**STUDY GUIDE**

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**Department OF Psychiatry**

**For MBBS students**

**LAHORE MEDICALAND DENTAL COLLEG**

**INTRODUCTION**

Medical education is a life-long process and MBBS curriculum is a part of the continuum of education from pre-medical education, MBBS, proceeding to house job, and post-graduation. PM&DC outlines the guiding principles for undergraduate medical curriculum and has defined the generic competencies and desired outcomes for a medical graduate to provide optimal health care, leading to better health outcomes for patients and societies. These generic competencies set the standards of care for all physicians and form a part of the identity of a doctor. Each competency describes a core ability of a competent physician. This study guide will give an insight to the students about all these competencies and how to plan their educational activities in the subject of medicine for the three years period.

**TARGET AUDIENCE**

 5th year MBBS students

**LEARNING OBJECTIVES *(knowledge, skills, attitude)***

1. to equip the students with specific knowledge, essential skills and appropriate attitude towards the human body & mind
2. to become problem solvers, dealing effectively with familiar and unfamiliar problems
3. to become lifelong learners
4. to direct their own learning and evaluate this activity
5. to be able to reason critically and make justifiable decisions regarding patient management
6. to practice evidence-based medicine
7. to always ensure patient safety
8. to ensure compliance with the legal system as it impacts health care and the PM&DC regulations
9. to adopt a multidisciplinary approach for health promoting interventions
10. Medical graduates should be able to demonstrate professional values of self and professional accountability, honesty, probity, and ethics
11. Medical and dental graduates are expected to demonstrate exemplary professional conduct
12. to be able to understand the pathogenesis of specific diseases
13. to be able to take a thorough focused history and identify the patient’s risk factors related to the disease process
14. to be able to perform a physical examination on a patient, to diagnose specific diseases and rule out other diseases
15. to formulate a provisional diagnosis with justification, and the likely differential diagnoses
16. to be able to select appropriate hematological, biochemical and microbiological investigations and interpret their reports to confirm the diagnosis
17. to be able to select specific radiological investigations for specific diseases
18. to be able to apply evidence-based medicine concepts for the medical treatment of different diseases
19. to be able to write prescriptions in appropriate format according to the disease

**TEACHING METHODOLOGIES FOR Psychiatry**

1. Interactive Lectures
2. Tutorials
3. Case based learning(CBL)
4. Essential Skills to be learned in the skills lab
5. Power point presentations by students
6. Small group discussions
7. Clinical ward rotations
8. CPC’s – using modern audio-visual techniques, distant learning using electronic devices and current Information technology facilities
9. Journal Club meetings
10. Self-directed learning is the most vital part of this module to solve problematic cases, go through different learning resources and discuss with peers and the faculty to clarify difficult concepts

**ATTENDANCE REQUIREMENT FOR MEDICINE AND ALLIED**

1. Students are expected to attend all scheduled teaching sessions and examinations
2. Attendance in lectures, tutorials, and wards is mandatory. Absence from these sessions will make the students ineligible to sit the final summative assessment.
3. A minimum of 75 % attendance in the lectures and wards is mandatory to appear in the summative UHS examination
4. Attendance will be recorded through a log-in/log-out biometrics system
5. Absence due to illness must be certified appropriately by the general Physician

**COURSE TO BE STUDIED (syllabus)**:

**COURSE OUTLINES**:

* Mood disorders.
* Major depressive episodes
* Unipolar
* Bipolar
* Dysthymic
* Atypical
* Maniac episodes
* Anxiety disorders.
* Acute anxiety states
* Panic disorders
* Generalized anxiety disorders
* Psychic Traumatic disorders
* Obsessive-compulsive disorders
* Phobic disorders
* Schizophrenia.
* Alcoholism.
* Addiction.
* Psychosexual disorders in men and women
* Eating Disorders

**CLINICAL TRAINING**:

 **Important Topics to Be Discussed:**

Case discussion for diagnosis and management of common Psychiatric

Disorders like-

* Anxiety
* Depression
* Schizophrenia
* Manic depressive psychosis
* Phobias
* Eating disorders

**Understand the Symptomatology to reach the Differential Diagnosis:**

 **Skills to Be Learnt:**

* History taking in psychiatry
* Clinical examination of patients
* Counseling and psychoanalysis especially in patients with
* Suicidal and homicidal attitude.
* Interpretation of related radiological and laboratory investigations
* General medication and prescription writing in psychiatry

**Procedures:**

• Psychotherapy

• Electroconvulsive Therapy (ECT)

• Electroencephalogram (EEG)

**ALIGNMENT OF EDUCATION WITH STUDY HOURS (5th year MBBS )**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sr no** | **Topic** | **Teacher** | **Lecture** | **Lecture hours** |
| **1** | General introduction to psychiatryHistory of psychiatryPsychiatric interviewMental state ExaminationHow to approach a patient | Prof.Dr. Khalid Umer Gill | **1** | 45mints |
| **2** | Mood disorders* Major Depressive episodes
* Unipolar
* Dysthymic
* Atypical

Diagnosis complicationsManagement CBT | Prof.Dr. Khalid Umer Gill | **2** | 2hours |
| **3** | BipolarManiac episodesDiagnosis complicationsManagement  | Prof.Dr. Khalid Umer Gill | **1** | 45minutes |
| **4** | Acute Stress disorderPost-traumatic stress disorderDiagnosis complicationsstress Management  | Prof.Dr. Khalid Umer Gill | **1** | 45 minutes |
| **5** | Anxiety disorders* Acute anxiety states
* Generalized anxiety disorders

Diagnosis complicationsManagement | Dr Naeem Aftab(assistant Professor) | **1** | 45 minutes |
|  **6** | Obsessive-compulsive disordersDiagnosis complicationsManagement  | Prof.Dr. Khalid Umer Gill | **1** | 45 minutes |
| **7** | Phobic disordersDiagnosis complicationsManagement  | Prof.Dr. Khalid Umer Gill | **1** | 45 minutes |
| **8** | Panic DisordersDiagnosis complicationsManagement | Dr Naeem Aftab(assistant Professor) | **1** | 45 minutes |
| **9** | Schizophrenia.Diagnosis complicationsManagement  | Prof.Dr. Khalid Umer Gill | **2** | 1.5hours |
| **10** | Psychosexual disorders in men and womenDiagnosis complicationsManagement  | Dr Naeem Aftab(assistant Professor) | **1** |   45 minutes |
| **11** | AddictionAlcoholismDiagnosis complicationsManagement  | Prof.Dr. Khalid Umer Gill | **1** |  45 minutes |
| **12** | Eating DisorderDiagnosis complicationsManagement | Dr Naeem Aftab(assistant Professor | **1** | 45 minutes |
| **13** | Revision Test | Dr Naeem Aftab(assistant Professor |  | 45 minutes |

**ASSESSMENT METHODOLOGY**

Formative

Theory, 10 single best multiple choice questions,4 short essay questions test at the end of session

Clinical Ward Test, comprising of 25% marks of assignment, 25% for attendance and 50% for written & short cases

**LEARNING RESOURCES**

***Recommended books***

* Davidson’s Principals and Practices of Medicine.
* Online Journals and Reading Materials through HEC Digital Library Facility.

***Technologies to be used***

* Textbooks are the most important part of student learning for this subject
* Bed side learning with patients
* Hands-on activities and practical sessions to enhance the learning.
* Skills lab will be used for simulated learning of the basic skills related to the gastrointestinal system
* Videos from different web portals to familiarize the students with the procedures and protocols.
* Computer and Internet resources are essential to gather the latest information about a specific disease.