Avicenna Medical & Dental College

AVICENNA
DENTAL COLLEGE

STUDY GUIDE

2023-2024



Program:	Bachelor of Dental Surgery
Year:	3rd Professional Year
Subject:	General Medicine
Batch No:	D21
Session:	2023-2024

Department of Dental Education

Content

1. Introduction to Study Guide

- Objectives of the Study Guide……1
- Department of Medical Education……2

2. Avicenna Medical & Dental College Overview

- Institutional Organogram……4
- Vision and Mission……...…...4
- Messages:
  - From the Chairman……5
  - From the Principal……6
  - From the Vice Principal……6
- 7-Star Doctor Competencies (PMDC)……7
- About Dental College……7

3. Department & Subject Overview

- Note from the Head of Department……8
- Departmental Organogram……8
- Faculty Members……9
- Goal of the Department ……...9
- Course Objectives……10
- Attendance Requirement & Internal Assessment Criteria……10

4. Learning Resources & Pedagogy

- Book Recommendations……11
- Teaching Methodologies……11
- Infrastructure Resources……13
- Digital Library & Learning Management System……..……..15

5. Assessment Guideline

- Internal Assessment……..18
- External Assessment……20
- Sample Questions……..……..21

6. Curriculum Details

- Curriculum Framework & Allocation of hours……..23
- Curricular Map & Rationale……..……24
- Learning Outcomes……26
- Assessment TOS/Blueprint……..……
- Refer to Curriculum Booklet for Syllabus, Statute , Timetable and Annual Calendar and Weekly Schedule

Introduction to Study Guide

Welcome to the Avicenna Dental College Study Guide!

This guide serves as your essential resource for navigating the complexities of your dental education at Avicenna Medical & Dental College. It integrates comprehensive details on institutional framework, curriculum, assessment methods, policies, and resources, all meticulously aligned with UHS, PMDC and HEC guidelines.

Each subject-specific study guide is crafted through a collaborative effort between the Department of Dental Education and the respective subject departments, ensuring a harmonized and in-depth learning experience tailored to your academic and professional growth.



OBJECTIVES OF THE STUDY GUIDE

1. **Institutional Understanding:**
    - Gain insight into the college's organizational structure, vision, mission, and graduation competencies as defined by PMDC, setting the foundation for your educational journey.
2. **Effective Utilization:**
    - Master the use of this guide to enhance your learning, understanding the collaborative role of the Department of Dental Education and your subject departments, in line with PMDC standards.
3. **Subject Insight:**
    - Obtain a comprehensive overview of your courses, including detailed subject outlines, objectives, and departmental structures, to streamline your academic planning.
4. **Curriculum Framework:**
    - Explore the curriculum framework, academic calendar, and schedules for clinical and community rotations, adhering to the structured guidelines of UHS & PMDC.
5. **Assessment Preparation:**
    - Familiarize yourself with the various assessment tools and methods, including internal exam and external exam criteria, and review sample papers to effectively prepare for professional exams.
6. **Policies and Compliance:**
    - Understand the institutional code of conduct, attendance and assessment policies, and other regulations to ensure adherence to college standards and accrediting body requirements.
7. **Learning Resources:**
    - Utilize the learning methodologies, infrastructure resources, and Learning Management System to maximize your educational experience and academic success.

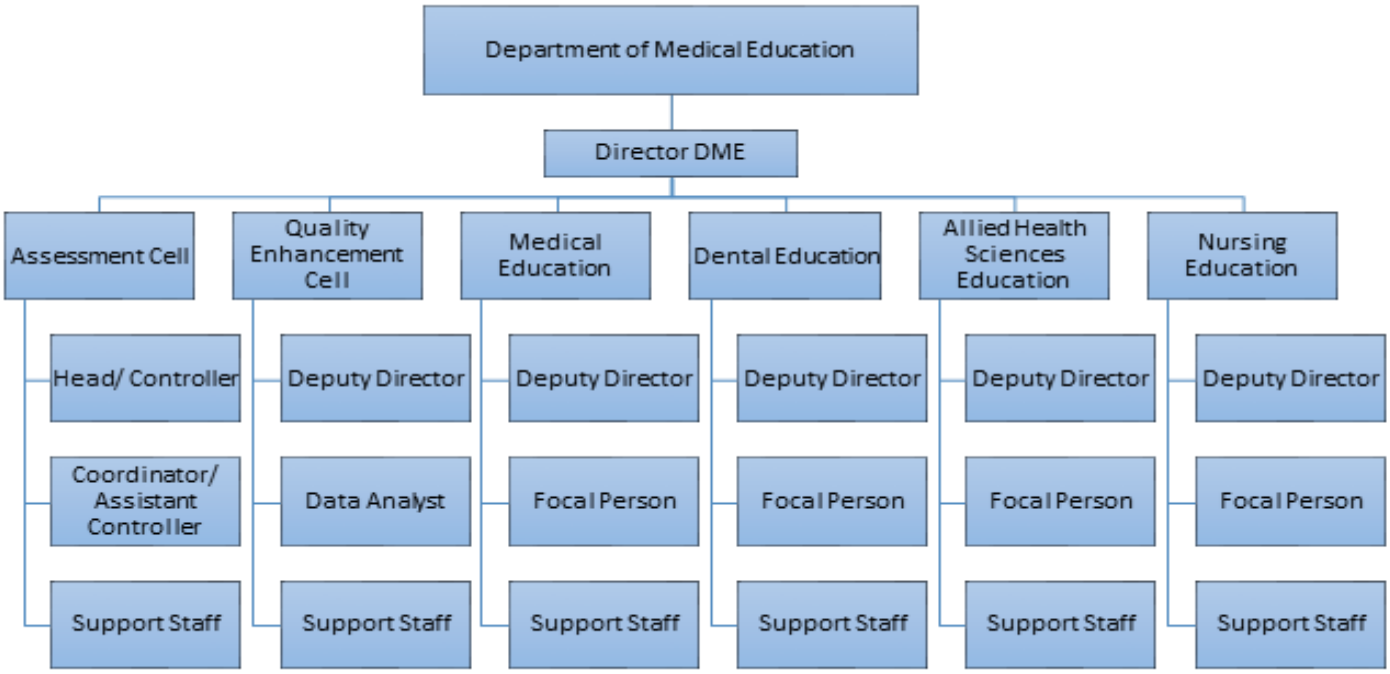
This guide, meticulously developed in collaboration with your subject departments, is designed to support your academic journey and help you achieve excellence in accordance with the highest standards set by PMDC and HEC.

DEPARTMENT OF MEDICAL EDUCATION

The Department of Medical Education (DME) serves as a cornerstone in delivering effective and high-quality education to both undergraduate and postgraduate medical and dental students. The DME is integral to the implementation and adoption of the latest curriculum provided by UHS and is responsible for organizing and managing related academic activities.

The DME will oversee the spirals of PERLs and C-FRC and monitor students' portfolio development and logbook completion. Additionally, the department is developing a mentoring platform and plans to initiate faculty development training which will focus on mentorship, reflective writing, and portfolio development skills. DME has a duty to collaborate with other disciplines to ensure that AVMDC students are not only competent in their respective fields but also well-trained in affective domains such as professionalism, ethics, research, and leadership.

A key responsibility of the DME is to plan and implement an effective training competency acquisition framework in collaboration with the academic council.



General Responsibilities of DME include:

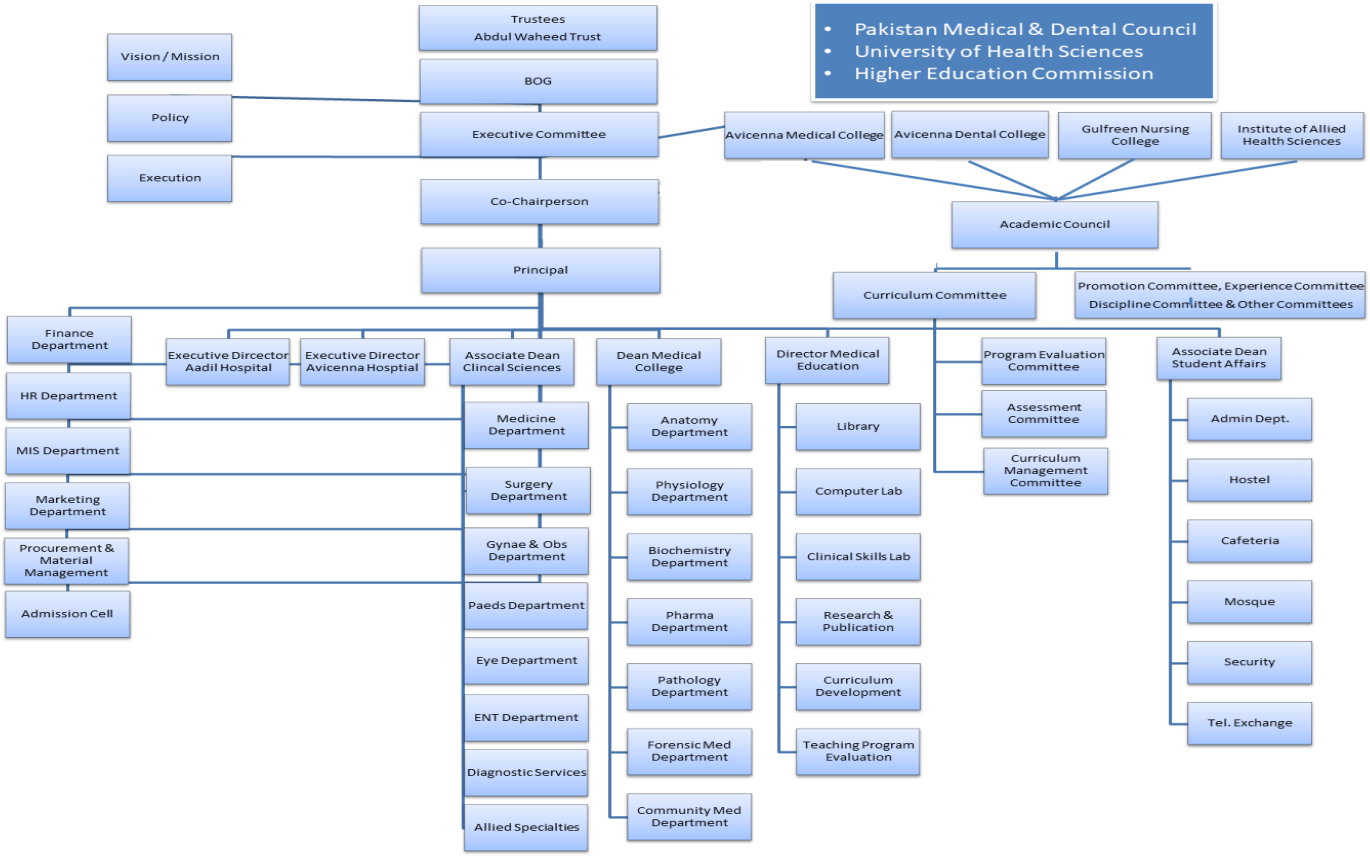
- Contribute and design, train the trainer activities which fulfill the need for undergraduate and postgraduate training.
- Shape and develop medical education research activities of the college.
- Facilitating & organizing workshops, seminars, symposia & conferences.
- Conducting CME activities to leverage culture of awareness, journal club.
- Networking by representing the college, when needed, in national /international meetings or conferences.
- Student counseling.
- Supervising students' academic progress.
- Academic Committees Development and Support.
- Staff Support and Development.
- Curriculum development and reform.
- Collaborate with curriculum committee and faculty members to develop quality instructional material such as modules, lecture, or study guides.
- Standard Operating Procedures for DME development.

- Skill lab management.
- Assessment analysis which includes blue printing, pre-exam review, item analysis and standard setting and provides feedback to concerned faculty and students on the learning outcome achievement.
- Develop and conduct periodical review of process of the program, learning and teaching activities, and assessment process.
- Identify opportunities for use of IT in teaching and learning, assessment and faculty development activities.
- Exam Cell management.
- Quality Assurance Cell management.
- Record keeping of departmental data.
- Leadership and management.
- Participation in overall planning and management of teaching in liaison with the departments.

Faculty	**Department**
Assistant Professor Medical Education	Dr. Saman Fatima
Coordinator Medical Education	Dr. Javaid Shabkhaiz Rab
Deputy Director / Demonstrator Dental Education	Dr. Salar Arsalan
Deputy Director / Demonstrator Allied Health Sciences Education	Dr. Talha
Deputy Director / Demonstrator Nursing Education	Dr. Muneeba

Avicenna Medical & Dental College Overview

Institutional Organogram



Vision & Mission

AVICENNA MEDICAL COLLEGE

Avicenna Medical & Dental College

AVICENNA DENTAL COLLEGE

Vision

The vision of **Avicenna Medical & Dental College** is to become a college that thrives to achieve improvement in healthcare of masses through creative delivery of educational programs, innovative research, commitment to public service and community engagement in a environment that supports diversity, inclusion, creative thinking, social accountability, life-long learning and respect for all.

Mission

The mission of **Avicenna Medical and Dental College** is to educate and produce competent, research oriented healthcare professionals with professional commitment and passion for life-long learning from a group of motivated students through quality education, research and service delivery for the improvement of health status of the general population

Message from the Chairman

The Avicenna Medical & Dental College is a project of Abdul Waheed Trust which is a Non-profitable, Non-governmental, Non-political & Social organization, working for the welfare of Humanity and based on Community empowerment. Avicenna Medical College has its own 530 bedded Avicenna teaching Hospital (Not for Profit hospital) within the College Campus & 120 bedded Aadil Hospital, at 15 minutes distance. Separate comfortable hostels for boys & girls are provided on the campus.

Our students benefit from the state of the art College Library with facilities of Internet & online Journals that remain open 15 hours a day, for our students & faculty members. I am particularly pleased with the hard work by the Faculty and Students in the achievement of historic 100% results for all the classes. It is a rare achievement and speaks of dedication of the Faculty and Staff. Our motto is Goodness prevails and we aim at producing Doctors' who are knowledgeable, competent in clinical skills and ethical values.

Avicenna Medical College & Hospital was founded to provide quality health care services to the deserving patients belonging to the rural areas near Avicenna Hospital as well as to provide quality medical education of international standard to our students. The Hospital provides all medical services and Lab diagnostics to the local population at minimal cost. So far by the grace of Allah Almighty the number of patients being treated and operated upon at our Hospital is increasing every day as there is no other public or charity hospital in the circumference of 20km. We have already established two Satellite Clinics in the periphery which are providing outdoor care while admission cases are brought to the Hospital in Hospital transport.

Following the success of our reputable Medical College and Hospital, we were able to successfully establish Avicenna Dental College which is recognized by the Pakistan medical & Dental Council & University of Health Sciences. To date, we have enrolled five batches in our dental college and we aim to achieve the same level of success for our dental students as our medical students.

Chairman
Abdul Waheed Sheikh
Avicenna Medical & Dental College



Message from the Principal



Prof. Dr. Sohail Abbas Khan
Principal Dental College
MDS, Dip Op (Hons) BDS

It is a matter of immense honor and privilege as the first Principal of Avicenna Dental College to welcome you to one of the finest dental institutes in the private sector of Pakistan. Avicenna Dental College is a private dental college, which aims to provide the finest dental education to dental undergraduate students in accordance with the latest trends in Dental Education, and to develop them to practice dentistry in the 21st century.

While educating dental students to become licensed, empathetic and competent professionals, Avicenna Dental College endeavors to educate students in a supportive environment in which they provide dental care for a diverse populace. In the times to come, we wish to transform our graduates into unfeigned teachers, researchers and consultants by starting post-graduation programs as well.

Avicenna Dental College aims to achieve an enterprising curriculum integrating the basic sciences with clinical experience while utilizing modern technological modalities.

In addition to the production of outstanding oral health professionals, we at Avicenna Dental College recognize our responsibility as a private dental institution to the citizens of the country in making the provision of oral health care available to those who are deprived of ready access.

I feel proud to lead this dental establishment such an inspiring time and hope all of you at Avicenna Dental College will share this pride and play your respective roles in materializing the dream of making this institution the premier dental educator in Pakistan



Message from the Vice Principal

Prof. Dr. Usman Muneer
Vice Principal Dental College
BDS, FCPS

It is a matter of great privilege to be associated with Avicenna Dental College. Our institution boasts of renowned, well-qualified and devoted faculty members in each and every specialty of dentistry. We are looking forward to diligently equipping our undergraduates with comprehensive artistic and ethical oral health care.

Our goal is to inspire a lifelong passion for learning and innovation in our students, ensuring they are well-prepared to meet the evolving challenges of the dental profession. I look forward to collaborating with our students on this transformative journey, guiding them toward achieving excellence in oral health care.

7-Star Doctor Competencies (PMDC)

According to national regulatory authority PMDC, a Pakistani medical/dental graduate who has attained the status of a 'seven-star doctor' is expected to demonstrate a variety of attributes within each competency. These qualities/ generic competencies are considered essential and must be exhibited by the individual professionally and personally.

1. Skillful / Care Provider.
2. Knowledgeable / Decision Maker.
3. Community Health Promoter / Community Leader.
4. Critical Thinker / Communicator
5. Professional / Lifelong learner.
6. Scholar / Researcher
7. Leader/ Role Model / Manager



About Avicenna Dental College

Avicenna Dental College is a purpose-built, fully equipped Dental institution with experienced and excellence-driven faculty to train high-quality dental professionals in Pakistan.

Avicenna Dental College runs under the umbrella of Abdul Waheed Trust. Abdul Waheed Trust is a non-profit social welfare organization and registered under the Societies Act with the Registrar of Societies. The Trust is legalized through a Trust Deed that bears necessary rectifications. The Trust Deed is further supported by its Memorandum and Article of Association that authorizes the establishment and operation of the Medical College, the Dental College, the Nursing College, the Allied Health Sciences College, and other activities in the healthcare sector.

In 2018, Avicenna Dental College was recognized by the Pakistan Medical & Dental Council. With the advent of advanced tools and technology in every field of health science, dentistry today has shot up to the greater end of the gamut with superior choice and promises in dental therapy in the very vicinity of the common man. ADC promises to be one such neighborhood.



Department & Subject Overview

Note from the Head of Department

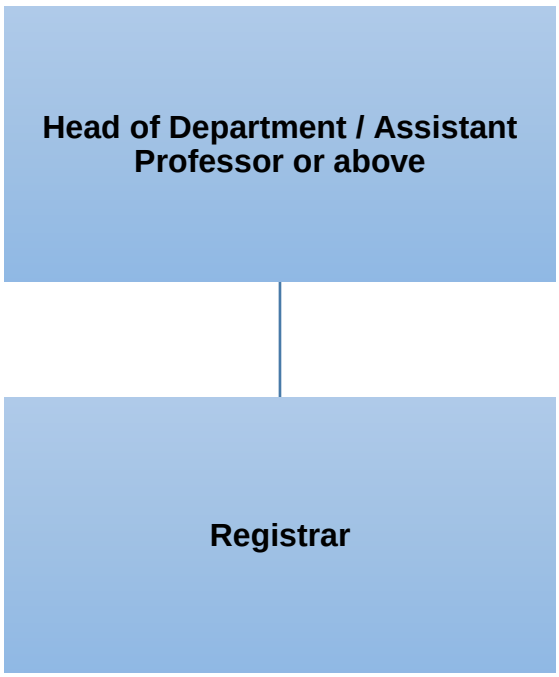
The Department of Medicine is equipped with diagnostic facilities like ECG, Treadmill CT Scan, USG, Echocardiography & automated lab support. The Nephrology center has hemodialysis units. Pre-& post-op facilities are available for preparation of a patient for kidney transplant.

Gastroenterology Center has provision of gastrointestinal endoscopy for investigation of GIT disorders. Special clinics including Diabetes Control Center, Hypertension Control & Ischemic Heart Disease Center, Bronchial Asthma Clinic, Thyroid Clinic & Liver Disease Clinic are part and parcel of the Medicine Department. Pre-clinical students are exposed to these commonly occurring diseases once they have gone through basic sciences.



Prof. Dr. Waheed Ahmed
FCPS, MBBS
Head of Department
Department of General Medicine

Departmental Organogram (as per PMDC guidelines)



Faculty Members

Name	Designation	Qualification
Prof. Dr Waheed Ahmed	Head of Department	MBBS FCPS
Professor Dr Muzamul Shehzad	Professor	MBBS FCPS FRCP CHPE
Prof. Dr. Ameena Hussain	Professor	MBBS FCPS
Dr Shamshad Ali	Associate professor	MBBS FCPS(Pulmo)
Dr Asim Maqsood	Assistant Professor	MBBS MRCP(UK)
Dr Usman Yaqub	Senior Registrar	MBBS FCPS
Dr Humaira Mubeen Afzal	Senior Registrar	MBBS FCPS
Dr Muhammad Asad Raza	Senior Registrar	MBBS MRCP(UK) CHPE
Dr Imran Sheikh	Senior Registrar	MBBS FCPS

Goal of the Department

The Department of Medicine is striving for Providing State of art and updated evidence based Knowledge to young doctors of our community. Department particularly emphasizes on imparting necessary diagnostic skills to medical students and postgraduate residents through hands-on training during ward rounds, Supervised Outpatient and inpatient care.



Course Objectives

- Students should be able to describe the pathophysiology, clinical presentation, diagnostic criteria, and management strategies for common diseases in internal medicine.
- Students should demonstrate understanding of the pharmacological principles, indications, contraindications, and side effects of commonly used medications in internal medicine.
- Students should be able to interpret clinical data, including laboratory results, imaging studies, and clinical examination findings, to make accurate diagnoses.
- Students should develop clinical reasoning skills to formulate differential diagnoses and treatment plans based on evidence-based guidelines.
- Students should be proficient in performing comprehensive physical examinations, including cardiovascular, respiratory, abdominal, and neurological examinations.
- Students should be able to identify and describe abnormal physical findings and correlate them with potential diagnoses.
- Students should demonstrate competence in basic medical procedures, such as venipuncture, intravenous cannulation, ECG interpretation, and the management of medical emergencies.
- Students should be able to effectively communicate with patients, families, and healthcare teams, including delivering clear and compassionate explanations of diagnoses, treatment options, and prognosis.
- Students should develop skills in obtaining informed consent and delivering bad news in a sensitive manner.
- Students should demonstrate professionalism in all interactions, adhering to ethical principles, confidentiality, and patient-centered care.
- Students should reflect on their own biases and the impact these may have on patient care, striving for culturally competent and equitable healthcare delivery.
- Students should develop a habit of continuous learning, staying updated with the latest medical research and guidelines.
- Students should engage in self-assessment and peer feedback to identify areas for improvement and personal growth.
- Students should be able to apply their knowledge and skills in simulated or real-life clinical scenarios, working through case studies to diagnose and manage patients effectively.
- Students should engage in interdisciplinary teamwork, understanding the roles of different healthcare professionals and how to collaborate effectively in patient care.
- Students should be able to critically appraise medical literature and integrate evidence-based findings into clinical practice.
- Students should participate in research projects or case presentations to develop a deeper understanding of specific medical conditions or treatment.

Attendance Requirement & Internal Assessment Criteria

The institution follows the regulations for examinations of the UHS in letter and spirit. The students require **85% attendance** in all academic sessions and **50% marks** in internal assessments and send-up examinations to be eligible for the UHS Professional Examinations.



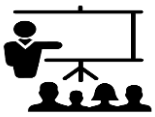
Learning Resources & Pedagogy

Book Recommendations



Sr.	Book Name	Author	Edition
1.	Davidson's Principles and Practice of Medicine	Sir laybourne Patrick davidson	24th
2.	Macleod's Clinical Examination	J. Alastair Innes	14th

Traditional & Innovative Teaching Methodologies



Sr.	Pedagogical Methodologies	Description
1.	Lectures	Traditional method where an instructor presents information to a large group of students (large group teaching). This approach focuses on delivering theoretical knowledge and foundational concepts. It is very effective for introducing new topics.
2.	Tutorial	Tutorials involve small group discussion (SGD) where students receive focused instruction and guidance on specific topics.
	Demonstrations	Demonstrations are practical displays of techniques or procedures, often used to illustrate complex concepts or practices, particularly useful in dental education for showing clinical skills.
3.	Practicals	Hands-on sessions where students apply theoretical knowledge to real-world tasks. This might include lab work, clinical procedures, or simulations. Practicals are crucial for developing technical skills and understanding the application of concepts in practice.
4.	Student Presentations	Students prepare and deliver presentations on assigned topics. This method enhances communication skills, encourages students to explore topics in-depth. It also provides opportunities for peer feedback and discussion.
5.	Assignment	Tasks given to students to complete outside of class. Assignments can include research papers, case studies, or practical reports. They are designed to reinforce learning, assess understanding, and develop critical thinking and problem-solving skills.
7.	Self-directed Learning	Students take initiative and responsibility for their own learning process. Students are encouraged to seek resources, set goals, and evaluate their progress. This is a learner-centered approach where students take the initiative to plan, execute, and assess their own learning activities. This method promotes independence, critical thinking, and lifelong learning skills.

8.	Flipped Classroom	In this model, students first engage with learning materials at home (e.g., through videos, readings) and then use class time for interactive activities, discussions, or problem-solving exercises. This approach aims to maximize in-class engagement and application of knowledge.
9.	Peer-Assisted Learning (PAL)	A collaborative learning approach where students help each other understand course material. PAL involves structured peer tutoring, study groups, or collaborative tasks. It enhances comprehension through teaching, reinforces learning, and builds teamwork skills.
10.	Team-based Learning (TBL)	A structured form of small group learning where students work in teams on application-based tasks and problems. Teams are responsible for achieving learning objectives through collaborative efforts, promoting accountability, and deeper understanding of the material.
11.	Problem-based Learning (PBL)	Students work on complex, real-world problems without predefined solutions. They research, discuss, and apply knowledge to develop solutions. PBL fosters critical thinking, problem-solving skills, and the ability to integrate knowledge from various disciplines.
12.	Academic Portfolios	A collection of student's work that showcases learning achievements, reflections, and progress over time. Portfolios include assignments, projects, and self-assessments. They provide a comprehensive view of student development, highlight strengths and areas for improvement, and support reflective learning (experiential learning)

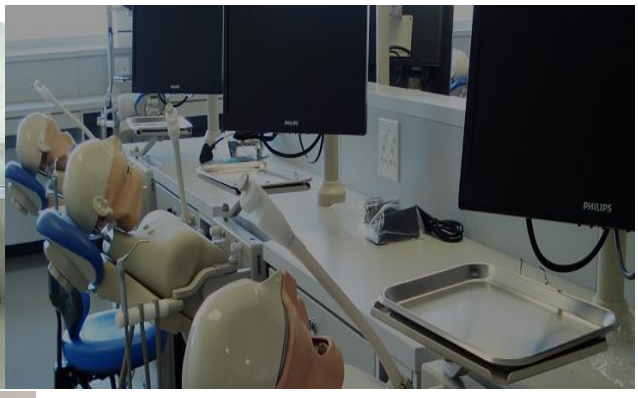


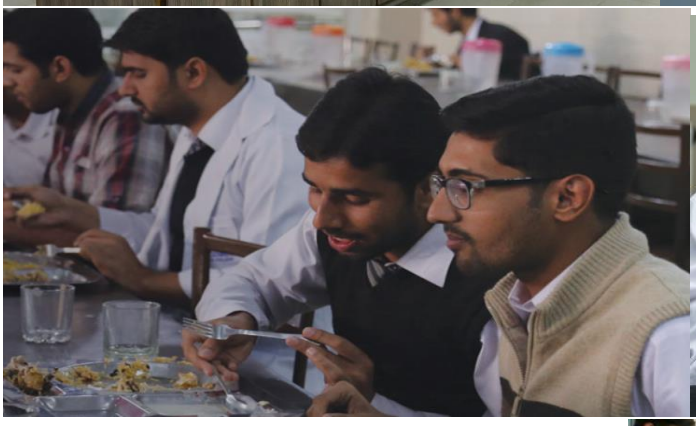
Flipped Classroom

Infrastructure Resources

Sr.	Infrastructure Resources	Description
1.	Lecture Hall	Each year has a dedicated lecture hall, totaling four lecture halls for the four professional years. These halls are equipped with modern audiovisual aids to support effective teaching and learning.
2.	Tutorial Room	The college's tutorial rooms, each with a capacity of 30, are specifically designed to support small group discussions and interactive sessions. These rooms facilitate personalized instruction, enabling more engaged and effective learning through direct interaction between students and instructors.
3.	Lab	The college is equipped with state-of-the-art laboratories for practical and clinical work. Each lab is designed to support various disciplines, to facilitate hands-on learning.
4.	Library on campus	A huge library occupies full floor has 260 seats including study carrels and group-discussion tables. Latest reference books, of Basic and Clinical Sciences along with national & international journals are available in the library.
5.	Digital Library	The digital library offers access to a vast collection of e-books, online journals, research databases, and other digital resources. It supports remote access and provides tools for academic research and learning.
6.	Learning Management System (LMS)	The LMS is a comprehensive online platform that supports course management, content delivery, student assessment, and communication. It provides tools for tracking progress, managing assignments, and facilitates ongoing academic activities.
6.	Phantom Labs	Specialized Phantom Labs are available for advanced simulation and practice in dental procedures. These labs provide high-fidelity models and simulators that help students refine their clinical skills in a controlled environment.
7.	Mess & Cafeteria	The College has its own on-campus Mess which caters to 600 students. All food items including dairy, meat, and vegetables are sourced organically and bought in at the time of cooking, in order to ensure that students get freshly cooked meals at all times Students form the Mess committee which decides the mess menu in consultation with other students. The Mess offers fresh food to all residents three times a day. However, day scholars are also welcome to use the Mess facility at a reasonable cost. Two 50- inch LCD screens provide students an opportunity to get entertained during their meal times.
8.	Gymnasium & Sports	We recognize sports as a pivotal key to shape and maintain students' personality and good health. The College has indoor and outdoor sports facilities to help enhance the cognition and capacity to learn. There is a proper sports section for various games like basketball, football, volleyball, and cricket.

		The gym itself is fully equipped with modern machinery both for students and faculty.
9.	IT Lab	The IT Lab is equipped with modern computers and software available for students who need access for academic purposes.
10.	Auditorium	The college has a spacious auditorium equipped with advanced audio-visual facilities. It is used for large-scale lectures, guest presentations, and academic conferences, providing a venue for students to engage with experts and participate in important educational events.
11.	Examination Halls	The college provides dedicated examination halls that are designed to accommodate a large number of students comfortably. These halls are equipped with necessary facilities to ensure a smooth and secure examination process, including proper seating arrangements, monitoring systems, and accessibility features.

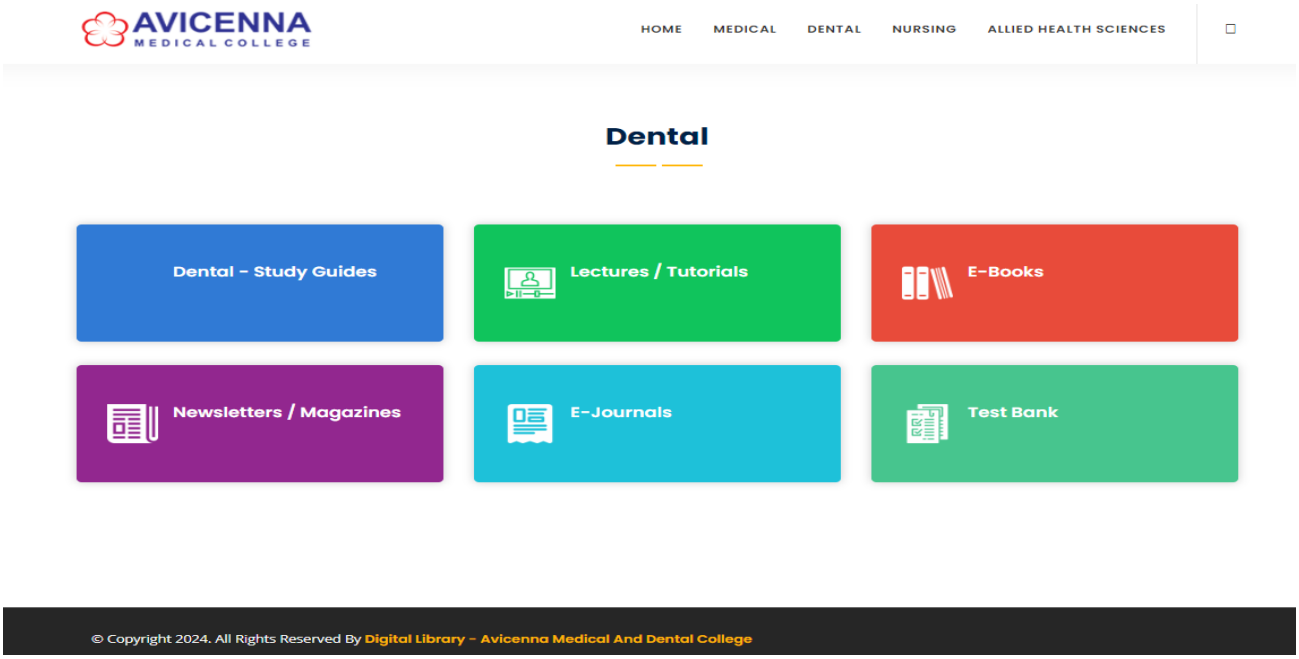





Digital Library & Learning Management System (LMS)

1. The COVID-19 pandemic highlighted the necessity of interactive online teaching for better retention of topics by students. Strategies like online learning management system (LMS), online discussions, online quizzes, assignment design, and flipped learning enhance student engagement in online education when needed.

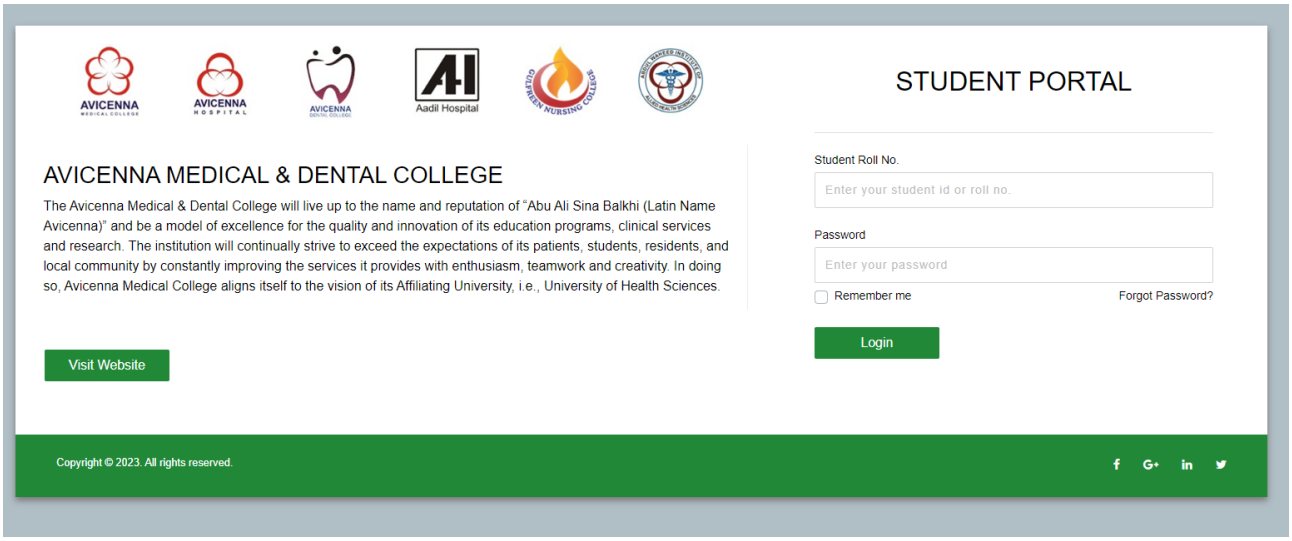
2. Avicenna Medical & Dental College lays emphasis on the provision of learning material and online video lectures, video tutorials in the e-library and learning resource center, which has a dedicated website of Avicenna Medical College to enable the students to develop concepts and clarify their doubts, if they have not been able to do so in the teaching sessions during college hours. The digital library can be approached on http://digital.avicennamch.com/.



3. The institution has also endeavored to link itself with the digital libraries and e-library of the University of Health Science (UHS) and Higher Education Commission (HEC) to enable the students to benefit from the valuable resource material, lectures and knowledge bank at these sites. The links are available with the HEC http://www.digitallibrary.edu.pk/ and learning management system of UHS http://lms.uhs.edu.pk .

4. The Learning Management System (LMS) at Avicenna Medical & Dental College is a comprehensive platform managed by the Department of Student Affairs. It is designed to facilitate effective communication and information exchange between students, parents, faculty, and administrative staff. The LMS portals are specifically tailored to meet the needs of the following stakeholders:

   a. **Students**: For academic resources and scheduling.
   b. **Parents:** For monitoring academic progress and other relevant information.
   c. **Faculty:** For managing course content and academic activities.
   d. **Department of Student Affairs:** For overseeing administrative functions.
   e. **Department of Medical/Dental Education:** For overseeing academic functions.



5. Students can access a comprehensive range of academic resources and information through the student portal. By logging in with their roll number and password, students can:

   - Look at their attendance and results.
   - Review academic activities and weekly timetables/schedules.
   - Access rotation planners and test schedules.
   - Check for any notification, assignment or resource material from their teachers.

6. The information to the parent is duplicated by the issuance of the password and login to the Students Learning Management System which is dedicated to the Academic Program of the students. The parents can view the following by logging in to the mobile app of Avicenna Student Management System:

   a) Syllabus
   b) Table of specifications
   c) Annual Planner
   d) Synopsis
   e) Block Time Table
   f) Weekly training program
   g) Allocation of Marks
   h) Assessment calendar
   i) Results of tests / exams*
   j) Students' attendance record
   k) Fees & fines

Assessment Guidelines

Assessment in dental education is a critical component designed to ensure that dental students acquire the necessary knowledge, skills, and competencies required for effective dental practice.

Assessment drives learning! – George E. Millar

You will encounter a variety of assessment methods, each serving a specific purpose.

- Written examinations, including multiple-choice and essay questions, will test your grasp of theoretical concepts and subject matter.
- Practical assessments will require you to demonstrate your clinical skills and ability to apply knowledge in real-world scenarios.
- Oral exams will evaluate your communication skills and reasoning abilities through case discussions and problem-solving exercises.
- Clinical skills and work-place based assessments will observe your hands-on proficiency and patient management capabilities.

At Avicenna Medical & Dental College, internal assessments are systematically conducted throughout each academic year of the BDS program, as per the guidelines established by the University of Health Sciences (UHS). These assessments, overseen by the Assessment Cell, adhere to either the Annual Subject-Based System or the Integrated/Modular System, depending on the curriculum structure.

Notably, beginning with the 2024-25 academic year, the weightage of internal assessments will be increased from 10% to 20%. The UHS administers professional examinations independently, organizing them at designated neutral sites and appointing external examiners to ensure objectivity and fairness.

Internal Assessment Weightage	10%	100 %
External Assessment Weightage	90%	



Internal Assessment Criteria

Internal Assessment	Paper	Assessment Methods	Percentage Weightage	
Grand Tests	Theory	MCQs SEQs	30%	
	Practical	Viva		
Early Session Exam	Theory	MCQs SEQs	70%	
	Practical	Viva		
Mid Session Exam	Theory	MCQs SEQs		
	Practical	Viva		
Batch Clinical Assessment	Early Ward Test	Viva OSCE	20%	100%
	Mid Ward Test	Viva OSPE	30%	
	Grand Ward Test	Short Case Long Case OSCE	50%	
Send-up Exam	Theory	MCQ SEQ	100%	
	Final Clinical Assessment	Short Case Long Case OSCE	100%	
Total			400%	

Reference attached on next page.

Av+G11+A1:M13+A1:M28+G11+A1:M13+G11+A1+A1:M13

Examination Marks Scheme 2023-2024

3rd Year BDS

Form No	BDS-3 Form-1		BDS-3 Form-2		BDS-3 Form-3		BDS-3 Form-4		BDS-3 Form-5		BDS-3 Form-6	
Test Type	Grand Test				Revision Test		Session Exam				Send Up	
Mode of Exam	Theory		Practical		Theory		Theory		Practical		Theory	
Weightage	(1,2)* 30%				0%		70%				100%	
General Medicine 200	MCQ 40, SEQ 30	70	Viva 30	30	MCQ 20, SEQ 30	50	MCQ 45, SEQ 45, IA 10	100	VIVA	50	MCQ 45, SEQ 45, IA 10	100
General Surgery 200	MCQ 40, SEQ 30	70	Viva 30	30	MCQ 20, SEQ 30	50	MCQ 45, SEQ 45, IA 10	100	VIVA	50	MCQ 45, SEQ 45, IA 10	100
Periodontology 200	MCQ 40, SEQ 30	70	Viva 30	30	MCQ 20, SEQ 30	50	MCQ 45, SEQ 45, IA 10	100	VIVA	50	MCQ 45, SEQ 45, IA 10	100
Oral Medicine 100	MCQ 20, SEQ 30	50	Viva 25, OSPE 25	50	MCQ 20, SEQ 30	50	MCQ 21, SEQ 24, IA 05	50	VIVA	50	MCQ 21, SEQ 24, IA 05	50
Oral Pathology 200	MCQ 40, SEQ 30	70	Viva 25, OSPE 25	50	MCQ 20, SEQ 30	50	MCQ 45, SEQ 45, IA 10	100	OSPE 45, VIVA 45, IA 10	100	MCQ 45, SEQ 45, IA 10	100

Clinical

Clinical Assessment BCA							Final Clinical Assessment (FCA) *6 (Late Session & Send up Exam)	
Form No	BDS-3 Form-7		BDS-3 Form-8		BDS-3 Form-9		BDS-3 Form-10	
Test Type	Early Ward Test		Mid Ward Test		Grand Ward Test			
Mode of Exam	CLINICAL							
Weightage	20%		30%		50%		100%	
General Medicine 200	VIVA 20 OSPE 30	50	VIVA 60 OSPE 40	100	SHORT CASE I 15 , LONG CASE II 30, OSPE45 , IA 10	100	SHORT CASE I 15 , LONG CASE II 30, OSPE45 , IA 10	100
General Surgery 200	VIVA 20 OSPE 30	50	VIVA 70 OSPE 30	100	SHORT CASE I 30 , LONG CASE II 30, OSPE30 , IA 10	100	SHORT CASE I 30 , LONG CASE II 30, OSPE30 , IA 10	100
GRAND WARD TEST								
Weightage	100%							
Periodontology 200					OSCE 45 , Viva 45 , IA 10	100	OSCE 45 , Viva 45 , IA 10	100
Oral Medicine 100					OSPE/OSCE 45 , IA 5	50	OSPE/OSCE 45 , IA 5	50

Non Examinable Subjects

Operative Dentistry	Viva 50	
Prosthodontics	Viva 50	
OMFS	Viva 50	

External Assessment

<table>
<tr><th colspan="2">Paper Details</th><th>Assessment Methods</th><th>Total Marks</th><th>Percentage Weightage</th></tr>
<tr><td rowspan="3">Theory
● 100 marks
● 3 hrs</td><td rowspan="2">External Assessment</td><td>45 MCQs (1 mark each)</td><td>45 marks</td><td rowspan="3">50 %</td></tr>
<tr><td>15 SEQs (3 marks each)</td><td>45 marks</td></tr>
<tr><td>Internal Assessment</td><td>See Internal Assessment Criteria</td><td>10 marks</td></tr>
<tr><td rowspan="2">Practical
● 100 marks
● 3 hrs</td><td>External Assessment</td><td>Viva & OSPE</td><td>90 marks</td><td rowspan="2">50%</td></tr>
<tr><td>Internal Assessment</td><td>See Internal Assessment Criteria</td><td>10 marks</td></tr>
<tr><td colspan="3">Total</td><td>200 Marks</td><td>100%</td></tr>
</table>

Sample Paper

MCQ

A 20 year old girl presented with a history of loose stools,abdominal pain and fever from the last 7 days.Since Yesterday,she developed weakness in both legs with intact sensations. Ankle jerk was absent,knee Jerk was present. What's the likely diagnosis of her neurological condition?

Option:

a) Gullain Burrie Syndrome(GBS)*
b) Transverse Myelitis
c) Poliomyelitis
d) Cauda equina syndrome

COGNITIVE LEVEL: Recall
DIFFICULTY LEVEL: Moderate
IMPORTANCE: Must Know
REFERENCE: **Davidson Principles and Practices of Medicine 24th edition**

SEQ/SAQ

Scenario
A 22 year old female presented with Cola coloured urine and periorbital swelling from 2 days. Urine Complete examination showed Hematuria, RBC cast and 2+ proteinuria. She has a history of sore throat 2 weeks back. Her ASO titers were markedly elevated.

Questions	Marks
a)What's likely Diagnosis?	**1**
b)Enlist the possible underlying cause?	**1**
c)What are other Causes of Nephritic Syndrome?	**1**

Key	Marks
a) **Post-Streptococcal Glomerulonephritis**	**1**
b) **Group A strepococcal Phyrangitis**	**1**
c) IgA nephropathy, Lupus Nephritis, Good pasture syndrome, RPGN	**1**

COGNITIVE LEVEL: Recall

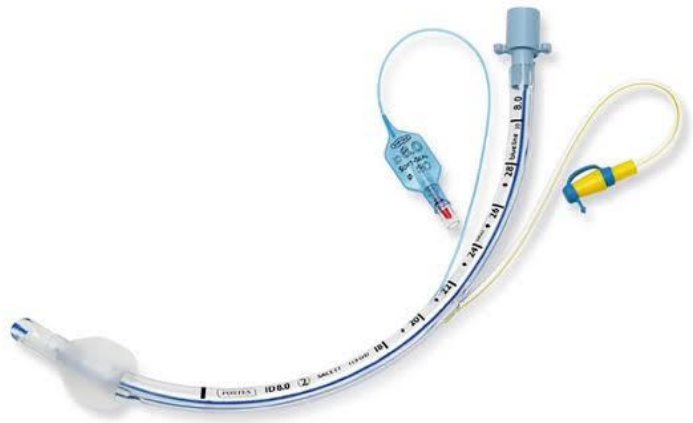
DIFFICULTY LEVEL: /Moderate

IMPORTANCE: Must Know

REFERENCE: Davidson Principle and practice of medicine 24th edition

OSCE

Scenario : **Identify the Instrument. Enlist its 3 Indications.**



Key
:Endotracheal Tube

Indications: Cardiopulmonary arrest, airway collapse, Elective incubation for surgery.

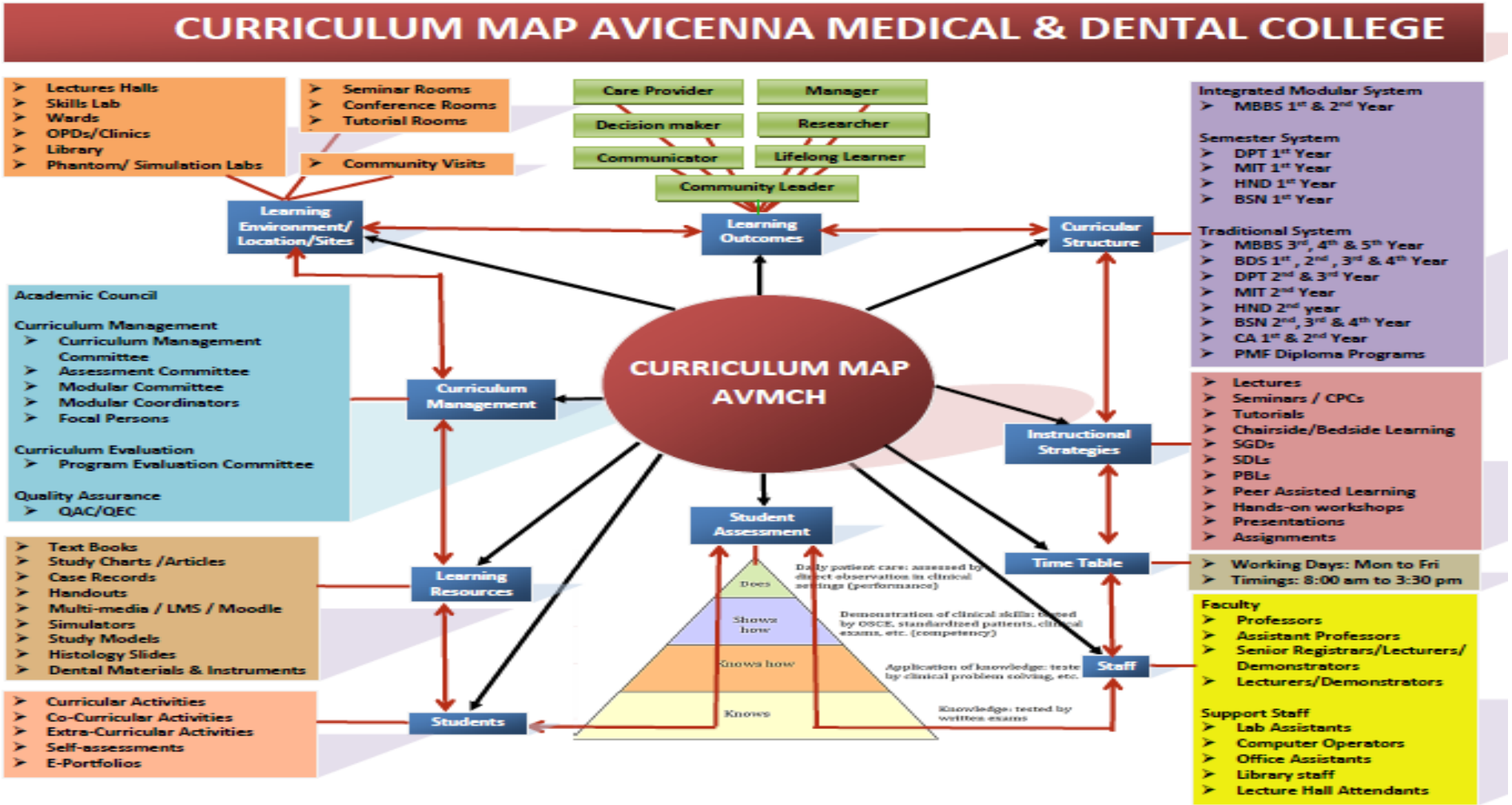
CURRICULUM DETAILS

Curricular Framework including allocation of hours (PMDC)

BDS SCHEME OF STUDIES			
Basic Dental Sciences / Preclinical Year		**Clinical Dental Sciences / Clinical Years**	
1st Professional Year	**2nd Professional Year**	**3rd Professional Year**	**4th Professional Year**
Anatomy 300 Hours	**General Pathology** 220 Hours	**General Medicine** 180 Hours	**Operative Dentistry** 250 Hours
Physiology 300 Hours	**Pharmacology** 220 Hours	**General Surgery** 170 Hours	**Prosthodontics** 250 Hours
Biochemistry 180 Hours	**Science of Dental Materials** 300 Hours	**Oral Pathology** 180 Hours	**Orthodontics** 250 Hours
Oral biology & Tooth Morphology 300 Hours	**Community Dentistry** 200 Hours	**Oral Medicine** 150 Hours	**Oral & Maxillofacial Surgery** 250 Hours
General Education 120 Hours (Islamiat, Pakistan Studies Behavioural Sciences, Research, English, Arts & Humanities)	**Preclinical Operative Dentistry** 80 Hours	**Periodontology** 180 Hours	**Pediatric Dentistry** 100 Hours
	Pre-clinical Prosthodontics 80 Hours	**Clinical Operative** 80 Hours	**General Education** 100 Hours (Research, English, Arts & Humanities, ICT)
	General Education 100 Hours (Behavioural Sciences, Research, English, Arts & Humanities, ICT)	**Clinical Prosthodontics** 80 Hours	
		Clinical Oral & Maxillofacial Surgery 80 Hours	
		General Education 100 Hours (Research, English, Arts & Humanities, ICT)	
1200 hours	**1200 hours**	**1200 hours**	**1200 hours**

Curricular Map & Rationale

1. This pictorial, vertical and horizontal presentation of the course content and extent shows the sequence in which various systems are to be covered. Curricular map to cover all the subjects and modules and the time allocated to study of the systems for the undergraduate programs offered at four colleges at campus are as follows:



Rationale 3rd Professional Year	
Subjects	**General Medicine**
TERM- I	● Introduction to Systems and diseases ● CVS ● Nephrology ● pulmonology
TERM- II	● Git / liver ● Endocrinology ● diabetes melitis
TERM-III	● Hematology ● Infectious diseases ● CNS

Learning Outcomes

Unit/ Chapter	Topic/ Content	Student Learning Outcomes	Mode of Information (MOIT)	Learning Domain (KSA-Model)
Infectious Diseases	1. Malaria 2 Enteric Fever, Dysentery Cholera 3. dengue Fever and COVID -19 4. HIV 5. Syphilis 6. Sexually Transmitted Diseases 7. Scabies 8. Streptococcal and Staphylococcal Infections	Students should be able to: 1. Have a basic concept of infectious diseases 2. Understand the pathological process of the infectious diseases 3. Interpret the main sign and symptoms of the disease of relevant system 4. Make a list of important relevant differential diagnosis	Lecture Tutorial Practical	Knowledge, Skill, Attributes
Kidney & Urine Diseases	1. Investigations in Renal Disese 2. Acute Kidney Ijury 3. Chronic Kidney Disease 4. Nephritic Syndrome	Students should be able to: 1. Have a basic concept of kidney disease 2. Understand the pathological process of the kidney diseases 3. Interpret the main sign and symptoms of the disease of relevant system 4. 5. Make a list of important relevant differential diagnosis	Lecture Tutorial Practical	Knowledge, Skill, Attributes

	5. Nephrotic Syndrome 6. Infections of the kidney and Urinary Tract 7. Urinary Stone Disease and Obstructive Nephropathy 8. Dialysis and Renal Replacement Therapy			
Cardiovascular Diseases	1. Hypertension 2. Ischemic Heart Disease (Stable and Unstable Angina) 3. Ischemic Heart Disease (Non STEMI and STEMI) 4. Heart Failure 5. Cardiac Arrythmias/ Atrial Fibrillation	Students should be able to: 1. Have a basic concept of CVS diseases 2. Understand the pathological process of the CVS diseases 3. Interpret the main sign and symptoms of the disease of relevant system 4. Make a list of important relevant differential diagnosis	Lecture Tutorial Practical	Knowledge, Skill, Attributes

	6. Infective Endocaditis			
Respiratory Diseases	"1.Symptomatolgy of Repisratory Diaseses 2 Pneumonia 3. Asthma 4. COPD 5. Bronchiectasis 6. Pulmonary Tuberculosis 7. Lung Carcinoma 8. Pleural Effusion	Students should be able to: 1. Have a basic concept of Respiratory diseases 2. Understand the pathological process of the Respiratory diseases 3. Interpret the main sign and symptoms of the disease of relevant system 4. 5. Make a list of important relevant differential diagnosis	Lecture Tutorial Practical	Knowledge, Skill, Attributes
Endocrine Diseases	1. Hyperthyroidism 2. Hypothyroidism 3. Diabetes Mellitus 4. Hypoadrenalism and Adrenal Crisis 5. Cushing's Syndrome 6. PCOD and Infertility	Students should be able to: 1. Have a basic concept of Endocrine and metabolic diseases 2. Understand the pathological process of the Endocrine diseases 3. Interpret the main sign and symptoms of the disease of relevant system 4. 5. Make a list of important relevant differential diagnosis	Lecture Tutorial Practical	Knowledge, Skill, Attributes

	7. Acromegaly and Gigantism 8. Short Stature and Hypopituitarism			
Diabetes Mellitus	Diabetes Mellitus Diabetic Neuropathy DKA HONK	Students should be able to: 1. Have a basic concept of Diabetes and related diseases 2. Understand the pathological process of the Diabetes 3. Interpret the main sign and symptoms of the disease of relevant system 4. 5. Make a list of important relevant differential diagnosis	Lecture Tutorial Practical	Knowledge, Skill, Attributes
Alimentary Tract Diseases	1. Esophagitis/ Achalasia 2. Gastritis and GERD 3. Peptic Ulcer Disease 4. Malabsorption Syndromes and Ceiac Disease 5. Inflammatory Bowel Disesae	Students should be able to: 1. Have a basic concept of Gastrointestinal diseases 2. Understand the pathological process of the GI diseases 3. Interpret the main sign and symptoms of the disease of relevant system 4. 5. Make a list of important relevant differential diagnosis	Lecture Tutorial Practical	Knowledge, Skill, Attributes
Liver Diseases	1. LFts Interpretation and Approach to Jaundice 2. Viral Hepatitis 3. Alcoholic and Non Alcoholic Fatty Liver Disease	Students should be able to: 1. Have a basic concept of hepatobilliary diseases 2. Understand the pathological process of the hepatobilliary diseases 3. Interpret the main sign and symptoms of the disease of relevant system 4. 5. Make a list of important relevant differential diagnosis	Lecture Tutorial Practical	Knowledge, Skill, Attributes

	4. Cirrhosis of Liver and CLD			
Blood Disorders	1. Macrocytic Anemia 2. Microcytic Anemia 3. Aplastic Anemia 4. Acute Leukemia 5. Myeloproliferative Disorders (CML) 6. Lymphomas 7. Clotting Disorders (Hemiphilia, VW Disease, Christmas Disease) 8. Anticogulation Therapy	Students should be able to: 1. Have a basic concept of Blood Disorders and hematological diseases 2. Understand the pathological process of the blood related diseases 3. Interpret the main sign and symptoms of the disease of relevant system 4. 5. Make a list of important relevant differential diagnosis	Lecture Tutorial Practical	Knowledge, Skill, Attributes
Neurological Diseases	1. Headache 2. Cerbrovascular Accident 3. Meningitis/ Encephalitis	Students should be able to: understand the basic anatomy and physiology of the relevant system	Lecture Tutorial Practical	Knowledge, Skill, Attributes

	4. Dementia/ Alzeimer's Diseases 5. Myasthenia Gravis 6. Multiple Sclerosis 7. Epilepsy 8 Cranial Nerve Disorders 9. GBS			

Assessment TOS/Blueprint

Topic/ Content	Assessment Method (No. of Questions)			
	MCQS	SEQs	**Viva**	**OSCE**
Infectious Diseases	3	2	Possible Viva Questions from all topics	**Observed & Unobserved Stations**
Kidney & Urine Diseases	3	1		
Cardiovascular Diseases	6	2		
Respiratory Diseases	10	1		
Endocrine Diseases	4	1		
Diabetes Mellitus	2	2		
Alimentary Tract Diseases	4	1		
LiverDiseases	4	1		
Blood Disorders	4	2		
Neurological Diseases	5	2		
Total	45	15	-	10


AVICENNA DENTAL
AVICENNA MEDICAL COLLEGE
AVICENNA DENTAL COLLEGE
GULFREEN NURSING COLLEGE
ABDUL WAHEED INSTITUTE
OF ALLIED HEALTH SCIENCES