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# PROFESSIONAL MBBS SURGERY & ALLIED STUDY GUIDE

**Muhammad College of Medicine**

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### ***MCM Mission***

“To proffer our graduates quality medical education by developing core knowledge, skills, and ethical attitude towards patient care. We strive to provide well trained research oriented doctors, who can provide quality healthcare to the nation”

### ***MCM Vision***

“To be a global medical teaching institute by striving for excellence in the field of medical education, healthcare and

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## Introduction of Medicine Department

*Welcome to the Surgery Department at Muhammad Medical College!*

The Surgery Department is dedicated to providing high-quality education and training to MBBS students in a professional environment with hands-on training in clinical settings. Our mission is to foster a culture of excellence, compassion, and lifelong learning, preparing students to excel in the field of surgery.



In the Surgery Department, students will gain a deep understanding of the principles and practices of surgery, developing the knowledge, skills, and attitudes necessary to provide exceptional patient care. Our experienced faculty, state-of-the-art facilities, and diverse clinical settings offer a supportive and stimulating environment for learning. Through a combination of lectures, case presentations, operating room rotations, and hands-on training, students will acquire the expertise to diagnose, manage, and perform surgical procedures across a wide range of conditions.

We are committed to creating a learning environment that is inclusive, engaging, and challenging, and we look forward to supporting your journey in the Surgery Department!

HOD  
Professor Dr. Atta Ur Rehman  
Surgery & Allied

## **Surgery Department Focal Person**

*Welcome to the Surgery Department. As the focal person, my role is to ensure that our students receive a comprehensive and high-quality education in surgical principles and practices. We are committed to fostering a learning environment that emphasizes hands-on experience, critical thinking, and the latest advancements in surgical techniques. Our dedicated faculty and state-of-the-art facilities are here to support students in every step of your medical education journey. Together, faculty & students can strive to cultivate the skills and knowledge necessary to excel in the dynamic field of surgery.*



**Dr. Ghulam Younis**  
**Assistant Professor**

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## MCM MEDICINE & ALLIED MEDICINE STAFF

| SURGERY & ALLIED DEPARTMENT STAFF        |                     |                 |
|------------------------------------------|---------------------|-----------------|
| Name                                     | Designation         | Department      |
| <b>Prof Dr. Ata Ur Rehman</b>            | Professor           | General Surgery |
| <b>Prof Dr. Fazal Ahmad</b>              | Professor           | General Surgery |
| <b>Dr. Syed Makil Shah</b>               | Associate Professor | General Surgery |
| <b>Dr. Tahir Ullah</b>                   | Assistant Professor | General Surgery |
| <b>Dr. Uzair Ahmad</b>                   | Assistant Professor | General Surgery |
| <b>Dr. Ghulam Younis Khan</b>            | Assistant Professor | General Surgery |
| <b>Dr. Jawad Alam Khattak</b>            | Senior Registrar    | General Surgery |
| <b>Dr. Fazal Elahi</b>                   | Senior Registrar    | General Surgery |
| <b>Dr. Muhammad Ilyas</b>                | Trainee Registrar   | General Surgery |
| <b>Dr. Muhammad Wazir</b>                | Medical Officer     | General Surgery |
| <b>Dr. Muhammad Abu Bakkar Ali</b>       | Medical Officer     | General Surgery |
| <b>Dr. Farman Ullah</b>                  | Medical Officer     | General Surgery |
| <b>Dr. Idrees Alam</b>                   | Medical Officer     | General Surgery |
| <b>Dr. Junaid Jamil Khattak</b>          | Assistant Professor | Urology         |
| <b>Dr. Shahzad ur Rehamn</b>             | Senior Registrar    | Urology         |
| <b>Dr. Zakir Khan</b>                    | Senior Registrar    | Urology         |
| <b>Dr. Saima Hamayun</b>                 | Trainee Registrar   | Urology         |
| <b>Dr. M. Khalid Anwar Khan Khanzada</b> | Professor           | Neurosurgery    |
| <b>Dr. Hameed Ullah</b>                  | Senior Registrar    | Neurosurgery    |
| <b>Dr. Kamran Ullah</b>                  | Senior Registrar    | Neurosurgery    |
| <b>Dr. Sohrab Khan</b>                   | Senior Registrar    | Neurosurgery    |
| <b>Dr. Iqtidar Ullah Khan Babar</b>      | Professor           | Orthopedics     |
| <b>Dr. Tariq Afridi</b>                  | Professor           | Orthopedics     |
| <b>Dr. Ghareeb Ullah</b>                 | Senior Registrar    | Orthopedics     |
| <b>Dr. Abdur Rauf</b>                    | Senior Registrar    | Orthopedics     |
| <b>Dr. Kher Muhammad</b>                 | Senior Registrar    | Orthopedics     |
| <b>Dr. Muhammad Bilal</b>                | Senior Registrar    | Orthopedics     |
| <b>Dr. Sajjad Haider</b>                 | Senior Registrar    | Orthopedics     |
| <b>Dr. Muhammad Asif Zahir</b>           | Trainee Registrar   | Orthopedics     |

## **MCM GRADUATE LEARNING OUTCOME**

The outcomes of the MBBS program align with the vision and mission of KMU and MCM as well as the identified generic professional competencies for medical graduates set by the PM&DC. This alignment aims to provide optimal health care, ultimately leading to improved health outcomes for both patients and societies.

**By the end of the MBBS program, our graduates will be able to**

### **Knowledge**

- Perform a complete and accurate patient-centred history and physical examination appropriate to the patient's presentation.
- Demonstrate an understanding of the scientific basis for health and disease, encompassing both foundational and emerging sciences.
- Develop a differential diagnosis and key clinical problem list following the assessment of a patient.
- Develop a management plan for key clinical problems following the assessment of a patient.
- Apply knowledge of clinical, socio-behavioral, and fundamental biomedical sciences relevant to a clinical problem.

### **Patient Care**

- Demonstrate the ability to perform an appropriately focused and comprehensive medical history and physical exam.
- Critically evaluate clinical findings and initial diagnostic test results to develop appropriate management plans, considering patient preferences, ethical principles, and cost-effectiveness.
- Synthesize new information to refine and reprioritize differential diagnoses, adhering to clinical reasoning best practices.

### **Professionalism**

- Discuss and apply ethical standards of practice
- Demonstrate humanistic and patient-centered care, including respect, cultural sensitivity, empathy, and compassion, in their role as the patient's advocate.



- Demonstrate humanistic and patient-centered care, including respect, cultural sensitivity, empathy, and compassion, in their role as the patient's advocate.
- Consistently demonstrate the attitudes, values, and behaviors expected of a future physician, embodying the mindset and actions integral to the profession.

## **Interpersonal and Communication Skills**

- Demonstrate an understanding of how cultural issues impact responses to illness and interactions with the healthcare system.
- Apply doctor-patient communication strategies appropriate for various clinical situations
- Demonstrate honesty and integrity in all interactions with patients, families, and health care team members.
- recognize how personal beliefs and biases impact communication.
- Present patient information clearly and effectively to all members of an inter- and intra-professional healthcare team.
- Use communication technology effectively.
- Apply best practices for disclosing a medical error.
- Deliver bad news compassionately.
- Manage conflicts effectively.

## **Systems-based Practice**

Develop an understanding of the Pakistani healthcare system in the contexts of:

- Healthcare systems
- Patient health and health disparities
- Demonstrate a patient-centered approach to diagnosis and treatment that promotes the delivery of safe, high value, and high quality patient care
- Describe physicians' roles in promoting population health, through advocacy, community service, and community engagement.

## **Researcher**

- Develop a plan for personal continued education.
- Apply the principles of research, critical appraisal and evidence-based medicine to learning and practice.
- Continuously engage in improving knowledge and skills through critical reflection and self-improvement.
- Demonstrate facilitation of learning for health care professionals, patients and society as part of the professional responsibility.



## NEUROSCIENCES-II

### Module-wise Surgery & Allied Blue Print Session 2025-26

#### Introduction

The Neuroscience-II Module equips 4th year MBBS students with a comprehensive understanding of various neurological and psychiatric conditions. By the end of the module, students will be able to describe and manage anxiety, mood, and psychotic disorders, as well as dementias and cerebrovascular diseases. The curriculum includes detailed coverage of epilepsy, anesthesia, and cerebellar diseases, alongside Parkinson's disease, motor neuron disease, and Friedrich's ataxia. Additionally, students will learn about head injuries, CNS infections, and tumors of the brain, spinal cord, and peripheral nerves. The module also addresses multiple sclerosis, transverse myelitis, Guillain-Barré syndrome, peripheral neuropathies, neurotoxic poisonings, and the forensic aspects of insanity and head injuries.

| Module          | Subject      | Topic                                | Objective                                                                                                                                                | LGF -<br>SGDs -<br>CBL -<br>Seminar<br>-<br>Practical<br>- and if<br>any other<br>Topic | C1-C6<br>Level | P1 -<br>P5<br>Level<br>I | A1-A4<br>Level | Resources<br>Needed   | Assessment strategies<br>MCQ,<br>EMQ ,<br>CCMCQ ,<br>SEQ -<br>SAQ -<br>OSPE /<br>OSCE |
|-----------------|--------------|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------|--------------------------|----------------|-----------------------|---------------------------------------------------------------------------------------|
| Neuroscience-II | Neurosurgery | Neurosurgical management             | Describe the neurosurgical management of stroke and Subarachnoid hemorrhage                                                                              | LGF                                                                                     | C3             |                          |                | Hospital Lecture Hall | MCQ,EMQ, SAQ                                                                          |
|                 |              | Traumatic paraplegia<br>Spinal Tumor | Describe the general management of a patient with traumatic paraplegia<br>Describe the types, clinical features and surgical management of spinal tumors | LGF                                                                                     | C3             |                          |                | Hospital Lecture Hall | MCQ,EMQ, SAQ                                                                          |
|                 | Orthopedic   | Management of traumatic paraplegia   | Describe the general management of a patient with traumatic paraplegia                                                                                   | LGF                                                                                     | C3             |                          |                | Hospital Lecture Hall | MCQ,EMQ, SAQ                                                                          |

|  |  |                         |                                                                                                                                                                                          |     |    |  |  |                       |              |
|--|--|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|--|--|-----------------------|--------------|
|  |  | Peripheral nerve injury | Describe the types and management of peripheral nerve injury<br>Explain entrapment neuropathies<br>Describe the risk factors, clinical features and management of Carpal tunnel syndrome | LGF | C3 |  |  | Hospital Lecture Hall | MCQ,EMQ, SAQ |
|--|--|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|--|--|-----------------------|--------------|

## 4<sup>th</sup> Prof MBBS Module: GIT & Hepatobiliary-2

### Introduction

The Gastro-intestinal-II and Hepatobiliary-II Module aims to equip medical students with foundational and clinical knowledge, as well as practical skills. It covers key pathological conditions affecting the gastrointestinal and hepatobiliary systems. Integrated within the module are relevant clinical subjects, pharmacological insights, and comprehensive sessions on the medical, surgical, and preventive aspects of these diseases.

| Module                | Subject      | Topic                         | Objective                                                                                                             | LGF -<br>SGDs -<br>CBL -<br>Seminar -<br>Practical –<br>and if<br>any<br>other<br>Topic | C1-C6<br>Level | P1 -<br>P5<br>Level | A1-A4<br>Level | Resources<br>Needed   | Assessment strategies<br>MCQ, EMQ, CCMCQ, SEQ -<br>SAQ -<br>OSPE /<br>OSCE |
|-----------------------|--------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------|---------------------|----------------|-----------------------|----------------------------------------------------------------------------|
| GIT & Hepatobiliary-2 | Neurosurgery | Tumors of the esophagus       | Discuss the classification, etiology, clinical features, investigations, staging and management of Esophageal cancers | LGF                                                                                     | C3             |                     |                | Hospital Lecture Hall | MCQ, EMQ, SAQ                                                              |
|                       |              | Para-esophageal hiatus hernia | Explain the etiology, clinical features, investigations, and management of Para-esophageal hiatus hernia              | LGF                                                                                     | C3             |                     |                | Hospital Lecture Hall | MCQ, EMQ, SAQ                                                              |
|                       | Orthopedic   | Gastric cancer                | Describe the types, etiology, risk factors, lab diagnosis and management of a patient with gastric cancer.            | LGF                                                                                     | C3             |                     |                | Hospital Lecture Hall | MCQ, EMQ, SAQ                                                              |
|                       |              | Gastric outlet obstruction    | Describe the etiology, diagnosis, and management of a patient with gastric outlet obstruction.                        | LGF                                                                                     | C3             |                     |                | Hospital Lecture Hall | MCQ, EMQ, SAQ                                                              |
|                       | Surgery      | Gall bladder and pancreas     | Explain the etiology, clinical features, investigations, treatment and complications of gall stones                   | LGF                                                                                     | C3             |                     |                | Hospital Lecture Hall | MCQ, EMQ, SAQ                                                              |

|  |  |                               |                                                                                                                                                                 |     |    |  |  |                       |              |
|--|--|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|--|--|-----------------------|--------------|
|  |  | Carcinoma of the gall bladder | Discuss the risk factors, etiology, clinical features, staging and complications of carcinoma of gall bladder                                                   | LGF | C3 |  |  | Hospital Lecture Hall | MCQ,EMQ, SAQ |
|  |  | Liver abscess                 | Explain the etiology, clinical features, investigations, treatment, and complications of liver abscesses                                                        | LGF | C3 |  |  | Hospital Lecture Hall | MCQ,EMQ, SAQ |
|  |  | Hydatid liver cysts           | Explain the etiology, clinical features, investigations, treatment, and complications of Hydatid liver cysts                                                    | LGF | C3 |  |  | Hospital Lecture Hall | MCQ,EMQ, SAQ |
|  |  | Acute appendicitis            | Discuss the etiology, risk factors, pathogenesis, clinical features, differential diagnosis, investigations, treatment, and complications of acute appendicitis | LGF | C3 |  |  | Hospital Lecture Hall | MCQ,EMQ, SAQ |
|  |  | Intestinal obstruction        | Discuss the etiology, clinical features, investigations, management, and complications of intestinal obstruction                                                | LGF | C3 |  |  | Hospital Lecture Hall | MCQ,EMQ, SAQ |
|  |  | Ulcerative colitis            | Explain the etiology, pathogenesis, clinical features, complications, and surgical management of Ulcerative colitis                                             | LGF | C3 |  |  | Hospital Lecture Hall | MCQ,EMQ, SAQ |
|  |  | Crohn`s disease               | Explain the etiology, pathogenesis, clinical features, complications, and surgical management of Crohn`s disease                                                | LGF | C3 |  |  | Hospital Lecture Hall | MCQ,EMQ, SAQ |
|  |  | Diverticular disease          | Explain the etiology, pathogenesis, clinical features, complications and management of                                                                          | LGF | C3 |  |  | Hospital Lecture Hall | MCQ,EMQ, SAQ |

|  |  |                                                  |                                                                                                                                                                                                                                               |     |    |  |  |                       |              |
|--|--|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|--|--|-----------------------|--------------|
|  |  |                                                  | Diverticulosis and Diverticulitis                                                                                                                                                                                                             |     |    |  |  |                       |              |
|  |  | Anal diseases: • fistula • fissures • hemorrhoid | Define perianal fistula and anal fissure<br>Explain the risk factors and management of anal fistula and anal fissures<br>Explain the risk factors and management of hemorrhoids                                                               | LGF | C3 |  |  | Hospital Lecture Hall | MCQ,EMQ, SAQ |
|  |  | Colorectal cancers                               | Classify colorectal cancers<br>Describe the staging of colorectal cancers<br>Explain the pathogenesis, risk factors and clinical features of colorectal cancers<br>Explain the complications, management, and prognosis of colorectal cancers | LGF | C3 |  |  | Hospital Lecture Hall | MCQ,EMQ, SAQ |
|  |  | Ischemic Colitis                                 | Explain the etiology, pathogenesis, clinical features, complications, and management of Ischemic colitis                                                                                                                                      | LGF | C3 |  |  | Hospital Lecture Hall | MCQ,EMQ, SAQ |

## RENAL-II, ENDOCRINE & REPRODUCTION-II

### Introduction

These modules offer an in-depth exploration of various endocrine and reproductive disorders. Students will study the pathology, clinical features, investigations, and treatments of conditions like hyper- and hypopituitarism, thyroid and parathyroid imbalances, diabetes mellitus, and adrenal disorders. The curriculum includes the causes and management of male and female infertility, as well as testicular and breast tumors. Additionally, students will learn about the pharmacokinetics and pharmacodynamics of key hormones, the formulation of prescriptions for conditions such as Graves' disease and diabetes, and the forensic management of sexual offenses. Comprehensive coverage of the pathophysiology and surgical management of prostate disorders is also provided.

| Module                                | Subject      | Topic                                    | Objective                                                                                           | LGF -<br>SGDs -<br>CBL -<br>Seminar<br>-<br>Practical<br>- and if<br>any other<br>Topic | C1-C6<br>Level | P1 -<br>P5<br>Level<br>I | A1-A4<br>Level | Resources<br>Needed   | Assessment strategies<br>MCQ,<br>EMQ,<br>CCMCQ,<br>SEQ -<br>SAQ -<br>OSPE /<br>OSCE |
|---------------------------------------|--------------|------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------|--------------------------|----------------|-----------------------|-------------------------------------------------------------------------------------|
| RENAL-II, ENDOCRINE & REPRODUCTION-II | Neurosurgery | Surgical management of pituitary adenoma | Explain the surgical treatment and complications of pituitary macro/microadenomas                   | LGF                                                                                     | C3             |                          |                | Hospital Lecture Hall | MCQ, EMQ, SAQ                                                                       |
|                                       |              | Occupational Health:                     | Define occupational health                                                                          | LGF                                                                                     | C3             |                          |                | Hospital Lecture Hall | MCQ, EMQ, SAQ                                                                       |
|                                       | Urology      | Causes of male infertility               | Discuss the causes of male infertility<br>Explain the diagnostic workup of a male infertile patient | LGF                                                                                     | C3             |                          |                | Hospital Lecture Hall | MCQ, EMQ, SAQ                                                                       |
|                                       |              | Cryptorchidism                           | Define Cryptorchidism<br>Explain the etiology, complications, and management of Cryptorchidism      | GF                                                                                      | C3             |                          |                | Hospital Lecture Hall | MCQ, EMQ, SAQ                                                                       |
|                                       |              | Benign prostatic hyperplasia             | Explain the etiology, clinical features,                                                            | GF                                                                                      | C3             |                          |                | Hospital Lecture Hall | MCQ, EMQ, SAQ                                                                       |

|  |  |                                   |                                                                                                                                                                                                                                   |    |    |  |  |                       |              |
|--|--|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|--|--|-----------------------|--------------|
|  |  |                                   | complications, and management of BPH                                                                                                                                                                                              |    |    |  |  |                       |              |
|  |  | Carcinoma of prostate             | Explain the etiology, clinical features, complications, staging, management, and prognosis of carcinoma of the prostate                                                                                                           | GF | C3 |  |  | Hospital Lecture Hall | MCQ,EMQ, SAQ |
|  |  | Investigations of breast diseases | justify the investigations of a patient with a breast lesion                                                                                                                                                                      | GF | C3 |  |  | Hospital Lecture Hall | MCQ,EMQ, SAQ |
|  |  | Benign breast diseases            | Classify benign breast diseases                                                                                                                                                                                                   | GF | C3 |  |  | Hospital Lecture Hall | MCQ,EMQ, SAQ |
|  |  | Malignant breast diseases         | Classify malignant breast diseases<br>Discuss the risk factors, etiology, clinical features, investigations, management, and prognosis of a patient with breast cancer<br>Describe the role of hormone receptors in breast cancer | GF | C3 |  |  | Hospital Lecture Hall | MCQ,EMQ, SAQ |

## MCM 3<sup>rd</sup> Prof MBBS Hospital clinical placement 2025-26

| B<br>a<br>t<br>c<br>h | W-1                                         | W-2                                       | W-3                                          | W-4                                          | W-5                                          | W-6                                       | W-7                                          | W-8                                          | W-9                                          | W-10                                            | W-11                          | W-12                                         | W-13                                         | W-14                                        | W-15                                      | W-16                                         | W-17                                         | W-18                                         | W-19                                        | W-20                                         | W-21                                          | W-22                                          | W-23                                          | W-24                                           |
|-----------------------|---------------------------------------------|-------------------------------------------|----------------------------------------------|----------------------------------------------|----------------------------------------------|-------------------------------------------|----------------------------------------------|----------------------------------------------|----------------------------------------------|-------------------------------------------------|-------------------------------|----------------------------------------------|----------------------------------------------|---------------------------------------------|-------------------------------------------|----------------------------------------------|----------------------------------------------|----------------------------------------------|---------------------------------------------|----------------------------------------------|-----------------------------------------------|-----------------------------------------------|-----------------------------------------------|------------------------------------------------|
| D<br>a<br>t<br>e      | 27 <sup>th</sup> to 31 <sup>st</sup> Jan 25 | 3 <sup>rd</sup> to 7 <sup>th</sup> Feb 25 | 10 <sup>th</sup> to 14 <sup>th</sup> Feb, 25 | 17 <sup>th</sup> to 21 <sup>st</sup> Feb, 25 | 24 <sup>th</sup> to 28 <sup>th</sup> Feb, 25 | 3 <sup>rd</sup> to 7 <sup>th</sup> Mar 25 | 10 <sup>th</sup> to 14 <sup>th</sup> Mar, 25 | 17 <sup>th</sup> to 21 <sup>st</sup> Mar, 25 | 24 <sup>th</sup> to 28 <sup>th</sup> Mar, 25 | 31 <sup>st</sup> Mar to 4 <sup>th</sup> Apr, 25 | 7 <sup>th</sup> to 11 Apr, 25 | 14 <sup>th</sup> to 18 <sup>th</sup> Apr, 25 | 21 <sup>st</sup> to 25 <sup>th</sup> Apr, 25 | 28 <sup>th</sup> Apr to 2 <sup>nd</sup> May | 5 <sup>th</sup> to 9 <sup>th</sup> May 25 | 12 <sup>th</sup> to 16 <sup>th</sup> May, 25 | 19 <sup>th</sup> to 23 <sup>rd</sup> May, 25 | 26 <sup>th</sup> to 30 <sup>th</sup> May, 25 | 2 <sup>nd</sup> to 6 <sup>th</sup> June, 25 | 9 <sup>th</sup> to 13 <sup>th</sup> June, 25 | 16 <sup>th</sup> to 20 <sup>th</sup> June, 25 | 23 <sup>rd</sup> to 27 <sup>th</sup> June, 25 | 4 <sup>th</sup> to 8 <sup>th</sup> August, 25 | 11 <sup>th</sup> to 5 <sup>th</sup> August, 25 |
| A<br>-<br>1           | Med                                         | Med                                       | Med                                          | Surg                                         | Surg                                         | Surg                                      | Pe ad                                        | Pe ad                                        | Pe ad                                        | OB S/ Gyn                                       | OB S/ Gyn                     | OB S/ Gyn                                    | Emer gen cy                                  | An est he sia                               | En do                                     | Or th & Tra u                                | Ga str o                                     | Ne ur os ur                                  | Ey e                                        | Ey e                                         | Ey e                                          | EN T                                          | EN T                                          | EN T                                           |
| A<br>-<br>2           | Su rg ery                                   | Su rg ery                                 | Su rg ery                                    | Med                                          | Med                                          | Med                                       | OB S/ Gyn                                    | OB S/ Gyn                                    | OB S/ Gyn                                    | Pe ad                                           | Pe ad s                       | Pe ad                                        | Or th & Tra u                                | Ga str o                                    | Ne ur os ur                               | Emer gen cy                                  | An est he sia                                | En do                                        | EN T                                        | EN T                                         | EN T                                          | Ey e                                          | Ey e                                          | Ey e                                           |
| B<br>-<br>1           | Pe ad s                                     | Pe ad s                                   | Pe ad s                                      | OB S/ Gyn                                    | OB S/ Gyn                                    | OB S/ Gyn                                 | Med                                          | Med                                          | Med                                          | Su rg                                           | Su rg                         | Su rg                                        | Ey e                                         | Ey e                                        | Ey e                                      | EN T                                         | EN T                                         | EN T                                         | Emer gen cy                                 | An est he sia                                | En do                                         | Or th & Tra u                                 | Ga str o                                      | Ne ur os ur                                    |
| B<br>-<br>2           | OB S/ Gyn                                   | OB S/ Gyn                                 | OB S/ Gyn                                    | Pe ad                                        | Pe ad                                        | Pe ad                                     | Su rg                                        | Su r                                         | Su r                                         | Med                                             | Med                           | Med                                          | EN T                                         | EN T                                        | EN T                                      | Ey e                                         | Ey e                                         | Ey e                                         | Or th & Tra u                               | Ga str o                                     | Ne ur os ur                                   | Emer gen cy                                   | An est he sia                                 | En do                                          |
| C<br>-<br>1           | Ey e                                        | Ey e                                      | Ey e                                         | EN T                                         | EN T                                         | EN T                                      | Emer gen cy                                  | An est he sia                                | En do                                        | Or th o & Tra u ma                              | Ga str o                      | Ne uro sur ger y                             | Med                                          | Med                                         | Med                                       | Su rg                                        | Su rg                                        | Su rg                                        | Pe ad                                       | Pe ad                                        | Pe ad                                         | OB S/ Gyn                                     | OB S/ Gyn                                     | OB S/ Gyn                                      |
| C<br>-<br>2           | EN T                                        | EN T                                      | EN T                                         | Ey e                                         | Ey e                                         | Ey e                                      | Or th & Tra u                                | Ga str o                                     | Ne uro sur ger y                             | Emer gen cy                                     | An est he sia                 | En do                                        | Su rg                                        | Su rg                                       | Su rg                                     | Med                                          | Med                                          | Med                                          | OB S/ Gyn                                   | OB S/ Gyn                                    | OB S/ Gyn                                     | Pe ad                                         | Pe ad                                         | Pe ad                                          |
| D<br>-<br>1           | Emer gen cy                                 | An est he sia                             | En do                                        | Or th o & Tra u ma                           | Ga str o                                     | Ne uro sur ger y                          | Ey e                                         | Ey e                                         | Ey e                                         | EN T                                            | EN T                          | EN T                                         | Pe ad                                        | Pe ad                                       | Pe ad                                     | OB S/ Gyn                                    | OB S/ Gyn                                    | OB S/ Gyn                                    | Med                                         | Med                                          | Med                                           | Su rg                                         | Su rg                                         | Su rg                                          |
| D<br>-<br>2           | Or th o & Tra u ma                          | Ur olo gy                                 | Ne uro sur ger y                             | Emer gen cy                                  | An est he sia                                | En do                                     | EN T                                         | EN T                                         | EN T                                         | Ey e                                            | Ey e                          | Ey e                                         | OB S/ Gyn                                    | OB S/ Gyn                                   | OB S/ Gyn                                 | Pe ad                                        | Pe ad                                        | Pe ad                                        | Su rg                                       | Su rg                                        | Su rg                                         | Med                                           | Med                                           | Med                                            |

Note: each sub batch will comprise (A1: 13 students and A2: 12 students)

- Posting Timing: 12:00 to 03:00pm

# MUHAMMAD COLLEGE OF MEDICINE

# 4<sup>th</sup> Prof MBBS Students Clinical Placement 2025

| Weeks | Wk.-01-04        | Wk-05-08        | Wk-09 & Wk-12 | Wk-13 & Wk-16 | Wk-17 & Wk-20 | Wk-21 & Wk-24 | Wk-25   | Wk-26      | Wk-27          | Wk-28      | Wk-29 | Wk-30      | Wk-31     | Wk-32        |
|-------|------------------|-----------------|---------------|---------------|---------------|---------------|---------|------------|----------------|------------|-------|------------|-----------|--------------|
| Dep't | General Medicine | General Surgery | Pediatric     | OBG/Gynae     | EYE           | ENT           | Urology | Psychiatry | Anesthesia/ICU | Orthopedic |       | Nephrology | Emergency | Neurosurgery |

*John Lee*

DME

**5<sup>TH</sup> PROF MBBS CLINICAL PLACEMENT 2025**  
**CLERKSHIP POSTING**  
**PHASE-A**

| Batch   | W-01 To W-06                                  | W-07 To W-12                                             | W-13 To W-18                                        | W-19 To W-24                                           |
|---------|-----------------------------------------------|----------------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------|
| Date    | 17 <sup>th</sup> March<br>to<br>25 April 2025 | 28 <sup>th</sup> April<br>To<br>6 <sup>th</sup> May 2025 | 09 <sup>th</sup> May<br>To<br>18 <sup>th</sup> July | 21 <sup>st</sup> July<br>To<br>29 <sup>th</sup> August |
| Batch A | General<br>Medicine                           | General<br>Surgery                                       | OBG                                                 | Peads                                                  |
| Batch-B | General<br>Surgery                            | General<br>Medicine                                      | Peads                                               | OBG                                                    |
| Batch-C | OBG                                           | Peads                                                    | General<br>Medicine                                 | General<br>Surgery                                     |
| Batch-D | Peads                                         | OBG                                                      | General<br>Surgery                                  | General<br>Medicine                                    |



DEPARTMENT OF MEDICAL EDUCATION

## The list of clinical teaching topics to be read by the students

|                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Acute Abdomen</i></b>                                           | <ol style="list-style-type: none"> <li>1. To resuscitate the patient before definitive treatment.</li> <li>2. To identify different conditions causing acute abdomen and take up proper history.</li> <li>3. To assess and plan their management.</li> <li>4. Post-operative care.</li> </ol>                                                                                                                                                                      |
| <b><i>Hepato Biliary Diseases (Gall Bladder, Pancreas, Liver)</i></b> | <ol style="list-style-type: none"> <li>1. To get familiar with common conditions causing hepato biliary disorders and take up proper history.</li> <li>2. To optimize the patient before surgery.</li> <li>3. To assess and plan their management.</li> <li>4. Post-operative care of such cases.</li> </ol>                                                                                                                                                       |
| <b><i>Bleeding PR</i></b>                                             | <ol style="list-style-type: none"> <li>1. To resuscitate the patient before definitive treatment.</li> <li>2. To get familiar with common conditions causing bleeding PR disorders and take up proper history.</li> <li>3. To assess and plan their management.</li> <li>4. Post-operative care of such cases.</li> </ol>                                                                                                                                          |
| <b><i>Hernias</i></b>                                                 | <ol style="list-style-type: none"> <li>1. To identify different types of Hernias.</li> <li>2. Should be able to segregate acute from chronic conditions.</li> <li>3. Shall be able to prepare the patient in acute cases.</li> <li>4. To assess and plan their management.</li> </ol> <p>Post-operative care.</p>                                                                                                                                                  |
| <b><i>Diabetic Foot</i></b>                                           | <ol style="list-style-type: none"> <li>1. To differentiate diabetic foot from other conditions causing foot inflammations.</li> <li>2. To involve other specialties for control of diabetes and its complications.</li> <li>3. To grade the foot properly and assess and plan its management.</li> <li>4. Proper counselling and written informed consent.</li> <li>5. Rehabilitation after minor or major amputations.</li> </ol>                                 |
| <b><i>Abdominal Malignancies</i></b>                                  | <ol style="list-style-type: none"> <li>1. Shall be able to take a proper history.</li> <li>2. Carry a proper examination.</li> <li>3. Order relevant investigations and to interpret their results for proper diagnosis.</li> <li>4. To assess, plan and stage the disease.</li> <li>5. Proper counselling and written informed consent.</li> <li>6. Post-operative care and referral to oncologist for further treatment as per histopathology report.</li> </ol> |

## Instructional Strategies at MCM

Mohammad Medical College employs a variety of instructional strategies to cater to the diverse learning needs of its students. These strategies include:

### INSTRUCTIONAL DETAIL FORMAT

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LGF</b>                   | At Mohammad Medical College (MCM), the Large Group Format (LGF) sessions are designed to accommodate up to 100 students at a time. These sessions are a fundamental component of the curriculum and are arranged for students across all undergraduate years, from the first year to the final year of the MBBS program                                                                                                                                                                                        |
| <b>PRACTICAL</b>             | <ul style="list-style-type: none"> <li>• Practical sessions are hands-on learning experiences conducted in laboratory or clinical settings.</li> <li>• These sessions provide students with opportunities to apply theoretical knowledge and develop technical skills under the guidance of faculty members.</li> <li>• Practical sessions are commonly used in basic science courses such as anatomy, physiology, and biochemistry, as well as in clinical rotations to reinforce clinical skills.</li> </ul> |
| <b>SGDS</b>                  | <ul style="list-style-type: none"> <li>• SGDS involve small groups of students engaging in structured discussions on specific topics or issues.</li> <li>• These sessions facilitate in-depth exploration of concepts, encourage active participation, and foster critical thinking and problem-solving skills.</li> <li>• SGDS may be used to address complex or sensitive topics that require focused attention and collaborative exploration among students.</li> </ul>                                     |
| <b>STUDENTS<br/>SEMINARS</b> | At Mohammad Medical College (MCM), student seminars are integrated as instructional strategies. In this approach, a topic is                                                                                                                                                                                                                                                                                                                                                                                   |

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | assigned to a group of 4-5 students who present it from various perspectives, including physiological, anatomical, and clinical viewpoints. This method encourages students to explore topics comprehensively and enhances their understanding through diverse viewpoints                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>CASE-BASED</b>       | : Assign students to present clinical cases or scenarios relevant to their coursework. Encourage them to analyze the case, propose diagnoses or treatment plans, and facilitate class discussions on the topic.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>HOSPITAL POSTING</b> | At MCM, hospital posting is an integral part of the medical education curriculum, offering students hands-on experience in diverse medical specialties. Under the guidance of healthcare professionals, students participate in patient care activities across various departments, including internal medicine, surgery, pediatrics, obstetrics and gynecology, Eye, ENT, cardiology, orthopedic in short and psychiatry. These postings provide invaluable practical exposure, allowing students to apply theoretical knowledge in real-world clinical settings. Hospital postings bridge the gap between classroom learning and clinical practice, fostering the development of competent and compassionate healthcare professionals. |

## Assessment Strategies

Assessment methods at MCM encompass both formative and summative evaluations. Students undergo numerous formative assessments as preparation for internal and external summative evaluations. These assessments at MCM include:

| Assessment               | Detail                                                                                                                                                                 |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| End of Lesson Assessment | A brief evaluation conducted at the conclusion of a lesson to gauge student understanding and retention of key concepts.                                               |
| End of Module            | Comprehensive examination administered at the conclusion of a module to assess mastery of the module's learning objectives.                                            |
| Midterm Exam             | In MCM Evaluation conducted halfway through the academic term to assess student comprehension of material covered up to that point.                                    |
| End of Session Exam      | Like other educational institute in MCM final assessment conducted at the end of a session or academic term to evaluate overall student performance and understanding. |



## **Code of Conduct Muhammad College of Medicine**

### **Introduction**

The Code of Conduct at Muhammad College of Medicine (MCM) is designed to promote a respectful, safe, and ethical environment conducive to academic excellence, professional growth, and personal integrity.

### **Scope**

This policy applies to all individuals associated with MCM, including but not limited to:

- Students
- Faculty
- Administrative and Support Staff

### **General Principles**

- Respect: Treat all members of the MCM community with dignity, respect, and consideration.
- Integrity: Act with honesty and integrity in all academic, professional, and personal matters.
- Accountability: Take responsibility for one's actions and their impact on others.
- Excellence: Strive for excellence in all academic and professional endeavors.
- Inclusivity: Promote an inclusive environment that respects diverse perspectives and backgrounds.

### **Academic Conduct**

- Academic Honesty: Uphold the highest standards of academic integrity. Cheating, plagiarism, and any form of academic dishonesty are strictly prohibited.
- Collaboration and Individual Work: Clearly distinguish between collaborative work and individual assignments, ensuring proper credit is given.
- Use of Resources: Utilize college resources responsibly and ethically.

### **Professional Conduct**

- Confidentiality: Respect and maintain the confidentiality of patient information, research data, and other sensitive information.
- Clinical Practice: Adhere to ethical standards in all clinical practices, ensuring patient safety and well-being.
- Research Integrity: Conduct research ethically, ensuring accuracy, honesty, and transparency in reporting findings.

### **Personal Conduct**

- **Behavior:** Exhibit courteous and professional behavior at all times, both on and off campus.
- **Substance Abuse:** Abstain from the use of illegal substances and the abuse of alcohol or prescription drugs.
- **Conflict of Interest:** Avoid conflicts of interest and disclose any situations that may compromise objectivity or integrity.

### **Discrimination and Harassment**

- **Non-Discrimination:** MCM prohibits discrimination based on race, color, religion, gender, sexual orientation, age, disability, or any other characteristic protected by law.
- **Harassment:** Any form of harassment, including sexual harassment, is strictly prohibited. Complaints of harassment will be addressed promptly and confidentially.

### **Use of College Property**

- **Facilities:** Use college facilities and equipment responsibly. Report any damage or misuse of property.
- **Information Technology:** Follow college policies on the appropriate use of information technology resources, including computers, networks, and email.

### **Health and Safety**

- **Safety Protocols:** Comply with all safety protocols and procedures to ensure a safe learning and working environment.
- **Emergency Procedures:** Be familiar with and follow emergency procedures in case of fire, medical emergency, or other crises.

### **Disciplinary Actions**

- Violations of the Code of Conduct may result in disciplinary action, which can include warnings, probation, suspension, expulsion, or termination of employment, depending on the severity of the violation.

### **Reporting and Enforcement**

- **Reporting Violations:** Report any violations of the Code of Conduct to the appropriate college authorities. Confidentiality will be maintained to the extent possible.
- **Investigation:** The college will investigate all reported violations promptly and fairly.
- **Enforcement:** The college will enforce this policy consistently and impartially.

### **Review and Revision**

This Code of Conduct will be reviewed periodically and revised as necessary to reflect the evolving needs of the MCM community.

# **MUHAMMAD TEACHING HOSPITAL**

## **OPERATION THEATER OPERATING ROOM PROTOCOLS**

- **Principle of sterile technique**
- **Hand scrub**
- **Hand towel drying**
- **Gloving**
- **Gowning**
- **Operating room decorum**
- **Operating room procedure (all unit's specific procedure)**
- **Drap the patients**
- **Close operation**

## COVID-19 PREVENTION TIPS

### Tips to Prevent Coronavirus Transmission



Wash your hands frequently



Cough and sneeze into the elbow



Dispose of used tissues immediately



Avoid contact with others



Avoid crowds and public gatherings



Avoid touching your face



Clean all shared surfaces frequently



Avoid all nonessential travel



Call ahead before going to a clinic or hospital



Isolate yourself if sick or at risk of complications



Work from home if possible



Wear a mask if you are sick, have COVID-19, or are caring for someone with it



**MCM Peshawar**



Hotel Road, Yousaf Abad, Peshawar



091-2814151 / 091-2814174

## Remember the **P A S S** Word

# P

## Pull

**Pull** the pin (or other motion) to unlock the extinguisher.



# A

## Aim

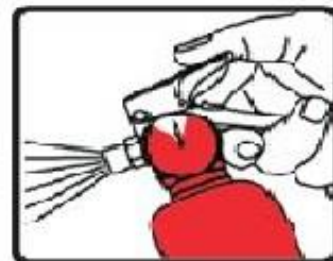
**Aim** at the base (bottom) of the fire and stand 6 - 10 feet away.



# S

## Squeeze

**Squeeze** the lever to discharge the agent.



# S

## Sweep

**Sweep** the spray from left to right until the flames are totally extinguished.





## MCM Peshawar



Budni Road, Yaseen Abad, Peshawar



091-2614151 / 091-2614174

# Hand washing tips



## KMU Attendance Policy

KMU Examination Regulations, 2008



### THE KHYBER MEDICAL UNIVERSITY EXAMINATIONS REGULATIONS, 2008

1. These regulations may be called "The Khyber Medical University Examinations Regulations, 2008" in terms of Section 24(1)(c) and 28(1)(C) of The Khyber Medical University Act, 2006 (NWFP Act No. 1 of 2007).
2. These Regulations shall come into force at once.
3. Eligibility to appearing in the University: A student shall be eligible to appear in a professional examination if he / she fulfil the following conditions:
  - a. Has passed all the subjects of the previous examination.
  - b. Has undergone the specified period of theoretical and practical courses and clinical training including demonstrations for the said examination to the satisfaction of the Department concerned.
  - c. No student is eligible for university examination without having attended at least 75% of lecturers, demonstrations, tutorials and practical / clinical work both in-patient and out-patient departments in that academic session.
  - d. Has his / her name submitted to the Controller of Examination KMU by the Principal on clearance by the Head of Institute / teacher concerned?
  - e. Has paid the requisite fees for the examination to the KMU and has cleared all the college / hostel dues.
  - f. Any student who fails to clear the 1<sup>st</sup> Professional MBBS Part-I examination in FOUR chances availed or un-availed after becoming eligible for the examination shall cease to become eligible for further medical education in Pakistan.
  - g. Any student who fails to clear the 1<sup>st</sup> Professional MBBS Part-II examination in FOUR chances availed or un-availed after becoming eligible for the examination shall cease to become eligible for further medical education in Pakistan.
  - h. Maximum of FOUR chances availed or un-availed will be allowed to a student to clear First Professional BDS Examination. If a student fails to pass First Professional BDS in stipulated FOUR chances, his / her name will be struck off the college. He / she will be considered ineligible (to undertake) BDS studies anywhere in the country.
  - i. The Principal will not forward the examination form of any student unless he / she produces clearance certificate from the college cashier, hostel warden and the college librarian.
  - j. A student who fails in part of the exam and does not avail two consecutive chances will have to clear all the subjects in the subsequent chances. However there is no bar on the number of chances except for 1<sup>st</sup> Professional as described in f & g.
1. Each theory and Practical / Oral examination shall be of at least three hours duration.
2. The minimum passing marks in each subject shall be 50% each in theory and practical.

A student who fails in theory or in practical examination of a subject shall be considered to have failed in the subject and will have to reappear both in theory and practical.
3. Any student who fails both in annual and supplementary examinations in any subject including part-I and part-II of 1<sup>st</sup> Professional examination shall not be promoted to the

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