



GENERAL MEDICINE

Medicine & Allied Study Guide

Muhammad College of Medicine

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

Introduction of Medicine Department

Welcome to the Medicine Department at Muhammad Medical College!



Medicine department is dedicated to providing high-quality education and training to MBBS students in a professional environment and hand on training in clinical setting. Our mission is to foster a culture of excellence, compassion, and lifelong learning, preparing students to excel in the field of internal medicine.

In Medicine department, students will gain a deep understanding of the principles and practices of internal medicine, developing the knowledge, skills, and attitudes necessary to provide exceptional patient care. Our experienced faculty, state-of-the-art facilities, and diverse clinical settings provide a supportive and stimulating environment for learning through a combination of lectures, case presentations, ward rotations, and hands-on training, students will acquire the expertise to diagnose, manage, and prevent a wide range of medical 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 Medicine Department!

HOD
Professor Dr. Mumtaz Ali
Medicine & Allied

Table of Content

Content	#
HOD Massage	03
MCM Medicine Staff	05
GLOs	06
Module wise Blue print	08
Clinical placement	15
Clinical topic list	16
Instructional Strategies	17
Assessment Strategies	19
Code of Conduct policy	20
COVID-19 PREVENTION	22
Fire Safety	23
Attendance Policy	24

MCM MEDICINE & ALLIED MEDICINE STAFF

General Medicine Department

Dr. Mumtaz Ali	Professor
Dr. Muhammad Ishaq	Professor
Dr. Muhammad Ayaz	Assistant Professor
Dr. Sarfaraz Khan	Assistant Professor
Dr. Syed Jalal Shah	Trainee Registrar
Dr. Bilal Ahmad	Trainee Registrar
Dr. Muhammad Alamgir	Medical Officer

Urology Department

Dr. Junaid Jamil Khattak	Assistant Professor
Dr. Farman Ullah	Assistant Professor
Dr. Bilal Ahmad	Senior Registrar
Dr. Majid Khan Kakakhel	Senior Registrar
Dr. Arshad	Senior Registrar
Dr. Shahzad ur Rehamn	Senior Registrar
Dr. Zakir Khan	Senior Registrar
Dr. Saima Hamayun	Trainee Registrar

Cardiology

Dr. Hammad Shah	Assistant Professor
Dr. M. Fahim ul Hassan	Assistant Professor
Dr. Abdul Basit	Senior Registrar
Dr. Naveed Ullah	Trainee Registrar
Dr. Abbas Khan	Professor
Dr. Muhammad Daud	Assistant Professor
Dr. Fahad Shaheen	Senior Registrar

Gastroenterology

Dr. Abbas Khan	Senior Registrar
Dr. Muhammad Siddique	Senior Registrar
Dr. Asfand-e-Yar Khan	Senior Registrar
Dr. Nasma Noor	Assistant Professor
Dr. Farhana Rashid	Senior Registrar
Dr. Asad Ullah	Senior Registrar

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.



Module-wise Medicine & Allied Blue Print Session 2025

Subject: Medicine & Allied

Module	Subject	Topic	Objective	LGF - SGDs - CBL - Seminar - Practical - and if any other Topic	C1-C6 Level	P1 - P5 Level 1	A1-A4 Level	Resources Needed	Assessment strategies MCQ, EMQ , CCMCQ , SEQ - SAQ - OSPE / OSCE
GIT		Esophagitis		LGF	C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Esophageal motility Disorders		LGF	C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Preseptal & Orbital Cellulitis		LGF	C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Preseptal & Orbital Cellulitis		LGF	C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Hepatitis C		LGF	C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Hepatocellular carcinoma		LGF	C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Intestinal tuberculosis		LGF	C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Irritable bowel syndrome		LGF	C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
	G. Medicine	Crohn's disease		LGF	C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Ulcerative- colitis		LGF	C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Ano-rectal infections		LGF	C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Confidentiality		SGD	C1			Hospital Lecture Hall	MCQ,EMQ, SAQ
	NEUROSCIENCES-II MODULE								
	(Psychiatry)	Sleep disorders- (Psychiatry)	-Describe the types of sleep disorders	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ

			-Explain the pharmacological and non-pharmacological management of sleep disorders Describe the ways of improving healthy sleep						
		Non-organic insomnia (Psychiatry)	Define non-organic insomnia Non-organic insomnia and its treatment Explain the management of non-organic insomnia	LGF	C1, C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Sleep wake cycle disorders (Psychiatry)	Describe the concept of sleep-wake cycle disorder Describe the pharmacological and non-pharmacological management of sleep-wake wake cycle disorder	LGF	C1, C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Depressive disorders (Psychiatry)	Classify depressive disorders Describe the aetiology, clinical features and management protocols of different depressive disorders	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Bipolar Affective Disorder (Psychiatry)	Describe the clinical features and management protocols of Bipolar affective disorders	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Suicide (Psychiatry)	Describe the preventive measures of suicide	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Anxiety Disorders (Psychiatry)	Classify anxiety disorders Differentiate between anxiety and phobia	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Dissociative disorders (Psychiatry)	Explain the different behavioral and neurological presentations of dissociative disorders Describe the pharmacological and non pharmacological management of dissociative disorders	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Stress related disorders (Psychiatry)	Classify stress related disorders Explain the concept of stress in stress related disorders	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Somatoform disorders (Psychiatry)	Classify somatoform disorders Describe the concept of medically unexplained symptoms	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ

		Atypical depression and seasonal affective disorder (Psychiatry)	Describe the clinical presentation of atypical depression	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Personality disorders (Psychiatry)	Classify personality disorders	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Psychotic disorders (Psychiatry)	Differentiate between organic and non-organic psychosis Explain the concept of psychosis	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Schizophrenia as (Psychiatry)	Describe the clinical features, diagnostic criteria and management of Schizophrenias	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Delusional disorders (Psychiatry)	Describe the types and management of delusional disorders	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Substance abuse disorder (Psychiatry)	Describe the concept of drug dependence Classify of drug abuse	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
	General Medicine	Alzheimer's disease and Dementias (G.M)	Explain the pathophysiology, clinical features and management of Alzheimer's disease	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Stroke	Describe the risk factors of stroke Explain the types of strokes Describe the clinical features, radiological features, and management of a patient with stroke due to an infarction	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Seizures	Define seizures Differentiate between a seizure and syncope Classify epilepsy	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
	Anesthesia	Anaesthesia Introduction to the subject	Define anaesthesia	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Neuroaxis block	Describe the following terms: • Spinal block • Epidural block • Caudal block Combined spinal /Epidural	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Regional anaesthesia	Describe the following terms: • Nerve block • Single shot •	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ

			Continuous infusion Local infiltration						
		Preoperative evaluation and risk assessment	Explain the purpose of preoperative evaluation Perform risk assessment of patient undergoing general anaesthesia	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Monitoring in anaesthesia	Describe the non-invasive and invasive techniques of patients` monitoring for the following parameters during general anaesthesia Non-invasive: a. Oxygenation b. Hemodynamic c. Temperature d. Electrical activity e. Neuromuscular activity	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Parkinson`s disease	Describe the aetiology, risk factors, morphology and clinical features of Motor Neuron Disease	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
	G. medicine	Meningitis	Explain the aetiology, pathogenesis, clinical presentation, investigations and management of Acute pyogenic meningitis Explain the aetiology, pathogenesis, clinical presentation, investigations and management of Tuberculous meningitis	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Multiple sclerosis	Explain the pathophysiology, clinical features and management of Multiple sclerosis	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Transverse	Transverse myelitis Describe the aetiology, pathophysiology, clinical features and management of Transverse myelitis	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Caries spine	Explain the pathophysiology, clinical features, investigations and management of Caries spine	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Guillain Barre syndrome	Explain the pathophysiology, clinical features and management of Guillain Barre syndrome	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ

		Neuropathies	Describe the causes, types, distribution and clinical features of different neuropathies	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
	G. Medicine	Myasthenia Gravis	Explain the pathophysiology, clinical features and management of Myasthenia Gravis Describe the clinical features, types and management of Neurofibromatosis	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
Renal-II Module									
Renal-II Module	G. Medicine	Interpretation of urinalysis	explain various abnormalities and their interpretation and importance regarding specific diagnoses Highlight the importance of urine abnormalities in other systemic diseases apart from kidney and urogenital tract abnormalities	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Nephrotic syndrome	Define Nephrotic Syndrome. Identify the complication of nephrotic syndrome Interpret the criteria for diagnosing Nephrotic Syndrome Interpret the important investigations	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Nephritic syndrome	interpret the criteria for diagnosing Nephritic Syndrome Identify symptoms and signs of Nephritic Syndrome Identify important causes Enumerate important investigations	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
		Electrolytes abnormalities Hyponatremia Hypernatremia Hypokalemia Hyperkalemia	Define Hyponatremia Discuss Types of Hyponatremias Describe clinical features Enlist/ interpret the diagnostic lab investigations Calculate the sodium deficit and free water deficit Calculate rate of sodium replacement Discuss complications Define Hypernatremia	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ

		Describe clinical features Define Hypokalaemia Describe clinical features Interpret diagnostic lab investigations Discuss complications. Describe/JUSTIFY management plan Define Hyperkalemia Describe clinical features Enlist diagnostic lab investigations Discuss complications Describe management plan						
Urology	Acute Kidney Injury (AKI)	Define AKI. Enlist/Interpret the criteria for diagnosing AKI Discuss/ Differentiate prerenal & post renal causes Identify symptoms and signs of AKI Identify /Interpret the important complications Enumerate/DISCUSS important investigations Construct a management plan for a patient with AKI	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
	Chronic Kidney Disease (CKD)	fine CKD Enlist criteria for diagnosing CKD Identify important causes Identify symptoms and signs of CKD Identify the important complications Enumerate important investigations Discuss the treatment plan	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
	Renal Replacement Therapy (RRT)	fine RRT Enlist the different types of RRT Identify/Enumerate important indications of dialysis Identify/Enlist the important complications of dialysis Discuss the Renal transplant Enlist and discuss the types of transplant rejection	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ
	Autosomal Dominant	efine ADPKD. Enlist/Interpret the criteria for diagnosing	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ

		Polycystic Kidney Disease (ADPKD)	ADPKD. Identify/interpret the genetic causes. Identify/symptoms and signs of ADPKD. Identify/Interpret the important complications.						
		Urinary Tract Infections (UTIs)	Define UTIs. Enlist the criteria for diagnosing UTIs. Identify/Differentiate the complicated and uncomplicated UTIs. 161 Identify symptoms and signs of UTIs. Identify the important complications. Enumerate/discuss/interpret/ important investigations. Construct a management plan for a patient with UTI.	LGF	C2, C3			Hospital Lecture Hall	MCQ,EMQ, SAQ

MCM 4th Prof MBBS Hospital clinical placement 2025

Bat ch	W-01	W-02	W-03	W-04	W-05	W-06	W-07	W-08	W-09	W-10	W-11	W-12	W-13	W-14	W-15	W-16
A-1	Med	Med	Surg	Surg	Pead	Pead	OBS/G yne	OBS/Gyn e	Derm	Oncolo gy	Orth & Trau	Urolog y	Eye	Eye	ENT	ENT
A-2	Surge ry	Surge ry	Med	Med	OBS/ Gyne	OBS/ Gyne	Pead	Peads	Orth & Trau	Urolog y	Derm	pulmo nology	ENT	ENT	Eye	Eye
B-1	Peads	Peads	OBS/ Gyne	OBS/ Gyne	Med	Med	Surg	Surg	Eye	Eye	ENT	ENT	Derm	pulmo nology	Orth & Trau	Urolog y
B-2	OBS/ Gyne	OBS/ Gyne	Pead	Pead	Surg	Sur	Med	Med	ENT	ENT	Eye	Eye	Orth & Trau	Urolog y	Derm	pulmo nology
C-1	Eye	Eye	ENT	ENT	Derm	pulm onolo gy	Ortho & Trauma	Urology	Med	Med	Surg	Surg	Pead	Pead	OBS/G yne	OBS/G yne
C-2	ENT	ENT	Eye	Eye	Orth & Trau	Urolo gy	Derma	pulmonolo gy	Surg	Surg	Med	Med	OBS/G yne	OBS/G yne	Pead	Pead
D-1	Derm a	pulm onolo gy	Ortho & Trauma	Urolo gy	Eye	Eye	ENT	ENT	Pead	Pead	OBS/G yne	OBS/G yne	Med	Med	Surg	Surg
D-2	Ortho & Trauma	Urolo gy	Derm a	pulm onolo gy	ENT	ENT	Eye	Eye	OBS/G yne	OBS/G yne	Pead	Pead	Surg	Surg	Med	Med

- **Note: each sub batch will comprise of 04 students (A1: 04 students and A2: 04 students)**
- **Posting Timing: 09:00 to 12:00pm Evening Timing: 04:00pm to 06:00pm**

5TH 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 th March to 25 April 2025	28 th April To 6 th May 2025	09 th May To 18 th July	21 st July To 29 th August
Batch A	General Medicine	General Surgery	OBG	Peads
Batch-B	General Surgery	General Medicine	Peads	OBG
Batch-C	OBG	Peads	General Medicine	General Surgery
Batch-D	Peads	OBG	General Surgery	General Medicine



DEPARTMENT OF MEDICAL EDUCATION

MUHAMMAD COLLEGE OF MEDICINE

4th Prof MBBS Students Clinical Placement 2025-26

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

MCM 3RD PROF MBBS HOSPITAL CLINICAL PLACEMENT 2025

Bat ch	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
Da te	27 th to 31 st Ja n2 5	3 rd to 7 th Fe b 25	10 th to 14 th fe b, 25	17 th to 21 st Fe b, 25	24 th to 28 th Fe b, 25	3 rd to 7 th Ma r25	10 th to 14 th ma r, 25	17 th to 21 st m ar, 25	24 th to 28 th m ar, 25	31 st ma r to 4 th Apr il, 25	7 th to 11 April , 25	14 th to 18 th Apr il, 25	21 st to 25 th Apr il , 25	28 th Apr il to 2 nd Ma y	5 th to 9 th Ma y 25	12 th to 16 th Ma y , 25	19 th to 23 rd Ma y , 25	26 th to 30 th may . 25	2 nd to 6 th Jun e , 25	9 th to 13 th Jun e, 25	16 th to 20 th Jun e, 25	23 rd to 27 th Jun e 25	4 th to 8 th Au gus t, 25	11 th to 5 th Au gus t, 25
A-1	M ed	M ed	M ed	Su rg	Su rg	Su rg	Pe ad	Pe ad	Pe ad	OB S/G yne	OBS/ Gyne	OB S/G yne	Em erg enc y	An est hes ia	End o	Ort h & Tra u	Gas tro	Neur osur	Eye	Eye	Eye	EN T	EN T	EN T
A-2	Su rg ery	Su rge ry	Su rg ery	M ed	M ed	Med i	OB S/ Gy ne	OB S/ Gy ne	OB S/ Gy ne	Pea d	Pea d s	Pea d	Ort h & Tra u	Gas tro	Ne uro sur	Em erg enc y	An est hes ia	End o	EN T	EN T	EN T	Eye	Eye	Eye
B-1	Pe ad s	Pe ad s	Pe ad s	OB S/ Gy ne	OB S/ Gy ne	OB S/ Gy ne	Med	M ed	M ed	Su rg	Surg	Su rg	Eye	Eye	Eye	EN T	EN T	ENT	Em erg enc y	An est hes ia	End o	Ort h & Tra u	Gas tro	Ne uro sur
B-2	OB S/ Gy ne	OB S/ Gy ne	OB S/ Gy ne	Pe ad	Pe ad	Pe ad	Su rg	Su r	Su r	Med	Med	Med	EN T	EN T	EN T	Eye	Eye	Eye	Ort h & Tra u	Gas tro	Ne uro sur	Em erg enc y	An est hes ia	End o
C-1	Eye	Eye	Eye	EN T	EN T	EN T	Em erg enc y	An est hes ia	End o	Ort ho & Tra um a	Gast ro	Ne uro sur ger y	Med	Med	Med	Su rg	Su rg	Surg	Pea d	Pea d	Pea d	OB S/G yne	OB S/G yne	OB S/G yne
C-2	EN T	EN T	EN T	Eye	Eye	Eye	Ort h & Tra u	Gast ro	Ne uro sur ger y	Em erg enc y	Anes thesi a	End o	Su rg	Su rg	Su rg	Med	Med	Med	OB S/G yne	OB S/G yne	OB S/G yne	Pea d	Pea d	Pea d
D-1	Em erg enc y	An est hes ia	End o	Ort ho & Tra um a	Gast ro	Ne uro sur ger y	Eye	Eye	Eye	EN T	ENT	EN T	Pea d	Pea d	Pea d	OB S/G yne	OB S/G yne	OBS /Gyn e	Med	Med	Med	Su rg	Su rg	Su rg
D-2	Ort ho & Tra um a	Ur ology	Ne uro sur ger y	Em erg enc y	An est hes ia	End o	EN T	EN T	EN T	Eye	Eye	Eye	OB S/G yne	OB S/G yne	OB S/G yne	Pea d	Pea d	Pea d	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**
- **EVENING POSTING TIMING: 03:00 TO 06:00PM**



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

- History taking in general.
- GPE, Pallor, Cyanosis, Jaundice, Clubbing, and Koilonychia.
- Thyroid, Lymph nodes, Dehydration, Nutrition, Decubitus, Edema.
- Pulse.
- Examination of Blood Pressure and JVP.
- History taking in GIT – Vomiting, Diarrhea, Pain Abdomen, Constipation.
- Hematemesis, Melena, Dyspepsia, Distension.
- Examination of GIT – Inspection, Palpation. Percussion, Auscultation.
- History taking in Respiratory system – Dyspnea, Cough, Expectoration, Hemoptysis.
- Chest pain, wheezing.
- Inspection, Palpation, Percussion, Auscultation front of chest.
- Inspection, Palpation, Percussion, Auscultation back of chest.
- History taking in CVS.
- GPE in CVS – Clubbing, Koilonychia, Osler's nodes, Splinter Hemorrhages, Cyanosis. Pulse, JVP, Blood pressure.
- Inspection, Palpation of precordium.
- History taking in CNS.
- Higher Mental Functions – Level of consciousness, Behavior, Speech, Memory.
- Examination of cranial nerves.
- Examination of Motor system.
- Examination of Sensory system – Crude touch, Pain, Temperature. Fine touch, Pressure, Vibration, Joint position. Cortical sensations Two-point localization, Two point discrimination.
- -Reflexes
- -Examination of Cerebellar system

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

LGF	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
PRACTICAL	• Practical sessions are hands-on learning experiences conducted in laboratory or clinical settings. • These sessions provide students with opportunities to apply theoretical knowledge and develop technical skills under the guidance of faculty members. • 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.
SGDS	• SGDS involve small groups of students engaging in structured discussions on specific topics or issues. • These sessions facilitate in-depth exploration of concepts, encourage active participation, and foster critical thinking and problem-solving skills. • SGDS may be used to address complex or sensitive topics that require focused attention and collaborative exploration among students.
STUDENTS SEMINARS	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
CASE-BASED	: 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.
HOSPITAL POSTING	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 SOPs Annexed)*

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.

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

Fire Safety



MCM Peshawar



Hotel Road, Yousaf Abad, Peshawar



031-2814151 / 031-2814174

Remember the **P A S S** Word

Pull

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



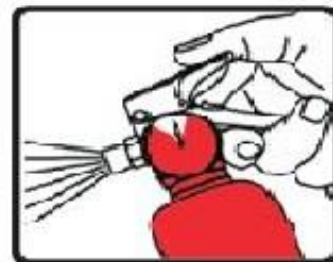
Aim

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



Squeeze

Squeeze the lever to discharge the agent.



Sweep

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



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 1st 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 1st 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 1st 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 1st Professional examination shall not be promoted to the