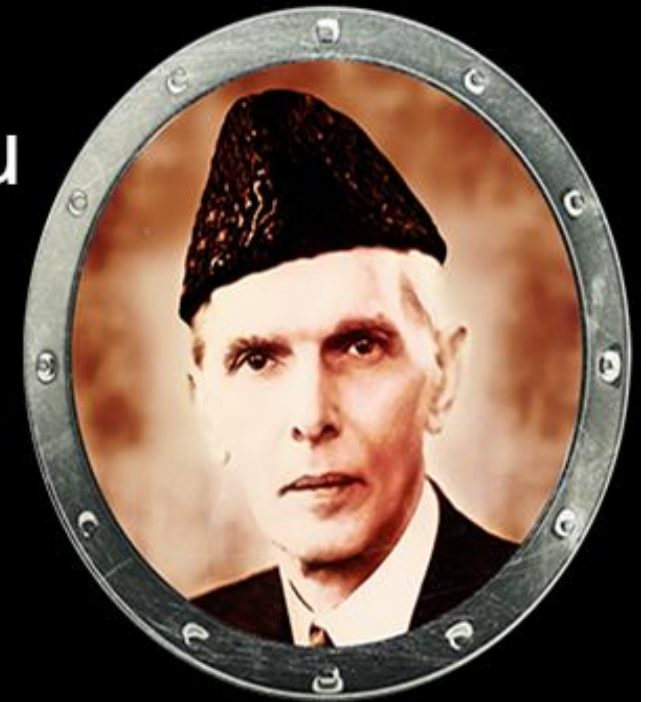




**DENTAL COLLEGE HITEC-IMS**  
**Third Year BDS**  
**Block II Study Guide (Y3-B2-D24)**  
**Oro-Systemic Diseases and Management**  
**Year Coordinator: Dr. Faiqa Hassan**

With faith, discipline and selfless devotion to duty, there is nothing worthwhile that you cannot achieve.

Muhammad Ali Jinnah





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## List of Abbreviations

- PMC Pakistan Medical Commission
- NUMS National University of Medical Sciences
- LGIS Large Group Interactive Session
- SGD Small Group Discussion
- SDL Self-Directed Learning
- CBL Case Base Learning
- MIT Mode of Information Transfer
- EOB End of Block Examination
- TOS Table of Specification
- OSPE Objectively Structured Practical Examination
- OSCE Objectively Structured Clinical Examination
- SEQ Structured Essay Questions
- SAQ Short Answer Question
- MCQ Multiple Choice Question
- EECS Early Exposure to Clinical Skills
- FGD Focus Group Discussion
- WFME World Federation of Medical Education
- OMFS Oral & Maxillofacial Surgery
- MDT Multi-Disciplinary Team
- CSSD Central Sterile Supply Department
- LA Local Anaesthesia
- OSSC Oral Squamous Cell Carcinoma
- H & E Haematoxylin and Eosin



## Vision

- Leading advancement in oral & dental health through excellence in education, patient care and research

## Mission

- To serve the local and global communities by producing competent, ethical, socially responsible, research oriented and life long learning oral health care professionals



## **NUMS Vision**

The vision of National University of Medical Sciences is to improve the quality of life through education, research, innovation, and healthcare, thereby, contributing to endeavours to make Pakistan and this world better place to live in.





## Block Committee

**Year Coordinator:** Dr. Faiqa Hassan

Assistant Professor, HoD Oral Medicine      Contact No. 0321-5370292

S. No.	Name	Designation	Department	Contact No.
1.	Dr. Faiqa Hassan	Assistant Professor, Chair Block Committee	Oral Medicine	0321-5370292
2.	Dr. Azka Haroon	Assistant Professor	Oral Pathology	0303-4845144
3.	Dr. Sadia Moin	Senior Registrar	OMFS	0322-2290244
4.	Dr. Wajeeha Javed	Associate Professor	Periodontology	0330-5345078
5.	Dr. Sharaz Ahmad	Assistant Professor	Operative Dentistry	0335-5067704
6.	Dr. Aamir Rafiq	Associate Professor	Prosthodontics	0334-4353578
7.	Prof. Shahid Saleem	Professor	General Medicine	0333-5130757
8.	Prof. Zafar Iqbal	Professor	General Surgery	0333-5001414
9.	Dr Faizan Munir	Assistant Professor	Dental Education	0334-0031031
10.	Maryam Zia	Student GR	3 <sup>rd</sup> Year	0333-5482253
11.	Zeedan	Student	3 <sup>rd</sup> Year	0312-9658133



## **Curriculum Overview/ Implementation**

### **Preface**

The curriculum meets the standards of the Pakistan Medical Commission, the Higher Education Commission of Pakistan, and the World Federation of Medical Education, so that our students, on completion of the program, have the required competencies as defined worldwide in a graduate doctor.

### **Curricular Model**

The curriculum of Dental College, HITEC-IMS, is based on the traditional, discipline-based model of educational strategies. However, we have incorporated some elements of the SPICES model i.e., its student-centered, integrated, community-oriented, and systematic aspects. As a result, our curriculum has evolved, considering traditional, experiential, behavioral, constructivist, and attributional perspectives of curricula.

### **Organization**

The curriculum is organized and integrated along important vertical and horizontal dimensions. The content taught is integrated concurrently in the horizontal organization and vertically across the years of the BDS Program. The course of the 3<sup>rd</sup> year is divided into three blocks. In each block, the sequencing of the content is logical and integrated.

### **Teaching Strategies**

Multiple teaching strategies are used. LGIS is used to provoke thought and understanding and standardize the concept delivery. It helps them to understand the general theme or subject matter, updated research, and best evidence medical/dental information. We are teaching the clinical implications of each topic to integrate basic and clinical sciences. This encounter is based on an experience that is contextual, realistic, and relevant. Small group discussions encourage students to learn socially and refine their schemas. Working in wards and clinical departments provides a hands-on, real-life, contextual learning experience.

### **Assessment**

The students are summatively assessed by end-block and pre-annual examinations. Constructive feedback is provided via formative assessments, assignments, presentations, CBL, and class tests. At the end of the academic year, the annual professional examination is conducted according to the standards outlined by NUMS.



## Institutional Competency Framework





### Alignment of Block Outcomes with Institutional Competencies

S.No.	Block Outcomes	Block Outcome Codes	Institutional Competencies
1.	Differentiate between benign and malignant tumors and immune-mediated disorders on a histopathological basis	Y3-B2/O-1	IC 1 to IC 6
2.	Plan medical management of orofacial disorders	Y3-B2/O-2	IC 1, IC 2, IC 6
3.	Manage the patients presenting in medical OPD with infectious, GIT, and liver diseases	Y3-B2/O-3	IC 1 to IC 6
4.	Integrate the principles of medical ethics and psychosocial aspects of clinical practice in daily work life	Y3-B2/O-4	IC 1 to IC 6
5.	Apply the constructivist approach to polishing research skills	Y3-B2/O-5	IC 1, IC 2, IC 4
6.	Diagnose different periodontal pathologies	Y3-B2/O-6	IC 1, IC 2, IC 6
7.	Comprehend the basic concepts of management protocol regarding operative patient, trauma, ATLS, BLS, and introduction of anesthesia	Y3-B2/O-7	IC 1 to IC 6



## Yearly Clinical Rotation Schedule

The clinical rotation schedule runs independently of blocks

Batch	Discipline			
	Prosthodontics	OMFS	Operative Dentistry	Periodontology
<b>Batch A – 10 Weeks Rotation</b>	22 <sup>nd</sup> Jan – 22 <sup>nd</sup> March	25 <sup>th</sup> March – 4 <sup>th</sup> June	5 <sup>th</sup> June – 6 <sup>th</sup> Sept	9 <sup>th</sup> Sept – 1 <sup>st</sup> Nov
<b>Batch B – 9 Weeks Rotation</b>	25 <sup>th</sup> March – 4 <sup>th</sup> June	22 <sup>nd</sup> Jan – 22 <sup>nd</sup> March	9 <sup>th</sup> Sept – 1 <sup>st</sup> Nov	5 <sup>th</sup> June – 6 <sup>th</sup> Sept
<b>Batch C – 9 Weeks Rotation</b>	5 <sup>th</sup> June – 6 <sup>th</sup> Sept	25 <sup>th</sup> March – 4 <sup>th</sup> June	22 <sup>nd</sup> Jan – 22 <sup>nd</sup> March	9 <sup>th</sup> Sept – 1 <sup>st</sup> Nov



<b>Batch D – 9 Weeks Rotation</b>	9 <sup>th</sup> Sept – 1 <sup>st</sup> Nov	5 <sup>th</sup> June – 6 <sup>th</sup> Sept	25 <sup>th</sup> March – 4 <sup>th</sup> June	22 <sup>nd</sup> Jan – 22 <sup>nd</sup> March
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**Contact Hours Per Discipline – Per Week**

Sr. No.	Discipline	Weekly Hours
<b>Whole Year Rotation 1<sup>st</sup> Swap Pair 22<sup>nd</sup> Jan- 1st Nov</b>		
1.	<b>Oral Medicine</b>	3 hours 45 minutes (lecture + practical)
		Monday – Batch B Tuesday – Batch A
2.	<b>Oral Pathology</b>	3 hours 45 minutes (lecture + practical)
		Monday – Batch A Tuesday – Batch B
<b>2<sup>nd</sup> Swap Pair 22<sup>nd</sup> Jan- 1st Nov</b>		



3.	<b>General Medicine</b>	6 hours (lecture + ward)
		Thursday – Batch B Friday – Batch A
4.	<b>General Surgery</b>	6 hours (lecture + ward)
		Thursday – Batch A Friday – Batch B
<b>8-9 Weeks Clinical Rotation/Academic Year</b>		
3.	Periodontology	11 hours/week (clinical rotation)
7.	Oral And Maxillofacial Surgery	11 hours/week (clinical rotation)
8.	Prosthodontics	11 hours/week (clinical rotation)
9.	Operative & Restorative Dentistry	11 hours/week (clinical rotation)
10.	SDL	8 hours /per block



## Structured Summary of Block II

<b>Code</b>	Y3-B2-D24
<b>Name</b>	Oro-Systemic Diseases and Management
<b>Duration Of Block</b>	12 Weeks - On campus
<b>Important Dates</b>	May 7 <sup>th</sup> , 2024 – August 27 <sup>th</sup> , 2024
<b>Horizontally Integrated Themes</b>	Oral Pathology Oral Medicine
<b>Vertically Integrated Themes</b>	Research Behavioural sciences
<b>Prerequisite Block(s)</b>	1 <sup>st</sup> Block of 3 <sup>rd</sup> year





### Academic Calendar

<b>Commencement of classes 22<sup>nd</sup> Jan 2024</b>		
Disciplines taught in 3 <sup>rd</sup> Year	Oral Pathology, Oral Medicine, Periodontology, General Medicine, General Surgery, behavioral sciences, OMFS, Operative and Prosthodontics	
Activity	Dates	Duration
<b>1<sup>st</sup> Block (13 WEEKS) 12 weeks + 1 week 1<sup>st</sup> block exam</b>		
Academics	22 <sup>nd</sup> Jan – 25 <sup>th</sup> Feb	5 weeks
Sports week	26 <sup>th</sup> Feb – 4 <sup>th</sup> March	1 week
Academics	5 <sup>th</sup> March – 5 <sup>th</sup> April	5 weeks (Ramazan)
Eid holidays	8 <sup>th</sup> April- 14 <sup>th</sup> April	1 week
Academics	15 <sup>th</sup> April – 26 <sup>th</sup> April	2 weeks
1 <sup>st</sup> block Exam (written/viva)	29 <sup>th</sup> April – 6 <sup>th</sup> May	1 week
<b>2<sup>nd</sup> Block (13 WEEKS + 2 days) 12weeks + 1 week + 2 days (2<sup>nd</sup> block exam)</b>		
Academics	7 <sup>th</sup> May - 14 <sup>th</sup> June	6 weeks
Summer vacations + Eid ul Fitr	17 <sup>th</sup> June – 7 <sup>TH</sup> July	3 weeks
Academics	8 <sup>th</sup> July – 18 <sup>th</sup> Aug	6 weeks
2 <sup>nd</sup> BLOCK Exam (written/viva)	19 <sup>th</sup> Aug – 27 <sup>th</sup> Aug	1 week + 2 days
<b>3<sup>rd</sup> Block (12 WEEKS + 3 days) 9 weeks 3 days + 3 weeks Sendup exams</b>		
Academics	28 <sup>th</sup> Aug – 3 <sup>rd</sup> Nov	9 weeks + 3 days
Sendup Exam	4 <sup>th</sup> Nov – 22 <sup>nd</sup> Nov	weeks
Prep Leaves	23 <sup>rd</sup> Nov – 22 <sup>nd</sup> Dec	1 month
Final Prof	<b>23<sup>rd</sup> December, 2024</b>	



## Sample Timetable:

Day/ Time	8:30-9:20	9:20-10:10	10:10-10:30	10:30-1:30	1:30 – 1:45	1:45-3:30
<b>Monday</b> 22-01-2024	Periodontology Introduction to Periodontology <b>(Dr. Sohaib, DR. Wajeeha)</b>	Oral pathology (Introduction to oral pathology) <b>(Dr. Azka Haroon)</b>	-----BREAK-----	<b>Practical /SGD</b> Batch A- Prostho History taking <b>(Dr. Uzair)</b> Batch B- OMFS <b>(Dr. Fatima)</b> Batch C- Operative <b>(Dr. Sheraz)</b> Batch D- Perio (Introduction to department & Infection control) <b>(Dr. Sohaib)</b>	-----BREAK-----	<b>Practical/SGD</b> Batch A- Oral-Pathology (Introduction to oral pathology) <b>(Dr. Rida)</b> Batch B- Oral-Medicine (Introduction to oral medicine) <b>(Dr. Hamza Amanat)</b>
<b>Tuesday</b> 23-01-2024	Periodontology Gingiva <b>(Dr. Sohaib)</b>	Oral-Medicine Terminologies <b>(Dr. Faiqa Hassan)</b>		<b>Practical /SGD</b> Batch A- Prostho Clinical examination <b>(Dr. Uzair)</b> Batch B- OMFS <b>(Dr. Fatima)</b> Batch C- Operative <b>(Dr. Sheraz)</b> Batch D- Perio (History taking) <b>(Dr. Izhar)</b>		<b>Practical/SGD</b> Batch B- Oral-Pathology (Introduction to oral pathology) <b>(Dr. Ayesha)</b> Batch A- Oral-Medicine (Introduction to oral medicine) <b>(Dr. Hamza Amanat)</b>
<b>Wednesday</b> 24-01-2024	Oral pathology (Introduction to oral pathology) <b>(Dr. Azka Haroon)</b>	Periodontology Gingiva <b>(Dr. Wajeeha)</b>		<b>Practical /SGD</b> Batch A- Prostho Tray selection, impression recording, cast pouring <b>(Dr. Uzair)</b> Batch B- OMFS <b>(Dr. Maimoona)</b> Batch C- Operative <b>(Dr. Sheraz)</b> Batch D- Perio (Ergonomics, Operating the Dental Unit) <b>(Dr. Sohaib)</b>		Practical Batch A- Prostho Batch B- OMFS Batch C- Operative Batch D- Perio
<b>Thursday</b> 25-01-2024	General Surgery Introduction to clinical ethics and professionalism  <b>(Dr. Zafar Iqbal)</b>	General Medicine Chest pain <b>(Dr. Shahid Saleem)</b>		<b>Practical /SGD</b> Batch A- General Surgery Orientation of department and introduction to history taking <b>(Dr. Afshan)</b> Batch B- General medicine (History and GPE)		Practical Batch A- General Surgery Batch B- General medicine



				<b>(Dr. Rehman Arshad)</b>			
<b>Friday 26-01-2024</b>	General Medicine Chest pain <b>(Dr. Shahid Saleem)</b>	General Surgery Anatomy of thyroid gland <b>(Dr. Zafar Iqbal)</b>		<b>Practical /SGD</b> Batch A- General Medicine (history and GPE) <b>(Dr. Rehman Arshad)</b> Batch B- General Surgery Orientation of department and introduction to history taking <b>(Dr. Afshan)</b>	<b>1:30-2:00</b>	Practical Batch A- General Surgery Batch B- General medicine	Behavior Sciences (Neurological Basis of Behavior: Consciousness) <b>(Ms. Amna Fayyaz)</b>



## **Focus Group Discussion for Improvement of Curriculum**

For assessing the effectiveness of the same block run last year (Y3-B2-D24), a focus group discussion with four students of 3<sup>rd</sup> year and two students of 4<sup>th</sup> year BDS was held. The students were selected randomly without any gender discrimination or academic record. They were informed about the purpose of the discussion, and they all consented willingly.

The following were the discussion points of Block 1 that were incorporated into Block 2:

1. The Block II date sheet should be the same as the Block I date sheet.
2. Behavioral sciences lectures should be rescheduled.
3. More CBLs should be conducted for better understanding.

Discussion on various topics was generated by the appropriate prompts by Dr. Faiqa Hassan who conducted this FGD. The following areas were covered in the FGD:

### **CURRICULUM INTEGRATION**

Interdepartmental integration of topics/lectures is more helpful.

### **TEACHING METHODOLOGY**

The students were satisfied with the time and effort put in by staff/teachers regarding learning, concept building, and understanding the lectures.

### **ASSESSMENT METHOD**

Students were satisfied with timely communication of the syllabus, date sheets, various tools of assessment (marking system), difficulty level, and application of knowledge checked in the exams conducted by all basics and clinical departments.

### **COMMUNICATION AND RESOURCE PERSON**

Dr Faiqa timely addressed any problem regarding curriculum.

All the timetables across the block were timely communicated and followed.



## **Assessment**

### **Types and Schedules**



Assessment will be continuous in the form of class tests, presentations, and assignments by the departments. It is for the purpose of giving feedback to students for the improvement of their learning and helping teachers to identify students' weak areas. Formative assessment tests may be surprise tests/ written assignment/ reflective writing, presentations and feedback to student during the teaching time. The purpose of formative assessment is to provide feedback to the students, for the purpose of improvement and to teachers to identify areas where students need further guidance.

The class tests of oral medicine, periodontology, oral pathology, general surgery, and general medicine will be held on rotation basis respectively.

The EOB exam will comprise of theory and practical separately.

All these assessments along with pre annual assessment will contribute marks in internal assessment that is to be submitted to university.

Students must secure 50% marks in theory and practical exams separately, as per university criteria.

### **Internal assessment criteria for submission of internal assessment marks of 3<sup>rd</sup> Professional Examination NUMS**

1. The weightage of internal assessment shall be 20 marks for a 100 marks paper (20%) in annual examination.
2. End of block and Pre - annual examination shall contribute toward internal assessment.



### Tentative End of Block Exam Schedule

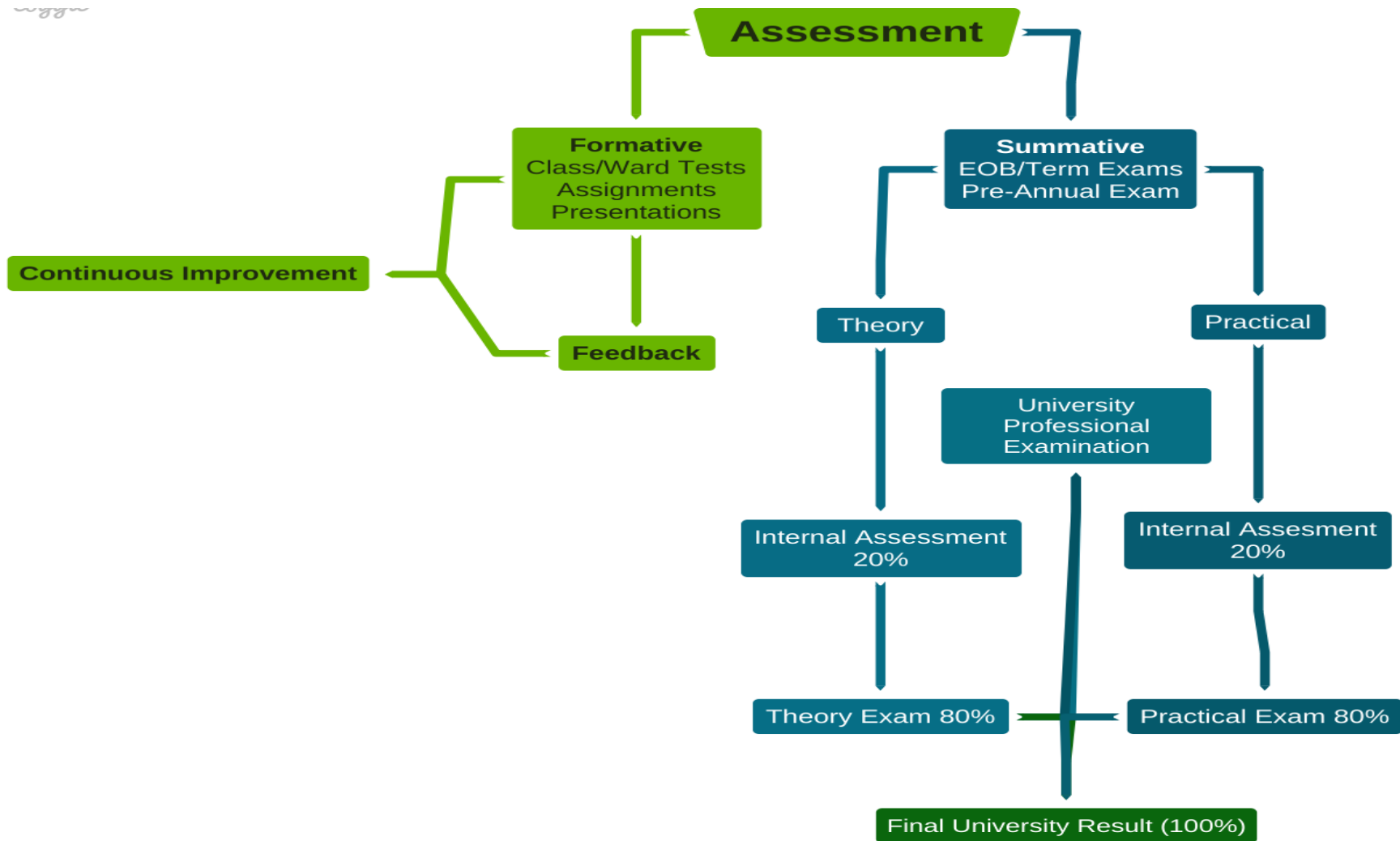
<b>Date</b>	<b>Subject</b>	<b>Time</b>
19-08-2024	Oral Pathology	8:30-11:30 12:00-3:30 OSPE/viva
20-08-2024	Behavioral Sciences	8:30-11:30 12:00-3:30 OSPE /viva
22-08-2024	General Medicine	8:30-11:30 12:00-3:30 OSPE /viva
23-08-2024	Oral Medicine	8:30-11:30 12:00-3:30 OSPE /viva
26-08-2024	Periodontology	8:30-10:30 12:00-3:30 OSPE /viva
27-08-2024	General Surgery	8:30-10:30 12:00-3:30 OSPE /viva

### Tentative Class Test Schedule

<b>Day</b>	<b>Date</b>	<b>SUBJECTS (THEORY)</b>
Monday	15.07.2024	Oral Pathology
Monday	18.07.2024	General Surgery
Monday	25.07.2024	General Medicine
Monday	05.08.2024	Oral Medicine
Monday	12.08.2024	Periodontology



## Assessment Map





## LEARNING OUTCOMES FOR BLOCK II

### ORAL MEDICINE

Topic / Theme	Learning Outcomes	Learning Objectives	IC Codes	MITs	Assessment Tools
Facial Paralysis	<ul style="list-style-type: none"> <li>Differentiate between upper motor neuron lesions and lower motor neuron lesions based on their etiology</li> <li>Discuss facial palsy</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Discuss facial paralysis (Bell's palsy)</li> <li>Describe upper motor neuron &amp; lower motor neuron lesions</li> <li>Discuss causes and management of upper and lower motor neuron lesions</li> </ul>	IC 2	LGIS SGD	MCQs SAQs Viva
Facial Pain	<ul style="list-style-type: none"> <li>Classify different types of headaches, their diagnosis and management using non-surgical methods</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Discuss and differentiate between migraine, cluster &amp; tension headaches, giant cell arteritis</li> </ul>	IC 2	LGIS	MCQs SAQs Viva
Temporomandibular Disorders (TMDs)	<ul style="list-style-type: none"> <li>Differentiate between temporomandibular joint dysfunction syndrome (TMPDS), Internal</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Explain anatomy of TMJ and disorders related to it</li> <li>Discuss the diagnostic modalities and brief treatment of such disorders</li> <li>Describe diagnostic methods of TMDs</li> </ul>	IC 2	LGIS	MCQs SAQs Viva





	<p>derangements, &amp; Arthritis</p> <ul style="list-style-type: none"> <li>• Advise appropriate management</li> <li>• Demonstrate diagnostic methods of TMDs, especially TMJ examination</li> </ul>	<p><b>Skill</b></p> <ul style="list-style-type: none"> <li>• Perform examination of TMJ</li> </ul>	<p>IC 1 IC 4 IC 5</p>	<p>Demonstration Clinical rotation</p>	<p>OSCE</p>
Swellings Of the face and Neck	<ul style="list-style-type: none"> <li>• Perform neck examination and establish differential diagnosis of the face and neck swellings</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Classify types of neck swellings</li> <li>• Describe the aetiology of cervical lymphadenopathy</li> </ul>	<p>IC 2</p>	<p>LGIS</p>	<p>MCQs SAQs Viva</p>
		<p><b>Skill</b></p> <ul style="list-style-type: none"> <li>• Perform neck examination &amp; describe cervical lymph node levels</li> </ul>	<p>IC 1 IC 4 IC 5</p>	<p>Demonstration Clinical rotation</p>	<p>OSCE</p>
Gastro-Intestinal Disorders	<ul style="list-style-type: none"> <li>• Identify and manage oral symptoms of different Gastro-intestinal disorders</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Discuss the oral manifestations of Coeliac disease, Crohn’s disease, Ulcerative colitis, GERD, Orofacial granulomatosis &amp; their management</li> </ul>	<p>IC 2</p>	<p>LGIS</p>	<p>MCQs SAQs Viva</p>
Disorders Of Nutrition	<ul style="list-style-type: none"> <li>• Identify and manage oral symptoms of diseases due to nutritional deficiencies</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Describe the oral manifestations of nutritional deficiencies, scurvy, burning mouth syndrome &amp; their management</li> </ul>	<p>IC 2</p>	<p>LGIS</p>	<p>MCQs SAQs Viva</p>
<b>Bacterial Infections</b>	<ul style="list-style-type: none"> <li>• Describe the management of</li> </ul>	<p><b>Knowledge</b></p> <p>Describe the oral manifestations of Syphilis</p>	<p>IC 2</p>	<p>LGIS</p>	<p>MCQs SAQs</p>

	bacterial lesions presenting in the oral cavity due to specific bacteria after diagnosis				Viva
<b>Fungal Infections</b>	<ul style="list-style-type: none"> <li>Differentiate between candidosis and candidiasis</li> <li>Establish a diagnosis on basis of its causes, clinical examination and investigations</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Describe the oral signs/ symptoms &amp; treatment of Superficial Oral Candidiasis</li> </ul> <p>Identify the causes of fungal infection</p>	IC 2	LGIS	MCQs SAQs Viva
<b>Viral Infections</b>	<ul style="list-style-type: none"> <li>Discuss the management of oral lesions associated with viruses after their diagnosis</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Describe the diagnosis &amp; management of Herpes Simplex, Varicella zoster, EBV, Coxsackie, &amp; human papilloma viral infections</li> <li>Only oral features of HIV infection</li> </ul>	IC 2	LGIS	MCQs SAQs Viva
Halitosis + Mucocele	Discuss and diagnose halitosis and mucocele	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Diagnose mucocele</li> <li>Describe the term halitosis and mucocele</li> </ul>	IC 2	LGIS	MCQs SAQs Viva
Salivary Gland Swellings	<ul style="list-style-type: none"> <li>Identify different salivary gland swellings, e.g. obstructive, viral, and bacterial infections after diagnosis</li> <li>Differentiate between unilateral</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Identify different salivary gland swellings, e.g., different obstructive, viral, bacterial infection</li> <li>Identify Mucocele and Ranula.</li> <li>Discuss the management of viral &amp; bacterial sialadenitis, e.g., Mumps</li> </ul>	IC 2	LGIS	MCQs SAQs Viva



	and bilateral salivary gland swellings involving any of the three major salivary glands or minor salivary glands	<ul style="list-style-type: none"> <li>• Discuss Sialosis &amp; its causes</li> </ul>			
Disturbances Of Salivary Flow	<ul style="list-style-type: none"> <li>• Discuss management of patients with dryness in the oral cavity based on aetiology and identify associated complications</li> <li>• Assess patients presenting with dryness in the oral cavity</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Discuss management of patients with dryness in the oral cavity based on aetiology and identify associated complications</li> </ul> <p>Identify their causes, order investigations, &amp; suggest suitable treatment</p>	IC 2	LGIS	MCQs SAQs Viva
Glossopharyngeal Neuralgia And Headaches	<ul style="list-style-type: none"> <li>• Discuss the management of a patient with glossopharyngeal neuralgia</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Discuss the medical management of glossopharyngeal neuralgia</li> </ul>	IC 2	LGIS	MCQs SAQs Viva
Facial paralysis	<ul style="list-style-type: none"> <li>• Differentiate between UMNL and LMNL based on etiology</li> <li>• Manage facial palsy</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Diagnose facial (bell's palsy)</li> <li>• Recognize upper motor neuron and lower motor neuron lesions.</li> <li>• Explain their causes and advise management</li> </ul>	IC2	LGIS	MCQs SAQs Viva

Trigeminal Neuralgia	<ul style="list-style-type: none"> <li>Discuss the diagnosis &amp; medical management of Trigeminal neuralgia</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Discuss the clinical features and medical management of Trigeminal neuralgia</li> </ul>	IC 2	LGIS	MCQs SAQs Viva
Vesiculobullous Disease And Lichen Planus	<ul style="list-style-type: none"> <li>Discuss different mucosal symptoms with dermal signs to diagnose and discuss mucocutaneous blistering disorders</li> <li>Differentiate between all vesiculobullous lesions by means of comprehensive history and clinical evaluation &amp; investigations</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Discuss the oral manifestations, investigations, and treatment of vesiculobullous diseases</li> <li>Discuss the characteristics of Lichen planus, Pemphigus vulgaris, Mucous membrane pemphigoid, Bullous pemphigoid, Epidermolysis bullosa, Erythema multiforme</li> </ul>	IC 2	LGIS	MCQs SAQs Viva
<b>Practical</b>					
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Identify instruments used in medical emergencies and describe their uses</li> <li>Endotracheal Tube</li> <li>Guedel's Airway</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Identify the relevant armamentarium used in medical emergencies</li> <li>Describe the indications and uses of instruments</li> </ul>	IC 2	LGIS	MCQs SAQs Viva

	<ul style="list-style-type: none"> <li>• Oxygen Mask</li> <li>• AMBU Bag</li> <li>• IV Cannula</li> <li>• Syringe</li> <li>• Nasogastric Tube</li> </ul>	<p><b>Skill</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the proper use of the instruments</li> </ul>	<p>IC1 IC 4 IC 5</p>	<p>Demonstration Clinical rotation</p>	<p>OSCE</p>
	<ul style="list-style-type: none"> <li>• Identify essential Drugs in medical emergencies used in A Dental OPD <ul style="list-style-type: none"> <li>• Analgesics</li> <li>• Steroids</li> <li>• Adrenaline</li> <li>• Nitroglycerine</li> <li>• Anxiolytics</li> <li>• Antibiotics</li> <li>• Glucagon</li> </ul> </li> <li>• Salbutamol</li> </ul>	<p><b>Skill</b></p> <p>Identify drugs used in various medical emergencies along with their Indications/ contraindications/ dosage</p>	<p>IC1 IC 2 IC 4 IC 5</p>	<p>Demonstration Clinical rotation</p>	<p>OSCE</p>
Lymph nodes	<ul style="list-style-type: none"> <li>• Perform Examination of lymph nodes</li> </ul>	<ul style="list-style-type: none"> <li>• Skill</li> </ul> <p>Student should be able to examine lymph nodes</p>	<p>IC1 IC 2 IC 4 IC 5</p>	<p>Demonstration Clinical rotation</p>	<p>OSCE</p>
Temporomandibular Joint	<ul style="list-style-type: none"> <li>• Perform examination of temporomandibular joint (TMJ)</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Discuss the anatomy of Temporomandibular Joint</li> <li>• Discuss temporomandibular Disorders</li> </ul>	<p>IC 2</p>	<p>LGIS</p>	<p>MCQs SAQs Viva</p>
		<p><b>Skill</b></p> <ul style="list-style-type: none"> <li>• Perform examination of TMJ</li> </ul>	<p>IC 1 IC 4</p>	<p>Demonstration Clinical rotation</p>	<p>OSCE</p>



			IC 5		
Muscles of mastication	<ul style="list-style-type: none"> <li>Perform examination of muscles of mastication</li> </ul>	<b><u>Knowledge</u></b> <ul style="list-style-type: none"> <li>Discuss the anatomy of muscles of mastication</li> </ul>	IC 2	LGIS	MCQs SAQs Viva
		<b><u>Skill</u></b> <ul style="list-style-type: none"> <li>Perform examination of muscles of mastication</li> </ul>	IC 1 IC 4 IC 5	Clinical rotation Demonstration	OSCE
Investigations for clinical cases	<ul style="list-style-type: none"> <li>Advise relevant investigations for clinical cases encountered</li> </ul>	<b><u>Knowledge</u></b> <ul style="list-style-type: none"> <li>Advise relevant investigations based on history taken and clinical examination done</li> <li>Enumerate differential diagnoses</li> </ul>	IC 2	LGIS	MCQs SAQs Viva
Diagnosis and treatment planning	<ul style="list-style-type: none"> <li>Diagnose and formulate treatment plan</li> </ul>	<b><u>Knowledge</u></b> Formulate treatment plan according to the clinical presentation & diagnosis	IC 1 IC 2	SGD	VIVA

## ORAL PATHOLOGY

Sr. No.	THEME	LEARNING OUTCOMES	LEARNING OBJECTIVES	IC CODES	MIT	ASSESSMENT TOOL
1.	<b>Salivary Gland Pathology</b> <b>A) Reactive Lesions</b> (Mucocele, Mucous Retention Cyst, Necrotizing Sialometaplasia) <b>B) Immune-Mediated Diseases</b> (Sjogren Syndrome) <b>C) Benign Tumours</b> (Pleomorphic Adenoma, Warthin Tumour, Monomorphic Adenoma) <b>D) Malignant Tumours</b> (Mucoepidermoid Carcinoma, Adenoid Cystic Carcinoma, Acinic Cell Carcinoma,	<ul style="list-style-type: none"> <li>Classify salivary gland based on pathology and diagnose the lesions by correlating clinical and histological features</li> </ul>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Differentiate between reactive lesions, immune-mediated diseases of salivary glands, pathology by correlation of their clinicopathological features</li> <li>Distinguish benign malignant tumours of salivary glands based and on clinical presentation and histopathological features</li> </ul>	IC 2	LGIS	MCQ SEQ VIVA
			<b>Skills</b> <ul style="list-style-type: none"> <li>Prepare H&amp; E slides</li> <li>Practice the use of microscopes</li> <li>Identify the microscopic features of slides</li> <li>Illustrate the salient features on the</li> </ul>	IC 1 IC 4 IC 5	Laboratory Demonstration	OSCE



	Polymorphous Low-Grade Adenocarcinoma)		workbook with H & E pencils			
			<p><b><u>Attitude</u></b></p> <ul style="list-style-type: none"> <li>• Follow the proper dress code of a medical laboratory</li> <li>• Obtain before starting the procedure and thank them at the end</li> </ul>	IC 1 IC 4 IC 5	Laboratory Demonstration	OSCE



<b>2.</b>	<b>Infections</b>	<ul style="list-style-type: none"> <li>Identify the aetiology and histopathology of bacterial, viral and fungal infections</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Distinguish between tuberculosis, syphilis and actinomyces on the basis of histopathological features</li> <li>Recall histopathology of Herpes Simplex, Varicella Zoster, Epstein-Barr,</li> </ul>	IC 2	LGIS	<p>MCQ SAQs Viva</p>

			<p>Cytomegalovirus, Human Herpes Virus 8, Human Papilloma viruses and Retrovirus</p> <ul style="list-style-type: none"> <li>Identify superficial fungal infections (candidiasis) and deep fungal infections histoplasmosis, paracoccidioidomycosis, blastomycosis, aspergillosis, and zygomycosis on the basis of oral and histopathological features</li> <li>Diagnose the pathology using the histopathological features viewed on slides</li> </ul>			
			<p><b>Skill</b></p> <ul style="list-style-type: none"> <li>Prepare H&amp;E slides</li> <li>Demonstrate the use of microscopes</li> <li>Identify the microscopic features of slides</li> <li>Illustrate the salient features on workbook with H &amp; E pencils</li> </ul>	<p>IC 1 IC 4 IC 5</p>	<p>Laboratory Rotation/ demonstration</p>	<p>OSCE</p>

			<p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Follow proper dress code of a medical laboratory</li> <li>• Obtain consent before starting the procedure and thank in the end</li> <li>• Maintain his/her workstation according to the prescribed SOPs</li> <li>• Report any damage to lab equipment immediately</li> </ul>	IC 1 IC 4	Laboratory Rotation/ demonstration	OSCE
3.	<p><b>IMMUNE MEDIATED DISORDERS</b></p> <p>1) Pemphigus vulgaris 2) Mucous-membrane pemphigoid 3) Epidermolysis bullosa</p>	<ul style="list-style-type: none"> <li>• Distinguish between immune mediated disorders on histological and cytological basis</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Differentiate between pemphigus vulgaris and mucous membrane pemphigoid on the basis of their cytological and histopathological features</li> <li>• 2Discuss oral manifestations,</li> </ul>	IC 2	LGIS	MCQ SEQ Viva

	4) Erythema Multiforme Lichen Planus		cytological and histopathological features of epidermolysis bullosa, erythema multiforme and lichen planus			
			<p><b>Skill</b></p> <ul style="list-style-type: none"> <li>• Prepare H&amp; E slides</li> <li>• Demonstrate the proper use of microscopes</li> <li>• Identify the microscopic features of slides</li> <li>• Differentially diagnose the pathology based on the slides</li> <li>• Illustrate the salient features on workbook with H &amp; E pencils</li> </ul>	IC 1 IC 4 IC 5	Laboratory Demonstration	OSCE

			<p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Follow proper dress code of a medical laboratory</li> <li>• Take consent before starting the procedure and thank them in the end</li> <li>• Maintain his/her workstation according to the prescribed SOPs</li> <li>• Report any damage to lab equipment immediately</li> </ul>	<p>IC 1 IC 4</p>	<p>Laboratory Demonstration</p>	<p>OSCE</p>
<p>4.</p>	<p><b>Granulomatous Disorders</b></p> <p>a. Crohn’s Disease</p> <p>b. Cheilitis Granulomatosa</p> <p>c. Wegener’s Granulomatosis</p> <p>d. Sarcoidosis (Only Microscopy)</p>	<ul style="list-style-type: none"> <li>• Discuss various granulomatous disorders and distinguish between caseating and non-caseating granulomas</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Describe histopathological features having caseating and non-caseating granulomas on the basis of microscopy of: <ul style="list-style-type: none"> <li>• Crohn’s disease</li> <li>• Cheilitis granulomatosa</li> <li>• Wegener’s Granulomatosis</li> <li>• Sarcoidosis</li> </ul> </li> </ul>	<p>IC 2</p>	<p>LGIS</p>	<p>MCQs SAQ VIVA</p>

			<p><b>Skill</b></p> <ul style="list-style-type: none"> <li>• Prepare H&amp;E slides</li> <li>• Demonstrate the use of microscopes</li> <li>• Identify the microscopic features of slides</li> <li>• Diagnose the slides</li> <li>• Illustrate the salient features on workbook with H &amp; E pencils</li> </ul>	<p>IC 1 IC 4 IC 5</p>	<p>Laboratory Rotation</p>	<p>OSCE</p>
			<p><b>Attitude</b></p> <ul style="list-style-type: none"> <li>• Follow proper dress code of a medical laboratory</li> <li>• Obtain consent before starting the procedure and thank in the end</li> <li>• Maintain his/her workstation according to the prescribed SOPs</li> </ul>	<p>IC 1 IC 4</p>	<p>Laboratory Rotation</p>	<p>OSCE</p>

5.	Physical, chemical injuries	<ul style="list-style-type: none"> <li>Discuss various physical and chemical injuries and distinguish between various types of resorptions</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Differentiate between various types of tooth injuries on the basis of etiology, clinical features, radiographic features as well as histopathological features</li> </ul>	IC2	LGIS	<p>MCQs SAQ VIVA</p>
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6.	Odontogenic Tumours	<ul style="list-style-type: none"> <li>Discuss the diagnostic criteria of odontogenic tumours based on clinical, radiographic, and microscopic features</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Differentiate between odontogenic tumours of epithelial origin using clinical, radiographic, and histopathologic correlation, tumours including ameloblastoma, keratocyst odontogenic tumour, calcifying epithelial odontogenic tumour, adenomatoid odontogenic tumour, squamous odontogenic tumour</li> <li>Discuss the diagnostic criteria of odontogenic tumours of odontogenic origin based on clinical and microscopic features of tumours, including Odontogenic fibroma, odontogenic myxoma, cementoblastoma, ameloblastic fibroma and fibrodontoma odontogenic carcinoma,</li> </ul>	IC 2	LGIS	<p>MCQs SAQ VIVA</p>
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			<p>primary intra osseous carcinoma</p> <ul style="list-style-type: none"> <li>• Discuss the differential diagnosis of carcinomas using the histopathological features</li> </ul>			
			<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Prepare H &amp; E slides</li> <li>• Practice the use of microscopes</li> <li>• Identify the microscopic features of slides</li> </ul>	<p>IC 1 IC 4 IC 5</p>	<p>Laboratory Rotation</p>	<p>OSCE</p>



			<ul style="list-style-type: none"> <li>• Illustrate the salient features on the workbook with H &amp; E pencils</li> <li>•</li> </ul>			
			<p><b><u>Attitude</u></b></p> <ul style="list-style-type: none"> <li>• Follow the proper dress code of a medical laboratory</li> <li>• Take consent before starting the procedure</li> <li>• Maintain his/her workstation according to the prescribed SOPs</li> <li>• Report any damage to lab equipment immediately</li> </ul>	IC 1 IC 4	Laboratory Rotation	OSCE



**GENERAL MEDICINE**

**General medicine**

sr	Topic	Learning outcomes	Objectives	IC codes	MIT	assessment
			Should know at end of session			

***Respiratory system***

<b>1</b>	<b>Acid Peptic Disease-I</b>	Introduction and Common Risk factors for APD  <ol style="list-style-type: none"> <li>1. Common causes of gastritis</li> <li>2. H.pylori pathophysiology</li> <li>3. Role NSAIDs in Duodenal Ulcers</li> <li>4. H.pylori eradication therapy</li> </ol>	<p><b><u>Knowledge</u></b> Should know the risk factors for APD</p> <p>Should be familiar with Causes of APD Should know H.pylori triple and quadruple therapy</p> <p><b><u>Knowledge</u></b> Should be familiar with H.pylori investigations</p>	.C 2 – Scholar  I.C 4 - Communicator	LGIS  C.B.L	MCQs SEQs
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2	<b>Acid peptic Disease- II</b>	<ol style="list-style-type: none"> <li>1. Surgical Treatment</li> <li>2. Complications of APD</li> <li>3. Zollinger- Ellison Syndrome and management</li> <li>4. Prevention of APD</li> </ol>	<p><b>Knowledge</b> Should Know treatment and Management of APD along with Complications</p> <p><b>SKILL</b> Able to write down prescription of triple Therapy/Quardriple therapy</p>	<p>C 2 – Scholar</p> <p>I.C 4 – Communicator</p> <p>IC 5 – Collaborator</p>	<p>LGIS</p> <p>C.B.L</p>	<p>MCQs SEQs</p> <p>LONG case</p>
3	<b>Acute Hepatitis- I</b>	<ol style="list-style-type: none"> <li>1. Introduction and definition of acute and chronic liver injury</li> <li>2. Acute Fulminant hepatic failure</li> </ol>	<p><b>Knowledge</b> Should know causes of acute and chronic liver failure</p> <p>Have an idea about fulminant hepatic failure</p>	<p>C 2 – Scholar</p> <p>IC 5 – Collaborator</p>	<p>LGIS</p>	<p>MCQs SEQs</p>
4	<b>Acute Hepatitis - II</b>	<ol style="list-style-type: none"> <li>1. Investigations for acute liver failure</li> <li>2. Prognostic criteria for acute hepatic failure</li> <li>3. Management of acute liver failure</li> <li>4. Liver transplant</li> <li>5. Hep A and E clinical features</li> </ol>	<p><b>SKILL</b> Should able to interpret Liver function test</p> <p>Should have knowledge about prevention of acute viral hepatitis</p>	<p>C 2 – Scholar</p> <p>IC 1 – Professional</p> <p>IC 5 – Collaborator</p>	<p>LGIS</p> <p>Practical and clinical</p> <p>P.BL</p>	<p>MCQs SEQs</p> <p>Short cases</p>



		6. Investigations and treatment OF AVH	Able to manage the case of acute viral hepatitis and Complications			
<b>5</b>	<b>Chronic hepatitis-1</b>	<ol style="list-style-type: none"> <li>1. Definition of chronic hepatitis</li> <li>2. Causes of chronic hepatitis</li> <li>3. Path-physiology of chronic hepatitis</li> <li>4. Introduction to hep B and C groups</li> </ol>	<p><b><u>Knowledge</u></b> Should have knowledge of CLD and chronic hepatitis</p>	<p>C 2 – Scholar</p> <p>IC 1 – Professional</p>	LGIS	<p>MCQs</p> <p>SEQs</p>
<b>6</b>	<b>Chronic hepatitis-II</b>	<ol style="list-style-type: none"> <li>1. Clinical features of hep B and C</li> <li>2. Interpretation of hep B and c serology</li> <li>3. Complications of chronic hepatitis</li> <li>4. Management of chronic hepatitis</li> </ol>	<p><b><u>SKILL</u></b> Should be able to interpret hep B and C serology</p> <p>Should be able to prevent transmission of hep B and C</p> <p>Should know sterilization for hep B and C</p>	<p>C 2 – Scholar</p> <p>IC 1 – Professional</p> <p>IC 5 – Collaborator</p> <p>C 3 - Leader</p>	<p>LGIS</p> <p>Practical Clinical</p> <p>C.B.L</p>	<p>MCQs</p> <p>SEQs</p> <p>Short/long cases</p>
<b>7</b>	<b><u>Cirrhosis I</u></b>	<ol style="list-style-type: none"> <li>1. Introduction to cirrhosis</li> <li>2. Common causes of cirrhosis</li> </ol>	<p><b><u>Knowledge</u></b> Should have knowledge of cirrhosis</p> <p><b><u>Knowledge</u></b></p>	C 2 – Scholar	LGIS	<p>MCQs</p> <p>SEQs</p>



		3. Path-physiology of cirrhosis	Should have knowledge of all Risk factors for cirrhosis Should be able to know most common causes of cirrhosis	IC 5 – Collaborator	S.G.D	
8	Cirrhosis- II	1. Clinical features of cirrhosis 2. Complications of cirrhosis 3. Presentation and management of upper GI bleed	<b>Skill</b> Should be able to recognize features of CLD  Should have knowledge of CLD and its presentations	C 2 – Scholar  IC 1 – Professional IC 5 – Collaborator	LGIS  C.B.L	MCQs SEQs  Short case Long cases
9	Ascitis and management	1. Introduction to ascites 2. Causes of ascities 3. Pathophysiology of ascites 4. SAAGs calculations	<b>Knowledge</b> Should know CLD and non CLD causes of ascites  <b>Skill</b> Should be able to interpret SAAGS calculation and ascetic fluid examination report	C 2 – Scholar  IC 1 – Professional IC 5 – Collaborator	LGIS	MCQs SEQs
10	Liver and Dentistry	1. Introduction 2. Dental presentation of CLD 3. Dental procedureds that require liver function tests	<b>Knolwedg</b> Should be able to identify the clinical features of CLD  Should know Prerequisites of dental procedureds in Liver disease patients	C 2 – Scholar  IC 1 – Professional IC 5 – Collaborator	LGIS	MCQs SEQs



		4. Contraindications of liver disease in dentistry				
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## Infectious diseases

<b>11</b>	<b>Enteric Fever</b>	<ol style="list-style-type: none"> <li>1. Introduction to Enteric fever</li> <li>2. Clinical features of enteric fever</li> <li>3. Path-physiology of S.thyphi and parathyphi</li> <li>4. Investigations for enteric fever</li> <li>5. Treatment guidelines for enteric fever</li> <li>6. Complications</li> </ol>	<p><b>Knowledge</b> Should know common presentation of enteric fever</p> <p><b>Knowledge</b> Have knowledge about 1<sup>st</sup> line investigations and treatment of enteric Fever</p>	<p>C 2 – Scholar</p> <p>IC 1 – Professional IC 5 – Collaborator</p>	<p>LGIS</p> <p>S.G.D</p>	<p>MCQs SEQs</p> <p>Short cases</p>
<b>12</b>	<b>Dengue</b>	<ol style="list-style-type: none"> <li>1. Introduction to dengue fever</li> <li>2. Epidemiology</li> <li>3. Vector born diseases</li> <li>4. Clinical presentation of dengue fever</li> <li>5. Treatment of dengue fever</li> <li>6. Complications of Dengue fever</li> </ol>	<p><b>Skill</b> Basic knowledge of epidemiology of Dengue fever</p> <p><b>Skill</b> Should have knowledge about vector and its prevention</p>	<p>C 2 – Scholar</p> <p>IC 1 – Professional IC 5 – Collaborator</p>	<p>LGIS</p> <p>Clinical and ward teaching</p> <p>P.B.L</p>	<p>MCQs SEQs OSPE</p>



13	Malaria fever	<ol style="list-style-type: none"> <li>1. Introduction to malaria fever</li> <li>2. Epidemiology</li> <li>3. Vector born diseases</li> <li>4. Clinical presentation of malaria fever</li> <li>5. Treatment of malaria fever</li> </ol> <p>Complications of malaria fever Black water fever</p>	<p><b>Skill</b> Basic knowledge of epidemiology of Dengue fever</p> <p><b>Skill</b> Should have knowledge about vector and its prevention</p>	<p>C 2 – Scholar</p> <p>IC 1 – Professional IC 5 – Collaborator</p>	<p>LGIS</p>	<p>MCQs SEQs</p>
14	HIV and STD-I	<ol style="list-style-type: none"> <li>1. Introduction to HIV</li> <li>2. Epidemiology</li> <li>3. Path-physiology</li> <li>4. Difference between HIV and AIDS</li> </ol>	<p><b>Knowledge</b> should have knowledge of HIV able to recognize clinical features of HIV</p>	<p>C 2 – Scholar</p> <p>IC 1 – Professional IC 5 – Collaborator</p>	<p>LGIS</p> <p>C.B.L</p>	<p>MCQs SEQs Ward test Short case</p>
15	HIV and STD-II	<ol style="list-style-type: none"> <li>1. Clinical features of AIDs</li> <li>2. Systemic manifestations of AIDS</li> <li>3. Investigation for HIV</li> <li>4. Management of HIV</li> <li>5. Complications of HIV</li> </ol>	<p><b>Knowledge</b> Should have basic knowledge about HIV investigations</p> <p><b>Knowledge</b> Should be familiar with HIV and its systemic complications</p>	<p>C 2 – Scholar</p> <p>IC 1 – Professional IC 5 – Collaborator</p>	<p>LGIS</p> <p>S.G.D</p>	<p>MCQs SEQs Long case</p>





16	<b>Acute febrile illness</b>	<ol style="list-style-type: none"> <li>1. Introduction to acute febrile illness</li> <li>2. Pyrexia of unknown origin</li> <li>3. Causes of PUO</li> <li>4. Investigations of PUO</li> <li>5. Management and complications of PUO</li> </ol>	<p><b>Knowledge</b> Should have knowledge about causes of Acute febrile illness</p> <p><b>Skill</b> Should be able to know about workup about PUO</p>	<p>C 2 – Scholar C 3 - Leader</p> <p>IC 1 – Professional IC 5 – Collaborator</p>	<p>LGIS Clinical/practical</p>	<p>MCQs SEQs Short cases</p>
17	<b>Fungal Infection- I</b>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Classification of fungal infection</li> <li>3. Presentations of fungal infections</li> <li>4. Systemic manifestation of fungal infections</li> </ol>	<p><b>Knowledge</b> Should have knowledge about fungal infection Able to identify clinical features of fungal infection</p>	<p>C 2 – Scholar</p> <p>IC 1 – Professional IC 5 – Collaborator</p> <p>C 3 - Leader</p>	<p>LGIS</p> <p>S.G.D</p>	<p>MCQs SEQs</p>
18	<b>Fungal infection- II</b>	<ol style="list-style-type: none"> <li>1. Investigation for fungal infection</li> <li>2. Management of fungal infection</li> </ol>	<p><b>Skill</b> Able to interpret the fungal infection results</p> <p><b>Knowledge</b> Should have knowledge about systemic</p>	<p>C 2 – Scholar</p> <p>IC 1 – Professional IC 5 – Collaborator</p>	<p>LGIS</p> <p>S.G.D</p>	<p>MCQs SEQs</p>



		3. Complications of fungal infection	complication of fungal infections			
<b>19</b>	<b>Pneumonia I</b>	1. Introduction of pneumonia  2. Organism spectrum of pneumonia  3. Clinical features and management according to culture reports	<b>Knowledge</b> Should be familiar with organism spectrum of pneumonia  <b>Skill</b> Able to interpret the spectrum of organism	C 2 – Scholar  IC 1 – Professional IC 5 Collab – orator  C 3 - Leader	LGIS  P.B.L	MCQs SEQs  Short Cases/Long cases
<b>20</b>	<b>Pneumonia II</b>	1. Investigation 2. Management 3. Classification of pneumonia  1) Complications of pneumonias	<b>Skill</b> Should be able to Manage the cases of pneumonias	C 2 – Scholar  IC 1 – Professional IC 5 – Collaborator	LGIS  C.B.L	MCQs SEQs  Long cases
<b>21</b>	<b>Tuberculosis-I</b>	Introduction of Tuberculosis  Pathogenesis and transmission of tuberculosis  Clinical sign symptoms of tuberculosis	<b>Knowledge</b> Should know Microbiological spectrum of pulmonary tuberculosis Should have idea of Clinical manifestation of tuberculosis  <b>Skill</b>	C 2 – Scholar  IC 1 – Professional IC 5 – Collaborator	LGIS  C.B.L	MCQs SEQs  OPSE  Long case



			Should be able to diagnosed TB In high risk patients			
<b>22</b>	<b><u>Tuberculosis-II</u></b>	<ol style="list-style-type: none"> <li>1. Diagnosis</li> <li>2. Diagnostic test</li> <li>3. Management of tuberculosis</li> <li>4. Management and ATT</li> <li>5. Complicated tuberculosis</li> <li>6. Complication of ATT</li> </ol>	<p><b><u>Knowledge</u></b> Should know diagnostic test of TB</p> <p><b><u>SKILL</u></b> Should Know ATT and its complications</p>	<p>C2-scholar</p> <p>C1-professional</p>	<p>LGIS</p>	<p>MCQS</p> <p>SEQs</p> <p>Long case</p>
<b>23</b>	<b><u>COPD-I</u></b>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Types of COPD</li> <li>3. Symptoms of COPD</li> <li>4. diagnosis</li> </ol>	<p><b><u>Knowledge</u></b> Should have knowledge about COPD and its presentation</p>	<p>C 2 – Scholar</p> <p>IC 1 – Professional</p> <p>IC 5 – Collaborator</p>	<p>LGIS</p> <p>C.B.L</p>	<p>MCQs</p> <p>SEQs</p> <p>OPSE</p> <p>Long case</p>
<b>24</b>	<b><u>COPD-II</u></b>	<ol style="list-style-type: none"> <li>1. Spirometry</li> <li>2. Management</li> <li>3. Management of exacerbation of COPD</li> <li>4. LTOT and long term treatment</li> </ol>	<p><b><u>SKILL</u></b> Should Know about spirometry and able to interpret PFTS</p>	<p>C2-scholar</p> <p>C1-professional</p>	<p>LGIS</p>	<p>MCQS</p> <p>SEQs</p> <p>Long case</p>



25	<b>Bronchial asthma-I</b>	<ol style="list-style-type: none"> <li>1. Definition</li> <li>2. Introduction</li> <li>3. symptoms</li> </ol>	<p><b>Knowledge</b> Should have knowledge about Asthma and its presentation</p>	<p>C 2 – Scholar  IC 1 – Professional IC 5 – Collaborator</p>	<p>LGIS  C.B.L</p>	<p>MCQs SEQs  OPSE  Long case</p>
26	<b>Bronchial Asthma -II</b>	<ol style="list-style-type: none"> <li>1. diagnosis of bronchial asthma</li> <li>2. management</li> <li>3. PEFR monitoring</li> <li>4. Management of acute sever asthma</li> </ol>	<p><b>SKILL</b> Should Know about spirometry and able to interpret PEFR</p>	<p>C2-scholar  C1-professional</p>	<p>LGIS</p>	<p>MCQS  SEQs  Long case</p>



General Surgery

S.No.	Topics/ Theme	Learning Outcomes	Learning Objectives/ Content	IC Codes	MITs	Assessment Tools
		By the end of this block students should be able to:				
<b>Trauma And Its Management</b>						
1.	<b>Trauma Management Based On ATLS Protocol</b>	<ul style="list-style-type: none"> <li>Assess the patient presenting with trauma in dental practice</li> <li>Apply the knowledge of trauma management in clinical scenarios</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li><u>Describe the basic principles of the following with emphasis on clinical application:</u></li> <li>The importance of time in trauma management</li> <li>How to assess a trauma patient</li> <li>•How to respond to a trauma patient</li> <li>Value of teamwork and planning in trauma care</li> <li>Sequence of priorities in the early assessment of the trauma patient</li> <li>Principle of triage in immediate management of the trauma patients</li> </ul>	IC 1 IC 2	LGIS	MCQs, SEQs. Viva Voce

S.No.	Topics/ Theme	Learning Outcomes	Learning Objectives/ Content	IC Codes	MITs	Assessment Tools
		By the end of this block students should be able to:				
			<p><b>Skill</b></p> <ul style="list-style-type: none"> <li>• <u>Demonstrate basic comprehension of the following with emphasis on clinical application:</u></li> <li>• Concepts of injury recognition prediction based on the mechanism and energy of injury.</li> <li>• Principles of primary and secondary surveys in the assessment and management of trauma.</li> <li>• Techniques for the initial resuscitative and definitive care aspects of trauma based on ATLS protocol.</li> <li>• Necessary protocols to allow early stabilization of the patient leading on to definitive care</li> </ul>	<p>IC 2 IC 4</p>	<p>Practical Demonstration</p>	<p>OSPE, SEQs, Viva Voce.</p>

S.No.	Topics/ Theme	Learning Outcomes	Learning Objectives/ Content	IC Codes	MITs	Assessment Tools
		By the end of this block students should be able to:				
2.	<b>Head Injury</b>	<ul style="list-style-type: none"> <li>Assess the patient presenting with head injury in dental practice</li> <li>Apply the knowledge of head injury in clinical scenarios</li> </ul>	<p><b>Knowledge</b> Describe the basic principles of the following with emphasis on clinical application:</p> <ul style="list-style-type: none"> <li>Physiology of cerebral blood flow.</li> <li>Pathophysiology of raised intracranial pressure</li> <li>Management of head injury and prevention of secondary brain injury</li> </ul>	IC 2	LGIS	MCQs, SEQs. Viva Voce.
			<p><b>Skill</b> Illustrate the early response protocol for a patient of head trauma</p>	IC 2	Practical Demonstration	OSPE
3	<b>Cervical Spine Injury</b>	<ul style="list-style-type: none"> <li>Assess the patient presenting with Cervical spine injury in dental practice</li> <li>Apply the knowledge of Cervical spine injury in clinical scenarios</li> </ul>	<p><b>Knowledge</b> Describe the basic principles of the following with emphasis on clinical application:</p> <ul style="list-style-type: none"> <li>Accurate initial assessment of spinal trauma</li> <li>The pathophysiology and types of spinal cord injury</li> </ul>	IC 1 IC 2	LGIS, Student presentations, Bedside demonstrations during clinical rotations / O.R visits	MCQs SEQs Clinical Scenario based Viva Voce



S.No.	Topics/ Theme	Learning Outcomes	Learning Objectives/ Content	IC Codes	MITs	Assessment Tools
		By the end of this block students should be able to:				
			<ul style="list-style-type: none"> <li>• The basic management of spinal trauma and the major pitfalls</li> <li>• The prognosis of spinal cord injury, factors affecting functional outcome, and common associated complications</li> </ul>			
4	<b>Neck Trauma</b>	<ul style="list-style-type: none"> <li>• Assess the patient presenting with neck trauma in dental practice.</li> <li>• Apply the knowledge of neck trauma in clinical scenarios.</li> </ul>	<p><b>Knowledge</b>  <u>Describe the basic principles of the following with emphasis on clinical application:</u></p> <ul style="list-style-type: none"> <li>• Overview of surgical anatomy of the neck</li> <li>• Pathophysiology of penetrating and blunt neck trauma</li> <li>• The neck zones used to describe neck injuries</li> <li>• Principles of management of neck trauma</li> </ul>	<p>IC 1            IC 2</p>	<p>Large Class Format            Interactive Session,            Student presentations,            Bedside demonstrations during ward rotations.</p>	<p>MCQs            SEQs            Clinical Scenario based Viva            Voce</p>



S.No.	Topics/ Theme	Learning Outcomes	Learning Objectives/ Content	IC Codes	MITs	Assessment Tools
		By the end of this block students should be able to:				
5	<b>Chest Trauma And Its Management Thoracotomy / Use Of Chest Drains Haemorrhage And Its Types</b>	<ul style="list-style-type: none"> <li>Assess the patient presenting with chest trauma in dental practice</li> <li>Apply the knowledge of chest trauma in clinical scenarios</li> </ul>	<p><b>Knowledge</b>  <u>Describe the basic principles of the following with emphasis on clinical application:</u></p> <ul style="list-style-type: none"> <li>The gross and surgical anatomy of the chest and abdomen</li> <li>The pathophysiology of torso injury</li> <li>The strength and weaknesses of clinical assessment in the injured patient</li> <li>The use of special investigations and their limitations</li> </ul> <p><b>Skills</b>  <u>Demonstrate basic comprehension of the following with emphasis on clinical application:</u></p> <ul style="list-style-type: none"> <li>The operative approaches to the thoracic cavity</li> <li>The special features of an emergency department</li> </ul>	IC 1, IC 2	LGIS, Student presentations, Bedside demonstrations during clinical rotations / O.R visits	MCQs SEQs Scenario based Viva Voce

S.No.	Topics/ Theme	Learning Outcomes	Learning Objectives/ Content	IC Codes	MITs	Assessment Tools
		By the end of this block students should be able to:				
			thoracotomy for haemorrhage control <ul style="list-style-type: none"> <li>• The philosophy of damage control surgery</li> <li>• Basic structure and working of a chest drain with an underwater seal</li> <li>• Insertion of a chest drain and its care</li> <li>• How and when to remove chest drains</li> <li>• Complications associated with use of chest drains</li> </ul>			
6.	<b>Benign And Malignant Disorders Of The Thyroid Gland</b>	<ul style="list-style-type: none"> <li>• Assess the patient presenting with disorders of the Thyroid gland</li> <li>• Outline the management plan for disorders of the Thyroid gland.</li> </ul>	<p><b><u>Knowledge</u></b></p> <p><u>Describe the basic principles of the following with emphasis on clinical application:</u></p> <ul style="list-style-type: none"> <li>• The embryology and anatomy of the thyroid and parathyroid gland</li> <li>• The physiology and investigations of thyroid gland</li> <li>• Various types of benign and malignant thyroid swellings</li> </ul>	IC 1 IC 2	LGIS, Student presentations, Bedside demonstrations during clinical rotations / O.R visits	MCQs SEQs Scenario based Viva Voce

S.No.	Topics/ Theme	Learning Outcomes	Learning Objectives/ Content	IC Codes	MITs	Assessment Tools
		By the end of this block students should be able to:				
			<ul style="list-style-type: none"> <li>• Clinical history taking / examination of a patient presenting with thyroid swelling</li> <li>• Clinical symptoms and signs that indicate thyroid malignancy</li> <li>• Selection of appropriate investigations for thyroid swellings</li> <li>• Overview of various treatment modalities available for treatment of thyroid disorders, their advantages, and disadvantages.</li> </ul>			
7.	<b>Thyroidectomy &amp; Its Complications</b>	Outline the indications, preoperative preparation of a patient with thyroid disorder and postoperative complications of thyroidectomy	<p><b><u>Knowledge</u></b></p> <p><u>Describe the basic principles of the following with emphasis on clinical application:</u></p> <ul style="list-style-type: none"> <li>• Indications of surgery in thyroid disorders</li> <li>• Pre-op preparation of a patient with thyroid disorder</li> <li>• Complications after thyroid surgery particularly life-threatening complications that can occur after thyroidectomy</li> </ul>	IC 1 IC 2	LGIS, Student presentations, Bedside demonstrations during clinical rotations / O.R visits	MCQs SEQs Scenario based Viva Voce



S.No.	Topics/ Theme	Learning Outcomes	Learning Objectives/ Content	IC Codes	MITs	Assessment Tools
		By the end of this block students should be able to:				
			<ul style="list-style-type: none"> <li>Hyperparathyroidism</li> </ul>			
8	<b>Disorders Of The Parathyroid Gland</b> (Hyper And Hypoparathyroidism, Benign Hyperplasia, Malignancy, MEN Syndromes) <b>And Their Surgical Management</b>	<ul style="list-style-type: none"> <li>Assess the patient presenting with disorders of the Parathyroid gland</li> <li>Outline the management plan for disorders of the Parathyroid gland</li> </ul>	<p><b>Knowledge</b>  <u>Describe the basic principles of the following with emphasis on clinical application:</u></p> <ul style="list-style-type: none"> <li>The embryology and anatomy of the parathyroid gland</li> <li>The physiology and investigations of parathyroid gland, selection of appropriate investigations for parathyroid disorders</li> <li>Various types of benign and malignant disorders of the parathyroid gland</li> <li>Difference between primary, secondary, and tertiary hyperparathyroidism</li> </ul> <p><b>Skills</b>  <u>Demonstrate basic comprehension of the following with emphasis on clinical application:</u></p>	IC 1 IC 2	LGIS, Student presentations, Bedside demonstrations during clinical rotations / O.R visits	MCQs SEQs Scenario based Viva Voce

S.No.	Topics/ Theme	Learning Outcomes	Learning Objectives/ Content	IC Codes	MITs	Assessment Tools
		By the end of this block students should be able to:				
			<ul style="list-style-type: none"> <li>• Clinical history taking / examination of a patient presenting with parathyroid disorder</li> <li>• Overview of various treatment modalities available for treatment of parathyroid disorders</li> <li>• Parathyroidectomy and its complications</li> <li>• The concept of auto-transplantation of parathyroids</li> </ul>			
9	<b>Differential Diagnosis &amp; Diagnostic Approach To Neck Swelling</b>	Diagnose the patient presenting with neck swelling based on history and clinical examination	<p><b>Knowledge</b> <u>Describe the basic principles of the following with emphasis on clinical application:</u></p> <ul style="list-style-type: none"> <li>• The differential diagnosis of a neck swelling based on the concept of anatomical triangles of the neck</li> <li>• Difference between types of cystic lesions (true cyst and false cyst), sinus and fistula</li> </ul> <p><b>Skills</b></p>	IC 1 IC 2	LGIS, Student presentations, Bedside demonstrations during clinical rotations / O.R visits	MCQs SEQs Scenario based Viva Voce Long/ Short Cases

S.No.	Topics/ Theme	Learning Outcomes	Learning Objectives/ Content	IC Codes	MITs	Assessment Tools
		By the end of this block students should be able to:				
			<ul style="list-style-type: none"> <li>Clinical diagnostic landmarks of common neck swellings</li> </ul>			
10	<b>Cervical Lymphadenopathy</b>	Diagnose the patient of cervical lymphadenopathy in clinical practice	<p><b>Knowledge</b>  <u>Describe the basic principles of the following with emphasis on clinical application:</u></p> <ul style="list-style-type: none"> <li>Clinical anatomy of the lymph nodes and lymphatic drainage of the head and neck</li> <li>The levels of neck lymph nodes</li> <li>Common causes of localized and generalized lymphadenopathy and their clinical features</li> </ul> <p><b>Skills</b>  <u>Demonstrate basic comprehension of the following with emphasis on clinical application:</u></p> <ul style="list-style-type: none"> <li>Clinical differentiation between acute and chronic lymphadenitis</li> <li>Cold abscess and the collar stud abscess</li> </ul>	IC 1 IC 2	LGIS, Student presentations, Bedside demonstrations during clinical rotations / O.R visits	MCQs SEQs Scenario based Viva Voce

S.No.	Topics/ Theme	Learning Outcomes	Learning Objectives/ Content	IC Codes	MITs	Assessment Tools
		By the end of this block students should be able to:				
			<ul style="list-style-type: none"> <li>• Clinical features suggesting malignant lymphadenopathy</li> <li>• Where to look for the primary disease in cases of secondary malignant deposits in the neck lymph nodes</li> <li>• Planning a diagnostic workup for a patient presenting with cervical lymphadenitis</li> </ul>			
11	<b>Oral Cancer And Precancerous Conditions</b> (Carcinoma Tongue And Lip)	Apply the knowledge of oral cancer and precancerous conditions in clinical practice	<p><b>Knowledge</b></p> <p><u>Describe the basic principles of the following with emphasis on clinical application:</u></p> <ul style="list-style-type: none"> <li>• Demography of oral cancer</li> <li>• Oral cancer prevalence in Pakistan</li> <li>• Risk factors for development of oral cancer especially the relationship between oral cancers and the use of alcohol and tobacco</li> <li>• Premalignant lesions of the oral cavity, their diagnosis and management</li> </ul>	IC 1 IC 2	LGIS, Student presentations, Bedside demonstrations during clinical rotations / O.R visits	MCQs SEQs Scenario based Viva Voce

S.No.	Topics/ Theme	Learning Outcomes	Learning Objectives/ Content	IC Codes	MITs	Assessment Tools
		By the end of this block students should be able to:				
			<ul style="list-style-type: none"> <li>• The concept of 'Field change' in malignancies of the aerodigestive tract</li> <li>• The cardinal clinical features and management of patients presenting with oropharyngeal cancer (employing carcinoma tongue and lip as the prototype disease conditions)</li> <li>• Surgical reconstruction in patients undergoing treatment of oro-pharyngeal cancer</li> </ul>			
12	<b>Neck Dissections &amp; Its Types</b>	Apply the knowledge of types of neck dissections, their pros, and cons in clinical scenarios	<p><b><u>Knowledge</u></b>  <u>Demonstrate basic comprehension of the following with emphasis on clinical application:</u></p> <ul style="list-style-type: none"> <li>• The meaning of term 'Neck dissection'</li> <li>• The concept of en-bloc resection of draining lymph nodes in surgical oncology</li> </ul>	IC 1 IC 2	LGIS, Student presentations, Bedside demonstrations during clinical rotations / O.R visits	MCQs SEQs Scenario based Viva Voce





S.No.	Topics/ Theme	Learning Outcomes	Learning Objectives/ Content	IC Codes	MITs	Assessment Tools
		By the end of this block students should be able to:				
			<ul style="list-style-type: none"><li>• The various types of neck dissections used in surgical practice, their pros, and cons</li></ul>			

## PERIODONTOLOGY

Sr.	Theme/ Topics	Learning Outcomes	Learning Objectives	IC Codes	MITs	Assessment Tools
1.	Chronic Periodontitis	<ul style="list-style-type: none"> <li>Define periodontitis</li> <li>Diagnose chronic cases of periodontitis</li> <li>Managing the disease prognosis</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Describe diverse anatomical features of chronic periodontitis</li> <li>Identify histological features of the disease</li> <li>Diagnose chronic periodontitis on the basis of clinical and histological features</li> <li>Discuss risk factors of the disease</li> <li>Discuss management of chronic periodontitis</li> </ul>	IC 2	LGIS	SAQs MCQs VIVA
2.	Aggressive Periodontitis	<ul style="list-style-type: none"> <li>Distinguish and differentiate between aggressive and chronic forms of periodontitis</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Define aggressive periodontitis</li> <li>Differentiate between aggressive and chronic periodontitis</li> <li>Describe histopathological features of the disease</li> </ul>	IC 2	LGIS	SAQs MCQs VIVA

		<ul style="list-style-type: none"> <li>Plan management of disease</li> </ul>	<ul style="list-style-type: none"> <li>Describe the management of the disease and its risk factors</li> <li>Employ various adjuncts to non-surgical therapy to show rationale for use</li> </ul>			
			<p><b>Skill</b></p> <ul style="list-style-type: none"> <li>Classify interdental cleaning aids</li> <li>Demonstrate the importance of tooth brushing techniques, oral irrigation techniques and disclosing agents</li> </ul>	IC 1 IC 4 IC 5	Clinical rotation demonstration	OSCE
3.	Necrotizing Ulcerative Periodontitis	<ul style="list-style-type: none"> <li>Diagnose Acute Necrotizing Ulcerative Gingivitis (ANUG)</li> <li>Differentiate and manage cases of ANUG and Chronic ulcerative periodontitis</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Identify and correlate clinical features</li> <li>Distinguish between different gingival diseases</li> <li>Describe the management and risk factors of the disease</li> </ul>	IC 2	LGIS	SAQs MCQs VIVA
4.	Trauma From Occlusion	<ul style="list-style-type: none"> <li>Define trauma from occlusion (TFO)</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Differentiate trauma from occlusion</li> <li>Identify types of Occlusal trauma</li> </ul>	IC 2	LGIS	SAQs MCQs VIVA

		<ul style="list-style-type: none"> <li>• Discuss different classes of trauma</li> <li>• Plan management of trauma from occlusion (TFO)</li> </ul>	<ul style="list-style-type: none"> <li>• Indicate consequences of trauma</li> <li>• Examine and recall tissue response of trauma</li> <li>• Enumerate treatment options</li> </ul>			
5.	Periodontal Non-Surgical Therapy	<ul style="list-style-type: none"> <li>• Discuss the aims of non-surgical therapy</li> <li>• Identify the procedures comprising of NSPT</li> <li>• Distinguish different end points with NSPT</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Explain chemical and mechanical plaque control techniques</li> <li>• Describe Oral hygiene instructions</li> <li>• Employ various adjuncts to non-surgical therapy to show rationale for use</li> <li>• Classify interdental cleaning aids</li> <li>• Discuss the importance of toothbrush brushing techniques, oral irrigation techniques and disclosing agents</li> </ul>	IC 2	LGIS	SAQs MCQs VIVA VOCE

			<p><b>Skill</b></p> <ul style="list-style-type: none"> <li>Demonstrate various plaque control techniques</li> </ul>	<p>IC 1 IC 4 IC 5</p>	<p>Clinical Rotation</p>	<p>OSCE</p>
6.	Periodontal Pocket	<ul style="list-style-type: none"> <li>Define Periodontal pocket</li> <li>Classify periodontal pockets</li> <li>Management of all types of pockets</li> <li>Distinguish and differentiate features between different periodontal pockets</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Demonstrate gingival and periodontal probing</li> <li>Determine pathological signs of periodontal tissues</li> <li>Interpret normal and pathological structures found on dental radiographs</li> <li>Label periodontal pocket</li> <li>Point out techniques available for detecting change in bone heights on radiographs</li> <li>Identify and discuss clinical features of gingival inflammation, periodontal pocketing, and bone loss patterns</li> </ul>	<p>IC 2</p>	<p>LGIS</p>	<p>SAQs MCQs VIVA</p>

			<p><b><u>Skill</u></b></p> <ul style="list-style-type: none"> <li>Calculate the clinical attachment loss of attached gingiva</li> </ul>	<p>IC 1 IC 4 IC 5</p>	<p>Clinical Rotation</p>	<p>OSCE</p>
7.	Acute Gingival Infections	<ul style="list-style-type: none"> <li>Discuss the acute gingival infections</li> <li>Correlate histopathological differences between infections</li> <li>Management of acute gingival infections</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Define Identify and Describe gingival inflammation, periodontal pocket, and bone loss patterns</li> <li>Describe histopathological features associated with gingival inflammation</li> <li>Describe pathogenesis of gingival inflammation, pocket formation and bone destruction patterns</li> </ul>	<p>IC 2</p>	<p>LGIS</p>	<p>MCQ SAQ VIVA</p>
8.	Treatment Of Desquamative Gingivitis	<ul style="list-style-type: none"> <li>Define and correlate histopathology</li> <li>Discuss management of desquamative gingivitis</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Classify the types of gingival diseases</li> <li>Discuss how to diagnose desquamative gingivitis</li> <li>Plan its management</li> </ul>	<p>IC 2</p>	<p>LGIS</p>	<p>MCQ SAQ VIVA</p>
9.	Bone Loss And Patterns Of Bone Loss	<ul style="list-style-type: none"> <li>Define bone loss</li> <li>Discuss types of bone loss</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Discuss Bone destruction patterns in periodontal disease</li> </ul>	<p>IC 2</p>	<p>LGIS</p>	<p>MCQ SAQ VIVA</p>

		<ul style="list-style-type: none"> <li>• Discuss the treatment modalities</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss bone destruction caused by trauma from occlusion, and systemic disorders</li> <li>• Explain factors determining bone morphology in periodontal disease</li> </ul>			
10.	Chemotherapeutic Agents	<ul style="list-style-type: none"> <li>• Discuss all available prophylactic agents</li> <li>• Discuss use of agents as adjunctive therapy</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Define antimicrobial agent</li> <li>• Classify antimicrobial agents used in periodontal disease</li> <li>• Identify commonly used antimicrobial agents and Chlorhexidine in periodontal disease</li> <li>• Differentiate between the use of Systemic and Local antimicrobial agents</li> <li>• Identify serial and combination antibiotic therapy</li> </ul>	IC 2	LGIS	MCQ SAQ VIVA
11.	Host Modulation	<ul style="list-style-type: none"> <li>• Discuss and define host modulation therapy</li> <li>• Discuss doxycycline as</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Define host modulation</li> <li>• Identify risk factors for periodontal disease</li> <li>• Describe host response in periodontal disease</li> </ul>	IC 2	LGIS	MCQ SAQ VIVA

		<p>host altering agent</p> <ul style="list-style-type: none"> <li>• Discuss interaction of agents with host</li> </ul>				
12.	Periodontal Pathogenesis	<ul style="list-style-type: none"> <li>• Discuss pathogenesis of periodontal disease</li> <li>• Differentiate between the bacterial species involved in periodontitis</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Enlist its causative factors</li> <li>• Discuss histopathological changes associated with various periodontal diseases</li> <li>• Discuss immune reactions in pathogenesis of periodontal diseases</li> </ul>	IC 2	LGIS	<p>MCQ</p> <p>SAQ</p> <p>VIVA</p>
13.	Influence Of Systemic Conditions	<ul style="list-style-type: none"> <li>• Identify all the systemic conditions affecting periodontium</li> <li>• Discuss management of periodontal disease influenced by different systemic conditions</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Identify the role of systemic diseases/ conditions in the etiology of periodontal disease</li> <li>• Describe clinical features of periodontal disease associated with systemic diseases/ factors</li> <li>• Tabulate common systemic diseases or conditions that have an impact of periodontal health</li> </ul>	IC 2	LGIS	<p>MCQ</p> <p>SAQ</p> <p>VIVA</p>





14.	Impact Of Periodontal Infections On Systemic Health	<ul style="list-style-type: none"><li>• Identify bacteria involved in periodontal infection</li><li>• Identify the role of periodontal disease affecting systemic health</li><li>• Plan management of periodontal infections</li></ul>	<b><u>Knowledge</u></b> <ul style="list-style-type: none"><li>• Differentiate between clinical features of various systemic conditions/diseases</li><li>• Identify the role of AIDS on periodontium</li><li>• Identify treatment options for gingival disease</li></ul>	IC 2	LGIS	MCQs SAQs VIVA
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## ORAL & MAXILLOFACIAL SURGERY

S. No	Topics/ Theme	Learning Outcomes	Learning Objectives	IC Codes	MITs	Assessment Tools
			By the end of the block the student will be able to:			
1.	Introduction To Oral & Maxillofacial Surgery	<ul style="list-style-type: none"> <li>• Discuss the basic concept of this subspecialty, various domains, and horizon</li> <li>• Describe the role of maxillofacial surgeon</li> <li>• Discuss the significance of this field in the health care system</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Define Oral &amp; Maxillofacial Surgery and its significance</li> <li>• Explain the implication of this field in various disease conditions</li> <li>• Discuss the role of Multi-Disciplinary Team (MDT) and its significance</li> </ul>	IC 2	LGIS	Students' Presentations /Formative Ward Test

2.	Principles Of Surgery	<ul style="list-style-type: none"> <li>• Discuss the steps of history taking</li> <li>• Describe the steps of General patient evaluation/examination, documentation, Consent, and Ethics</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Enlist common areas of dental litigation</li> <li>• Enlist the steps to reduce the risk of litigation</li> <li>• Describe the role of a dentist in forensic odontology</li> <li>• Describe Consent, its significance, and its types</li> </ul>	IC 2	LGIS	Students' Presentations /Formative Ward Test
			<p><b><u>Skill</u></b></p> <ul style="list-style-type: none"> <li>• Record relevant history of the patient</li> <li>• Identify the Chief Complaint</li> <li>• Perform relevant systemic examination related to oral surgery</li> <li>• Record vitals</li> <li>• Document the patient history and record sheet</li> </ul>	IC 1 IC 4 IC 5	Clinical rotation Demonstration	Formative Ward Test
			<p><b><u>Attitude</u></b></p> <ul style="list-style-type: none"> <li>• Follow the proper dress code of the clinical department</li> <li>• Obtain consent before starting the procedure and thank in the end</li> <li>• Maintain his/her workstation according to the prescribed SOPs</li> <li>• Report any damage to the armamentarium and equipment immediately</li> </ul>	IC 1 IC 3 IC 4 IC 5	Clinical rotation Demonstration	Formative Ward Test

3.	Infection Control In Surgical Practice	<ul style="list-style-type: none"> <li>Describe Aseptic Techniques</li> <li>Define sterilization and disinfection</li> <li>Differentiate between clean and sterile technique</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Describe various sterilization techniques and tests to ensure sterilization</li> <li>Describe various disinfection means and methods</li> <li>Define Clean and sterile techniques and their application in oral surgery</li> <li>Describe the functions of CSSD</li> </ul>	IC 2	LGIS	Students' Presentations /Formative Ward Test
4	Cross Infection Control	<ul style="list-style-type: none"> <li>Describe infectious pathogens (blood-borne), their transmission, prevention and exposure</li> <li>Apply universal precautions</li> <li>Follow Protocols for Hepatitis B exposure and vaccine</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Follow the Protocols for needle stick injury</li> <li>Implement universal precautions and hand hygiene</li> <li>Recall and apply Covid-19 SOP and protocols</li> <li>Manage sharps, needle handling (scoop technique) &amp; their waste</li> </ul>	IC 1 IC 4 IC 5	Clinical Rotation Demonstration	Formative Ward Test
5	Pain And Anxiety Management	<ul style="list-style-type: none"> <li>Describe the significance of pain and anxiety management, pre-operative,</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Describe various anaesthetic techniques, local anaesthesia, general anaesthesia, sedation (nitrous oxide), and their application in OMFS</li> </ul>	IC 2	LGIS	Students' Presentations /Formative Ward Test

		<p>intraoperative and postoperative</p> <ul style="list-style-type: none"> <li>Implement the Anxiety Reduction Protocol</li> </ul>	<p><b>Skill</b></p> <ul style="list-style-type: none"> <li>Describe various anaesthetic techniques, local anaesthesia, general anaesthesia, sedation (nitrous oxide), and their application in OMFS</li> </ul>	<p>IC 1 IC 4 IC 5</p>	<p>Clinical rotation Demonstration</p>	<p>Formative Ward Test</p>
6.	Local Anaesthesia	<ul style="list-style-type: none"> <li>Describe types of Local Anaesthesia (LA) on the pharmacological basis, pharmacology, mechanism of action</li> <li>Describe Types of LA on the duration of action</li> <li>Describe the composition of LA cartridge</li> <li>Describe vasoconstrictors and their effects in local anaesthesia</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Recall the composition of Local Anaesthesia (LA) cartridge which is used in the dental office</li> <li>Describe recommended dosages of various types of LA</li> </ul>	<p>IC 2</p>	<p>LGIS</p>	<p>Students' Presentations /Formative Ward Test</p>
7.	Local Anaesthesia Armamentarium	<ul style="list-style-type: none"> <li>Identify armamentarium for local anaesthesia in oral surgery</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Identify different parts of the dental syringe and LA cartridge</li> </ul>	<p>IC 2</p>	<p>LGIS</p>	<p>Students' Presentations /Formative Ward Test</p>
8.	Techniques For Administering	<ul style="list-style-type: none"> <li>Identify anatomical landmarks and recall relevant</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Perform Maxillary anaesthetic injection</li> </ul>	<p>IC 1 IC 4 IC 5</p>	<p>Clinical rotation</p>	<p>Formative Ward Test</p>

	Local Anaesthesia	<p>anatomy Enlist sensory innervation of jaws and individual teeth</p> <ul style="list-style-type: none"> <li>• Compare various techniques of inferior alveolar nerve block</li> </ul>	<ul style="list-style-type: none"> <li>• Perform Mandibular anaesthetic injection (Mental nerve block, I.A.N nerve block, long buccal nerve block, infiltration)</li> <li>• Perform Periodontal ligament &amp; Intra-osseous anaesthetic injection technique</li> </ul>		Demonstration	
9.	Complications Of Local Anaesthesia	<ul style="list-style-type: none"> <li>• Enlist and recognize possible complications of local anaesthesia injection and toxicity</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Differentiate between local and systemic complications of LA and their management</li> </ul>	IC 2	LGIS	Students' Presentations /Formative Ward Test
10.	Simple Exodontia	<ul style="list-style-type: none"> <li>• Enlist indications and contra-indications for the removal of teeth</li> <li>• Perform radiological interpretation</li> <li>• Formulate and finalize a treatment plan</li> <li>• Enumerate the nerves that need anaesthetized to extract individual teeth</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Elicit relevant medical and dental history and examination (patient assessment)</li> <li>• Perform clinical evaluation of tooth to be removed, making a diagnosis</li> <li>• Interpret relevant radiographic investigations</li> </ul>	IC 1 IC 4 IC 5	Clinical rotation Demonstration	Formative Ward Test



11.	Exodontia Armamentarium & Techniques	<ul style="list-style-type: none"> <li>Identify armamentarium for simple exodontia</li> <li>Perform Chair positioning</li> <li>Enlist steps of tooth extraction</li> <li>Explain Mechanical principles involved in tooth extraction</li> <li>Describe Post-operative instruction (exodontia only)</li> </ul>	<b><u>Knowledge</u></b> <ul style="list-style-type: none"> <li>Explain mechanical principles of elevators and forceps</li> </ul>	IC 2	LGIS	Students' Presentations /Formative Ward Test
			<b><u>Skills</u></b> <ul style="list-style-type: none"> <li>Practice chair positioning</li> <li>Demonstrate knowledge of use of forceps and elevators</li> </ul>	IC 1 IC 4 IC 5	Clinical rotation Demonstration	Formative Ward Test



## Vertically Integrated Modules

### Research - Student Research Interest Groups

Activities Timeline:

### **Behavioral Sciences Learning Outcome– Block II**

S. No	Topics/Theme	Learning Outcomes	Learning Objectives	IC Codes	MIT	Assessment Tools
		By the end of this block, students of 3 <sup>rd</sup> year will be able to:				
1.	1. Common psychiatric disorders in general health settings	<ul style="list-style-type: none"> <li>Discuss common psychiatric disorder that can be encountered in general health settings</li> <li>Equip medical students with knowledge and skills in order to respond to common psychiatric disorders in hospital settings.</li> </ul>	<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Define the most common psychiatric disorders (e.g., depression, anxiety, somatization) seen in general health settings.</li> <li>Identify the key symptoms and diagnostic criteria of psychiatric disorders frequently encountered in general practice.</li> <li>Explain the bidirectional relationship between physical health and psychiatric disorders, emphasizing the concept of psychosomatic symptoms.</li> <li>Describe the risk factors and management guidelines associated with psychiatric disorders in general health settings.</li> <li>Analyse patient history and symptoms to differentiate between</li> </ul>	IC 2	LGIS Case Vignettes	MCQs SEQs/SAQs





			<p>psychiatric and physical causes of presenting complaints.</p> <ul style="list-style-type: none"><li>• Develop a management plan that includes both pharmacological and non-pharmacological interventions for patients with coexisting psychiatric and physical health issues.</li><li>• Evaluate the need for referral to a specialist when managing psychiatric disorders in a general health setting.</li></ul>			
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## **Block 2 Syllabi**

### **Behavioral Sciences**

#### **Lectures – Block II**

<b>Weeks</b>	<b>Topics/Theme</b>	<b>MIT</b>	<b>Instructor</b>
Week 1	Introduction	LGIS	Ms. Amna Fayyaz
Week 2	Introduction to common psychiatric disorders Mixed anxiety and depression	LGIS, Case vignettes	Ms. Amna Fayyaz
Week 3	Panic disorder	LGIS, Case vignettes	Ms. Amna Fayyaz
Week 4	Unexplained somatic complaints	LGIS, Case vignettes	Ms. Amna Fayyaz
Week 5	Gagging reflex	LGIS, Case vignettes	Ms. Amna Fayyaz
<b>Summer Vacations (15th June, 2024 – 06th July, 2024)</b>			
Week 6	Psychosocial assessment/interviewing: brief intro.	LGIS	Ms. Amna Fayyaz
Week 7	Discussion	LGIS	Ms. Amna Fayyaz
Week 8	Substance related disorders	LGIS	Ms. Amna Fayyaz
Week 9	4Ps assessment model	LGIS	Ms. Amna Fayyaz
Week 10	Delirium	LGIS	Ms. Amna Fayyaz
Week 11	Revision	LGIS	Ms. Amna Fayyaz



## **ORAL MEDICINE**

### **Lectures**

<b>Sr. no.</b>	<b>TOPICS</b>	<b>WEEKS</b>	<b>FACILITATOR</b>	<b>MITs</b>
1.	Gastro-Intestinal Disorders	16 <sup>th</sup> Week	Dr Hamza Amanat	LGIS
2.	Bacterial Infection and swelling of face and neck	16 <sup>th</sup> Week	Dr Faiqa Hassan	LGIS
3.	Viral infections	17 <sup>th</sup> week	Dr Hamza Amanat	LGIS
4.	Vesiculobullous lesions	18 <sup>th</sup> & 19 <sup>th</sup> week	Dr Faiqa Hassan	LGIS
5.	Salivary gland Swellings Disturbances of salivary flow	20 <sup>th</sup> Week	Dr. Faiqa Hassan	LGIS
6.	TMJ Disorders	21 <sup>st</sup> week	Dr. Faiqa Hassan	LGIS
7.	Medical Emergencies	23 <sup>rd</sup> week	Dr. Amna Khan	LGIS
8.	Facial Pain Trigeminal Neuralgia	25 <sup>th</sup> Week	Dr. Faiqa Hassan	LGIS
9.	Frey's syndrome/ Bell's Palsy	25 <sup>th</sup> Week	Dr. Faiqa Hassan	LGIS
10.	Disorders of nutrition	Week	Dr. Faiqa Hassan	LGIS



## PRACTICALS

<b>Weeks</b>	<b>Topic</b>	<b>Demonstration Faculty Name</b>	<b>SGD Faculty Name</b>
16 & 17	Examination of lymph nodes	Dr Tooba Asim	Dr Faiqa Hassan Dr Amna Khan
18 & 19	Examination of cranial nerves	Dr Hamza Amanat	Dr Faiqa Hassan Dr Amna Khan Dr Tooba Asim
20 & 21	Instruments used in medical emergencies	Dr Amna Khan	Dr Faiqa Hassan Dr Tooba Asim Dr Hamza Amanat
22 & 23	Examination of temporo-mandibular joint+ muscles of mastication	Dr Hamza Amanat	Dr Faiqa Hassan Dr Amna Khan Dr Tooba Asim
24 & 25	Basic drugs used in a dental OPD	Dr Amna Khan	Dr Faiqa Hassan Dr Hamza Amanat Dr Tooba Asim
26 & 29	Advise Investigations	Dr Amna Khan	Dr Faiqa Hassan Dr Hamza Amanat Dr Tooba Asim
26 & 29	Diagnosis and treatment planning	Dr Amna Khan	Dr Faiqa Hassan Dr Hamza Amanat Dr Tooba Asim



## ORAL PATHOLOGY

### LECTURES

<b>SR. NO</b>	<b>WEEK WISE DISTRIBUTION</b>	<b>TOPICS</b>	<b>MIT</b>	<b>FACILITATOR</b>
2)	WEEK 14	Salivary Gland Pathology	LGIS	Dr. Azka Haroon
3)	WEEK 15	Salivary Gland Pathology	LGIS	Dr. Azka Haroon
4)	WEEK 16	Salivary Gland Pathology	LGIS	Dr. Azka Haroon
5)	WEEK 17	<b>Class test/Infections</b>	LGIS	Dr. Azka Haroon/ Dr.Rida /Dr. Ayesha
6)	WEEK 18	Infections	LGIS	Dr.Rida Batool
7)	WEEK 19	Immune Mediated Disorders/ Granulomatous Disorders	LGIS	Dr. Azka Haroon
8)	WEEK 20	Immune Mediated Disorders/ Granulomatous Disorders	LGIS	Dr. Azka Haroon
9)	WEEK 21	<b>Class test/ Physical Chemical Injuries</b>	LGIS	Dr. Azka Haroon/ Dr.Rida /Dr. Ayesha
10)	WEEK 22	Physical Chemical Injuries	LGIS	Dr. Ayesha Jabeen
11)	WEEK 23	Odontogenic tumors	LGIS	Dr. Azka Haroon
12)	WEEK 24	Odontogenic tumors	LGIS	Dr. Azka Haroon
13)	WEEK 25	Odontogenic tumors / <b>Class Test</b>	LGIS	Dr. Azka Haroon/ Dr.Rida /Dr. Ayesha
14)	WEEK 26	2 <sup>ND</sup> BLOCK EXAMINATION	--	



## PRACTICALS

SR NO.	WEEK WISE DISTRIBUTION	TOPICS	MIT	FACILITATOR
1)	WEEK 14	Salivary Gland Pathology	SGD	Dr.Rida Batool/Dr. Ayesha Jabeen
2)	WEEK 15	Salivary Gland Pathology	SGD	Dr.Rida Batool/Dr. Ayesha Jabeen
3)	WEEK 16	Infections	HIT Laboratory	Dr.Rida Batool/Dr. Ayesha Jabeen
4)	WEEK 17	Infections	SGD	Dr.Rida Batool/Dr. Ayesha Jabeen
5)	WEEK 18	Infections	SGD	Dr.Rida Batool/Dr. Ayesha Jabeen
6)	WEEK 19	Immune Mediated Disorders/ Granulomatous Disorders	SGD	Dr.Rida Batool/Dr. Ayesha Jabeen
7)	WEEK 20	Immune Mediated Disorders/ Granulomatous Disorders	CBL	Dr.Rida Batool/Dr. Ayesha Jabeen
8)	WEEK 21	Immune Mediated Disorders/ Granulomatous Disorders	SGD	Dr.Rida Batool/Dr. Ayesha Jabeen
9)	WEEK 22	Odontogenic tumors	SGD	Dr.Rida Batool/Dr. Ayesha Jabeen
10)	WEEK 23	Odontogenic tumors	SGD	Dr.Rida Batool/Dr. Ayesha Jabeen
11)	WEEK 24	Odontogenic tumors	SGD	Dr.Rida Batool/Dr. Ayesha Jabeen
12)	WEEK 25	Block 2 microscopic slide session	SGD	Dr. Azka Haroon



13)	WEEK 26	Block 2 Practical Exam	-----	Dr. Azka Haroon/ Dr.Rida Batool/Dr. Ayesha Jabeen
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<b>PERIODONTOLOGY</b>			
<b>Weeks</b>	<b>Theory Topics</b>	<b>INSTRUCTOR</b>	<b>MIT</b>
1	Chronic Periodontitis	Dr. Wajeeha	1. LGIS 2. Clinical demonstration
2	Aggressive periodontitis	Dr. Wajeeha	1. LGIS 2. Clinical demonstration
3	Necrotizing ulcerative periodontitis	Dr. Sohaib	1. LGIS 2. Clinical demonstration
4	Trauma from occlusion	Dr. Sohaib	1. LGIS 2. Clinical demonstration
5	Non-surgical periodontal therapy	Dr. Wajeeha	1. LGIS
6	Periodontal Pocket	Dr. Sohaib	1. LGIS
7	Acute gingival infections	Dr. Sohaib	1. LGIS
8	Treatment of desquamative gingivits	Dr. Sohaib Dr. Shahan	1. LGIS 2. SDL
9	Bone loss Patterns of bone loss	Dr Wajeeha	1. LGIS 2. SDL
10	Chemotherapeutic agents	Dr Shahan	1. LGIS 2. SDL
11	Host modulation Therapy	Dr Shahan	1. LGIS 2. SDL



12	Periodontal pathogenesis	Dr Wajeeha	1. LGIS 2. SDL
13	Influence of systemic conditions	Dr. Shahan	1. LGIS 2. SDL
14	Impact of systemic conditions	Dr. Wajeeha	1. LGIS 2. SDL

WEEKS	TOPIC	MITs	FACILITATOR	DSA
1st	1. History Taking 2. Intra-Oral/Extra-Oral Examination 3. Operating the dental unit 4. Chair and Operator Positioning 5. Infection Control	Clinical rotation Demonstrations	Dr. Wajeeha Dr. Shahan Dr. Sohaib Dr. Izhar	Khawar Sohail Tayyaba
2nd	1. Instrument grasps and stroking methods 2. Chair side ethics and manners	Clinical rotation Demonstrations	Dr.Wajeeha Dr Sohaib Dr. Shahan Dr. Izhar	Khawar Sohail Tayyaba
3rd	1. Periodontal examination 2. Identifying anatomy and features of healthy gingiva and diseased gingiva on patients	Clinical rotation Demonstrations	Dr. Wajeeha Dr. Shahan Dr. Sohaib Dr. Izhar	Khawar Sohail Tayyaba
4th	1. Clinical diagnosis of periodontal and gingival diseases of patients 2. Chemical and mechanical plaque control measures	Clinical rotation Demonstrations	Dr. Wajeeha Dr. Sohaib Dr. Shahan Dr. Izhar	Khawar Sohail Tayyaba





5th	<ol style="list-style-type: none"> <li>1. Oral Hygiene instructions and prescription writing</li> <li>2. Treatment planning of patients with different types of periodontal diseases</li> </ol>	Clinical rotation Demonstrations	Dr. Wajeaha Dr. Sohaib Dr. Shahan Dr. Izhar	Khawar Sohail Tayyaba
6th	<ol style="list-style-type: none"> <li>1. Assessment and interpretation of OPG and periapical radiographs.</li> <li>2. Detection and diagnosis of gingival recession and furcation involvement</li> </ol>	Clinical rotation Demonstrations	Dr. Wajeaha Dr. Shahan Dr. Sohaib Dr. Izhar	Khawar Sohail Tayyaba
7th	<ol style="list-style-type: none"> <li>1. Non-surgical Management of patients</li> <li>2. Introduction to ultrasonic scaling (Equipment and Procedure)</li> <li>3. Identifying periodontal surgery instruments</li> </ol>	Clinical rotation Demonstrations	Dr. Wajeaha Dr. Shahan Dr. Sohaib Dr. Izhar	Khawar Sohail Tayyaba
8 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Ultra sonic scaling (equipment and procedure)</li> <li>2. Medical emergencies</li> </ol>	Clinical rotation Demonstrations		Khawar Sohail Tayyaba
9 <sup>th</sup>	WARD EXIT EXAM		Dr. Wajeaha Dr. Shahan Dr. Sohaib Dr. Izhar	Khawar Sohail Tayyaba



## **GENERAL MEDICINE**

### **BLOCK II (Lectures)**

<b>SR</b>	<b>week</b>	<b>TOPIC</b>	<b>Facilitator</b>	<b>MIT</b>
1	1	Acid peptic disease -! Acid peptic disease II	Prof.Shahid	LGIS
2	2	Acute hepatitis- I Acute hepatitis_II	Prof.Shahid	LGIS
3	3	Cirrhosis-I Cirrhosis-II	Prof.Shahid	LGIS
4	4	Chronic hepatitis- I Chronic hepatitis- II	Prof.Shahid	LGIS
5	5	Ascitis and its management	Prof.Shahid	LGIS
6	5	Liver and dentistry	Prof.Shahid	LGIS



7	6	Enteric fever	Prof.Shahid	LGIS
8	6	Dengue Fever	Prof.Shahid	LGIS
9	7	HIV/AIDS and STDS- I HIV/AIDS and STDS- II	Prof.Shahid	LGIS
10	8	Malaria	Prof.Shahid	LGIS
11	8	Acute febrile illness	Prof.Shahid	LGIS
12	9	Fungal Infections and Management-I Fungal Infections and Management-II	Prof.Shahid	LGIS
13	10	Pneumonia –I Pneumonia –II	Prof.Shahid	LGIS
14	10	Tuberculosis-I  Tuberculosis-II	Prof.Shahid	LGIS
15	11	Bronchial Asthma-I Bronchial asthma-II	Prof.Shahid	LGIS
16	12	COPD-I COPD –II	Prof.Shahid	LGIS



## BLOCK II(CLINICAL/Practical)

Sr #	week	Topic/Clinical	facilitator	MIT
1	1	<p><b>S.G.D</b>(acid peptic disease &amp; GERD presentation)</p> <p>History Taking with Presenting complaints/common gastrointestinal presenting complaints (PPIs and H.pylori eradication Therapy)</p>	DR Rehman Arshad	SGD
2	2	<p><b>S.G.D</b>(acute viral hepatitis and transmission)</p> <p>History Taking with Presenting complaints/common GI Symptoms (interpretations of Liver function test)</p>	DR Rehman Arshad	SGD
3	3	<p><b>S.G.D</b>(hepatitis B and C transmission)</p> <p>History Taking with Presenting complaints/common presenting complaints/history of CLD cases</p> <p><b>P.B.L</b>(management of an case of needle stick injury( B and C serology interpretaion )</p>	DR Rehman Arshad	SGD P.B.L



4	4	<b>S.G.D</b> (cirrhosis and its complications) History taking with Demographic Information/examination of a case of CLD (management of a case of Upper GI Bleed)	DR Rehman Arshad	SGD
5	5	1. <b>S.G.D</b> (ascitis and its management) 2. History Taking and abdominal examination (management of a case of ascitis and ascetic tap)	DR Rehman Arshad	SGD
6	6	<b>S.G.D</b> (Enteric fever) History taking and abdominal examination (workup of a case of acute febrile illness)	DR Rehman Arshad	SGD
7	7	<b>S.G.D</b> (workup and management of Water born diseases) Significant Past medical and past surgical history Examination (abdominal examination and signs of dengue fever) (workup and management of a case of STDs)	DR Rehman Arshad	SGD
8	8	<b>S.G.D</b> (common fungal infections) History of Presenting illness(Common presenting complaints in gastroentrology)	DR Rehman Arshad	SGD

		(interpretation of LFTS and synthetic liver function test)		
9	9	<b>S.G.D</b> ( CLD and dentistry) Examination(JVP Measurement and pedal and sacral oedema) (Management of a case of AVH)	DR Rehman Arshad	SGD  Short case
10	10	<b>S.G.D</b> (management of patient with clotting disorder in dentistry ) History Taking with Presenting complaints chronic diarrhea Systemic examination in case of CLD <b>P.B.L</b> (Approach to patient with Acites)	DR Rehman Arshad	SGD  Short case
11	10	<b>S.G.D</b> (Common pneumonias) History taking of common respiratory problems Interpretation of chest x-ray	DR Rehman Arshad	SGD  Short case
12	11	<b>SGD</b> (Work up of a case of Tuberculosis) ATT and its complications Interpretation of Tuberculin test	DR Rehman Arshad	SGD  Short case
12	12	<b>S.G.D</b> ( <b>Bronchial Asthma &amp;Its diagnosis</b> ) Management of acute Sever Asthma	DR Rehman Arshad	SGD



		Spirometry & diagnosis of asthma		Short case
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## **GENERAL SURGERY**

### **LECTURE SCHEDULE**

<b>Week</b>	<b>Topic</b>	<b>Faculty</b>	<b>MIT</b>
1	Anaesthesia And Pain Management	Prof Zafar Iqbal	LGIS
1	Introduction To Trauma Management Based On ATLS Protocol	Prof Zafar Iqbal	LGIS
1	Head And Spine Trauma	Prof Zafar Iqbal	LGIS
1 & 2	Cervical Spine Injury	Prof Zafar Iqbal	LGIS
2	Neck And Cervical Trauma +History And Clinical Exam	Prof Zafar Iqbal	LGIS



<b>Week</b>	<b>Topic</b>	<b>Faculty</b>	<b>MIT</b>
2	Chest Trauma And Its Management	Prof Zafar Iqbal	LGIS
2	Neck And Cervical Trauma +History And Clinical Exam	Prof Zafar Iqbal	LGIS
2 & 3	Use Of Chest Drain ,Haemorrhage And Its Type	Prof Zafar Iqbal	LGIS
3	Benign And Malignant Diseases Of Thyroid	Prof Zafar Iqbal	LGIS
3	Thyroidectomy And Its Complication	Prof Zafar Iqbal	LGIS
3 & 4	Disorder Of Parathyroid Gland	Prof Zafar Iqbal	LGIS
3 & 4	Differential Diagnosis And Diagnostic Approach To Neck Swelling	Prof Zafar Iqbal	LGIS
4	Cervical Lymphadenopathy	Prof Zafar Iqbal	LGIS
4	Revision Of Trauma (General + Neck + Spine + Thoracic)	Prof Zafar Iqbal	LGIS
4	Oral Cancer And Precancerous Condition	Prof Zafar Iqbal	LGIS
4 & 5	Thoracic Trauma +History Taking	Prof Zafar Iqbal	LGIS
5	Drains ,Diathermy And Laparoscopic Surgery (Overview) Part 2	Prof Zafar Iqbal	LGIS





<b>Week</b>	<b>Topic</b>	<b>Faculty</b>	<b>MIT</b>
5	Revision Of Trauma (General + Neck + Spine + Thoracic)	Prof Zafar Iqbal	LGIS
5	Thyroidectomy And Its Complications	Prof Zafar Iqbal	LGIS
6	Diagnostic Imaging	Prof Zafar Iqbal	LGIS
6	Examination Videos Revision	Prof Zafar Iqbal	LGIS
<b>Practicals</b>			
To be decided	Introduction To TRAUMA And ATLS	Dr Afshan	Practical/ SGD
To be decided	History Taking And Examination	Dr Afshan	Practical/ SGD
To be decided	Examination Of a Swelling	Dr Afshan	Practical/ SGD
To be decided	Case Discussion Regarding Swelling	Dr Afshan	Practical/ SGD
To be decided	Examination Of Ulcer	Dr Afshan	Practical/ SGD
To be decided	Case Discussion	Dr Afshan	Practical/ SGD
To be decided	Discussion Of Chest X-Rays Of Pneumothorax And Case Review	Dr Afshan	Practical/ SGD



<b>Week</b>	<b>Topic</b>	<b>Faculty</b>	<b>MIT</b>
To be decided	Examination Of Thyroid	Dr Afshan	Practical/ SGD
To be decided	Visit To Emergency Room And Discussion Of Basic Surgical Procedures	Dr Afshan	Practical/ SGD
To be decided	Case Discussion Regarding Neck Swellings	Dr Afshan	Practical/ SGD



## OPERATIVE DENTISTRY

Area		TOPIC/ CAVITY DESIGN	INSTRUCTORS	DSA
<b>1<sup>st</sup> Week</b>				
Day 1	Operative department	Orientation + history taking	Dr Sharaz + Dr Yumna	Basharat
Day 2	Skill lab			
Day 3				
<b>2<sup>nd</sup> Week</b>				
Day 1	Skill lab	Class I maxillary & mandibular molar	Dr Sharaz + Dr Yumna	Basharat
Day 2				
Day 3	Operative department			
<b>3<sup>rd</sup> Week</b>				
Day 1	Operative department	Class I compound & class I maxillary & mandibular premolars	Dr Sharaz + Dr Yumna	Basharat
Day 2				
Day 3				
<b>4<sup>th</sup> Week</b>				
Day 1	Skill lab	Class II maxillary & mandible molars	Dr Sharaz + Dr Yumna	Basharat
Day 2	Operative department			
Day 3				
<b>5<sup>th</sup> Week</b>				
Day 1	Operative department	Class II premolars	Dr Sharaz + Dr Yumna	Basharat
Day 2				
Day 3				
<b>6<sup>th</sup> Week</b>				
Day 1	Skill lab	Class III + Class V	Dr Sharaz + Dr Yumna	Basharat



Area		TOPIC/ CAVITY DESIGN	INSTRUCTORS	DSA
Day 2	Operative department			
Day 3				
<b>7<sup>th</sup> Week</b>				
Day 1	Operative department	Class III + Class V	Dr Sharaz + Dr Yumna	Basharat
Day 2				
Day 3				
<b>8<sup>th</sup> Week</b>				
Day 1	Operative department	Endo on extracted single rooted tooth	Exam + Assessment	
Day 2			Viva	
Day 3				
<b>9<sup>th</sup> Week + 10<sup>th</sup> Week</b>				
Day 1	Operative department	EXIT EXAM	Dr Sharaz + Dr Yumna	Basharat
Day 2				
Day 3				



## **PROSTHODONTICS**

### **Lecture Schedule**

<b>S. No</b>	<b>Weeks</b>	<b>Theory Topics</b>	<b>Instructor</b>	<b>MIT</b>
1	14	Introduction to prosthodontics	Dr uzair	LGIS
2	19	Surveying	Dr.Aamir	LGIS
3	19	Major and minor connectors	Dr.Aamir	LGIS
4	19	Systemic health aspects and nutritional considerations	Dr.Aamir	LGIS

### **Clinical Demonstrations**

<b>Week</b>	<b>Practical</b>	<b>Demonstration</b>	<b>Group Discussion</b>	<b>Laboratory Staff</b>
1.	History taking	Dr. Aamir	Dr. Uzair, Dr. Sameen	Qasim
2.	Clinical examination	Dr. Uzair	Dr. Sameen, Dr. Aamir	Atif
3.	Tray selection/ impression making/ cast pouring	Dr. Uzair	Dr. Sameen, Dr. Amna	Imran Khan/ Qasim
4.	Designing and surveying	Dr. Aamir	Dr. Uzair, Dr. Sameen	Tahir Khan/ Atif



<b>Week</b>	<b>Practical</b>	<b>Demonstration</b>	<b>Group Discussion</b>	<b>Laboratory Staff</b>
5.	Clasp fabrication	Dr. Uzair	Dr. Aamir, Dr. Sameen	Imran Khan/ Ifra
	Wax up	Dr. Uzair	Dr. Aamir, Dr. Sameen	Tahir Kazmi / Qasim
6.	Articulation	Dr. Aamir	Dr. Sameen, Dr. Amna	Imran Khan/ Atif
7.	Teeth setup	Dr. Uzair	Dr. Aamir, Dr. Sameen	Tahir Kazmi/ Ifra
8.	Flasking/ Curing	Dr. Uzair	Dr. Aamir, Dr. Sameen	Imran Khan/ Qasim
	Polishing Finishing/Insertion	Dr. Uzair	Dr. Aamir, Dr. Amna	Tahir Kazmi/ Atif
9.	<b>Ward Test</b>	Dr. Uzair	Dr. Aamir, Dr. Sameen	Tahir Kazmi/ Atif



## Innovative Teaching Strategies

### Group Presentations

In alignment with the institutional outcomes which expect graduating learners to be a collaborator and communicators, in accordance with the PMC guidelines, student group presentations were planned and scheduled on the important topics during their clinical rotation. Each student clinical batch will be divided into groups and presentations will be given on the topics assigned by the clinical faculty and will be assessed according to the scoring guide. The clinical case-based and the history-taking and examination approach to the patients will be assessed during their clinical and end-of-rotation assessment accordingly.

### Oral Presentation Scoring Guide

#### **Dental College HITEC-IMS Taxila**

Topic/ Title:

Name

Date:

Batch/ Group:

#### **I. Content**

Rating scale	Poor	Fair	Good	Average	Excellent
	1	2	3	4	5
A. Knowledge of the topic (Depth of knowledge, well researched)	1	2	3	4	5
B. Evidence of support and clear reasoning (supporting details literature cited is thorough and relevant)	1	2	3	4	5
C. Professional and thorough discussion (Polite, fields question/ comments accurately)					



1 2 3 4 5

**II. Organization**

A. Development of idea (Relevance) 1 2 3 4 5

B. Clear, engaging, introduction, body, and conclusion

1 2 3 4 5

C. Logical sequence/ smooth flow of ideas  
(smooth transitions, easy to follow thought process)

1 2 3 4 5







7. Conclusion	1	2	3	4	5
▪ Ended with a summary					
▪ Had finality to cap off presentation					
8. Overall team cohesiveness:	1	2	3	4	5
▪ Connected to each other					
▪ Other team members were attentive while individuals spoke					
▪ Met time requirements					
9. Overall rating of project	1	2	3	4	5
▪ Includes presentational style, content, organization, and creativity					

GRADE OR ASSIGNED POINTS:

COMMENTS:



## **CASE-BASED LEARNING SESSIONS**

### **Conducted by Periodontology, Oral Medicine, General Medicine, General Surgery, Oral Pathology**

Case based learning sessions were held in which students were taught about history taking, clinical presentation and examination along with relevant investigations. Students are taught regarding planning of management of ongoing cases under discussion.

Innovative Teaching Methodologies(General Medicine)

#### 1. Case based/problem based learning sessions

Case based learning session or problem based learning session held in practical hours. At start or end of Clinical part there is session of problem based learning in every teaching week. In this session students are taught about the clinical cases along with proper workup finding. Every batch is taught about ongoing management. The purpose of case/problem based learning is everyone should know how to workup case completely presentation to OPD or ER till discharge. Case based session are completely matched with units teaching in lectures.

#### 2.Small group discussions

Small group discussion strategies are to facilitate the students. There is time given to students with given topics asked to read the subject thoroughly. Then there is through discussion about that topic and subject. One of the benefit of this technique is some students share wrong detail about subject they can be corrected. Most of the students participate with proper involvement. Mostly small group discussions topics will be or part of lecture delivered that day.

#### 3.Ward teaching through skill labs

As the matter of facts mostly all cases not present in wards which needs to be shown to students. Skill lab is being used to teach the students about procedures and clinical methods. These things are necessary to be taught. Students were going to skill lab with instructors and learn basic procedure.



Benefits of skill lab is widely accepted so a best practice skill lab training of intravenous cannulation and nasogastric tube insertion skill, catheterization skill is to be taught in skill labs keeping in view of patient safety. Similarly ward teaching clinical methods are to be practice in skill lab make students to learn effectively.



## Learning Resources

### ORAL PATHOLOGY

#### Textbook

1. Contemporary Oral and Maxillofacial Pathology (3<sup>rd</sup> edition)

Authors: J. Philip Scap, Lewis R Eversole, George P. Wysocki.

#### Reference Books

1. Oral and Maxillofacial Pathology (4<sup>th</sup> edition)

Authors: Brad W. Neville & Douglass D. Dam & Carl Allen & Angela C. Chi

- Oral and Maxillofacial Pathology (6<sup>th</sup> edition); Clinical Pathological Correlations

Authors: J. Regazi, James Sciubba, Richard Jordan.

### ORAL MEDICINE

1. Tyldesley's Oral Medicine, 5th Edition, by Anne Field & Lesley Longman.

2. Oral and Maxillofacial Medicine, the Basis of Diagnosis and Treatment, 2nd Edition, By Crispian Scully.

3. Medical Problems in Dentistry, 6th Edition, by Crispian Scully.

### PERIODONTOLOGY

1. Clinical Periodontology by Glickman.

2. Clinical Periodontology by Manson.

3. Colour Atlas of Clinical and Surgical Periodontology by Strahan & Waite.



4. A Textbook of Clinical Periodontology by Jan Lindhe.

### **ORAL & MAXILLOFACIAL SURGERY**

1. Contemporary Oral and Maxillofacial Surgery, 7<sup>th</sup> edition, James R. Hupp.
2. Handbook of Local Anaesthesia, 7<sup>th</sup> edition, Stanley F. Malamed.
3. Fractures of the Facial Skeleton, 2<sup>nd</sup> edition, Peter Banks.
4. Scully's Medical Problems in Dentistry, 7<sup>th</sup> edition, Crispian Scully.

### **General Medicine**

#### TEXTBOOKS:

1. Davidson's Principles and Practice of Medicine 24<sup>th</sup> edition

#### REFERENCE BOOKS:

1. KUMAR AND Clarks Clinical Medicine 10<sup>th</sup> edition
2. Harrison Manual of Medicine 20<sup>th</sup> edition

#### Clinical methods:

1. Macleod's Clinical Examination 14<sup>th</sup> edition
2. Hutchison's clinical methods 24<sup>th</sup> edition

### **OPERATIVE DENTISTRY**

1. Art & Science (Sturdevant).
2. Fundamentals of Operative Dentistry (Summit's).

## GENERAL SURGERY

<p>1. Bailey and Love's Short Practice of Surgery – 27th edition</p>	
<p>2. An Introduction to the Symptoms &amp; Signs of Surgical Disease by Norman S Browse</p>	
<p>3. A Manual on Clinical Surgery by S. DAS</p>	

4. Clinical Methods in General Surgery by Hamilton & Bailey

