

STUDY GUIDE SURGERY 5th Year

MBBS COURSE

Contents

S. No.	Subject	Page No.
1.	Mission Statement	02
2.	Introduction	03
3.	Learning Resources	04
4.	Learning Methodology	05
5.	Assessment	06
6.	Lecture Schedule	07
7.	Clinical Rotation Schedule	09
8.	Marking Scheme	10
9.	Syllabus for 5th Year MBBS course of surgery	11
10.	Weekly Time Table 5th Year MBBS	16

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

Independent Medical College, Faisalabad.
info@imc.edu.pk, www.imc.edu.pk

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 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.

SURGERY FOR 5th YEAR MBBS

Subject: Principles of Surgery

Year: Fifth Year

Duration: 36 weeks

Fifth year	70 hours Surgery 70 Hours Surgery Specialities	400 Hours (Surgery rotation 8 weeks) (Specialities rotation 4 weeks) 12 weeks clinical rotation (2 hours/week)
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AT THE END OF 5TH YEAR MBBS STUDENT WILL BE ABLE TO

- Take a focused history.
- Perform physical examination(s) in order to identify specific problems.
- Perform basic procedures with the consent of the patient, ensuring infection control.
- Medical and dental graduates must continually acquire new scientific knowledge and skills to maintain competence, and incorporate it into their day-to-day medical practice.
- Able to explain basic principles of surgery.
- Graduates should be able to demonstrate Communication Skills, when dealing with patients and their families, nurses, other health professionals, community, the general public and the media.

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 performa.

LEARNING RESOURCES

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

- Human resource
- Instructors (faculty members 8)
- Curriculum coordinator curriculum secretary
- Infrastructure
- Lecture hall with AV aids
- Tutorial room with AV aids
- Clinical skills Lab with manikins
- Simulated patients and simulated manikins
- Computers

LISTS OF CONTENT RESOURCES

- Short Surgical Practice Bailey & Love 28th edition
- Surgical Signs and Symptoms Norman Browse
- ATLS manual 9th edition
- Clinical examination systems by Muhammad Shuja Tahir
- Tell me the Answer Vol 1 and Vol 2 by Muhammad Shuja Tahir
- Trauma by Muhammad Shuja Tahir
- Breast Problem by Muhammad Shuja Tahir
- Thyroid Problems by Muhammad Shuja Tahir
- GIT Problems by Muhammad Shuja Tahir
- Urology by Muhammad Shuja Tahir
- Investigations by Muhammad Shuja Tahir
- Independent Review (H-2000) www.indepreview.com
- History Register
- Clinical Log book
- General Surgery (Lecture Notes Series) by Harold Ellis, Roy Calne, Chris Watson
- An Introduction to the Symptoms and Signs of Surgical Disease by Norman Browse
- Current Surgical Practice: by Norman L. Browse, Alan G. Johnson, and Tom. Vol. 6
- Schwartz's Principles of Surgery by F. Charles Brunnicardi, Dana K. Andersen, Timothy R. Billiar, and David L. Dunn 8th edition. 2004

CLINICAL LOG BOOK AND HISTORY REGISTER

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

CLINICAL ROTATION: In small groups, students observe patients with signs and symptoms in hospital or Clinical settings. They will have opportunity to practice clinical skills. This helps students to relate knowledge of basic and clinical sciences of the relevant module.

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).

CLINICAL LOG BOOK

Clinical log book is meant for self directed learning (SDL) and assessment of students. The clinical logbook includes reflection which helps the students to set educational goals.

MINI-CEX

Mini-CEX is used to assess the clinical skills and problem solving skills of medical students. This is the tool used by clinical teachers. This can assess all three domains, Psychomotor, cognitive and affective. This also used as formative assessment.

Evaluation plan		
Each Module	Written test (MCQ and SEQ)	Formative
After 12 weeks of ward placement	Ward test (OSCE and short case)	Formative
At end of 36 weeks	Send up exam (MCQ and SEQ) Viva voce	Formative
Annual	University Professional exam	Summative

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.

LECTURE SCHEDULE 5th Year MBBS SURGERY

No	Date	Topic	Module	Term	Teacher
FIRST TERM					
1		Burns	Module 6		
2		Principles of skin graft and flaps	Module 6		
3		Pilonidal sinus	Module 6		
Test 1 Module 6 & 1 skin and subcutaneous tissue, wounds and surgical infections					
4		Carcinoma tongue and oral cavity lesions	Module 7		
5		Salivary gland swellings	Module 7		
6		Goiter and hyperthyroidism	Module 7		
7		Solitary nodule thyroid and thyroid malignancy	Module 7		
8		Pheochromocytoma and parathyroid diseases	Module 7		
Test 2 Module 7 Head and neck diseases					
9		triple assessment, & Inflammatory disorders of breast	Module 8		
10		Carcinoma breast	Module 8		
11		Management of carcinoma breast	Module 8		
Test 3 Module 8: Breast Diseases					
12		Groin hernia	Module 9		
13		Ventral hernia, Burst abdomen , Incisional hernia	Module 9		
14		Peritonitis	Module 9		
15		Retroperitoneal mass	Module 9		
Test 4 Module 9 abdominal wall and peritoneum					
SECOND TERM					
16		Cholelithiasis	Module 10		
17		Obstructive jaundice	Module 10		
18		Pancreatitis	Module 10		
19		Liver and splenic trauma	Module 10		
Test 5 module 10 hepatobiliary and spleen					
20		Dysphagia & Motility disorders of esophagus	Module 11		
21		Carcinoma esophagus	Module 11		
22		Peptic ulcer disease	Module 11		
23		Carcinoma stomach	Module 11		
24		Small Intestinal Obstruction	Module 11		
25		Appendicular Diseases	Module 11		
26		Inflammatory Bowel Diseases	Module 11		
27		Lower GI bleed	Module 11		
28		Diverticular disease and polyps	Module 11		
29		Colorectal carcinoma	Module 11		
30		Hemorrhoids and anal fissure	Module 11		
31		Perianal fistula and perianal abscess	Module 11		
Test 6 Module 11 Gastrointestinal surgery					
32		Arterial occlusive disease	Module 12		
33		Aneurysmal disease	Module 12		
34		Varicose veins & DVT	Module 12		
35		Diabetic foot infections	Module 12		
Test 7 Module 12 Vascular Diseases					

LECTURE SCHEDULE 5th Year MBBS SURGERY

No	Date	Topic	Module	Term	Teacher
THIRD TERM					
		Urinary calculus disease	Module 13		
		Renal mass	Module 13		
		Hydronephrosis and PUJ	Module 13		
		BOO, Prostatic diseases and Stricture urethra	Module 13		
		Carcinoma Bladder	Module 13		
		Scrotal swellings and testicular tumor	Module 13		
Test 8 module 13 Urological Diseases					
		Intracranial Hematomas	Module 14		
		Brain tumors	Module 14		
		Backache and lumbar disc prolapse	Module 14		
		Anorectal malformations and Hirschsprung's disease	Module 14		
		Undescended testis, testicular torsion	Module 14		
		Hypospadias & Ectopae vesicea	Module 14		
		Pediatrics Hernias	Module 14		
Test 9 module 2, 3, 14 surgical physiology, critical care and neurosurgery, pediatric surgery					
		Head Injury	Module 15		
		Spinal trauma	Module 15		
		Abdominal trauma	Module 15		
		Chest Trauma	Module 15		
		Basic Fracture management	Module 15		
		Upper limb fractures	Module 15		
		Lower limb fractures	Module 15		
		Osteoarthritis and septic arthritis	Module 15		
		Bone tumors	Module 15		
Test 10 module 15,4 & 5 Trauma and Orthopedics, principles of oncology and diagnostics					
Send up 1 & 2					

CLINICAL ROTATION SCHEDULE

Department	Surgery
Class	Fifth Year
Duration of course	12 weeks
Educational hours	400 hours (5.5 hours daily, 33 hours weekly)
Location	Ward, OPD, Tutorial room
Tutors	Assistant professor, associate Professor, Professor

	Small Group Discussion	Ward	% age	Assessment
Week 1	Wounds Skin lesions/ulcers	Examination of wound /ulcer Examination of swelling	8	Short case SEQ, OSPE
Week 2	Neck swelling Breast lump	Examination of neck Breast examination mammography	8	Short case SEQ, OSPE
Week 3	Dysphagia Upper GI bleed RUQ pain	Abdominal examination	8	Short case SEQ, OSPE
Week 4	Acute Abdomen Jaundice	Abdominal x-ray ERCP, PTC	8	Short case SEQ, OSPE
Week 5	Anesthesia & ICU	General anesthesia Regional anesthesia Pre operative care	10	Short case SEQ, OSPE
Week 6	Urology LUTS, Urinary retention, Hematuria	IVU	10	Short case SEQ, OSPE
Week 7	Hernias Scrotal Swelling	Examination of groin Examination of scrotum	10	Short case SEQ, OSPE
Week 8	Rectal mass Bleeding PR Colorectal carcinoma	Barium studies	10	Short case SEQ, OSPE
Week 9	Diabetic foot Varicose veins Ischemic limb	Arterial examination Venous examination	8	Short case SEQ, OSPE
Week 10	Trauma ATLS	CT scan	8	Short case SEQ, OSPE
Week 11	Orthopedics		8	Short case SEQ, OSPE
Week 12	Neurosurgery Tumour of brain Head injury	CNS examnation Examination of peripheral nerves upper and lower limb	4	Short case SEQ, OSPE

Evaluation:

- Attendance of 75% is mandatory
- 15 clinical histories must be completed on history register
- Every Saturday will be formative assessment for course work of that week
- End of course work will be ward test
- Ward test will be OSPE and 2 short cases.
- All students will bring their examination kit & clinical examination manual during clinical rotation.

MARKING SCHEME FOR FINAL PROFESSIONAL

FINAL PROFESSIONAL MARKING SCHEME				
Theory				
	SEQ	MCQ	Int. Ass	Sub Total
Surgery 1	50	50	25	250
Surgery 2	65	60		
Clinical				
Short case X2 cases	Long case X1 case	OSPE	Int. Ass	Sub total
100	70	55	25	250
				Total: 500

Modules	Objectives	Instructional strategy				Assessment			
		Lecture	Ward	SGD	skill	MCQ	SEQ	OSPE	SC & LC
Module 1 Wounds & Surgical Infections	To explain normal healing and factors affecting	••				••	••		
	To describe management of wounds		••	••		••	••		
	To identify types and classification of wounds		••			••	••		
	To discuss abnormalities of healing	••				••	••		
	To differentiate between acute and chronic wounds	••						••	••
	To perform clinical assessment of wound		••						••
	To describe surgical site infection and types	••				••	••		
	To explain the common surgical infections	••				••	••		
	To discuss the indications and choice of antibiotics	••		••		••	••		
	To appreciate the importance of asepsis and antisepsis	••		••		••	••		
	To define sepsis, SIRS and bacteremia					••	••		
	To describe the management of Surgical site infection		••	••		••	••	••	
Module 2 Surgical Physiology	To describe metabolic response to injury	••				••	••		
	To explain changes in physiology due to surgical trauma	••				••	••		
	To describe pathophysiology of shock	••				••	••		
	To identify different types of shock	••	••			••	••		
	To describe principles & priorities of resuscitation in shock	••				••	••		
	To describe use of blood and blood products	••				••	••	••	
	To discuss benefits and risks of blood transfusion	••				••	••	••	
	To describe fluid and electrolyte requirement and therapy	••				••	••		
	To explain nutritional assessment of surgical patient	••	••			••	••		
	To explain different methods of nutritional support	••		••		••	••		
	To perform IV access		••		••			••	
Module 3 Critical care anesthesia	To describe preoperative preparation of surgery	••				••	••		
	To explain techniques of anesthesia	••				••	••		
	To demonstrate techniques for airway maintenance				••			••	
	To explain methods of pain management	••				••	••		
	To discuss pharmacology of anesthetic drugs	••				••	••		
	To describe intraoperative and post-operative care			••		••	••		
	To describe spectrum of Day Surgery	••							
Module 4 Diagnostics and surgical technology	To describe principles of different imaging	••				••	••	••	
	To discuss merits and demerits of different imaging	••				••	••		
	To explain principles of radiation protection	••				••	••		
	To explain principles of microscopic diagnosis	••				••	••		
	To discuss merits and demerits of biopsy techniques	••		••	••	••	••		
	To explain tumor markers and their uses	••				••	••		
To describe basics of endoscopy & MIS	••				••	••			

Modules	Objectives	Instructional strategy				Assessment			
		Lecture	Ward	SGD	Skill	MCQ	SEQ	OSPE	SC & LC
Module 5 Principles of Oncology	To explain biological nature and spread of cancer	••				••	••		
	To describe principles of staging and grading	••	••			••	••	••	
	To discuss the importance of tumor markers	••				••	••		
	To describe principles of surgical treatment	••		••		••	••		
	Explain principles of non-surgical treatment of cancer	••				••	••		
	To discuss palliative care and end of life care	••		••		••	••		
Module 6 Skin and soft Tissue (plastic Surgery)	Explain various benign skin and subcutaneous tumors	••				••	••		••
	To discuss management of malignant skin tumors	••				••	••	••	••
	To demonstrate how to assess burn patients		••	••		••	••		
	To describe calculation & quality of IV fluids in burns		••	••		••	••		
	Explain management of burn patient & complications	••				••	••		
	To examine lumps and ulcers		••		••			••	••
	describe pathophysiology of burn	••				••	••		
	To discuss various skin grafts and their use	••				••	••		
	To describe principles and uses of flaps	••				••	••	••	
	To explain steps of reconstruction ladder	••		••		••	••		
Module 7 Head & neck and thyroid diseases	Explain the triangles and zones of neck	••				••	••		
	Describe salivary gland diseases	••				••	••		
	Assess patients with thyroid swelling	••				••	••		••
	Plan management of thyroid diseases		••	••		••	••		••
	Discuss congenital swellings of neck					••	••		
	Examine neck and thyroid gland		••		••			••	••
	Investigate neck swelling		••	••	••	••			
	Interpret thyroid function tests	••		••		••		••	
	Discuss parathyroid gland pathologies	••				••			
	Describe MEN I and MEN II	••				••			
	Discuss Management of pheochromocytoma	••				••			
Explain complications of thyroid surgery	••	••					••	••	

Modules	Objectives	Instructional strategy				Assessment			
		Lecture	Ward	SGD	Skill	MCQ	SEQ	OSPE	SC & LC
Module 8 Breast Disease	Describe the anatomy of breast and axilla	••		••		••		••	
	Demonstrate physical examination of breast		••		••			••	••
	Explain triple assessment	••	••	••	••		••	••	••
	Outline management plan for diseases of breast	••	••	••		••	••	••	••
	Discuss pathology of carcinoma of breast	••		••		••	••	••	
	Explain management of carcinoma of breast	••	••	••		••	••	••	••
	Interpret mammography			••	••			••	
	Describe principles of breast screening	••				••	••		
	Explain principles of breast surgery		••	••				••	••
Module 9 Abdominal wall & hernias, peritoneum	Describe the anatomy of abdominal wall	••	••	••		••	••		
	Explain the causes of abdominal hernias	••	••	••		••			
	Demonstrate history and findings in hernia patients		••	••	••		••	••	••
	Outline management of hernias	••	••	••		••	••	••	••
	Enlist complications of hernia surgery	••	••	••		••	••		
	Explain causes and complications of peritonitis	••	••	••		••	••	••	
	Identify clinical features of peritonitis	••	••	••		••	••	••	••
	Describe the principles of management of peritonitis	••	••	••		••	••		
Module 10 Hepatobiliary, spleen and Pancreas	Explain basic anatomy of hepatobiliary system	••		••		••	••		
	Describe pathophysiology of gall stones	••		••		••	••		
	Perform Assessment of gall stone disease patient	••	••	••		••	••	••	••
	Outline management of gall stone disease	••	••	••		••	••	••	••
	Describe malignant diseases of biliary tract	••	••	••		••	••		••
	Describe assessment and management of pancreatitis	••	••	••		••	••	••	••
	Outline management of pancreatic carcinoma	••	••			••	••		••
	Describe common complications of splenectomy	••	••	••		••	••		
	Explain investigations of liver disease	••	••	••		••	••	••	••

Modules	Objectives	Instructional strategy				Assessment			
		Lecture	Ward	SGD	Skill	MCQ	SEQ	OSPE	SC & LC
Module 11 Gastrointestinal tract	Understands basic anatomy of Gastrointestinal tract	••		••		••	••		
	Explain management of diseases of esophagus	••	••	••		••	••	••	••
	Describe the investigations for upper GI diseases	••	••	••		••	••	••	••
	Outline management of GI bleed and gastric disorders	••	••	••		••	••	••	••
	Describe management of bowel obstruction	••	••	••	••	••	••	••	••
	Explain management of acute problems of GIT	••	••	••	••	••	••	••	••
	Describes management large bowel diseases	••	••	••		••	••	••	••
	Describes management of perianal and rectal diseases	••	••	••	••	••	••	••	••
	Describes management of appendicular diseases	••	••	••		••	••	••	••
Module 12 Vascular diseases	Describe the features of peripheral vascular disease	••	••	••		••	••		
	Demonstrate assessment of ischemic limb	••	••	••	••	••	••	••	••
	Outline management of limb ischemia	••	••	••		••	••	••	••
	Describe diagnosis and management of Aneurysms	••	••			••	••		
	Explain the assessment of varicose veins	••	••	••		••	••	••	••
	Outlines principles of management of venous diseases	••	••	••		••	••	••	
	Describe diagnosis and management of DVT	••	••			••	••		
	Describes management of carotid artery disease	••	••			••	••		
Module 13 Urological disease	Describe physiology of urinary tract stone disease.	••	••			••	••		
	Explain management of urinary tract stone disease.	••	••	••		••	••	••	••
	Describe management of bladder outlet obstruction.	••	••	••		••	••	••	••
	Outline principles of management of renal mass.	••	••	••		••	••	••	••
	Describe lower urinary tract symptoms.	••	••	••		••	••	••	••
	Explain evaluation of patient with hematuria.	••	••	••		••	••	••	••
	Describe management of patient with scrotal swelling.	••	••	••		••	••	••	••
	Identify steps of circumcision.	••	••			••	••		
	Interpret IVU, Renal scan & CT-Urogram.	••	••			••	••		

Modules	Objectives	Instructional strategy				Assessment			
		Lecture	Ward	SGD	Skill	MCQ	SEQ	OSPE	SC & LC
Module 14 Neurosurgery & Pediatric Surgery	Explain pathology of brain tumor & meningocele.	••		••		••	••		
	Describe physiology of intracranial pressure.	••	••	••		••	••	••	••
	Describe management of head injury.	••	••	••		••	••	••	••
	Assessment and management of nerve injury.	••	••	••		••	••	••	••
	Perform clinical examination of nervous system.	••	••	••	••	••	••	••	••
	Explain hypospadias & undescended.	••	••	••	••	••	••	••	••
	Outline management of testicular pain.	••	••	••		••	••	••	••
	Outline evaluation of rectal bleeding.	••	••	••	••	••	••	••	••
	Describe anorectal malformations.	••	••	••		••	••	••	••
	Describe types of cleft lip & palate	••		••		••	••	••	
	Discuss evaluation of abdominal pain in children.	••	••	••		••	••	••	
	Describe hypertrophic pyloric stenosis.	••		••		••	••	••	••
Module 15 Trauma & Orthopedics	Describe bone injury and healing.	••	••	••		••	••		
	Explain biomechanics of fracture.	••	••	••	••	••	••	••	••
	Describe principles of fracture management.	••	••	••		••	••	••	••
	Discuss soft tissue injury & fracture of upper limb.	••	••			••	••		
	Discuss soft tissue injury & fracture of lower limb.	••	••	••		••	••	••	••
	Describe principles of spinal injury.	••	••	••		••	••	••	
	Explain pathophysiology of trauma & shock.	••	••			••	••		
	Demonstrate principles of ATLS management.	••	••			••	••		
	Describe thoracic & abdominal trauma.	••	••			••	••		
	Discuss congenital and development diseases of bone.	••	••	••		••	••	••	••
	Explain benign & malignant bone tumour	••	••	••		••	••	••	••
	Describe infections of bone & joints.	••	••	••		••	••	••	••
	Discuss metabolic bone diseases.	••	••	••		••	••	••	••
	Discuss principles of management of osteoarthritis.	••	••	••		••	••	••	••
	Describe orthotics & appliances.	••	••	••		••	••	••	••
	Discuss principles of physiotherapy.	••	••			••	••		
Discuss principles limb amputation.	••	••			••	••			
Discuss neck pain, low back pain & sciatica.	••	••	••	••	••	••	••	••	
Perform examination of joints.			••	••			••	••	



WEEKLY TIME TABLE FINAL YEAR MBBS 2022

INDEPENDENT MEDICAL COLLEGE

Time	Lecture 08:00-08:45	Clinical Training 08:45-12:00	Clinical Skills 12:00-01:00	Lecture 01:15-02:00	Evening Duty 05:00-08:00
Mon	Surgery	Ward		Medicine	Clinical Training
Tue	Medicine	Ward	A1 & A2-Batch	Surgery	Clinical Training
Wed	Gynae & Obs.	Ward	B1 & B2-Batch	Pediatrics	Clinical Training
Thu	Pediatrics	Ward	C1 & C1-Batch	Medical Specialities	Clinical Training
Fri	Gynae & Obs.	08:45-11:15	11:15-12:00		
		Ward	Surgical Specialities		
Sat	08:00-09:00	10:00-11:00		SDL	
	Medicine	Pediatrics			
	09:00-10:00	11:00-12:00			
	Surgery	O & G			

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