Bahria University College of Medicine

Bahria University Health Sciences Campus Islamabad

PLACE Module

1st Year to Final Year MBBS

Vertically Integrated

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PREFACE

This module, incorporating Professionalism, Leadership, Applied Research, Communication Skills, and Ethics (PLACE), is a collaborative endeavour tailored specifically for medical students of Bahria University College of Medicine (BUCM). It proudly reflects the collective dedication and expertise of an interdisciplinary team consisting of medical educationists, basic and clinical scientists, united in their commitment to supporting the development of future healthcare professionals.

In the dynamic and demanding field of medicine, the importance of professionalism, effective communication, and ethical practice cannot be overstated. As future physicians, medical students bear the profound responsibility of not only diagnosing and treating illnesses but also providing compassionate and patient-centred care. Therefore, cultivating proficiency in these areas is not merely desirable but imperative for ensuring the well-being and trust of patients.

The primary objective of this module is to provide medical students with comprehensive guidance and practical strategies to navigate the complexities of the medical profession. This will enable medical students to convey complex medical information clearly and empathetically, fostering mutual understanding and facilitating informed decision-making. By integrating these core values into their practice, medical students not only uphold the highest standards of patient care but also contribute to the advancement of the medical profession.

Enclosed in this module, medical students will discover a wealth of knowledge. Each section is enriched with theoretical insights, real-world examples, and interactive exercises, offering medical students the opportunity to deepen their understanding and hone their skills. As medical students embark on their journey, it is hoped that this resource serves as a valuable companion, empowering them to thrive in their pursuit of excellence in medicine.

Prof Dr Tahira Sadiq

Community Medicine Department

VISION OF BAHRIA UNIVERSITY (BU)

To become a knowledge and creativity-driven international university that contributes towards the development of society.

MISSION OF BAHRIA UNIVERSITY COLLEGE OF MEDICINE (BUCM)

Our mission is to develop competent medical professionals[3] through the promotion of excellence in medical education and research nurturing individuals who embody compassion, responsibility, professionalism, ethical conduct, lifelong learning, and leadership qualities with the expectation that our graduates will contribute to the improvement of healthcare in society and drive national development through national and international linkages.

Academic Session 2025

MODULE OUTLINE		
Name of Module	PLACE (Professionalism, Leadership, Applied Research, Communication Skills, Ethics)	
Level/Placement	Vertically integrated (1st to final year)	
Duration	100 hours	
Module Team	Module coordinator	Prof Dr Tahira Sadiq
	Module Co coordinator	Dr Gul Mehar Bukhari
	Content In charge	

Foundation and exploration → Building proficiency → Clinical exposure and integration → Specialization and personalization → Transition to practice and lifelong learning

	Professionalism	Prof Dr Saima Qamar
	Leadership	Prof Dr Irfan Ali Mirza
	Applied Research	Prof Dr Wafa Omar
	Communication skills	Prof Dr Ghulam Mustafa Lodhi
	Ethics	Prof Dr Humaira Zafar
	DHPE	Dr Ayesha Aleem

Teaching Hours of PLACE Module						
PLACE	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**	**Final Year**	**Total**
P-Professionalism	5	5	3	5	1	19
L-Leadership	5	5	2	5	1	18
A-Applied Research	5	5	5	10	1	26
C-Communication Skills	5	5	2	5	1	18
E-Ethics	5	5	3	5	1	19
Total	**25**	**25**	**15**	**30**	**5**	**100**

Introduction/ Rationale

PLACE (Professionalism, Leadership, Applied Research, Communication Skills and Ethics) module is vertically integrated in 5 years of MBBS. The objective behind introducing this distinctive module is to educate students on the fundamental principles of professionalism, leadership, Applied Research, communication skills and medical ethics crucial to the medical practice. This initiative aligns with the vision and mission of Bahira University Medical College and Bahria University, fostering vertical integration across various modules throughout five years of MBBS.

This course is designed to emphasize the importance of trust between patients and their physicians to ensure best patient care. Patients entrust their complete confidence in their treating physicians, considering the information they provide or that is collected by the physician as sacred, to be handled with the utmost confidentiality and integrity. Patients expect their doctors to serve as reliable and trustworthy custodians of this information. Medical professionals bear a profound responsibility to their patients, which includes maintaining confidentiality and refraining from abandoning patients based on their financial capacity. In fulfilling their duties, practitioners must adhere to internationally recognized ethical standards while also demonstrating a deep understanding of ethical values.

Moreover, this course is designed to equip students with research methodology skills, enabling them to identify and address community needs and issues effectively, offering prudent and relevant solutions.

Additionally, students are introduced to leadership principles in doctor-patient relationships, empowering them to guide patients towards informed decisions through compassionate care, trust, and transparent communication, ultimately leading to optimal health outcomes.

In summary, this course encompasses professionalism, medical ethics, and Islamic values for physicians, as well as the foundational principles of research and biostatistics, incorporating essential public health leadership concepts.

Competencies

Throughout the five-year curriculum, medical students are instructed in the competencies essential to embodying the 7-star doctor archetype, which includes roles as a caregiver, decision-maker, communicator, community leader, manager, researcher, and lifelong learner, fostering their

holistic development. The content is meticulously crafted and delivered to encompass the knowledge, attitudes, and psychomotor skills essential for comprehensive learning and development.

VERTICAL MODULE	THEME	1ST YEAR	2ND YEAR	3RD YEAR	4TH YEAR	FINAL YEAR
P	Professionalism	Excellence	Dutifulness	Altruism	Teamwork	Practical Application Of All Attributes
		Respectfulness	Honour And Integrity	Accountability	Confidentiality	
L	Leadership	Introduction To Leadership Foundations	Building Leadership Competencies	Application In Clinical Settings	Advanced Leadership Development	
A	Applied Research	Formulation Of Hypothesis	Biostatistics And Study Design	Data Collection And Analysis	Manuscript Writing And Presentation	
C	Communication Skills	Mastering Interpersonal Communication	Significance Of Doctor Patient Communication In During Consultation	Conflict Resolution And Problem Solving In Communication	Patient-Centered Communication Challenges	
E	Ethics	Establishing A Framework For Ethical Decision Making	Delving Deeper Into Specific Bioethical Issues And Dilemmas	Bioethical Principles To Real World Scenarios And Case Studies	Integrating Bioethics Education Into Clinical Practice And Professional	

					Identity Formation	
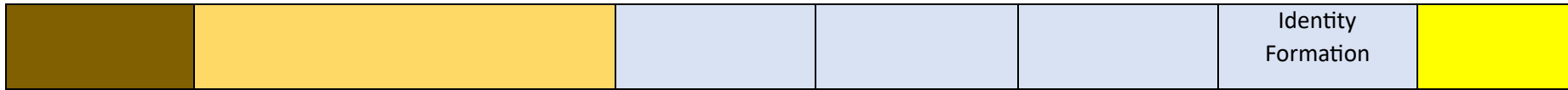
Professionalism

Professionalism in medical college is the bedrock upon which future healthcare providers build their careers. It encompasses a myriad of attributes, including integrity, empathy, accountability, and respect for patients, colleagues, and the profession itself. Within the walls of medical colleges, students are not only educated in the sciences of medicine but are also instilled with the ethical and moral principles that define the medical field. They learn the importance of maintaining confidentiality, upholding patient autonomy, and delivering care with compassion. Professionalism extends beyond the classroom, as students engage in clinical rotations, where they must navigate complex patient interactions under the guidance of experienced mentors. These formative experiences shape not only their clinical skills but also their character, preparing them to serve as competent and ethical physicians in the future. In medical college, professionalism is not merely a set of guidelines; it is a way of life, a commitment to excellence in the service of others.

At the end of module, the student should be able to.

- Identify and respect the rights of patients/families and professionals' duties.
- Recognize conflicts that can arise between the patients and professionals in clinical practice and research.
- Demonstrate professional behaviour which includes respect for others, compassion, empathy, reflective approach, and tolerance in conduct towards patients, families, and colleagues.
- Practice attributes of professionalism in clinical encounters.

1st Year

| Excellence | Respectfulness |

↓

2ny Year

| Dutifulness | Honour And Integrity |

↓

3rd Year

| Altruism | Accountability |

↓

4th year

| Teamwork | Confidentiality |

↓

Final Year

Practice of all attributes into wards

PROFESSIONALISM				
TOPICS	**LEARNING OUTCOMES** Learners will be able to:	**LEARNING OBJECTIVES**	**TEACHING STRATEGIES**	**ASSESSMENT STRATEGIES**
1st Year				

Excellence as an Attribute of Professionalism	Discuss the significance of excellence in professionalism	• Define the term professionalism in the perspective of medical profession. • Explain the response of a professional to behaviours associated with excellence in professional conduct. • Relate the significance of digital Professionalism with modern health care.	Interactive lecture	MCQ/SAQ
Demonstrate Excellence (Provided the given scenario / Vignette)	Identify the lapses in the practice of excellence	• Observe the lapses in practice of excellence in their professional environment. • Discuss professional excellence expected from medical student in different roles. • Identify the potential benefits associated with using digital platform in undergraduate students.	SGA/Role play	OSPE
Respectfulness as an Attribute of Professionalism	Discuss the significance of respectfulness in professionalism	• Identify the respectful behaviour of self and peers in daily life. • Relate respectfulness to the perspective of medical profession in given scenarios. • Identify disrespectful behaviour in field of medicine.	Interactive lecture	MCQ/SAQ

		• Describe appropriate boundaries between personal and professional online activities.		
Demonstrate Respectfulness	Identify the lapses in practice of respectfulness	• Identify lapses in patient/doctor relationship regarding respect in the given scenarios. • Propose appropriate respectful behaviour according to identified lapses. • Describe different acts of respect expected from medical student. • Demonstrate respect for others in all online communications.	SGA / Role Play	OSPE/MCQ

Practicing Respectfulness in the Field	Practice Self-regulation of professional conduct regarding the value of Respectfulness	• Narrate an incidence regarding attributes of respectfulness in student /patient encounters.
		• Exhibit Self-regulation of professional conduct regarding the value of respectfulness in following competencies.
		   • Worth of self
		   • Being respectful with teacher
		   • Being respectful with patients
			Self-evaluation on given check list followed by reflective writing	Quantitative (through rubrics) and qualitative feedback

		• Respectfulness with colleagues & staff.		
2ⁿᵈ Year				
Dutifulness as an Attribute of Professionalism	Learners will be able to discuss the significance of dutifulness in professionalism	• Explain dutifulness in perspective of medical profession. • Differentiate between dutiful and undutiful behaviour in field of medicine using digital platform.	Interactive lecture	MCQ/SAQ
Demonstrate Dutifulness	Identify the lapses in practice of dutifulness	• Identify lapses in undutiful behaviour of patient/doctor encounter. • Describe different acts of dutifulness expected from medical student. • Demonstrate dutifulness in responding to academic digital communication.	SGA / Role Play	OSPE/MCQ
Practicing Dutifulness in the Field	Practice Self-regulation of professional conduct regarding the value of Dutifulness	• Narrate an incidence regarding attribute of dutifulness in student /patient encounters. • Exhibit Self-regulation of professional conduct regarding the value of dutifulness in following competencies. • Worth of self • Being respectful with teacher	Self-evaluation on given check list followed by reflective writing	Quantitative (through rubrics) and qualitative feedback

		• Being respectful with patients • Respectfulness with colleagues & staff.		
Honor And Integrity as an Attributes of Professionalism	Discuss the significance of honour and integrity in professionalism	• Relate Honour and integrity in professionalism with medical practice. • Identify the malpractices effecting Honour and integrity in the field of medicine. • Explain the response of a professional to dishonoured and disintegrated behaviour during digital communication.	Interactive lecture	MCQ/SAQ
Demonstrate Honour and Integrity	Identify the lapses in practice of honour and integrity	• Identify the lapses in dishonour and disintegrate behaviour of patient/doctor. • Discuss different acts of honour and integrity expected from medical student. • Discuss appropriate boundaries between personal and professional online activities.	SGA / Role Play	OSPE/MCQ
3rd Year				
Altruism as an Attribute of Professionalism	Learners will be able to discuss the significance of altruism in professionalism	• Relate altruism in professionalism with medical practice. • Identify the impact of altruistic behaviour on patients.	Interactive lecture	MCQ/SAQ

		• Explain how to respond to an altruistic behaviour. • Describe how to use digital technologies for patient's benefit.		
Demonstrate Altruism	Identify the lapses in practice of altruism	Provided the given scenario / Vignette to the students. • Identify lapses in altruistic behaviour of doctor. • Discuss different levels of altruism expected from medical student. • Identify lapses in altruistic behaviour of doctors regarding digital Professionalism.	SGA / Role Play	OSPE/MCQ
Accountability as an Attribute of Professionalism	Learners will be able to discuss the significance of accountability in professionalism	• Relate accountability in professionalism with medical profession. • Identify the impact of unaccountable behaviour using digital platform in medical practice. • Describe How to respond to an unaccountable behaviour.	Interactive lecture	MCQ/SAQ
Demonstrate Accountability	Identify the lapses in practice of accountability	Provided the given scenario / Vignette to the students. • Identify lapses in accountable behaviour of patient/doctor regarding digital Professionalism. • Describe different levels of accountability.	SGA / Role Play	OSPE/MCQ

Practicing Accountability in the Field	Practice Self-regulation of professional conduct regarding the value of Accountability	• Practice attribute of accountability in doctor/patient encounters. • Exhibit Self-regulation of professional conduct regarding the value of accountability in following competencies. • Responsibility • Ownership • Discipline • Acknowledgement	Self-evaluation on given check list followed by reflective writing	Quantitative (through rubrics) and qualitative feedback
4th Year				
Teamwork as an Attribute of Professionalism	Learners will be able to analyse the significance of teamwork in professionalism	• Relate the attribute of teamwork in perspective of medical profession. • Identify malpractices related to teamwork in the field of medicine. • Explain how to be an effective member of a professional digital platform.	Interactive lecture	MCQ/SAQ
Demonstrate your Role as a Team Member	Identify the lapses in practice of teamwork	Provided the given scenario / Vignette to the students. • Identify lapses in your role as a team member in any digital communication.	SGA / Role Play	OSPE/MCQ

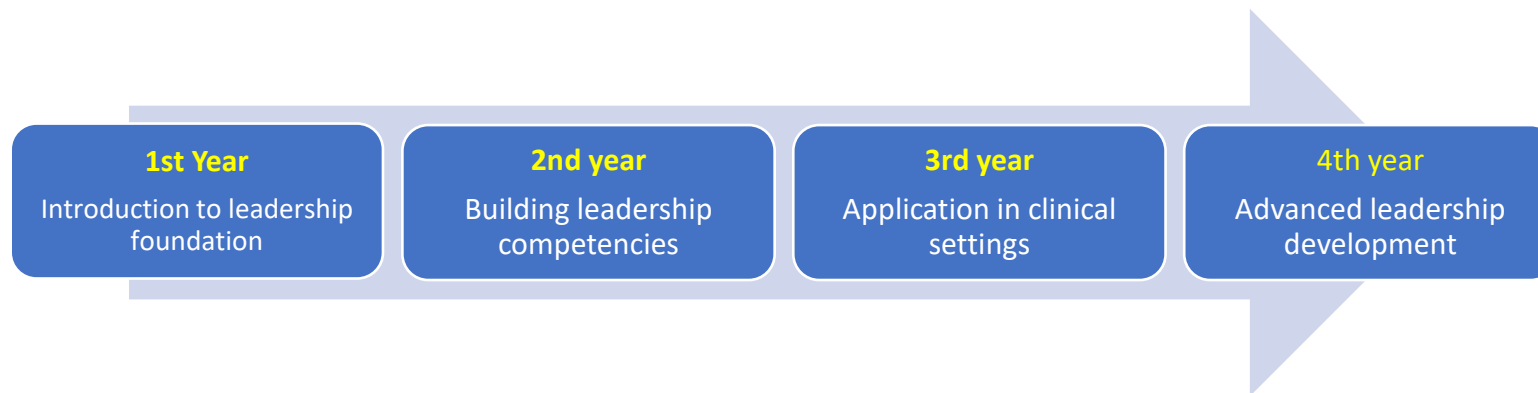|		• Demonstrate importance of teamwork through situational judgment		
Confidentiality as an Attribute of Professionalism	Learners will be able to discuss the significance of confidentiality in professionalism	• Relate attribute of confidentiality in perspective of medical profession. • Identify clinical situations in which breach of confidentiality is observed. • Explain the impact of breach of confidentiality on patients. • Explain the importance of protecting patient privacy and confidentiality in online interaction.	Interactive lecture	MCQ/SAQ
Demonstrate Confidentiality	Identify the lapses in practice of confidentiality	• Identify lapses in confidential behaviour of patient/doctor using digital platform. • Discuss different levels of confidentiality expected from medical student. • Justify breach of confidentiality in specific situation	SGA / Role Play	OSPE/MCQ

Practicing Confidentiality in the Field	Practice Self-regulation of professional conduct regarding the value of confidentiality	• Practice attribute of confidentiality in doctor/patient encounters. • Exhibit Self-regulation of professional conduct regarding the value of confidentiality in following competencies. • Trustworthiness • Access to patient information according to need-to-know basis. • Judicious use of patient information • Social media mannerism	Self-evaluation on given check list followed by reflective writing	Quantitative (through rubrics) and qualitative feedback

Leadership

Leadership in medical college extends beyond traditional notions of authority; it embodies a commitment to service, innovation, and advocacy within the healthcare community. Aspiring healthcare professionals in medical college are encouraged to cultivate leadership skills that go beyond clinical expertise. Through participation in student organizations, research projects, and community outreach initiatives, students learn to inspire and motivate others, collaborate effectively, and drive positive change in healthcare systems. They are taught to think critically, solve problems creatively, and advocate for the needs of patients and underserved communities. Moreover, they are mentored by faculty members and seasoned practitioners who exemplify leadership qualities, guiding them in navigating the complexities of healthcare delivery and promoting a culture of excellence and continuous improvement. In medical college, leadership is not merely about occupying positions of authority but about empowering individuals to make meaningful contributions to the betterment of healthcare, both locally and globally.

At the end of module, the student should be able to.
- Understand different leaderships governing health care.
- Evaluate abuse of professional knowledge, skill and privileges of medical practice.
- Understand implications of disciplinary action in case of breach of leadership in medical practice.
- Observe and use logical thinking to set inquiries on the possible track in medico-legal problems.

- Understand the medico-legal postmortem examination.
- Interpret autopsy findings and results of other relevant investigations.
- Understand relevant legal / court procedures applicable to medico-legal/ medical practices.
- Understand the salient feature of the important ordinance related to the medical Profession.

1st Year	2nd year	3rd year	4th year
Introduction to leadership foundation	Building leadership competencies	Application in clinical settings	Advanced leadership development

TOPICS	LEARNING OUTCOMES Learners will be able to:	LEARNING OBJECTIVES	TEACHING STRATEGIES	ASSESSMENT STRATEGIES
LEADERSHIP				
1st Year				
Leadership And Management	Learners will be able to Relate importance of prioritizing tasks and staying organized to achieve personal and professional goals.	• Differentiate between leadership and management. • Provide tips and techniques for managing time effectively	SGA	MCQ/SAQ
Personality Development	Relate importance of personality and its importance in personal and professional life.	• Describe key aspects of personality development. • Differentiate between self-awareness, self-confidence, communication skills, and emotional intelligence.	SGA	MCQ/SAQ
Strategic Planning And Vision	Cultivating leadership and teamwork skills to work effectively in multidisciplinary teams and lead healthcare initiatives.	• Understand the fundamentals of Strategic Planning • Discuss the SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis	LGIS	MCQ/SAQ

		• Differentiate between Short term and Long term goals • Describe the importance of Strategic Planning in Health Care System		
2nd Year				
Time Management	Recognize and apply the strategies for time management	• Identify tasks based on their importance and urgency. • Develop SMART goals. • Identify time wasters. • Role of multitasking and focus on completing task	SGA	MCQ/SAQ
Self-Awareness And Emotional Intelligence	Recognize and understand your own emotions, strengths, and weaknesses.	• Discuss importance of emotional intelligence in context of leadership • Describe role of social awareness and self-regulation	SGA	MCQ/SAQ
Mentorship	Development of interpersonal and professional skills through guided support and feedback.	• Comprehend the roles, responsibilities, and expectations of both mentors and mentees. • ⬚ Recognize the characteristics of effective mentorship relationships	LGIS	MCQ/SAQ
Coaching	Enhancement of performance and achievement of personal and professional goals through structured	• Understand the stages of the coaching process, including establishing a relationship, setting goals, action planning, and evaluating progress	LGIS	MCQ/SAQ

	guidance, feedback, and skill development.	• Learn to maintain a positive and supportive attitude throughout the coaching process.		
3rd Year				
Leadership styles	Relate importance of leadership styles in practicing medicine	• Introduce principles of effective leadership • Discuss vision setting, delegation, motivation, and team building. • Delegate tasks effectively. • discuss leadership styles.	SGA	MCQ/SAQ
Job satisfaction and resilience	Relate strategies to build resilience with job satisfaction	• Emphasize the importance of self-care and work-life balance. • set boundaries with colleagues, clients, and family members to protect time. • Develop strategies to build resilience.	SGA	MCQ/SAQ
Change Management	Developing the skills to adapt to changes in medical knowledge, technology, and healthcare practices, and to remain resilient in the face of uncertainty.	• Understand what change management is and why it is essential for organizational success • Recognize different types of organizational change (e.g., strategic, structural, process, and cultural change) • Understand the critical role leaders play in driving and supporting change within an organization.	LGIS	MCQ/SAQ

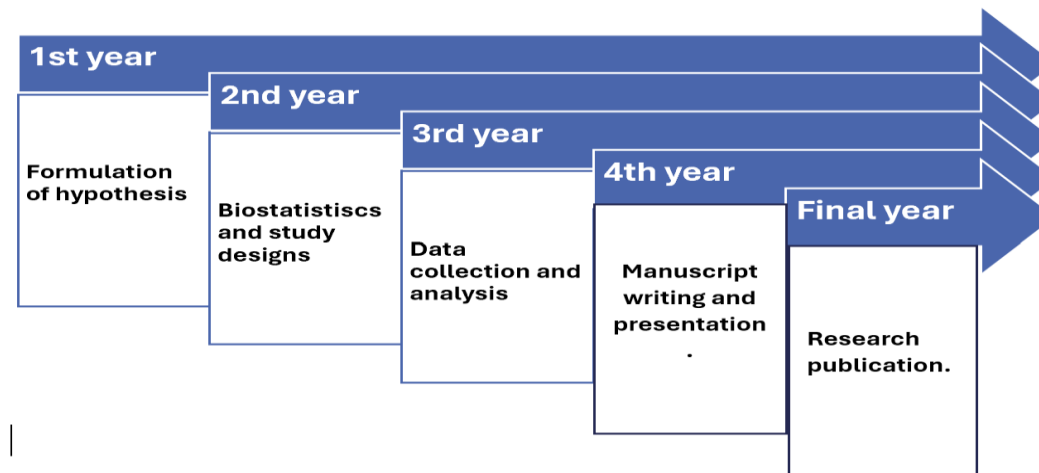| 4th Year				
Entrepreneurship	Relate significance of learning entrepreneurship in medical field	• Describe needs or inefficiencies within healthcare delivery, clinical practice, or medical technology. • Discuss business fundamentals, including entrepreneurship, finance, marketing, operations, and strategy.	SGA	MCQ/SAQ
Integration of entrepreneurship into medical practice	Relate the importance of entrepreneurship in medical field	• Explore the integration of entrepreneurship into medical practice. • Equip healthcare professionals with the skills to identify opportunities. • develop innovative solutions in medical education	SGA	MCQ/SAQ
Resource Management	Learning how to manage medical supplies, equipment, and facilities to ensure optimal patient care.	• Understand the concept and importance of resource management in organizational success • Identify different types of resources (e.g., human, financial, physical, and technological) and their roles within the organization • Learn how to allocate resources effectively to support strategic goals and objectives.	LGIS	MCQ/SAQ

Applied Research

Applied Research in medical college serves as a cornerstone for innovation and progress in healthcare. Here, students and faculty delve into the frontiers of medical science, exploring new treatments, diagnostic techniques, and preventative strategies to address the complex challenges of human health and disease. Through interdisciplinary collaborations and access to cutting-edge technology, medical colleges foster an environment where curiosity thrives, and discoveries are made. Students are provided with opportunities to engage in hands-on research projects, working alongside faculty mentors to develop hypotheses, design experiments, and analyse data. These experiences not only deepen their understanding of scientific principles but also cultivate critical thinking, problem-solving, and communication skills essential for future medical practitioners and researchers. Moreover, Applied Research in medical college contributes to the broader scientific community, driving advancements in healthcare that benefit patients worldwide. From bench to bedside, research in medical college plays a pivotal role in shaping the future of medicine and improving the lives of countless individuals.

At the end of module, the student should be able to.
- Formulate the simple research questions and design appropriate research to address these questions.
- Able to write the research project and to compete for research grants.
- Understand the basic principles of Biostatistics, Research, and their application.

	APPLIED RESEARCH			
TOPICS	**LEARNING OUTCOMES** Learners will be able to	**LEARNING OBJECTIVES**	**TEACHING STRATEGIES**	**ASSESSMENT TOOLS**
1st Year				
Introduction to Research	• Discuss advancement and impact of research in medicine	• Explain and interpret the importance and impact of research in medicine. • Discuss contribution of research in advancement of medical knowledge and patient care	SGDs	Continuous formative assessment MCQ/SAQ
Types of Research	• Discuss research methods in medicine and distinguish between quantitative and qualitative approaches. • Elaborate systematic reviews and meta-analyses in medical research.	• Analyze different types of research commonly used in medical field. • Distinguish between quantitative and qualitative research. • Discuss systematic reviews/meta-analyses.	SGA	Continuous formative assessment MCQ/SAQ
Research Methodologies	• Discuss research methodologies used in • observational and experimental studies	• Interpret observational and experimental research methodologies and fundamental principles of research design.	LGIS	Continuous formative assessment MCQ/SAQ

		• Discuss the formulation of research questions/hypotheses and the steps for selecting study populations and determining study outcomes.		
Types of study designs	• Explore the fundamental principles of research design and formulation of research questions/hypotheses. • Discuss steps for selection of study populations and determination of study outcomes	• Discuss the fundamental principles of research design. • Discuss formulation of research questions/hypotheses • Discuss steps for selection of study populations, and determination of study outcomes.	SGA	Continuous formative assessment MCQ/SAQ
Sampling techniques	• Describe measures to reduce bias in sampling, including both probability and non-probability methods.	• Describe probability and non-probability methods of sampling. • Describe measures to reduce bias in sampling.	LGIS	Continuous formative assessment MCQ/SAQ
Sample size calculation	• Estimate sample size using WHO Calculator	• Estimate sample size using WHO Calculator	SGD	Continuous formative assessment MCQ/SAQ
Formulation of research proposal	• Develop a research project proposal, outlining the steps involved in conducting the research	• Discuss steps in conducting research.	SGA	Continuous formative assessment MCQ/SAQ

		• Develop a research project proposal.		
Gantt chart	• Elaborate the importance of using Gantt charts in research project management, aiding in scheduling and tracking progress	• Discuss the significance and steps of making Gantt chart. • Plan and develop Gantt chart for your research.	SGD	Continuous formative assessment MCQ/SAQ

2nd Year				
Data Collection procedures	• Elaborate various types of data collection tools. • Analyze different types of questionnaires, including their formats and uses.	• Elaborate different Types of data collection tools. • Discuss types of Questionnaires • Evaluate Likert scale questionnaire and online questionnaires from WHO website	LGIS	Continuous formative assessment MCQ/SAQ
Research Ethics	• Discuss the importance of research ethics. • Evaluate ethical principles in medical writing, emphasizing transparency, accuracy, and avoiding plagiarism. • Determine common ethical issues in research scenarios, such as informed consent, confidentiality, and potential conflicts of interest	• Explain the significance of research ethics in maintaining integrity and protecting participants' rights. • Discuss ethical principles in medical writing. • Appraise ethical issues in different research scenarios.	SGA	Continuous formative assessment MCQ/SAQ

		• Discuss Ethical Review Performa. • Determine common features and protocol of ethical review template provided.		
Plagiarism	• Describe the plagiarism, its various types, methods to prevent it, and the significance of paraphrasing in mitigating plagiarism risks.	• Elaborate the concept of plagiarism. • Discuss types of plagiarism • Discuss how to avoid plagiarism. • Discuss role of paraphrasing in reducing plagiarism.	LGIS	Continuous formative assessment MCQ/SAQ
Introduction to Biostatistics	• Evaluate the importance of biostatistics, including its types, classification of data, and various methods for presenting statistical data effectively	• Describe the importance of Biostatistics and its types. • Classify Data • Describe different methods of presentation of statistical data	LGIS	Continuous formative assessment MCQ/SAQ
Measures of Central Tendency	• Analyse the measures of central tendency	• Describe the measures of central tendency (Averages, Mean, Median Mode)	LGIS	Continuous formative assessment MCQ/SAQ
Measures of dispersion	• Analyse the measures of dispersion. • Interpret standard deviation along with its Calculation	• Describe the measures of dispersion (Range, Mean deviation, Standard deviation)	SGA	Continuous formative assessment MCQ/SAQ

		interpret standard deviation		
Measures of biostatistics	• Evaluate different measures of central tendency and dispersion	• Evaluate different measures of central tendency and dispersion	SGA	Continuous formative assessment MCQ/SAQ
Calculation and interpretation of z scores	• Interpretation of z-scores	• Interpret the calculated z-scores in the context of the normal distribution curve.	LGIS	Continuous formative assessment MCQ/SAQ

3rd Year				
Research Title, Questions & Hypothesis	• Appraise different types of research questions and hypotheses, emphasizing their formulation and significance. • Discuss the importance of aligning research topics, questions, and hypotheses to ensure coherence and clarity in research objectives and outcomes.	• Discuss different types of research question. • Discuss hypothesis and its types. • Discuss importance of Aligning topic with research title, question, and hypothesis. • Evaluate research topic, research question and objectives with the hypothesis	LGIS	Continuous formative assessment MCQ/SAQ
Research Objectives	• Elaborate relevant objectives aligned with the research topic while ensuring they adhere to the characteristics of SMART objectives.	• Discuss characteristics of SMART Objectives. • Construct objectives relevant to the research topic.	LGIS	Continuous formative assessment MCQ/SAQ

Introduction	• Importance of the introduction in research, emphasizing its scope and context. • Evaluate the research topic, outlining its background and relevance, while differentiating between the research problem and question.	• Discuss scope, context, and importance of introduction in research. • Discuss the Importance of context and background of your research. • Differentiate between research problem and research question. • Describe your research problem. • Explain why your research is important (need of the study).	LGIS	Continuous formative assessment MCQ/SAQ
Literature Review	• Apply various search engines to locate pertinent literature efficiently. • Engage in meticulous reading and critical evaluation of chosen articles. • Skillfully organize selected papers by identifying overarching themes and crafting subtopics to streamline comprehension and analysis.	• Search for literature using different search engines. • Read the selected articles thoroughly and evaluate them. • Organize the selected papers by looking for patterns and by developing subtopics. • Apply use of search filters and logical operators. Differentiate between literature search, review, and write-up.	LGIS	Continuous formative assessment MCQ/SAQ
Data Entry	• Make use of variables, their application in SPSS by entering data in groups using data and variable sheets	• Organize variables, data and variable sheets. • Discuss, application of SPSS, entering data in SPSS in groups	SGD	Continuous formative assessment MCQ/SAQ

Data Analysis	• Analyze descriptive and inferential statistics. • Describe how enter data in SPSS. • Discuss how to analyze and Present data.	• Analyze descriptive and inferential statistics for comprehensive data. • illustrate step-by-step process of entering data into SPSS accurately. • Make use of techniques for analyzing and presenting data effectively, including statistical methods and visualizations like graphs and tables • Develop graphs, tables, and charts of your research.	SGA	Continuous formative assessment MCQ/SAQ
Test of Significance	• Describe types of tests of significance	• Discuss the importance of test of significance. • List diverse types of tests of significance	LGIS	Continuous formative assessment MCQ/SAQ
Application of test of significance	• Describe various statistical tests for hypothesis testing in SPSS	• Discuss statistical tests. • Apply test of significance for hypothesis testing in SPSS	SGD	Continuous formative assessment MCQ/SAQ
Probability	• Describe types and significance of normal distribution curve	• Illustrate probability and its types. • Describe significance of normal distribution curve • Explain key characteristics of the normal distribution curve	LGIS	Continuous formative assessment MCQ/SAQ

Hypothesis Testing	• Discuss measures to evaluate hypothesis. • Describe the alpha and beta errors in relation to research	• Discuss importance of hypothesis • Discuss measures to evaluate hypothesis. • Describe the alpha and beta errors in relation to research	LGIS	Continuous formative assessment MCQ/SAQ

4th Year				
Academic Writing/Scholarly Writing	• Discuss review of a scientific article (How to read an article) Discuss different components of article. • Discuss guidelines for academic writing. • Interpret each component with the help of research article in journal login	• Discuss how to effectively read a scientific article by examining its different components, such as the introduction, methods, results, and discussion sections. • Illustrate the essential components of an abstract, including the background, objectives, methods, results, and conclusion. • Discuss the guidelines for academic writing, interpreting each component with examples from a research article, and referencing the "Instructions to Authors" section on the website for specific guidelines.	SGD Website and read instructions to author	Continuous formative assessment MCQ/SAQ

			SGA	Continuous formative assessment MCQ/SAQ
Result Writing	• Discuss guidelines to write results. • Interpret the results. • Construct table and figures	• Discuss how to effectively read a scientific article by examining its different components, such as the introduction, methods, results, and discussion sections. • Elaborate the essential components of an abstract, including the background, objectives, methods, results, and conclusion. • Discuss guidelines for writing clear and concise results, and how to accurately interpret these results. • Discuss the guidelines for academic writing, interpreting each component with examples from a research article. • Construct tables and figures to present data effectively, referencing the "Instructions to Authors" section on the website for specific guidelines	SGA	Continuous formative assessment MCQ/SAQ
Discussion Writing	• Demonstrate how to write literatures review, discussion and results in the article.	• Discuss the importance of writing discussion in the article. • Describe articulation of literatures review and results for discussion	LGIS	Continuous formative assessment MCQ/SAQ

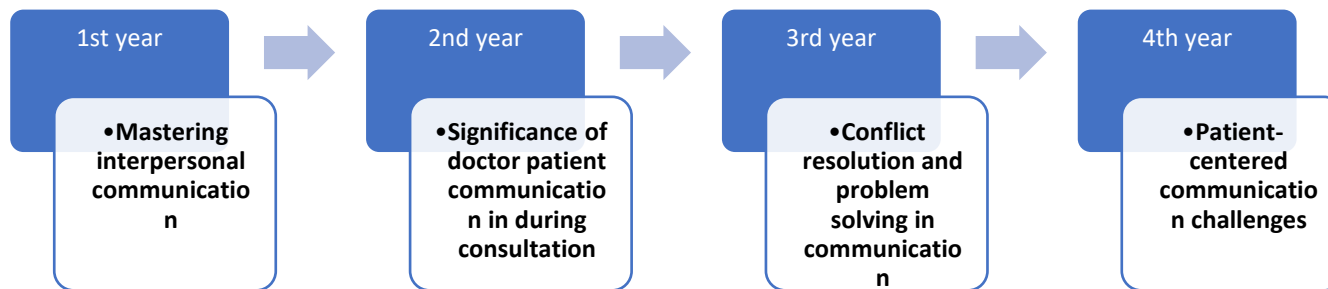|				
Conclusion, Limitation & Recommendation	• Compile conclusion and recommendations aligned with research question.	• Discuss how to draw and write conclusion aligned with research question Describe s applicable recommendations. • Highlight the importance of recommendations according to reference population.	LGIS	Continuous formative assessment MCQ/SAQ
Reference Writing	Describe various styles of reference writing. (Vancouvers and APA)	• Discuss different styles of giving reference. (Vancouvers and APA) • Demonstrate applying references using Mendeley and Endnote software.	SGA	Continuous formative assessment MCQ/SAQ
How To Present Research	• Organize the results properly in the form of tables, charts & Write-up. • Discuss the results	• Illustrate the results properly in the form of tables, charts & Write-up. • Discuss the results and provide links for references	SGA	Continuous formative assessment MCQ/SAQ
Article Completion And Submission	• Choose impact factor scientific Journal. • Construct research manuscripts for publication in scientific journals according to journal guidelines	• Choose journal for article publication. • Construct the research manuscript according to the set guidelines for authors provided by the scientific journals.	LGIS	Continuous formative assessment MCQ/SAQ

Research Presentation Skills	• Develop research presentation skills	• Develop oral and poster presentations skills to show research findings according to guidelines. • Discuss presentation skills	SGA	Continuous formative assessment MCQ/SAQ

Communication Skills

Communication skills are the cornerstone of effective healthcare delivery, and their cultivation begins in medical college. Here, aspiring healthcare professionals learn not only the scientific intricacies of medicine but also the art of conveying information with clarity, empathy, and professionalism. Through role-playing exercises, simulated patient encounters, and real-world clinical experiences, students develop the ability to communicate effectively with patients, families, and interdisciplinary healthcare teams. They learn to listen actively, ask pertinent questions, and convey complex medical information in a manner that is understandable and compassionate. Furthermore, students are taught the importance of non-verbal communication, recognizing that gestures, facial expressions, and body language can convey as much meaning as words themselves. These skills are not only essential for building trust and rapport with patients but also for fostering collaboration and teamwork among healthcare providers. In medical college, communication skills are not treated as mere ancillary competencies but as indispensable tools for delivering high-quality, patient-centred care.

At the end of module, the student should be able to.

- Demonstrate effective interpersonal communication techniques.

- Enhance patient satisfaction through improved communication.

- Facilitate patient understanding of medical information.

- Foster adherence to treatment plans through clear communication.

- Minimize misunderstandings in healthcare interactions.

- Improve overall health outcomes through proficient communication skills.

1st year	2nd year	3rd year	4th year
•Mastering interpersonal communication	•Significance of doctor patient communication in during consultation	•Conflict resolution and problem solving in communication	•Patient-centered communication challenges

		COMMUNICATION SKILLS		
TOPICS	**LEARNING OUTCOMES**	**LEARNING OBJECTIVES**	**TEACHING STRATEGIES**	**ASSESSMENT STRATEGIES**
		1st Year		
Introduction To Communication Skills	Demonstrate understanding of communication skills in doctor patient relationship	• Understand the Importance of Effective Communication • Identify Key Components of Effective Communication • Demonstrate Communication Techniques	LGIS	MCQ/OSCE
Effective Listening And Speaking Skills	Practice effective communication skills	• Demonstrate effective listening and speaking skills through role-play using the principles of effective communication. • Identify the barriers to communication.	LGIS	MCQ/OSCE
Interpersonal Skills	Identify interpersonal skills	• Discuss Interpersonal Skills (IPS) • Demonstrate uses of IPS to build effective communication skills	LGIS	MCQ/OSCE
Team Building/Leadership Skills	Demonstrate effective group dynamics as a leader and group members with the help of role play	• Differentiate between group and team. • Relate stages of group development along with their importance. • Demonstrate effective group dynamics by a leader and group members with the help of role play	SGA	MCQ/OSCE
		2nd Year		
Opening And Mid-Phase Of	Relate the importance of physician attributes affecting Behaviour	• Compare the opening and mid-phase of consultation.	LGIS	MCQ/OSCE

Consultation (Doctor-Patient Relationship)	change communication. Apply strategies for opening phase of consultation	• Discuss required conduct of a doctor for opening a consultation. • Demonstrate different steps of the opening phase of a doctor-patient consultation with the help of role-playing.		
Mid-Phase Of Consultation	Apply strategies for mid phase of consultation. Relate the importance of physician attributes affecting Behaviour change communication	• Discuss importance of mid-phase of consultation. • Demonstrate different steps of the mid phase of a consultation in doctor-patient consultation	LGIS	MCQ/OSCE
Closing A Consultation	Apply strategies for closing phase of consultation. Relate importance of closing consultation using planning and summarization principles.	• Demonstrate an effective closing of a consultation using planning and summarization principles for patients. • Discuss the importance of closing consultation using planning and summarization principles.	LGIS	MCQ/OSCE

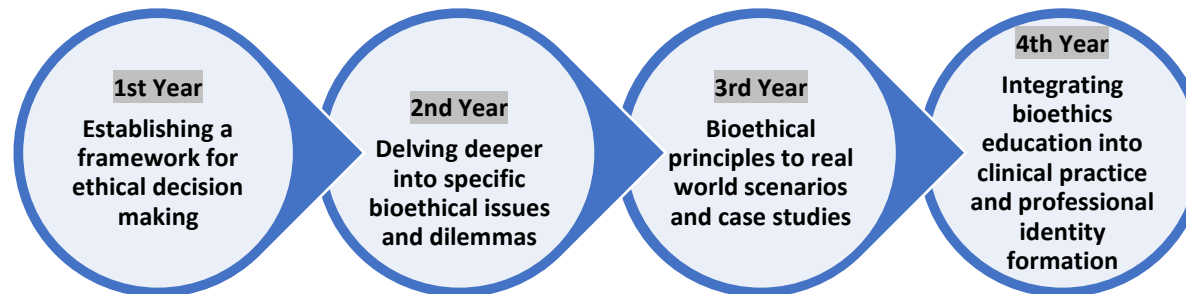| Decision Making	Relate importance of decision -making in - patient care	• Discuss importance of decision-making. • Demonstrate different steps of decision-making. • Discuss importance of different decisions in different scenarios	SGD	MCQ/ OSCE
3rd Year				
Problem Solving	Relate importance of problem-solving skills in doctor patient relation	• Identify the problem in given situations narrating patient care. • Demonstrate problem-solving skills by applying knowledge of different stages by role play.	LGIS	MCQ/OSCE
Conflict Management	Relate importance of conflict management skills to prevent conflict.	• Discuss importance of conflicts. • Identify different personalities. • Demonstrate conflict management skills on a difficult person through role play.	SGD	MCQ/OSCE
Counselling And Handling Patients' Myths And Beliefs (Racial Or Cultural Differences)	Counsel a patient with different myths and beliefs	• Discuss common patient myths and beliefs regarding disease and treatment. • Demonstrate counselling and handling of patients with common myths/beliefs	SGA	MCQ/OSCE
4th Year				

Breaking Bad News	Apply steps while breaking bad news to patient/attendant	• Discuss steps of breaking bad news • Demonstrate the steps of breaking bad news to a patient on given scenarios	SGA	MCQ/OSCE
How To Handle An Angry Patient.	Develop effective communication and de-escalation skills.	• Identify the risk factors for aggression in patients. • Demonstrate counselling skills to handle an angry patient/attendant through role-playing considering safety tips to be practiced	SGA	MCQ/OSCE
Effective Feedback	Demonstrate strategies for giving effective feedback	• Describe the significance of effective feedback. • Display strategies for giving effective feedback by applying principles of constructive feedback.	LGIS	MCQ/OSCE

Ethics

Ethics holds a paramount position in medical college, serving as the moral compass that guides the actions and decisions of future healthcare professionals. Here, students are not only taught the principles of medical ethics but are also encouraged to internalize them, understanding their profound implications for patient care and professional conduct. Through case-based discussions, ethical dilemmas, and clinical scenarios, students learn to navigate the complex terrain of ethical decision-making, grappling with issues such as patient autonomy, beneficence, non-maleficence, and justice. They are challenged to consider the cultural, social, and personal factors that shape ethical perspectives, fostering a nuanced understanding of healthcare ethics in diverse contexts. Moreover, medical colleges emphasize the importance of integrity, honesty, and accountability in all aspects of medical practice, instilling in students a commitment to upholding the highest ethical standards throughout their careers. By integrating ethics education into the curriculum, medical colleges strive to cultivate compassionate and ethical healthcare professionals who prioritize the well-being and dignity of their patients above all else.

At the end of module, the student should be able to
- Understand the ethical principles of medical practice autonomy beneficence, justice.
- Understand socio-cultural and religious sensitivities.
- Identify and analyse common ethical dilemmas that arise within medical clinical practice and in the provision of public/ community health care.

		ETHICS		
TOPICS	**LEARNING OUTCOMES** Learners will be able to	**LEARNING OBJECTIVES**	**TEACHING LEARNING STRATEGIES**	**ASSESSMENT STRATEGIES**
		1st year		
Introduction To Medical Ethics-I	Describe the ethical responsibilities of a doctor	• Define medical ethics. • Describe the global and regional development of medical ethics. • Enlist ethical duties of doctor according to international code of ethics. • Describe code of medical ethics in Pakistan • Describe the importance and relevance of ethics in medical practice.	LGIS	MCQ / SAQ
Medical Ethics-Ii	Comprehend the core principles of medical ethics	• Enlist the ethical principles which govern the medical practice. • Describe the importance of Islamic ethics in the practice of medicine. • Identify the potential situation where a breach of ethical principles can occur.	LGIS	MCQ / SAQ

Research Ethics	Understand the critical role of research ethics in medicine, ensuring integrity, participant safety, and trust in scientific advancement.	• Define health research. • Discuss the ethics of research in Islam. • Discuss the ethics of the use of animals in Research. • Describe the salient features of national ethical guidelines for research involving human participants	SGA	MCQ
Professional Misconduct	Relate the importance of professional misconduct with its potential to erode trust in health care system.	• Discuss 5 A's of professional misconduct. • Identify the difference between malpractice and misconduct of a doctor. • Enlist punishments a doctor can face if guilty of misconduct.	Interactive Lecture	MCQ
<td colspan="4" align="center">**2nd Year**</td>				
Ethics Of Public Health And Health Promotions	Recognize measures to avoid the infringement of ethical principles in the practice of public health, health promotion and family medicine.	• List the common public health promotional activities and interventions. • Identify the possible infringement of ethical principles in these activities. • Identify potential sources of breach of ethical principles in providing	Interactive Lecture	MCQ

		public health services to groups at special risk.		
Ethics Of Transplantation/ Organ Donation	Relate the importance of human organ transplantation according to national guidelines	• Enlist the conditions requiring human organ transplantation and organ donation. • List the potential harm involved in transplantation and organ donation. • Identify the measures to avoid harm to all concerned in organ transplantation/ donation. • Describe the national legal provisions regarding organ donation and transplantation.	Interactive Lecture	MCQ
Equity And Social Justice	Demonstrate an attitude of equality and equity in dealing with the patients.	• Define equity and social justice in a medical profession. • Explain the Islamic perspective of equity and social justice in the medical profession. • Irrespective of caste, religion, ethnicity, political affiliations	SGA	MCQ
Medical Negligence	Relate the importance of factors contributing to medical negligence (By USING THE SCENARIO /IMAGES PROVIDED)	• Identify the different types of medical negligence. • Identify the factors that could lead to medical negligence and ways of avoiding them. • Describe the consequences of the negligent behaviour of the physician.	Interactive Lecture	MCQ
3rd Year				

Ethical Issues Of Death And Life	Importance of effective Communication the end-of-life decisions to appropriate persons	• Define life and death as revealed in Quran and Hadith • Explain the terms "best interests", "advance directives", "withdrawal or withholding of life support system", "do not resuscitate (DNR) orders" and "euthanasia". • Explain the term "good death" and the principle involved in providing "good death to a terminally ill patient".	Interactive Lecture	MCQ
Relationship With Pharmaceutical Industry	Learners will be able to distinguish between medical professionals and pharmaceutical companies in understanding the ethical, professional, and practical aspects of these interactions.	• Describe the relationship between doctors and the pharmaceutical and medical technology industry. • List the potential sources of unethical conduct in the doctor-industry relationship. • List the reasons why doctors need to be careful when interacting with industry. • Discuss the ethical and legal criteria in the promotion and advertising of medicinal drugs and devices.	Interactive Lecture	MCQ
Ethical Dilemmas Faced By Medical Students	Relate the importance of ethical dilemmas faced by medical students	• List the roles and responsibilities of medical students towards patients. • Describe the potential sources of unethical conduct due to: • Role of medical students in the health care setting	Interactive Lecture	MCQ OSPE

		• Sharing of highly confidential information regarding patient • Patient's expectations of care from students.		
Etiquette With Patients And Families	Relate the importance of knowing the Etiquettes with Patients and Families	• Discuss the Islamic perspective of Etiquette of the patient, care giver, interaction between genders and dealing with the family	Interactive Lecture	MCQ
Assisted Reproductive Technology And Surrogacy	Describe the ethics related to Assisted Reproductive Technology and Surrogacy	• Define assisted reproduction and surrogacy. Discuss Islamic implications of surrogacy.	Interactive Lecture	MCQ
<center>**4th Year**</center>				
Islamic Ethical Issues Of Muslim Patients	Relate the importance of guidelines that should be known to a Muslim doctor about medicine before it is prescribed to a Muslim patient.	• Discuss the recommendation to be given to a seriously ill bedridden but conscious patient for 'Taharah' and "Salah". • Describe criteria for advising excuse from ''Saum'' (fasting) for a diabetic patient. • Describe criteria for advising excuse from ''Hajj'' to a patient with cardiac disease.	SGA	MCQ
Ethical Issues Of Reproductive Health	Relate the importance of understanding ethical issues in reproductive health	• List the ethical issues in relation to termination of pregnancy as forwarded by advocates of "pro-life" and "pro-choice" camps.	SGA	MCQ

		- Discuss the legal and ethical implications of the promotion of temporary and permanent methods of contraception. - Discuss ethical disputes associated with assisted reproductive technologies. - List the potential sources of harm in providing child health services.		
Issues Related To Privatization Of Healthcare	Relate the importance of understanding ethical issues in privatization of healthcare	- Discuss issues of access to private health care including insurance. - Discuss the ethical concerns related to doctors working both in public and private health institutions. - List the dilemmas facing a doctor working both in the public and the private sector.	LGIS	MCQ

Teaching Hours of PLACE

PROFESSIONALISM			
YEAR	LECTURE/SGD (HR)	SGA/CBL (HR)	TOTAL (HRS)
First Year	2 (2 hrs)	3(3hrs)	5 hrs
Second Year	2 (2 hrs)	3(3hrs)	5 hrs
Third Year	1 (1 hr)	2(2hrs)	3 hrs
Fourth Year	2 (2 hrs)	3(3hrs)	5 hrs
Fifth Year	1 hr		1 hr
Total			19 hrs

LEADERSHIP			
YEAR	LECTURE/SGD (HR)	SGA/CBL (HR)	TOTAL (HRS)
First Year	1 (1 hr)	4 (4hrs)	5 hrs
Second Year	1 (1 hr)	4 (4hrs)	5 hrs
Third Year	2 (2 hrs)		2 hrs
Fourth Year	1 (1 hr)	4 (4hrs)	5 hrs

Fifth Year	1 hr		1 hr
Total			18 hrs

APPLIED RESEARCH			
YEAR	**LECTURE/SGD (HR)**	**SGA/CBL (HR)**	**TOTAL (HRS)**
First Year	2 (2 hrs)	3 (3 hrs)	5 hrs
Second Year	1 (1 hr)	4 (4 hrs)	5 hrs
Third Year	2 (2 hrs)	3 (3 hrs)	5 hrs
Fourth Year	4 (4 hrs)	6 (6 hrs)	10 hrs
Fifth Year	1 hr		1 hr
Total			26 hrs

COMMUNICATION SKILLS			
YEAR	**LECTURE/SGD (HR)**	**SGA/CBL (HR)**	**TOTAL (HRS)**
First Year	3 (3 hrs)	2 (2 hrs)	5 hrs
Second Year	3 (3 hrs)	2 (2 hrs)	5 hrs

Third Year	1 (1 hr)	1 (1 hr)	2 hrs
Fourth Year	1 (1 hr)	4 (4 hrs)	5 hrs
Fifth Year	1 hr		1 hr
Total			18 hrs

ETHICS			
YEAR	**LECTURE/SGD (HR)**	**SGA/CBL (HR)**	**TOTAL (HRS)**
First Year	3 (3 hrs)	2 (2 hrs)	5 hrs
Second Year	2 (2 hrs)	3 (3 hrs)	5 hrs
Third Year	1 (1 hr)	2 (2 hrs)	3 hrs
Fourth Year	1 (1 hrs)	4 (4 hrs)	5 hrs
Fifth Year	1 hr		1 hr
Total			19 hrs