

STUDY GUIDE ANATOMY 1ST Year

MBBS COURSE

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Mission Statement



Guiding your passion to profession

IMC Strives to improve health care in Faisalabad, our country and the world through excellence.

We seek to foster the development of dedicated clinicians, scientists, professionals and educators to provide leadership in education, services and discovery.

Vision:

To be an institution with

- An environment to develop creative free thinking and life long learners.
- A culture of objective research to transform health care delivery.
- Quality professional educational program based on innovation and collaboration.
- High moral and ethical values.
- Serving the needs of community in the best tradition of profession.

Goals:

- To develop humanist, skilled, intellectually disciplined and innovative medical professionals with dedication to those who they treat, lead and serve
- To educate and guide the next generation of leaders in healthcare and medical science to provide and sustain achievements in service, teaching and research.
- To provide comprehensive and effective patient centered, culturally sensitive, compassionate and innovative health care of highest quality to all.
- To recruit, develop and nurture and independent and academically outstanding community of faculty, student, trainees and staff, who each contribute to excellence in our missions.
- To promote professional and personal growth, productive, accountability, integrity and synergistic collaboration and synergy of faculty, students and staff

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INTRODUCTION

WHAT IS A STUDY GUIDE?

It is an aid to:

- A. Inform students how student learning program of the subject has been Organized
- B. Help students organize and manage their studies throughout the year
- C. Guide students on assessment methods, rules and regulations

THE STUDY GUIDE:

- Communicates information on organization and management of the module.
- This will help the student to contact the right person in case of any difficulty.
- Defines the objectives which are expected to be achieved at the end of the program.
- Identifies the learning strategies such as lectures, small group teachings, clinical skills, Demonstration, tutorial and case based learning that will be implemented to achieve the Learning objectives.
- Provides a list of learning resources such as books, computer assisted learning program, web- links, and journals, for students to consult in order to maximize their learning.
- Highlights information on the contribution of continuous and term test on the Student's overall performance.
- Includes information on the assessment methods that will be held to determine every student's Achievement of objectives.
- Focuses on information pertaining to examination policy, rules and regulations.

ANATOMY FOR 1ST YEAR MBBS

Subject: Anatomy

Year: 1st year

Duration: 36 weeks

Year	Theory	Practical	Total
1st year	150 hours (100 Lecture, 50 SGD / PBL)	150 hours	300

AT THE END OF 1st YEAR MBBS STUDENT WILL BE ABLE TO

- To explain various anatomical terms.
- To distinguish different anatomical landmarks.
- To discuss principles of General Anatomy.
- To demonstrate ability to mark structure of surface anatomy.
- To identify anatomical parts on models and cadavers.
- To explain the anatomical principles of different clinical methods.
- To identify different cellular structures & tissue on microscopic slides.
- To describe different parts & relationships of Anatomical structures.
- To explain the clinical application of knowledge of Anatomy.
- To describe steps of development of embryo and other human organs.
- To discuss various developmental anomalies.

RULES AND REGULATION

- 75% attendance in theory and clinical classes in mandatory.
- All progress will be recorded on clinical log book.
- Pass marks for assessment will be 50%.
- All this will be credited in internal assessment for Final Professional.
- Any Conflict will be resolved by Co-Ordinator.
- All students will have to fill online feedback perfroma.

LEARNING RESOURCES

The department of Anatomy will require following resources for implementation resources:

- Human resource
- Instructors (faculty members)
- Curriculum coordinator curriculum secretary
- Infrastructure
- Lecture hall with AV aids
- Tutorial room with AV aids
- Dissection Hall and Museum with Anatomy Models
- Histology Lab with Pool of slides
- Simulated patients and simulated manikins
- Computers

LISTS OF CONTENT RESOURCES

- General Anatomy by Prof. Sadiq Hussain Siddiqui
- Medical Histology by Prof. Laiq Hussain Siddiqui
- Di-Fiore Atlas of Histology
- Clinically Oriented Anatomy by Keith L. Moore.
- Cunningham's Manual of Practical Anatomy by G.J. Romanes, 15th Ed., Vol-I, II, III.
- Clinical Anatomy by Richard S. Shield.
- Wheater's Functional Histology
- Basic histology by Junqueira and Carneiro
- Grant's Atlas of Anatomy
- Langman's embryology
- The Developing Human. Clinically Oriented Embryology by Keith L. Moore, 6th Ed.
- Neuroanatomy by Richard S. Snell.
- Gray's Anatomy Latest Edition.
- Clinical Anatomy by R.J. Last, Latest Ed.

E-LEARNING

- e-IMC phone app for online lectures
- IMC youtube channel

JOURNALS

- The Professional Medical Journal
- Independent Review (H-2000)
- Independent Journal of Allied Health Sciences
- Online Journals and Reading Materials through HEC Digital Library Facility

LEARNING METHODOLOGY

The following teaching / learning methods are used to promote better understanding:

- Interactive Lectures
- Hospital / Clinic visits
- Small Group Discussion
- Case- Based Learning
- Skills session
- E-Learning
- Self-Directed Study

INTERACTIVE LECTURES: In large group, the lecturer introduces a topic or common clinical conditions and Explains the underlying phenomena through questions, pictures, videos of patients' interviews, Exercises, etc. Students are actively involved in the learning process.

SMALL GROUP DISCUSSION (SGD): This format helps students to clarify concepts acquire skills or attitudes. Sessions are structured with the help of specific exercises such as patient case, interviews or discussion topics. Students exchange opinions and apply knowledge gained from lectures, tutorials and self-study. The facilitator role is to ask probing questions, summarize, or rephrase to help clarify concepts.

CASE- BASED LEARNING: A small group discussion format where learning is focused around a series of questions based on a clinical scenario. Students discuss and answer the questions applying relevant knowledge gained in clinical and basic health sciences during the module.

SKILLS SESSION: Skills relevant to respective module are observed and practiced where applicable in skills laboratory or Department of Physiotherapy.

SELF DIRECTED STUDY: Students assume responsibilities of their own learning through individual study, sharing and discussing with peers, seeking information from Learning Resource Center, teachers and resource persons within and outside the college. Students can utilize the time within the college scheduled hours of self-study.

E-LEARNING: E-Learning is a strategy by which learning occurs through the utilization of electronic media, typically the Internet. The basic aspects of medical professionalism and ethics will be addressed through an e-learning course

VIDEO SESSIONS: Anatomy is a subject which involves visual learning and formulating concepts. Video assisted learning sessions also provides opportunities to learn gross anatomy.

LABORATORY SESSIONS: Laboratory sessions are important as they provide opportunity for experiential learning in terms of study of slides and identification of tissues

EARLY CLINICAL EXPOSURE (ECE): Clinical skills session are important part of curriculum to achieve psychomotor and affective outcomes. This provide opportunity for medical students in early years and will stimulate contextual learning.

ASSESSMENT

MCQ's and SEQ's

Multiple choice question and short essay question test will be used at the end of part of curriculum to assess the learning of knowledge. These all assessment exercises will be formative. The written tests like Multiple-Choice Questions (MCQs) and Short-Essay Questions (SEQs) test formats are used for the assessment of cognitive domain. The MCQs are more objective and essentially select type of item response format. MCQs have a cueing effect, which promotes guessing and leads to higher scores. In addition, writing MCQs of higher cognitive level of problem solving is challenging. On the contrary, the SEQs are more subjective and have a supply or construct type item response format, which does not have any cueing effect and can effectively assess problem solving skills(8).

OSCE AND SHORT CASE

Short case and OSCE will be used to evaluate clinical skills and procedural skills at the ward end of placement. The OSCE is a method of clinical skill assessment, and it has been reported to be appropriate for assessing learning achievement levels in the psychomotor and emotional domains, which are difficult to evaluate with written examinations(9).

VIVA VOCE

Viva voce is used for assessment of knowledge and problem solving ability of students. This method is useful evaluating cognitive domain.

ASSIGNMENTS

Students of different year will be given assignment of different nature such as research and literature search and surveys

Evaluation plan		
Term Test	Written test (MCQ and SEQ)	Formative
After each region / Module	Stage (OSCE and viva voce)	Formative

INTERNAL ASSESSMENT

- i. The weightage of internal assessment shall be 10% of totals marks.
- ii. Continuous internal assessment shall consist of evaluation at the end of each assignments, e.g. stages/ sub-stage, class tests etc., attitudinal assessment from educational supervisors.
- iii. Assessment of knowledge, Skills and Attitude shall contribute toward internal assessment. Methods used to assess these domains shall include Multiple Choice Questions of one-best type, Short essay questions, Oral/Viva, and Practical/Clinical examinations.
- iv. The score of internal assessment shall contribute to the score in the final examination, Final university examination of each subject shall contribute 90 to total score, and the candidate shall pass in aggregate.
- v. Proper record of continuous internal assessment shall be maintained.



ANATOMY 1ST YEAR MBBS EDUCATION PLAN

	General Anatomy & Embryology	Gross Anatomy	Histology	Assessment	Week
1st Term (11 weeks)	General Anatomy		Introduction of Histology		1
	General Anatomy	Pectoral region	Microscopy		2
		Axilla, Brachial plexus	Preparation of slide & staining procedure	Test 1 General Anatomy	3
	1st week of development	Cervical & scapula	Cell & its part		4
	1st week of development	Back, scapular Region	Epithelium	Test 2 1st Sub stage	5
	1st week of development	Arm, cubital fossa, sternoclavicular joint, humerus,	Stratified epithelium		6
	1st week of development	Shoulder joint, front of forearm	Transitional epithelium & pseudostratified epithelium	Test 2 2nd Sub stage	7
		Wrist, palm, radius & ulna.	Glands	Test 3 Histo & Embryo	8
		Back & lateral side of forearm, dorsum of hand,	Connective tissue	Test 4 3rd Sub stage	9
		Elbow joint, all joint of hand, carpal metacarpal bones, phalanges, surface marking & radiology.	Classification of connective tissue	Test 5 4th Sub stage	10
Upper limb Stage / 1st term test					11
2nd Term (11 weeks)	2nd week of development	Front & medial side of thigh	Cells of connective tissue		12
	2nd week of development	Hip bone	Connective tissue proper	Test 6 1st Sub stage	13
	2nd week of development	Gluteal region. Popliteal fossa, Back of the thigh	Cartilage		14
	2nd week of development	Femur, Hip Joint	Bone	Test 7 2nd Sub stage	15
	3rd week of development	Front & Lateral side of the leg	Muscular tissue	Test 8 1st Sub stage	16
	3rd week of development	Medial side of the leg	Nervous tissue		17
	3rd week of development	Dorsum of foot	Neurons		18
	3rd week of development	Tibia & Fibula	Gray Matter & White Matter	Test 9 3rd Sub stage	19
	4th week of development	Back of leg, Sole of foot & Knee joint	Immune System	Test 10 Histo & Embryo	20
	4th week of development	All joints of foot, Tarsal, Meta Tarsal bones, Phalanges, surface marking & radiology	Tonsils	Test 11 4th Sub stage	21
Lower limb Stage / 2nd term test					22
3rd Term (9 weeks)	4th week of development	Introduction walls of thorax, Thoracic Cavity	Thymus		23
	4th week of development	Thoracic Cavity & Sternum	Spleen	Test 12 1st Sub stage	24
	5th-8th week of development	Lungs & Pleura	Circulatory system		25
	5th-8th week of development	Anterior mediastinum	Respiratory System		26
	9th week of development	Middle mediastinum	Respiratory System	Test 13 2nd Sub stage	27
	Placenta and fetal membranes	Posterior mediastinum, great Vessels, trachea, esophagus	Integumentary system	Test 14 Histo & Embryo	28
	Placenta and fetal membranes	Joints of thoracic cage	Integumentary system	Test 15 3rd Sub stage	29
	Human birth defects	Surface Anatomy & radiology		Test 16 4th Sub stage	30
Thorax Stage / 3rd term test					31
(4 Weeks)	Preparation Leaves				32
					33
					34
					35
Sendup Examination					36

DEPARTMENT OF MEDICAL EDUCATION

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Modules	Objectives	Instructional strategy				Assessment			
		Lecture	SGD	PBL	Lab	MCQ	SEQ	OSPE	Viva
Module 1 General Anatomy (Skeletal system)	Explain anatomical terms and sectional planes of the body.	••	••			••	••		
	Classify the skeleton system (appendicular and axial).	••	••			••	••		
	Classify bones on the basis of shape, size, evolution, structure.	••	••			••	••		
	Describe general features of bones of human body.	••	••			••	••		
	Explain the functions of bones.	••	••			••	••		
	Discuss the general concepts of ossification and growth of bones.	••	••			••	••		
	Describe the blood supply of bones.	••	••			••	••		
	Explain the basis of classification of joints.	••	••			••	••		
	Discuss the characteristics, types and movement of joints.	••	••			••	••		
	Describe the factors responsible for the stability of joints.	••	••			••	••		
	Explain general principles of blood and nerve supply of joints.	••	••			••	••		
	Analyze different clinical scenario resulting into dislocation of joints	••	••			••	••		
	Describe different terms related to muscles.	••	••			••	••		
	Comprehend the basis of classification of muscles.	••	••			••	••		
	Describe principles of blood and nerve supply of muscles.	••	••			••	••		
	Explain sprain, spasm, degeneration and regeneration changes.	••	••			••	••		
	Define and explain the mechanism of sprain and spasm.	••	••			••	••		
	Explain the function of synovial structures related to muscles.	••	••	••		••	••	••	
	Describe different form of fibrous structures.	••	••			••	••		
Comprehend clinical correlates (bone, cartilage and fractures).	••	••			••	••			
Module 2 General Anatomy (Circulatory system)	Describe different types of cardiovascular circulation	••	••			••	••		
	Explain the classification of different types of blood vessels.	••	••			••	••		
	Define anastomoses with examples and their clinical correlates.	••	••			••	••	••	
	Describe components of lymphatic system.	••	••			••	••		
	Comprehend the mechanism of production and circulation of lymph.	••	••			••	••		
	Describe the lymphatic and its role in spread of infection and cancer.	••	••			••	••		
Module 3 General Anatomy (Nervous Systems & Skin and Fascia)	Name different components of nervous tissue.	••				••	••		
	Classify different types of nervous system (Somatic and Autonomic)	••				••	••		
	Enumerate different parts of somatic nervous system.	••				••	••		
	Describe the formation and distribution of a typical spinal nerve.		••			••	••		
	Discuss nerve plexus formation & dermatomes & clinical importance.		••			••	••		
	Describe different parts of autonomic nervous system functions.		••			••	••		
	Define and comprehend reflex, reflex arc and referred pain.		••			••	••		
	Name different types of skin and components (dermis and epidermis).	••	••			••	••		
	Enumerate its appendages and give their function.	••	••			••	••		
	Describe the structure and function of superficial and deep fasciae.	••	••			••	••		
	Describe the skin lines and their significance.	••	••			••	••		
Give significance of discolouration (Jaundice, cyanosis and anemia).		••	••		••	••	••		

Modules	Objectives	Instructional strategy				Assessment			
		Lecture	SGD	PBL	Lab	MCQ	SEQ	OSPE	Viva
Module 4 General Anatomy (Common diagnostic techniques)	Interpret normal radiographs of different regions of the body.		••					••	
	Identify displacement of the fracture segments of the bone.		••					••	
	Diagnose dislocation of the joints.		••					••	
	Understand and interpret ultra-sonographs of abdominal viscera.		••					••	
	Understand principle of CT scan and interpret the normal scans.		••					••	
	Interpret images of diagnostic techniques i.e. X-rays, CT scans, MRI.		••					••	
	Take the Biopsy and prepare it for examination.		••		••			••	
Module 5 Gross Anatomy (Upper Limb)	Develop an expertise in identification of structures in a cadaver		••		••	••	••		
	Develop clear concepts of the topographic anatomy of the regions.		••			••	••		
	Explain muscle attachments, their actions, nerve supply.		••			••	••		
	Describe structure and mechanism of joints and the clinical conditions.		••			••	••		
	Describe bones of the appendicular skeleton.		••			••	••		
	Describe the bones of the foot and hand individually and in skiagrams.		••			••	••		
	Explain common fractures of the bones, displacement.		••			••	••		
	Describe nerve plexuses of limbs and different clinical conditions.		••			••	••		
	Demonstrate different injuries to the nerves of the extremities.		••			••	••	••	
	Recognize important superficial veins and their clinical uses.		••			••	••	••	
	Explain anatomical relevance to important clinical conditions.		••			••	••	••	
	Describe the regional lymphatic drainage and vascular supply.		••			••	••	••	
Interpret normal skiagrams, C.T. Scans, MRI and Ultrasound.		••			••	••	••		
Module 6 Gross Anatomy (Lower Limb)	Develop an expertise in identification of structures in a cadaver		••		••	••	••		
	Develop clear concepts of the topographic anatomy of the regions.		••			••	••		
	Explain muscle attachments, their actions, nerve supply.		••			••	••		
	Describe structure and mechanism of joints and the clinical conditions.		••			••	••		
	Describe bones of the appendicular skeleton.		••			••	••		
	Describe the bones of the foot and hand individually and in skiagrams.		••			••	••		
	Explain common fractures of the bones, displacement.		••			••	••		
	Describe nerve plexuses of limbs and different clinical conditions.		••			••	••		
	Demonstrate different injuries to the nerves of the extremities.		••			••	••	••	
	Recognize important superficial veins and their clinical uses.		••			••	••	••	
	Explain anatomical relevance to important clinical conditions.		••			••	••	••	
	Describe the regional lymphatic drainage and vascular supply.		••			••	••	••	
Interpret normal skiagrams, C.T. Scans, MRI and Ultrasound.		••			••	••	••		

Modules	Objectives	Instructional strategy				Assessment			
		Lecture	SGD	PBL	Lab	MCQ	SEQ	OSPE	Viva
Module 7 Cross Anatomy (Thorax)	Describe the topographic anatomy of the region.		••		••	••			
	Describe bony thorax & costo-vertebral & mechanism of respiration.		••			••	••		
	Mark thoracic viscera & pleural reflections on the surface of the body.		••			••	••		
	Describe the importance of percussion notes & clinical importance.		••			••	••		
	Give a precise account of the Anatomy of thoracic viscera, muscles.		••			••	••		
	Describe the regional lymphatic drainage & lymph nodes.		••			••	••		
	Interpret normal skiagram, CT scan, MRI & other diagnostic techniques.		••			••	••		
Module 8 General Anatomy (Applied Anatomy of upper limb, lower limb and thorax)	Describe clinical effects of nerve injuries of the upper and lower limbs	••	••			••	••		
	Explain anatomical aspects of fracture of bones of upper & lower limbs.	••	••			••	••		
	Explain the anatomical aspects of dislocation of joints of limbs	••	••			••	••	••	
	Describe contracture, ganglia, pulp infection, carpal tunnel syndrome	••	••			••	••		
	Explain femoral hernia, varicose veins, bursitis and lymphadenitis	••	••			••	••		
	Describe anatomical basis of spread of carcinoma breast	••	••			••	••		
	Explain clinical importance of coronary circulation.	••				••	••		
	Define cardiac tamponade, pericarditis and paracentesis.	••				••	••		
	Define pleural tap, pneumothorax, hydrothorax, haemothorax.	••				••	••		
	Describe clinical effects of nerve injuries of the upper and lower limbs		••			••	••		
Explain the anatomical aspects of dislocation of joints of limbs		••			••	••			
Module 9 Embryology (General)	Describe the process of cell division and gametogenesis.		••		••	••	••		
	Describe ovarian and menstrual cycle.		••			••	••		
	Describe fertilization, cleavage, blastocyst formation and implantation.		••			••	••		
	Describe stages of embryonic development in 2nd and 3rd week.		••			••	••		
	Describe development of embryo (4th- 8th week of development).		••			••	••		
	Describe fetal period (9th week to birth).		••			••	••		
	Describe Amnion, chorion, Yolk sac, Allantois & umbilical cord).		••			••	••		
	Describe formation of placenta, its structure and anomalies.		••			••	••	••	
	Describe the basis of multiple pregnancies.		••			••	••	••	
	Describe procedures for assessment of fetal status.		••			••	••	••	
	Explain clinical correlates i.e. anovulatory cycles, semen analysis.		••			••	••	••	
	Understand In-Vitro Fertilization (IVF), assisted in-vivo fertilization.		••			••	••	••	
	Describe choriocarcinoma, pregnancy test, hydatidiform mole.		••			••	••		
	Explain estimation of gestational age and viability of fetus.		••			••	••		
	Explain basis of IUGR, hydramnios, twin transfusion syndrome.		••			••	••		
	Define teratogenesis and name common teratogens.		••			••	••		
	Describe development of Integumentary system including manuary.		••			••	••		
Describe development of limbs and vertebral column.		••			••	••			
Describe the development of muscular system and their anomalies.		••			••	••			
Describe the structural and numerical chromosomal anomalies.		••			••	••			

Modules	Objectives	Instructional strategy				Assessment			
		Lecture	SGD	PBL	Lab	MCQ	SEQ	OSPE	Viva
Module 10 Histology (General)	Enumerate and describe structure of different components of cell		••		••	••	••	••	
	Classify the basic tissues of the body.		••		••	••	••		
	Classify and describe different types of epithelia with examples.		••		••	••	••	••	••
	Describe surface modification of plasmalemma.		••		••	••	••	••	••
	Describe different types of connective tissue proper with examples.		••		••	••	••	••	••
	Describe connective tissue cells, fibers and ground substance.		••		••	••	••	••	••
	Classify and describe different types of cartilages with examples.		••		••	••	••	••	••
	Classify bones from histological point of view.		••		••	••	••	••	••
	Describe histogenesis of bone (intramembranous & intracartilagenous).		••		••	••	••	••	••
	Describe light and electron microscopic structure of muscles.		••		••	••	••	••	••
	Describe the structure of neuron, neuroglial cells and nerve fibre.		••		••	••	••	••	••
	Describe microscopic structure of lymphoid organs.		••		••	••	••	••	••
	Describe different sub-division of vascular system.		••		••	••	••	••	••
	Describe microscopic structure of different types of blood vessels.		••		••	••	••	••	••
	Describe microscopic structure of skin and its appendages.		••		••	••	••	••	••
	Describe the structure of mammary gland in different functional stages.		••		••	••	••	••	••
	Describe the microscopic structure of respiratory system.		••		••	••	••	••	••
	Define hypertrophy, atrophy, metaplasia, hyperplasia, and anaplasia.		••		••	••	••	••	••
Draw and label light microscopic structures of tissues.		••		••	••	••	••	••	

TABLE OF SPECIFICATION (ToS)			
		MCQ'S	SEQ'S
General Anatomy	Anatomical Term and Sectional Planes of the Body	1	One In reference to Upper and lower Limbs
	Skeletal System	1	
	Joints	1	
	Muscles	1	
	Circulatory System (a) Cardio Vascular (b) Lymphatic System	1	
	Nervous System	1	
	Skin and Fasciae	1	
	Diagnosis Techniques	1	
Histology	Cell	1	1
	Epithelium	1	
	Connective Tissue (a) Bones (b) Cartilage (c) Connect Tissue Proper	2	
	Muscular Tissue	1	
	Nervous Tissue, Skin and mammary Gland	1	
	Lymphoid Organs	1	
	Vascular System	1	
	Respiratory System	1	
Embryology	Cell Divisions (mitosis and meiosis) and Gametogenesis	1	1
	Fertilization, Development 1-2 weeks	1	
	Development 3-8 weeks	1	
	Fetal Period and Teratogenesis	1	
	Fetal membranes and Placenta	1	
	Multiple Pregnancies and diagnostic procedures	2	
	Development of Muscular system, skeletal system and limbs	1	
	Development of skin, appendages and mammary glands	1	
Upper Limb	Pectoral Region, Shoulder region, Axilla	1	2
	Arm	2	
	Forearm	2	
	Hand	1	
Lower Limb	Gluteal region	1	2
	Thigh	2	
	Leg	2	
	Foot	2	
Thorax	Heart	1	1
	Lung	1	
	Pericardium / Pericardial Sec	1	
	Pleural, Pleural Cavity	1	
	Thoracic Wall, Joints, Bones and Diphragm	1	
	Intercostals, Space and contents	1	
	Mediastinum and its contents	1	
Total		45	9

- 25% MCQ,s and SEQ,s should be clinical oriental or problem based
- In each limb, an equal distribution should be practiced for the following tissues
 - Skin
 - Muscles
 - Bones
 - Connective Tissue sheathes
 - Joints
 - Nerves
 - Vessels
- SEQs of general anatomy may be asked in reference to upper and lower limb

Gross & Radiological Anatomy and Embryology.

1. Total No. of stations 12, each station will have 02 marks and 04 spots of identification.
2. Each station shall be given 1.5 min.
3. Total marks shall be 24.

Gross Anatomy of upper Limb, Lower Limb, Thorax, Radiological Anatomy & Embryology

OSPE				
Sr.	Region area	Station No.	No of Spots	Marks each Station
1	Upper Limb	01	04	02
	Upper Limb	02	04	02
	Upper Limb	03	04	02
2	Lower Limb	04	04	02
	Lower Limb	05	04	02
	Lower Limb	06	04	02
3	Throax	07	04	02
	Throax	08	04	02
4	Radiological Anatomy	09	04	02
5	Embryological	10	04	02
	Embryological	11	04	02
	Embryological	12	04	02
Total		12	48	24

HISTOLOGY OSPE AND VIVA

1. There shall be 10 slides fixed on 10 microscopes.
2. For each station one minute shall be given, students will give point/points of identification for each slide
3. Total number of identifications spots 10
 - a. Each spots will be given 01 mark (0.5marks for identification and 2 points of identification, 0.25 marks each)
4. Long Slide (Total Marks 10) : (Time 10min)
5. Time 15 minutes will be given for

Identification	: 1 mark,	Drawing	: 1 mark,
Labeling	: 1 mark,	Interactive Examination long Slide	: 7 marks

ANATOMY STRUCTURED VIVA

ANATOMY STRUCTURED VIVA			
No.	Context Area	Marks Allocated	Minimum number of Question
1	Surface marking	04	01
2	Upper limb	10	02
3	Lower limb	10	02
4	Thorax	10	02
5	Embryology	12	03
Total		46	10

WEEKLY TIME TABLE



WEEKLY TIME TABLE

1ST YEAR MBBS INDEPENDENT MEDICAL COLLEGE, FAISALABAD.

Time	08:00-10:00	10:00-11:45	Lecture 12:15-02:00	SGD / Practical 12:15-02:00
Mon	Anatomy	Physiology	Biochemistry	SDL (Self Directed Learning)
Tue	Anatomy	Physiology	Biochemistry	SDL (Self Directed Learning)
Wed	Anatomy	Physiology	Biochemistry	SDL (Self Directed Learning)
Thu	Anatomy	Physiology	Biochemistry	SDL (Self Directed Learning)
Fri	08:00-08:45 Behavioral Sciences	08:45-09:30 Islamic Studies / Pak Studies	10:30-11:15 Physiology	11:15-12:00 Biochemistry
	08:45-09:30 Islamic Studies / Pak Studies	09:30-10:30 Anatomy		Off
Sat	Anatomy	Physiology	Biochemistry	SDL (Self Directed Learning)

BREAK 11:45 TO 12:15

1st Year MBBS	
Session:	36 Weeks
Duration	Test
First Term:	9 Weeks 1 Week
Second Term:	9 Weeks 1 Week
Third Term:	9 Weeks 1 Week
Send Up:	6 Weeks