

# BEHAVIORAL SCIENCES CURRICULUM FOR MBBS 150 Hours

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## Prepared by

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# **Table of Abbreviations**

FA	Final Assessment		
IA	Internal Assessment		
GS	Guest Speaker		

Introduction to Be		Assessment Tool	Teaching Faculty
gnificance of			
		d Its Importance in I	<b>Health</b>
clinical practice	Seminar with Psychologist, anthropologist and Sociologist	FA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	<ul> <li>Psychologist or Psychiatrist / Behavioural Scientist</li> <li>Anthropologist (GS)</li> <li>Sociologist (GS)</li> </ul>
ferentiate: Holistic Vs. Fraditional Allopathic Medicine Culture & Medical Practice	Lectures/ Presentations	FA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	<ul> <li>Psychologist or Psychiatrist /</li> <li>Behavioural Scientist</li> <li>Physician (GS)</li> </ul>
scuss Health Care odels and their nical plications Bio-Psycho- Social Model of health and disease The Integrated Model of Health Care: Correlation of Body, Brain, Mind, Spirit and Behavioural Sciences The Public Health Care Model	<ul> <li>Lectures/Presen tations</li> <li>Small group discussions (SGD)/seminars</li> </ul>	FA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	<ul> <li>Psychologist or Psychiatrist /</li> <li>Behavioural Scientist</li> <li>Anthropologist (GS)</li> <li>Sociologist (GS)</li> <li>Public Health specialist (GS)</li> </ul>
	ferentiate: Holistic Vs. Fraditional Allopathic Medicine Culture & Medical Practice  cuss Health Care dels and their nical plications Bio-Psycho- Social Model of nealth and disease The Integrated Model of Health Care: Correlation of Body, Brain, Mind, Spirit and Behavioural Sciences The Public Health Care Model	ferentiate: Holistic Vs. Traditional Allopathic Medicine Culture & Medical Practice  Cuss Health Care dels and their nical plications Bio-Psycho- Social Model of nealth and disease The Integrated Model of Health Care: Correlation of Body, Brain, Mind, Spirit and Behavioural Sciences The Public Health Care Model  Sociologist  Lectures/ Presentations  • Lectures/Presen tations • Small group discussions (SGD)/seminars	Sociologist  IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios  FA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations  FA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios  Culture & Medical Practice  Culture & Medical Practice  Culture & Medical Practice  Cuss Health Care dels and their nical plications Bio-Psycho-Social Model of nealth and disease The Integrated Model of Health Care: Correlation of Body, Brain, Mind, Spirit and Behavioural Sciences  The Public Health  Care Correlation of Body, Brain, Mind, Spirit and Behavioural Sciences  The Public Health

Analyze human behaviour and other factors affecting health and disease by Enhancing doctor's own learning and clinical skill.	Understand human behaviour through Principles of Psychology 1. Sensation and sense organs 2. Perception 3. Attention and concentration 4. Memory 5. Thinking 6. Communication	<ul> <li>Lectures/Presen tations</li> <li>Interactive Video Vignettes</li> <li>Large group Interactive session (LGIS)</li> </ul>	FA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	Psychologist or Psychiatrist / Behavioural Scientist
		3. Individual Differ	rences	
Understand and assess types of human personality and phases of personality development along with intelligence.	Understand individual human differences 1. Intelligence 2. Personality Development	<ul> <li>Lectures/Presen tations</li> <li>Interactive Video Vignettes</li> <li>Large group Interactive session (LGIS)</li> </ul>	FA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	Psychologist or Psychiatrist/ Behavioural Scientist
Understand the complex interplay of Brain and Behaviour.	Describe Neurobiological and Psychological Basis of Behaviour 1. Emotions 2. Motivation/need/d rive 3. learning	<ul> <li>Lectures/Presen tations</li> <li>Interactive Video Vignettes</li> <li>Group Project</li> </ul>	FA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	Psychologist or Psychiatrist / Behavioural Scientist
	4. Medi	cal Ethics and Ment	al Health Acts	
Integrate the principles of medical ethics in professional life	Medical Ethics and Professionalism	<ul> <li>Lectures/Presen tations</li> <li>Small Group Discussion</li> </ul>	FA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	<ul> <li>Psychologist or Psychiatrist / Behavioural Scientist</li> <li>Physicians</li> </ul>
Integrate significance of medical ethics in medical practice	Describe and Demonstrate relevance of Ethics in the Life of a Doctor 1. Scope and	<ul> <li>Lectures/Presen tations</li> <li>Declamation Contests, Dramas, Documentaries,</li> </ul>	FA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies,	Psychologist or Psychiatrist / Physicians

	Meaning of Medical Ethics 2. Guiding Principles of Medical Ethics 3. Common Ethical Issues in Medical Practice 4. Common Ethical Dilemmas in a Health Professional's Life 5. Doctor-Patient Relationship	Short Films and Videos (e.g. on common ethical dilemmas)  Role-playing with peers  Case-Based Learning (CBL)	reflective writing and student portfolios	
Familiarize doctors with alternative medicine and ethical concerns of its practices in medical setup.	Discuss the significance of knowing psychosocial aspects of alternative medicine in clinical practice.	<ul> <li>Lectures/Presen tations</li> <li>Large group Interactive session (LGIS)</li> </ul>	FA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	<ul> <li>Psychologist or Psychiatrist / Behavioural Scientist</li> <li>Anthropologist (GS)</li> </ul>
Mental Health Acts	History of Mental Health Acts in Pakistan  Recent Psychiatric health laws in Pakistan	<ul> <li>Lectures         Presentations     </li> <li>Group         discussions     </li> <li>Case Based         Learning     </li> </ul>	FA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	Psychologist or Psychiatrist / Behavioural Scientist
	5.	Doctor Patient Rela		
Analyze critical situations/ challenges in clinical practice to solve clinical problems	Discuss Rights and Responsibilities of Patients and Doctors 1. Rights of the Patient 2. Responsibilities of the Patients 3. Rights of the Doctor 4. Responsibilities of the Doctor	<ul> <li>Lectures/Presen tations</li> <li>Case-Based Learning (CBL)</li> <li>Large group Interactive session (LGIS)</li> <li>Storytelling by students</li> </ul>	FA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	Psychologist or Psychiatrist /Physician
Critique the ethical boundaries of conduct in doctor patient relationship	Understand Psychological Reactions in Doctor-Patient Relationship 1. Social bonding	<ul> <li>Lectures/Presen tations</li> <li>Case-Based Learning (CBL)</li> </ul>	FA: MCQs, SAQs, SEQs and OSCE IA: quizzes, presentations, assignments, group	Psychologist or Psychiatrist / Behavioural Scientist

Demonstrate professional excellence of a doctor to maintain healthy doctorpatient relationship	<ol> <li>Dependence</li> <li>Transference</li> <li>Countertransference</li> <li>Resistance</li> <li>Unwell Physician / Burn-out</li> <li>Understand Professionalism in Health Care</li> <li>Knowledge</li> <li>Skills</li> <li>Attitudes</li> </ol>	<ul> <li>Large group         Interactive             session (LGIS)     </li> <li>Storytelling by         students</li> <li>Role-playing         with peers</li> <li>Lectures/Presen         tations</li> <li>Large group         Interactive         session (LGIS)</li> </ul>	projects, case studies, reflective writing and student portfolios  EA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	<ul> <li>Psychologist or Psychiatrist t/ Behavioural Scientist</li> <li>Physician (GS)</li> </ul>
6. Non Phar	macological Intervent			
	Conflict Resolutio	on, Informational Ca	re and Breaking Bad	News
Demonstrate effective communication skills in clinical practice, assimilate and handle patient information in different clinical scenarios. Handling uncertain situations in clinical practice.	Demonstrate Non-Pharmacological Interventions (NPIs) in Clinical Practice 1. Communication Skills 2. Counselling 3. Informational Care (IC) 4. Handling Difficult Patients and their Families 5. Breaking Bad News 6. Crisis Intervention and Disaster Management 7. Conflict Resolution 8. Empathy	<ul> <li>Lecture         /Presentation</li> <li>Role-playing         with peers</li> <li>Storytelling by         students</li> <li>Problem Based         Learning (PBL)</li> <li>Case-Based         Learning         (CBL),</li> <li>Interactive         Video Vignettes</li> </ul>	EA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	Psychologist or Psychiatrist / Behavioural Scientist
Equip medical students with the required skills to cope with critical psychosocial issues in exceptional hospital settings	Psychosocial Issues in Special Hospital Settings 1. Coronary Care Unit 2. Intensive Care Unit 3. The Emergency Department	<ul> <li>Lectures/Presen tations</li> <li>Large group Interactive session (LGIS)</li> <li>Role-playing with peers</li> <li>Case Studies</li> <li>Seminars</li> </ul>	EA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	<ul> <li>Psychologist or Psychiatrist / Behavioural Scientist</li> <li>Surgeon (GS)</li> <li>Nephrologist (GS)</li> <li>Oncologist (GS)</li> <li>Gynecologist (GS)</li> </ul>

Critically analyze	4. Psychosocial Aspects of Organ Transplantation 5. The Dialysis Unit 6. Reproductive Health 7. Pediatrics Ward 8. Oncology 9. Operating Theater Demonstrate	• Lectures/Presen	EA: MCQs, SAQs,	<ul> <li>Pediatric (GS)</li> <li>Psychologist or</li> </ul>
the patient to provide the best care possible and help the individual obtain optimal health.	knowledge, and necessary skills for Psychosocial Assessment	tations • Large group Interactive	SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	Psychiatrist / Behavioural Scientist • Dentist (GS)
7. Life Events	s: Psychotrauma, Psyc	hological Reactions,	Stress and Stressors,	Stress Management
Identify sources of stress and its management towards patients, self and other staff members	Define and discuss Stress and its Management 1. Job-related Stress & Burnout 2. Response to stress 3. Stress Management	<ul> <li>Lectures/Prese ntations</li> <li>Case-Based Learning (CBL),</li> <li>Case studies</li> <li>Individual assignment</li> </ul>	EA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	Psychologist or Psychiatrist / Behavioural Scientist
Equip medical students with knowledge and skills in order to respond to psycho-traumatic cases in hospital settings.	Understanding Psychotrauma	<ul> <li>Lectures/Prese ntations</li> <li>Case studies</li> <li>Reflective writing</li> </ul>	EA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	Psychologist or Psychiatrist / Behavioural Scientist
Prepare doctors to deal with challenges of terminal and bereavement care in clinical practice within their boundaries.	Discourse of the Psychosocial. Aspects of Death and Dying	<ul> <li>Lectures/Prese ntations</li> <li>Storytelling by patients (i.e., patient's narrative)</li> <li>Case-Based Learning (CBL),</li> <li>Case studies</li> </ul>	EA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	<ul> <li>Psychologist or Psychiatrist / Behavioural Scientist</li> <li>Anthropologist (GS)</li> </ul>

Understand the impact of terrorism on mental health and its management for mental well being	Explain Psychosocial Aspects of Terrorism	•	Lectures/Prese ntations Case-Based Learning (CBL) Case studies	EA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	•	Psychologist or Psychiatrist / Behavioural Scientist
Identify the correlation of aging with life span, psychological factors and sociological factors.	Discuss Psychosocial. Aspects of Aging	•	Lectures/Prese ntations Storytelling by patients (i.e., patient's narrative) Case-Based Learning (CBL), Case studies	EA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	•	Psychologist or Psychiatrist / Behavioural Scientist Gerontologist (GS)

	3 <sup>rd</sup> Year (75 Hours MBBS)					
	1. Psychological Aspects of Health and Disease					
Illustrate human thought, behaviour and interactions by health and disease situations influenced by psychological factors.	Discuss role of Psychology in Medical Practice  1. Role of psychological factors in the aetiology of health problems  2. Role of psychological factors in the precipitation (triggering) of illnesses  3. Role of psychological factors in the management of illnesses  4. Role of psychological and social factors in diseases causing disability. handicap and stigma  5. Role of psychological factors in patients reactions to illness  6. Medically Unexplained Physical Symptoms (MUPS)	<ul> <li>Lectures/Presen tations</li> <li>Large group Interactive session (LGIS)</li> <li>Reflective Writing</li> <li>Interactive Video Vignettes</li> </ul> EA: MCQs, SAQs, SEQs and OSCE <ul> <li>IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios</li> <li>Psychologis or Psychiatr / Behavioural Scientist</li> <li>Physician (GS)</li> </ul>	rist			
Recognize the factors contributing towards a state of psychological and social well-being of human in clinical practice.	Discuss and Demonstrate Psychosocial Aspects of Health and Disease 1. Health and Normality 2. Defence Mechanisms 3. Psychosocial Assessment in Health Care 4. Clinical Situations Demanding a Comprehensive Psychosocial Assessment 5. Psychological reactions to Illness and Hospitalization  2. Pain, Sle	<ul> <li>Lectures/Presen tations</li> <li>Large group Interactive session (LGIS)</li> <li>Role-playing with peers</li> <li>EA: MCQs, SAQs, SEQs and OSCE</li> <li>IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios</li> <li>Scientist</li> </ul>				

The decester of the	D	T , , ,	EA. MCO. GAO	Davide 1 - 1.4
Understand the complex interplay	Describe Neurobiological Basis	• Lectures/ Presentations	EA: MCQs, SAQs, SEQs and OSCE	Psychologist or Psychiatrist /
of Brain and	of Behaviour	<ul> <li>Interactive Video</li> </ul>		Behavioural
Behaviour	1. Arousal	Vignettes	IA: quizzes,	Scientist
	2. Sleep	<ul> <li>Group Project</li> </ul>	presentations,	
	3. Consciousness		assignments, group projects, case studies,	
			reflective writing and	
			student portfolios	
Integrate	Discuss Psychosocial	Lectures/	EA: MCQs, SAQs,	Psychologist or
knowledge and	aspects of Pain	<ul> <li>Presentations</li> </ul>	SEQs and OSCE	Psychiatrist /
skills of coping		Individual		Behavioural
and treatment of		Assignments /	IA: quizzes,	Scientist
pain in various		Group Projects	presentations,	
situations.			assignments, group	
			projects, case studies,	
			reflective writing and	
			student portfolios	
Identify the bio-	Discuss Psychosocial	Lectures/	EA: MCQs, SAQs,	Psychologist or
psycho-social	Aspects of Gender and	Presentations	SEQs and OSCE	Psychiatrist /
factors	Sexuality	<ul> <li>Storytelling by</li> </ul>		Behavioural
contributing to	1. Sexual Identity	patients (i.e.,	IA: quizzes,	Scientist
sexual health and	2. Gender Identity	patient's	presentations,	<ul> <li>Anthropologist</li> </ul>
impact physical	3. Sexual Behaviour	narrative)	assignments, group projects, case studies,	(GS)
and mental health	4. Gender differences	<ul> <li>Case-Based</li> </ul>	reflective writing and	<ul> <li>Sociologist</li> </ul>
of human being.	in Sexual Behaviour	Learning	student portfolios	(GS)
	5. Masturbation	(CBL),	<b>P</b>	<ul> <li>Gynecologist</li> </ul>
	6. Sexual orientation	<ul> <li>Case studies</li> </ul>		(GS)
	7. Psychiatric	• Reflective		
	morbidity 8. Sexual Disorders	Writing		
	<ul><li>8. Sexual Disorders</li><li>9. Sexual Dysfunction</li></ul>	<ul> <li>Group project</li> </ul>		
	10. Disorders of Sexual			
	Preference/			
	Paraphilia			
	11. Gender Dysphoria			
	(DSM V) or Gender			
	Identity Disorder			
	(ICD 10)			
	12. Management of			
	Gender and			
	Sexuality Issues			
	3. Cı	   lture and Medical Pr	 ractice	
	<i>3.</i> Ct	munt and Mituical I i	actice	

Understanding the cultural and social aspects of medical practice by getting holistic view of health	Explain following cultural and social aspects in medical practice:  1. Sociology and Health 2. Social Groups 3. Social Class 4. Child Rearing Practices 5. Roles, Social Support, religion, Stigma, Sick role, Death and Dying 6. Impact of social factors on Treatment Adherence 7. Anthropology and Health 8. Understanding culture in health 9. Influence of culture on health care 10. Culturally sensitive clinical assessment 4. Common Psychia	<ul> <li>Lectures/Present ations</li> <li>Case-Based Learning (CBL)</li> <li>Case studies</li> </ul>	EA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	<ul> <li>Psychologist or Psychiatrist / Behavioural Scientist</li> <li>Anthropologist and Sociologist (GS)</li> </ul>
Common Psychiatric Disorders in General Health Settings	<ol> <li>Mixed Anxiety and Depression</li> <li>Panic Disorder</li> <li>Unexplained Somatic Complaints: Persistent Complainers</li> <li>Dissociative and Possession States</li> <li>Drug Abuse, Alcohol &amp; Tobacco use</li> <li>Suicide and Deliberate Self Harm (DSH)</li> <li>Delirium</li> </ol>	<ul> <li>Lectures/Present ations</li> <li>Case studies</li> </ul>	EA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	Psychologist or Psychiatrist / Behavioural Scientist
	5. Interview	ing/ Psychological Hi	story Taking	
Interviewing and Psychosocial Assessment	<ul> <li>Techniques for interviewing in clinical setting</li> <li>History taking</li> <li>Developmental History</li> </ul>	<ul> <li>Lectures/Presen tations</li> <li>Demonstrations of these techniques by</li> </ul>	EA: MCQs, SAQs, SEQs and OSCE  IA: quizzes, presentations, assignments, group projects, case studies,	Psychologist     or Psychiatrist     /     Behavioural     Scientist

2. Educational	role playing in	reflective writing and	
history	peer groups	student portfolios	
3. Job stressors	1 6 1		
4. Social history			
<ol><li>Marital history</li></ol>			
<ol><li>Drug addiction</li></ol>			
history			
7. Legal history			
8. Medical/surgical			
history			
9. Assessment of			
health services &			
other			
psychosocial			
stressors			
10. Assessment of			
patient			
perception of			
disease			
according to			
Health Belief			
Model			

#### **Precis for MBBS Students**

This curriculum of Behavioral Sciences for MBBS program comprises all required and desired topics essential for effective clinical practice of Physician. Whereas, Student who intends to appear in United States Medical Licensing Examination (USMLE), which is a necessary medical license to practice in the United States of America (USA) including 140 other countries, needs to pass the exam of Behavioral Sciences and Social Sciences. Apart from this curriculum, USMLE demands further knowledge of Personality Test, Intelligence Test, Defense Mechanisms (narcissistic, mature, Immature and anxiety), Health Care Delivery System and Basic Science of Patients Safety. Students are recommended to go for further reading material from the latest version of USMLE Step -1 Lecture Notes by Harold I. Kaplan to pass the test.

#### Behavioral Sciences Table of Specification (TOS) for MBBS

### **Third Professional MBBS Examination 2024 – Theory**

Marks of theory paper = 80 Marks
Time Allowed = 3 hours
Internal assessment = 20 Marks

Total marks (MCQs: 40+ SEQs: 40+ IA: 20) = 100 Pass Marks = 50

Paper-1 60 x MCQs (1 mark each)

(60 Marks, Weighting: 40%, Time = 60 minutes)

**Paper-2** (40 Marks, 40%: Time = 2 hours)

5x6 = 302x5 = 10

Behavioral Sciences TOS for MBBS									
150 Hours									
		Number o	f MCQ's (60)						
Subjects	bjects Topics		Application (40)	Number of SEQs 5x6 = 30 2x5 = 10					
1. Introd	1. Introduction to Behavioral Sciences and Its Importance in Health								
Demonstrate understanding of holistic and bio medicine model in clinical practice along with understanding of culture and medical practice	Differentiate: 1. Holistic Vs. Traditional Allopathic Medicine 2. Culture & Medical Practice								
Comprehensive understanding of psychology, sociology and anthropology as well as biological determinants of health and disease in clinical practice, along with public health approach of primary and secondary prevention of disease/disorder and promotion of health.	Discuss Health Care Models and their Clinical Applications 1. Bio-Psycho-Social Model of health and disease 2. The Integrated Model of Health Care: Correlation of Body, Brain, Mind, Spirit and Behavioural Sciences 3. The Public Health Care Model	1							

	2. Understanding B	Behaviour		
Analyze human	Understand human			1
behaviour and other	behaviour through			
factors affecting health	Principles of Psychology			
	1. Sensation and sense			
and disease by	organs		1	
Enhancing doctor's own	2. Perception			
learning and clinical	3. Attention and			
skill.	concentration			
	4. Memory			
	5. Thinking	1	1	
	6. Communication	1	-	
	3.Individual Diff	erences		
Understand and assess	Understand individual			1
types of human	human differences	1		
personality and phases	1. Intelligence		1	
of personality	2. Personality		1	
	Development			
development along with				
intelligence.				
Understand the complex	Describe Neurobiological			
interplay of Brain and	and Psychological Basis			
Behaviour.	of Behaviour			
	1. Emotions			
	2. Motivation/need/drive	1	1	
	3. learning	1		
			1	
	4. Medical Ethics and Men	ntal Health A	Acts	1
Integrate the principles	Medical/ Dental Ethics and			
of medical/dental ethics	Professionalism			
in professional life				
Integrate significance of	Describe and			1
medical/dental ethics in	<b>Demonstrate relevance of</b>			
medical/dental practice	Ethics in the Life of a			
	Doctor/ Dentist			
	1. Scope and Meaning of			
	Medical/ Dental Ethics			
	2. Guiding Principles of			
	Medical/Dental Ethics			
	3. Common Ethical Issues			
	in Medical/Dental		1	
	Practice			
	4. Common Ethical			
	Dilemmas in a Health			
	Professional's Life			
	5. Doctor-Patient / Dentist-			
	Patient Relationship	1		
Familiarize	Discuss the significance of			
doctors/dentist with	knowing psychosocial			
	Poj mosovini		<u> </u>	I

alternative medicine and		1	1	
	aspects of alternative		1	
ethical concerns of its	medicine in clinical			
practices in medical	practice.			
setup.	TT:	1		
Mental Health Acts	History of Mental Health	1		
	Acts in Pakistan			
	Recent Psychiatric health			
	laws in Pakistan			
	5. Doctor Patient I	Relationship	Т	Т
Analyze critical	Discuss Rights and			
situations/ challenges in	Responsibilities of			
clinical practice to solve	Patients and Doctors			
clinical problems	1. Rights of the Patient		1	
	2. Responsibilities of the		_	
	Patients			
	3. Rights of the Doctor			
	4. Responsibilities of the			
	Doctor			
Critique the ethical	<b>Understand Psychological</b>			
boundaries of conduct in	Reactions in Doctor-			
doctor patient	Patient Relationship	1	1	
relationship	<b>1.</b> Social bonding	_	_	
	2. Dependence			
	<b>3.</b> Transference			
	<b>4.</b> Counter-transference			
	<b>5.</b> Resistance			
	<b>6.</b> Unwell Physician /			
	Burn-out			
Demonstrate	Understand			
professional excellence	Professionalism in Health		1	
of a doctor to maintain	Care			
healthy doctor-patient	1. Knowledge			
relationship	2. Skills			
	3. Attitudes			
6. Non Pharmacological	<b>Interventions: Communicat</b>	ion Skills, Co	ounselling, Cri	isis Intervention,
Conflict	Resolution, Informational Ca	are and Brea	king Bad New	'S
Demonstrate effective	<b>Demonstrate Non-</b>			
communication skills in	Pharmacological			
clinical practice,	Interventions (NPIs) in			
assimilate and handle	Clinical Practice			1
patient information in	1. Communication Skills		1	
different clinical	2. Counselling		1	
scenarios. Handling	3. Informational Care (IC)			
uncertain situations in	4. Handling Difficult			
clinical practice.	Patients and their			
	Families	1	1	
	5. Breaking Bad News			
	6. Crisis Intervention and			
	Disaster Management		1	
	7. Conflict Resolution		1	
	8. Empathy	1	1	

Equip medical students with the required skills to cope with critical psychosocial issues in exceptional hospital settings	Discuss Psychosocial Issues in Special Hospital Settings 1. Coronary Care Unit 2. Intensive Care Unit 3. The Emergency Department 4. Psychosocial Aspects of Organ Transplantation 5. The Dialysis Unit 6. Reproductive Health 7. Pediatrics Ward 8. Oncology 9. Operating Theater	1	1	
		1	1	
•	  hotrauma, Psychological Re	actions, Stre	ss and Stresso	rs, Stress
Management Identify sources of stress and its management towards patients, self and other staff members	Define and discuss Stress and its Management 1. Job-related Stress & Burnout 2. Response to stress 3. Stress Management	1	1	1
			1	
Equip medical students with knowledge and skills in order to respond to psycho traumatic cases in hospital settings.	Understanding Psychotrauma	1	1	
Prepare doctors to deal with challenges of terminal and bereavement care in clinical practice within their boundaries.	Discourse of the Psychosocial. Aspects of Death and Dying	1	1	
Understand the impact of terrorism on mental health and its management for mental well being	Explain Psychosocial Aspects of Terrorism		1	
Identify the correlation of aging with life span, psychological factors	Discuss Psychosocial. Aspects of Aging		1	

and sociological factors.								
			<b>D</b> .					
8.Psychological Aspects of Health and Disease								
Illustrate human thought, behaviour and interactions by health	Discuss role of Psychology in Medical Practice			1				
and disease situations	1. Role of psychological							
influenced by	factors in the aetiology							
psychological factors.	of health problems							
	2. Role of psychological							
	factors in the							
	precipitation (triggering) of illnesses		1					
	3. Role of psychological							
	factors in the							
	management of illnesses							
	4. Role of psychological		1					
	and social factors in diseases causing		1					
	disability. handicap and							
	stigma							
	5. Role of psychological							
	factors in patients							
	reactions to illness							
	6. Medically Unexplained							
	Physical Symptoms		1					
D : 41 C 4	(MUPS)							
Recognize the factors contributing towards a	Discuss and Demonstrate							
state of psychological	Psychosocial Aspects of Health and Disease							
and social well-being of	1. Health and Normality							
human in clinical	2. Defence Mechanisms							
practice.	3. Psychosocial							
	Assessment in Health	1	1					
	Care							
	4. Clinical Situations							
	Demanding a							
	Comprehensive							
	Psychosocial Assessment		1					
	5. Psychological reactions		1					
	to Illness and							
	Hospitalization							
	9. Pain, Sleep, Consciou	usness and S	exuality					
Understand the complex	Describe Neurobiological							
interplay of Brain and	Basis of Behaviour		1					
Behaviour.	1. Arousal	1						
	2. Sleep							
Integrate knowledge and	3. Consciousness Discuss Psychosocial	1	1					
skills of coping and	aspects of Pain	1	1					
simile of coping und	mpeem of i um		I	1				

treatment of pain in				
various situations.				
Identify the bio-psycho-	Discuss Psychosocial			
social factors	Aspects of Gender and			
contributing to sexual	Sexuality			
health and impact	1. Sexual Identity			
physical and mental	2. Gender Identity		1	
health of human being.	3. Sexual Behaviour		1	
	4. Gender differences in			
	Sexual Behaviour			
	5. Masturbation			
	6. Sexual orientation			
	7. Psychiatric morbidity			
	8. Sexual Disorders			
	9. Sexual Dysfunction			
	10. Disorders of Sexual			
	Preference/ Paraphilia			
	11. Gender Dysphoria			
	(DSM V) or Gender			
	Identity Disorder (ICD			
	10)			
	12. Management of		1	
	Gender and Sexuality Issues			
	10.Culture and Med	dical Practic	e 	I
Understanding the	Explain following			
cultural and social	cultural and social			
aspects of medical	aspects in medical			
practice by getting	practice:			
holistic view of health	1. Sociology and Health		1	
	2. Social Groups		1	
	3. Social Class			
	4. Child Rearing Practices			
	5. Roles, Social Support,	4		
	religion, Stigma, Sick	1		
	role, Death and Dying			
	6. Impact of social		1	
	factors on Treatment		1	
	Adherence			
	7. Anthropology and			
	Health	1		
	I	1		
	8. Understanding culture			
	8. Understanding culture in health			
	_			
	in health			
	in health 9. Influence of culture on			
	in health 9. Influence of culture on health care			
	in health 9. Influence of culture on health care 10. Culturally sensitive			
11.Con	in health 9. Influence of culture on health care 10. Culturally sensitive	n General H	ealth Settings	

Common Psychiatric Disorders in General Health Settings	<ol> <li>Mixed Anxiety and Depression</li> <li>Panic Disorder</li> <li>Unexplained Somatic Complaints: Persistent Complainers</li> </ol>	1		
	<ul> <li>4. Dissociative and Possession States</li> <li>5. Drug Abuse, Alcohol &amp; Tobacco use</li> <li>6. Suicide and Deliberate Self Harm (DSH)</li> <li>7. Delirium</li> </ul>		1	1
	12. Interviewing/ Psycholo	gical History	<b>Taking</b>	
Interviewing and Psychosocial Assessment	<ul> <li>Techniques for interviewing in clinical setting</li> <li>History taking</li> <li>Developmental History</li> <li>Educational history</li> <li>Job stressors</li> <li>Social history</li> <li>Marital history</li> <li>Drug addiction history</li> <li>Legal history</li> <li>Medical/surgical history</li> <li>Assessment of health services &amp; other psychosocial stressors</li> <li>Assessment of patient perception of disease according to Health Belief Model</li> </ul>		1	
	Benef Model	20	40	8
	Total		arks, 40%)	8 (40 Marks, 40%)

# Behavioral Sciences Table of Specification (TOS) for MBBS

#### **Third Professional MBBS Examination 2024 – OSCE**

## **Marks Distribution**

Area	Marks	Time
10 OSCE Stations	40	05 Minutes for each station
Internal Assessment	10	
Total	50	

	OSCE PLAN									
	3 x obs	served st	ation			7 x	un observe	ed statior	1	
	1	2	3	4	5	6	7	8	9	10
Stations	Communication skills / leadership	Breaking good and bad news/ crisis intervention	Counselling	Medical/ Dental ethics	Professionalism in health care	Life events	Pain, sleep, consciousness and sexuality	Doctor Patient relationship	Biopsychosocial model	Culture and medical/ dental practice
Marks	7	6	6	3	3	3	3	3	3	3

INTERNAL ASSESSMENT - THEORY							
INTERNAL ASSESSMENT WEIGHTING: 20%							
Exams	Weightings						
Attendance in Lectures:	10%						
a. ≥90% = 10%							
b. 80-89% = 7%							
c. 75-79% = 5%							
End of Block/ clinical rotation (theory) Examination	45%						
Continuous assessment (average score of all tests attempted after	20%						
every learning session during the academic year)							
Pre-Annual Exam	25%						
Total	100%						
INTERNAL ASSESSMENT STRUCTURE - PRACTICAL							
INTERNAL ASSESSMENT WEIGHTING: 20	0%						
Exams	Weightings						
Attendance in Practicals:	10%						
a. ≥90% = 10%							
b. 80-89% = 7%							
c. 75-79% = 5%							
*End of Block/ clinical rotation (OSCE) Examination	45%						
*Continuous assessment of practical/ clinical skills and attitude	20%						
Pre-Annual Exam	25%						
Total	100%						