach for health promoting interventions
- Medical graduates should be able to demonstrate professional values of self and professional accountability, honesty, probity, and ethics
- Medical and dental graduates are expected to demonstrate exemplary professional conduct
- to be able to understand the pathogenesis of specific diseases
- to be able to take a thorough focused history and identify the patient's risk factors related to the disease process
- to be able to perform a physical examination on a patient, to diagnose specific diseases and rule out other diseases
- to formulate a provisional diagnosis with justification, and the likely differential diagnoses
- to be able to select appropriate hematological, biochemical and microbiological investigations and interpret their reports to confirm the diagnosis
- to be able to select specific radiological investigations for specific diseases
- to be able to apply evidence-based medicine concepts for the medical treatment of different diseases
- to be able to write prescriptions in appropriate format according to the disease

SUBJECT

MEDICINE

Module Code: Medicine

Total Marks: 500

Theory: 250 marks

Clinical/Practical: 250 marks

ASSESSMENT METHODS

Formative

Theory, single best multiple choice question at the end of each topic finished and all topics tests at end of session

Clinical ward test, comprising of one long case and two short cases and OSCE & OSVE comprising of 12 stations along with 10% marks contributed by ward attendance and histories taken

***Summative UHS examination (to be held at the end of 5th year MBBS)**

Paper-I:

Central Nervous System

Cardiovascular Diseases

Respiratory Diseases

Rheumatic Diseases

Renal Diseases

Dermatology

Paper-II:

Infectious Diseases

Endocrine Diseases

Gastrointestinal Diseases

Hepatobiliary Diseases

Hematologic Disorders

Poisoning

Psychiatry

- *TOS for year 2026 to be communicated by DAI

Instructional Strategies for Theory

Target Audience: Final Year MBBS
Students: 110
Learning Hours. 360 hours
Intended Learning Outcomes:

By the end of academic session, a final year MBBS students should be able to:

- Comprehend etiology and pathophysiology of diseases
- Formulate plan for appropriate investigations.
- Interpret the findings on investigation
- Apply knowledge to formulate differential diagnoses
- Demonstrate management plan for clinical conditions
- Recognize complication of the diseases
- Discuss prognosis of the clinical condition
- Comprehend the importance of ethics in medical practice
- Demonstrate communication skills with patient and attendants

Teaching methodology: Interactive lectures

- C1-C3 level is maintained with intention of highlighting the importance of knowledge of pre clinical sciences in relation to various clinical presentation
- Lectures are conducted by the three medical units
- Each unit follows an assigned schedule with equal contributions.

Lectures/ week: 03 days/ week

Duration:100 minutes/ day

TOPICS COVERED BY MEDICAL UNIT I

CARDIOLOGY

Acute pulmonary edema
Heart failure-management
ACS-presentation and emergency management
ACS-long term management and complications
Mitral valve disease
Introduction to ECG and an overview of arrhythmias
Acute rheumatic fever and rheumatic heart disease
Infective endocarditis
Aortic valve disease and aortic dissection
Hypertension –primary and secondary, diagnostic criteria and investigation
Hypertension –management and long-term complications
Cardiomyopathies
Pericardial diseases- effusion and tamponade
Congenital heart diseases-cyanotic
Congenital heart diseases-A cyanotic

RHEUMATOLOGY
Rheumatoid arthritis
Osteoarthritis
Seronegative arthropathies-psoriasis
Ankylosing spondylitis
Septic arthritis and crystal arthropathies-gouty arthritis
Polymyositis /dermatomyositis
Mixed connective tissue disorder
Systemic lupus erythematous
Vasculitis
Systemic sclerosis and scleroderma
Juvenile Idiopathic Arthritis
Drugs in Rheumatology

TOPICS COVERED BY MEDICAL UNIT II

NEUROLOGY

Localizing a neurological lesion
Approach to a patient with paraplegia –Guillain barre syndrome
Ischemic stroke, TIA –definition, diagnosis and management
Hemorrhagic stroke and Subarachnoid hemorrhage
Peripheral neuropathies
Muscular dystrophies and myopathies
Myasthenia gravis
Epilepsy –classification, management and status epilepticus
Acute pyogenic meningitis
Tuberculous meningitis
Encephalitis including viral encephalitis
Parkinson's disease
Neurodegenerative diseases
Demyelinating disorders including multiple sclerosis
Migraine and other headaches

1. **INFECTIOUS DISEASES**

Pyrexia of unknown origin
Sepsis
Viral Hemorrhagic fevers, Dengue fever-presentation, diagnosis and management

Malaria
Amebiasis
HIV-introduction, diagnosis and management
HIV-complications, prophylaxis and management
Enteric fever with differential diagnoses
Clostridia infections –tetanus /botulism
Rabies

TOPICS COVERED BY MEDICAL UNIT III

ENDOCRINOLOGY

Diabetes mellitus-- classification, presentation
Diabetes mellitus workup and diagnosis
Diabetes mellitus complications, Hypoglycemia
Hyperthyroidism
Hypothyroidism
Dyslipidemias /hyperlipidemias
Pituatory and Hypothalamic disorders
Disorders of Bone and Calcium Metabolism
Cushing disease and syndrome
Conn's syndrome and Addison disease
Reproductive Endocrinology
Multiple Endocrine Neoplasia
Paraneoplastic endocrine syndromes
Endocrine Hypertension
Endocrine Emergencies

HEMATOLOGY

Anemia –introduction, classification and workup
Iron deficiency anemia
Megaloblastic anemia
Hemolytic anemia—causes and management
Aplastic Anemia
Platelet disorders: idiopathic thrombocytopenia purpura (ITP) /Thrombotic thrombocytopenic purpura (TTP) and others
Bleeding Disorders- Hemophilia's /Von Willebrand disease
Thalassemia
Chronic lymphocytic leukemia (CLL)
Chronic myeloid leukemia (myeloproliferative disorders)
Acute leukemia AML, ALL
Hodgkin's lymphoma
Non-Hodgkin's lymphoma
Plasma cell disorders- Multiple myeloma

ASSESSMENT

FORMATIVE ASSESSMENT

ASSESSMENT	TOOLS	FREQUENCY	CLASS
Theory	MCQs	2-3 tests/academic block End of block examination	Final year MBBS

SUMMATIVE ASSESSMENT

ASSESSMENT	TOOLS	FREQUENCY	CLASS
Theory	MCQs	Examination at the end of academic year	Final year MBBS

- Summative assessment will be awarded as internal assessment as per requirement of the examination body i.e University of Health Sciences (UHS).
- Format of Table of Specifications as specified by UHS will be followed for conduction of summative assessment.

FINAL YEAR MBBS

CLINICAL ROTATION IN MEDICAL WARD

Target Audience: Final Professional Year MBBS
Students per batch: 11-12
Duration of Ward Stay: two weeks

- Five days a week
- 05 hours/day (02 hours per day for self study and practice of clinical skills)
- (Friday CPC & Grand Clinical Rounds Lecture Series (02 hours/week)
- Accident and Emergency visit 06 hours/ week
- OPD visit 03 hours per week

Learning Resources:

- Dedicated Class Room
- Audio-visual Aid
- Indoor / OPD patients
- Emergency Department
- Skill lab
- Endoscopy / ERCP suites for observation of procedures
- Library

Modules:

1. Cardiovascular system
2. Respiratory system
3. Gastroenterology/Hepatology
4. Nervous system
5. Rheumatology
6. Endocrinology

Instructional Tools:

- Bedside teaching
- Small group discussion
- Observation
- Self-study
- Simulation

Format of Instructional Strategies

- During the clinical rotation, following systems will be covered in clinical rotation
- Systems covered in alignment with Curriculum 2K23:
  Cardiovascular system
  Nervous system
  Gastroenterology/Hepatology
  Respiratory system
  Rheumatology
  Endocrinology
- At the start of the rotation, students would be provided an outline of the course along with schedule.
- Intended learning outcomes will be elaborated.
- Students would be allotted beds at the start of the rotation. They are expected to record detailed history and clinical findings. Students will record follow up of their patients on daily basis.
- Students will prepare a clinical case for discussion with faculty member. It will be an interactivsession. Feedback on student's clinical history and clinical examination will be provided immediately after case discussion and observation of the performance. Reflection by the students will be encouraged. It will be followed by interactive discussion regarding differential diagnosis, diagnostic workup and treatment options.
- Multidisciplinary approach with exposure to allied specialties will be practiced.
- In outpatient clinic, student will prepare the case by documenting clinical history and examination followed by brief discussion of management plan.
- In A&E, students will have opportunity to observe common presentations in medical emergency. They will have first hand opportunity to observe the management of acute presentations.

- They will be trained and supervised in procedural skills like nasogastric intubation, urinary catheterization, intravenous line, basic life support.
- Students will maintain record of clinical classes in log books,which will also have record of attendance and assessment duly signed by ward incharge.
- Formative and summative assessments will be carried out as per schedule and in alignment with intended learning outcomes.
- Educational strategies will be applied and assessment done on basis of cognition, psychomotor skills and affective domain as specified in table of specifications.
- Time tables will be planned in accordance with syllabus.

- **Level of Domains**

Knowledge:	C1- recall
	C2- understanding
	C3- application
Skills:	P1- imitation
	P2-manipulation
	P3- Precision
Attitude:	A1- Receiving
	A2- Responding
	A3- Valuing

CARDIOVASCULAR SYSTEM

Intended Learning Outcomes:

By the end of two week rotation, a final year student should be able to:

- Demonstrate comprehensive history taking skills related to common cardiovascular symptoms.
- Perform detailed clinical examination of precordium and its relevant general physical examination appropriately.
- Interpret the clinical findings.
- Develop a relevant differential diagnosis for patients
- Enlist and interpret laboratory investigations for ischemic heart disease
- Advise and discuss management plan for common diseases related to cardiovascular system.
- Demonstrate ECG recording.
- Interpret abnormal ECG findings
- Perform basic life support procedure
- Discuss indications, dosages and side effects of common emergency drugs.
- Demonstrate counseling of patient with cardiovascular disease
- Ranks as valuable community-based aspects of cardiovascular disease
- Exhibit due care for patient's rights of privacy, autonomy and access to quality healthcare.

Content	Knowledge	Skills	Attitude	Methods of Information Transfer	Assessment tools
History taking skills	C3	P3	A2	Bedside teaching Small group discussion	Short case/long case Simulated/ standardized patients
Examination of cardiovascular system	C3	P3	A2	Bedside teaching Audiovisual aids	Short case Mini CEX
Approach to chest pain – Acute coronary syndrome	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Cardiac failure	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Valvular heart disease	C3	P3	A2	Bedside teaching Case based discussion	Short case Standardized patient
Approach to Hypertension	C3	P3	A2	Bedside teaching	Long case/short case Simulated patient

				Case based discussion	
ECG interpretation	C3	P3	A2	Skill lab Audiovisual aids	DOPS/OSCE
Basic life support	C3	P2	A1	Skill lab	DOPS/OSCE/OSVE

SCHEDULE FOR CARDIOVASCULAR SYSTEM

DAYS	10:00am to 12:00noon	12:00 noon to 2:00pm
DAY 1	CLINICAL WORK Approach to chest pain	Clinical methods
DAY 2	CLINICAL WORK Acute coronary syndrome	Clinical methods
DAY 3	CLINICAL WORK Valvular heart disease	Emergency drugs
DAY 4	CLINICAL WORK Valvular heart disease	ECG basics
DAY 5	CLINICAL WORK Cardiac failure	Debibrillation
DAY 6	CLINICAL WORK Approach to hypertension	Chest radiograph
DAY 7	CLINICAL WORK ECG abnormalities	Self study
DAY 8	CLINICAL WORK	Assessment

NERVOUS SYSTEM

Intended Learning Outcomes:

By the end of two week rotation, a final year student should be able to:

- Demonstrate comprehensive history taking skills related to common neurological symptoms.
- Perform detailed clinical examination pertaining to nervous system and its relevant general physical examination appropriately.
- Interpret the clinical findings.
- Develop a relevant differential diagnosis for patients
- Enlist and interpret laboratory investigations for common presentations.
- Advise and discuss management plan for common diseases related to nervous system.
- Differentiate between radiological findings of hemorrhagic and ischemic CVA on CT Brain.
- Discuss the procedure, indications and complications of lumbar puncture.
- Demonstrate counseling of patient with cardiovascular disease
- Ranks as valuable community-based aspects of nervous system disorders.
- Exhibit due care for patient's rights of privacy, autonomy and access to quality healthcare**.**

Content	Knowledge	Skills	Attitude	Methods of Information Transfer	Assessment tools
History taking skills	C3	P3	A2	Bedside teaching Small group discussion	Short case/long case Simulated/ standardized patients
Examination of Nervous system	C3	P3	A2	Bedside teaching Audiovisual aids	Short case Mini CEX
Approach to unconscious patient	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Cerebrovascular accident	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Meningitis Encephalitis	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Approach to paraplegia	C3	P3	A2	Bedside teaching Case based discussion	Long case
CT Brain	C3		A1	Audiovisual aids	OSCE
Lumbar puncture	C3	P1	A2	Skill lab	OSCE/OSVE

SCHEDULE FOR NERVOUS SYSTEM

DAYS	10:00am to 12:00noon	12:00 noon to 2:00pm
DAY 1	CLINICAL WORK Approach to unconscious patient	HMF
DAY 2	CLINICAL WORK CVA—Ischemic & complications	Cranial Nerves
DAY 3	CLINICAL WORK CVA—Hemorrhagic & complications	Motor System
DAY 4	CLINICAL WORK Meningitis/Encephalitis	Sensory System +SOMI
DAY 5	CLINICAL WORK Approach to Paraplegia	Cerebellar Signs
DAY 6	CLINICAL WORK Lumbar puncture and interpretation	CT Brain
DAY 7	CLINICAL WORK Revision of clinical methods	Self study
DAY 8	CLINICAL WORK	Assessment

GASTROENTEROLOGY/HEPATOLOGY SYSTEM

Intended Learning Outcomes:
By the end of two week rotation, a final year student should be able to:

- Demonstrate comprehensive history taking skills related to common gastrointestinal/hepatology symptoms.
- Perform detailed clinical examination of pertaining system and its relevant general physical examination appropriately.
- Interpret the clinical findings.
- Develop a relevant differential diagnosis for patients
- Enlist and interpret laboratory investigations for common diseases
- Advise and discuss management plan.
- Demonstrate procedures like ascitic fluid aspiration, nasogastric intubation.
- Discuss indications of the procedures mentioned.
- Observe diagnostic as well as therapeutic upper, lower GI endoscopies, ERCP
- Discuss indications, dosages and side effects of common emergency drugs.
- Demonstrate counseling of patient with gastrointestinal/hepatic disorder.
- Ranks as valuable community-based aspects of gastrointestinal and hepatic diseases.
- Exhibit due care for patient's rights of privacy, autonomy and access to quality healthcare.

Content	Knowledge	Skills	Attitude	Methods of Information Transfer	Assessment tools
History taking skills	C3	P3	A2	Bedside teaching Small group discussion	Short case/long case Simulated/ standardized patients
Examination of GIT system	C3	P3	A2	Bedside teaching Audiovisual aids	Short case Mini CEX
Approach to jaundice	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient OSCE
Approach to Upper GI Bleed	C3	P3	A2	Bedside teaching Case based discussion, Endoscopy observation	Long/Short case Standardized patient
Approach to ascites	C3	P2	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Hepatic encephalopathy	C3	P3	A2	Bedside teaching Case based discussion	Long case
Approach to diarrhoea	C3	P2	A2	Bedside teaching Case based discussion	Long case
Approach to splenomegaly	C3	P3	A2	Bedside teaching	Long case

				Case based discussion	
Approach to lower GI bleed	C3	P2	A2	Bedside teaching Case based discussion, endoscopy observation	Long case
Nasogastric intubation	C3	P2	A2	Skill lab	DOPS/OSCE/OSVE

SCHEDULE FOR GASTROENTEROLOGY/HEPATOLOGY

DAYS	10:00am to 12:00noon	12:00noon to 2:00pm
DAY 1	CLINICAL WORK Approach to jaundice	History taking/Clinical method (inspection + palpation)
DAY 2	CLINICAL WORK Approach to upper GIT bleed	Percussion + auscultation
DAY 3	CLINICAL WORK Approach to Ascites	Abdominal paracentesis procedure
DAY 4	CLINICAL WORK Hepatic encephalopathy	Nasogastric intubation
DAY 5	CLINICAL WORK Approach to diarrhea	Scenario based approach to LFTS
DAY 6	CLINICAL WORK Approach to Epigastric pain	Revision of clinical method
DAY 7	CLINICAL WORK Approach to lower GIT bleed	Self study
DAY 8	CLINICAL WORK	Assessment

RESPIRATORY SYSTEM

Intended Learning Outcomes:

By the end of two weeks rotation, a final year student should be able to:

- Demonstrate comprehensive history taking skills related to common respiratory symptoms.
- Perform detailed clinical examination of chest and its relevant general physical examination appropriately.
- Interpret the clinical findings.
- Develop a relevant differential diagnosis for patients
- Enlist and interpret laboratory investigations for common clinical presentations
- Advise and discuss management plan for common diseases related to respiratory system.
- Interpret abnormal arterial blood gases findings
- Demonstrates use of ambo bag and oropharyngeal airway.
- Discuss the procedure, indication and complications of endotracheal intubation.
- Discuss indications, dosages and side effects of common emergency drugs.
- Demonstrate counseling of patient with respiratory disorder.
- Ranks as valuable community-based aspects of respiratory diseases.
- Exhibit due care for patient's rights of privacy, autonomy and access to quality healthcare.

Content	Knowledge	Skills	Attitude	Methods of Information Transfer	Assessment tools
History taking skills	C3	P3	A2	Bedside teaching Small group discussion	Short case/long case Simulated/ standardized patients
Examination of respiratory system	C3	P3	A2	Bedside teaching Audiovisual aids	Short case Mini CEX
Approach to dyspnea	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient OSCE
Chronic obstructive airway disease	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Asthma	C3	P2	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Pleural effusion& Pneumothorax	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Pneumonia	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Tuberculosis /interstitial lung disease	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Chest radiograph	C3	P1		Audiovisual aids	OSCE
Airway maintenance	C3	P2	A2	Skill lab	DOPS/OSCE

SCHEDULE FOR RESPIRATORY SYSTEM

DAYS	10:00am to 12:00noon	12:00 noon to 2:00pm
DAY 1	CLINICAL WORK Approach to dyspnea	Inspection + palpation of chest
DAY 2	CLINICAL WORK COPD	Percussion + auscultation
DAY 3	CLINICAL WORK Asthma	Interpretation of ABGS
DAY 4	CLINICAL WORK Pleural effusion Pneumothorax	Endotracheal intubation + management of airway
DAY 5	CLINICAL WORK Chest radiograph	Umbo bag +emergency drugs
DAY 6	CLINICAL WORK Tuberculosis and complications	Pleural fluid aspiration
DAY 7	CLINICAL WORK Revision of clinical methods	Self study
DAY 8	CLINICAL WORK	Assessment

ENDOCRINOLOGY

Intended Learning Outcomes:

By the end of two weeks rotation, a final year student should be able to:

- Demonstrate comprehensive history taking skills related to common endocrine symptoms.
- Perform detailed clinical examination related to endocrine disorders and its relevant general physical examination appropriately.
- Interpret the clinical findings.
- Develop a relevant differential diagnosis for patients
- Enlist and interpret laboratory investigations for common clinical presentations
- Advise and discuss management plan for common diseases related to endocrinology.
- Demonstrates use of glucometer and insulin injection techniques.
- Discuss indications, dosages and side effects of common emergency drugs.
- Demonstrate counseling of patient with endocrine disorder.
- Ranks as valuable community-based aspects of endocrine diseases.
- Exhibit due care for patient's rights of privacy, autonomy and access to quality healthcare.

Content	Knowledge	Skills	Attitude	Methods of Information Transfer	Assessment tools
History taking skills	C3	P3	A2	Bedside teaching Small group discussion	Short case/long case Simulated/ standardized patients
Examination of Thyroid, cutaneous manifestations, musculoskeletal system	C3	P3	A2	Bedside teaching Audiovisual aids	Short case Mini CEX
Approach to Thyroid disorders	C3	P3	A2	Bedside teaching	Long/Short case Standardized patient

				Case based discussion	OSCE
Diabetes Mellitus and chronic complications	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Approach to Pituitary and Hypothalamic diorders	C3	P2	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Approach to adrenal disorders	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Hypoglycemia, acute diabetic complications	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Musculoskeletal deformities	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient
Reproductive endocrine abnormalities	C3	P1		Audiovisual aids	OSCE
Blood Glucose monitoring, Insulin administration	C3	P2	A2	Skill lab	DOPS/OSCE

SCHEDULE FOR ENDOCRINOLOGY

DAYS	10:00am to 12:00noon	12:00 noon to 2:00pm
DAY 1	CLINICAL WORK Approach to Hyperthyroidism, Hypothyroidism, acute presentation in ER	Examination of Thyroid with relevant GPE
DAY 2	CLINICAL WORK Approach to Diabetes Mellitus, complications	Examination of Diabetic patient
DAY 3	CLINICAL WORK Adrenal diseases	Interpretation of investigations for Thyroid and Adrenal disorders
DAY 4	CLINICAL WORK Approach to Hypoglycemia and Hyperglycemic emergencies	Blood Glucose monitoring and Insulin administration
DAY 5	CLINICAL WORK Musculoskeletal and reproductive endocrine conditions – case based discussion	Virtual/ radiography/Real patient demonstration of relevant features
DAY 6	Counselling for endocrine disorders	Roleplay
DAY 7	CLINICAL WORK Revision of clinical methods	Self study
DAY 8	CLINICAL WORK	Assessment

RHEUMATOLOGY

Intended Learning Outcomes:

By the end of two weeks rotation, a final year student should be able to:

- Demonstrate comprehensive history taking skills related to common rheumatic symptoms.
- Perform detailed clinical examination related to rheumatic disorders and its relevant general physical examination appropriately.
- Interpret the clinical findings.
- Develop a relevant differential diagnosis for patients
- Enlist and interpret laboratory investigations for common clinical presentations
- Advise and discuss management plan for common diseases related to rheumatology.
- Discuss indications, dosages and side effects of drugs in Rheumatology.
- Demonstrate counseling of patient with rheumatic disorder.
- Ranks as valuable community-based aspects of rheumatic diseases.
- Exhibit due care for patient's rights of privacy, autonomy and access to quality healthcare.

Content	**Knowledge**	**Skills**	**Attitude**	**Methods of Information Transfer**	**Assessment tools**
History taking skills	C3	P3	A2	Bedside teaching Small group discussion	Short case/long case Simulated/ standardized patients
Examination of musculoskeletal system	C3	P3	A2	Bedside teaching Audiovisual aids	Short case Mini CEX

Rheumatoid arthritis	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient OSCE
Systemic Lupus Erythematosus	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient OSCE
Seronegative arthritis	C3	P2	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient OSCE/OSVE
Gout	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient OSCE
Osteoarthritis	C3	P3	A2	Bedside teaching Case based discussion	Long/Short case Standardized patient OSCE/OSVE
Assessment of motion and functional status of joints	C3	P2	A2	Bedside teaching	Short case
Interpretation of Radiology and laboratory investigations	C3	P2	A2	Bedside teaching Audiovisual aids	OSCE

SCHEDULE FOR RHEUMATOLOGY

DAYS	10:00am to 12:00noon	12:00 noon to 2:00pm
DAY 1	CLINICAL WORK History of rheumatic diseases	Examination of joints
DAY 2	CLINICAL WORK Rheumatoid arthritis with clinical examination	Assessment of motion and functional status of joints
DAY 3	CLINICAL WORK Systemic Lupus Erythematosus (SLE)	Clinical examination of SLE
DAY 4	CLINICAL WORK Gout	Examination of gouty arthritis and relevant features
DAY 5	CLINICAL WORK Osteoarthritis with clinical examination	Investigations & Radiology of rheumatic diseases
DAY 6	Counselling for rheumatic disorders	Roleplay
DAY 7	CLINICAL WORK Revision of clinical methods	Self study
DAY 8	CLINICAL WORK	Assessment

ASSESSMENT

A: Formative assessment
It includes a formative test at the end of two weeks of rotations of a batch. The test comprises of short cases, and a long case.

B. Assessment tools

- OSCE/OSVE comprising of total 12 stations (10 OSCE and 2 OSVE)
- Short cases
- Long case
- Internal Assessment (based on attendance, academic performance, and behavior)

C. Feedback Session

- After case discussion.
- After formative assessment
- After summative assessment at the end of clinical rotation.

D. Summative Assessment in ward.

OSCE/OSVE	Long Case	Short Cases	Internal Assessment	Total
50+20	70	60	50	250

ATTENDANCE

- Students are expected to attend all scheduled teaching sessions and examinations
- Attendance in lectures, tutorials, and wards is mandatory. Absence from these sessions will make the students ineligible to sit the final summative assessment.
- As per UHS regulations, 85% attendance in the lectures & wards is mandatory to appear in the summative UHS examination
- Attendance will be recorded through attendance sheet or a log-in/log-out biometrics system
- Absence due to illness must be certified appropriately by the General Physician.

RECOMMENDED STUDY MATERIAL RESOURCES

BOOKS

- Davidson’s Principles and Practice of Medicine
- Kumar and Clark's Clinical Medicine
- Macleod's Clinical Examination

ONLINE SOURCE

Medscape
PubMed
Macleod’s clinical examination videos

Annexures

TIME TABLE

(CLASS LECTURE SCHEDULE FOR SESSION 2021-2026)

TIME TABLE, FINAL YEAR MBBS SESSION 2021-2026
POSTGRADUATE MEDICAL INSTITUTE/AMEER-UD-DIN MEDICAL COLLEGE, LAHORE

Valid from **09.02.2026 to 4.07.2026**

Batch A (Including A-1, A-2, A-3, A-4,A-5, A-6)

Venue: Gastro Auditorium 3rd Floor LGH

DAY	08:00AM–08:50 AM	08:50AM – 9:40 AM	09:40AM-10:00 AM	10:00AM —02:00PM
Monday	Dermatology/ Pulmonology	Gastroenterology	Break	Clinical
Tuesday	Internal Medicine (M-2)	Internal Medicine (M-2)	Break	Clinical
Wednesday	Internal Medicine (M-1)	Internal Medicine (M-1)	Break	Clinical
Thursday	Nephrology	Paediatrics	Break	Clinical
Friday	Psychiatry / Radiology	Paediatrics	10:00Am – 12:00 Pm CPC/Grand clinical round (Combined batch A+ B)	
Saturday	Internal Medicine (M-3)	Internal Medicine 2 (M-3)	Break	Clinical

* Lectures from **09.02.26 to 04.07.26.**
****** Lectures from **20.07.26 to 06.11.26.**

- There will be evening ward rotation for Surgery & Medicine from 4 – 8 pm.
- There will be mandatory evening ward rotation from Monday-Thursday (4PM-8PM) in Pediatric department.
- Summer Break from 15th June to 27th June 2026.
- Final Year A/B Exam (Block Exam) 5th July to 17th July.
- Final Year B/A Exam (Block Exam) 9thNov to 19thNov.
- Extracurricular Activities Week from 5th October to 10th October.

TIME TABLE

(WARD ROTATION PROGRAM, FINALYEAR MBBS SESSION 2020-2025)

CLINICAL CLERKSHIP ROTATION PROGRAM, FINAL YEAR MBBS
SESSION 2021-2026
POSTGRADUATE MEDICAL INSTITUTE/
AMEER-UD-DIN MEDICAL COLLEGE, LAHORE.
Valid from **09.02.2026 to 17.07.2026**

Batch A

Date & Half	Student Roll Nos	A-1 R. No. 1-10	A-2 R. No. 11-20	A-3 R. No. 21-30	A-4 R. No.31-40	A-5 R. No. 41-50	A-6 R. No.51-60
09.02.26 to 28.03.26 6 Weeks	1st Half 09Feb to 22 Feb	M1	M3	M2	Paeds	Paeds	Paed
09.02.26 to 28.03.26 6 Weeks	2nd Half 23 Feb to 8th March	M3	M2	M1	Paeds	Paeds	Paeds
09.02.26 to 28.03.26 6 Weeks	3rd Half 9th March to 28th March	M2	M1	M3	Paeds	Paeds	Paeds
30.03.26 to 17.05.26 6 Weeks	1st Half 30 March to 19 April	Paeds	Paeds	Paeds	M1	M3	M2
30.03.26 to 17.05.26 6 Weeks	2nd Half 20 April to 3 May	Paeds	Paeds	Paeds	M3	M2	M1
30.03.26 to 17.05.26 6 Weeks	3rd Half 4th May to 17 May	Paeds	Paeds	Paeds	M2	M1	M3
18.05.26 to 04.07.26 4 Weeks	1st Half 18 May to 31 May	Geriatrics (M1)	Geriatrics (M1)	Neurology (M2)	Neurology (M2)	Endocrinology (M3)	Endocrinology (M3)
18.05.26 to 04.07.26 4 Weeks	2nd Half 1st June to 10th June	Endocrinology (M3)	Endocrinology (M3)	Geriatrics (M1)	Geriatrics (M1)	Neurology (M2)	Neurology (M2)
Summer Vacations 15-06-2026 to 27-06-2026							
18.05.26 to 04.07.26 4 Weeks	3rd Half 11th June to 4th July	Neurology (M2)	Neurology (M2)	Endocrinology (M3)	Endocrinology (M3)	Geriatrics (M1)	Geriatrics (M1)
Block Exam 06-07-2026 to 17-07-2026							

TABLE OF SPECIFICATIONS

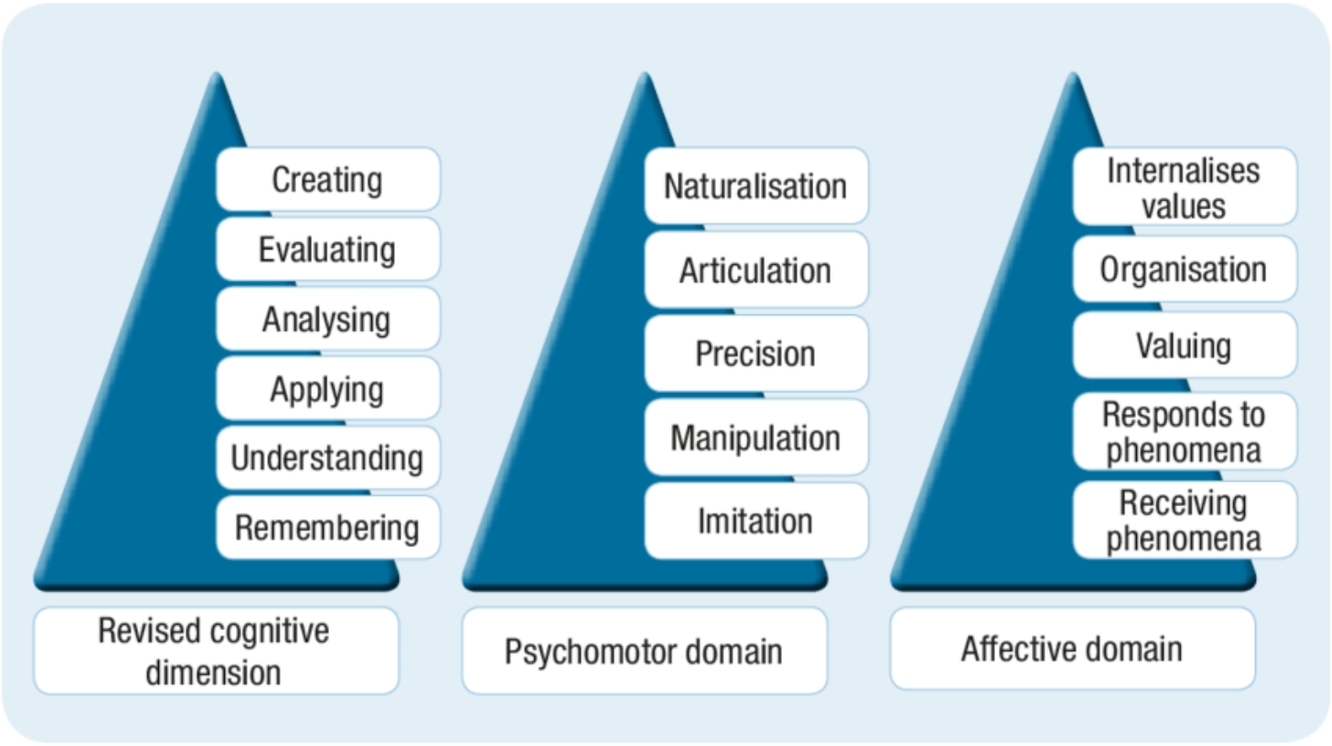
FINAL YEAR MBBS for 2025-26

<table>
<tr><th colspan="7">MEDICINE CLERKSHIP</th></tr>
<tr><th colspan="3">Theory</th><th colspan="3">Clinical skills</th><th>Total Marks</th></tr>
<tr><td rowspan="2">Paper 1 MCQs</td><td rowspan="2">100 Marks</td><td rowspan="4">200 Marks</td><td>OSCE</td><td>10 stations x 5 marks= 50 marks</td><td rowspan="4">200 Marks</td><td rowspan="3">400 Marks</td></tr>
<tr><td>OSVE</td><td>02 Stations x 10 marks= 20 marks</td></tr>
<tr><td rowspan="2">Paper 2 MCQs</td><td rowspan="2">100 Marks</td><td>Short case</td><td>02 Short case x 30 marks = 60 marks</td></tr>
<tr><td>Long case</td><td>01 Long case x 70 marks = 70 marks</td></tr>
<tr><td colspan="2">Internal assessment (10%) Theory</td><td>50 marks</td><td colspan="2">Internal assessment (10%) Practical</td><td>50 marks</td><td>100 Marks</td></tr>
<tr><td colspan="7">Total=500 Marks</td></tr>
</table>

LIST OF ABBREVIATIONS

Abbreviation	Domain	Associated Concept
C	COAGNITIVE	KNOWLEDGE
P	PSYCHOMOTOR	SKILL
A	AFFECTIVE	ATTITUDE

Taxonomy of Educational Objectives



Taxonomy for Psychomotor domain

P1- Knows

P2- Knows how

P3-Shows

P4-Does

FEEDBACK AND SUGGESTIONS FROM STUDENTS AND TEACHERS WILL BE APPRECIATED