

STUDY GUIDE

(DEPARTMENT O BEHAVIORAL SCIENCES)



Table of Contents

1. Mission Statement.....	3
2. Introduction.....	4
3. Curriculum of MBBS and ToS	7
4. Reference reading... ..	27

Vision:

Our vision is to be a global leader in transformative medical education and healthcare delivery.

Mission:

To advance the art and science of medicine through innovative medical education, research, and compassionate healthcare delivery, within available resources, in an environment that advocates critical thinking, creativity, integrity, and professionalism.

Department of Behavioral Sciences

Introduction

About Us

The Department of Behavioral Sciences was established under the instructions of University of Health Sciences (UHS), since the inception of this college .

.Our students achieved maximum distinctions in the subject of Behavioral Sciences from the University of Health Sciences (UHS).

In addition to that this department is imparting FCPS training in Psychiatry. Students are provided free of cost psychiatric & counseling services

1. Academic activities

- a. Delivering lectures to MBBS and Nursing students.
- b. Training for FCPS Part II.
- c. Conduct of examinations for MBBS and Nursing college.

2. Conduct of Seminars/ workshops along with date/ no of participants and subject covered.

- a. Faculty regularly attend all workshops conducted by Medical Education.
- b. Conducted seminar on different aspects like drug addiction.

3. Achievements either by faculty members or students.

- a. Result was 100% for MBBS and Nursing classes
- b. Many research projects are under process.

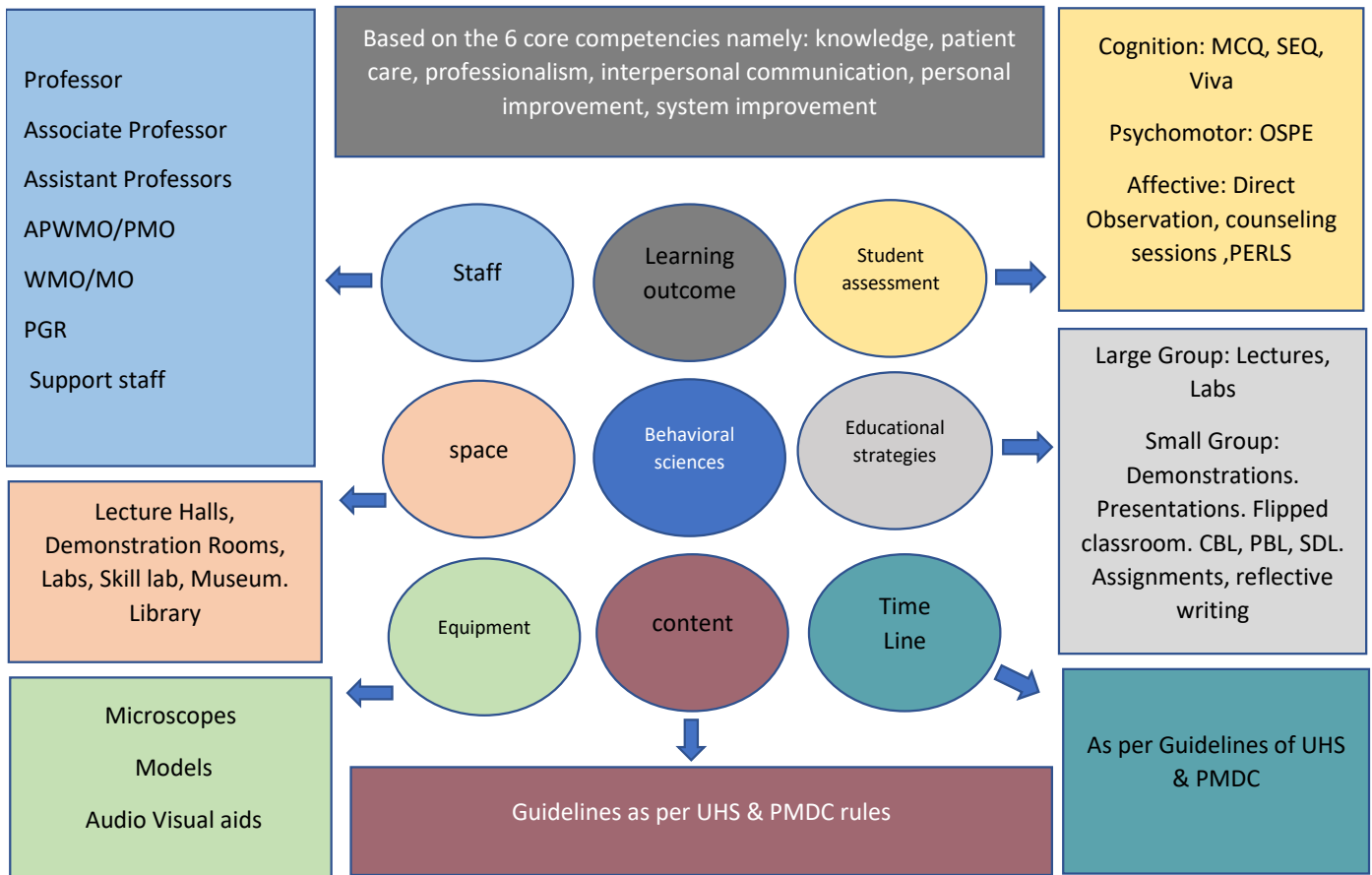
4. Any other activities not covered under above heads.

- a. Counselling cell is regulated by our department. We counsel the students, faculty and staff for their psychological needs.
- b. Department provide treatment and therapy for students, faculty and staff if needed.
- c. Paper setting and paper markings is being done at UHS
- d. Paper setting and paper marking were done at CPSP by HOD.
- e. Department is working in its full capacity with good results and up to the satisfaction of students
- f. HOD takes part in CPSP workshops.
- g. Department of Behavioural Sciences conducted seminars and workshops as per requirement.

5. Self-analysis and recommendations.

- a. Department has keen interest in training of under graduates and now looking after Post graduate training for FCPS part II.

Curriculum map of Department of Behavioral science



6. Precise 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.

Program Objectives

- Demonstrate an understanding an ability to integrate knowledge of their field and develop critical thinking/scientific method research skills.
- Demonstrate an ability to apply knowledge, skills and values to meet the needs of others and self in personal and career development.
- Demonstrate respect and sensitivity to physiological, psychological, and social aspects of individuals within changing political, cultural, economic, and socio-historical contexts

Table of Specifications

Learning Outcomes	Course Content	Instructional Strategies	Assessment Tool	Teaching Faculty
1. Introduction to Behavioral Sciences and Its Importance in Health				
Comprehend significance of Behavioral Sciences in Medical practice	Significance of behavioral Sciences in 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 style="list-style-type: none"> • Psychologist or Psychiatrist / Behavioural Scientist • Anthropologist (GS) • Sociologist (GS)
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	Lectures/ Presentations	FA: MCQs, SAQs, SEQs and OSCE IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	<ul style="list-style-type: none"> • Psychologist or Psychiatrist / Behavioural Scientist • Physician (GS)
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-PsychoSocial 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	<ul style="list-style-type: none"> • Lectures/Presen tations • Small group discussions (SGD)/seminars 	FA: MCQs, SAQs, SEQs and OSCE IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	<ul style="list-style-type: none"> • Psychologist or Psychiatrist / Behavioural Scientist • Anthropologist (GS) • Sociologist (GS) • Public Health specialist (GS)
2. Understanding Behaviour				

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 style="list-style-type: none"> Lectures/Presentations Interactive Video Vignettes Large group Interactive session (LGIS) 	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 Differences

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 style="list-style-type: none"> Lectures/Presentations Interactive Video Vignettes Large group Interactive session (LGIS) 	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/drive 3. learning	<ul style="list-style-type: none"> Lectures/Presentations Interactive Video Vignettes Group Project 	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. Medical Ethics and Mental Health Acts

Integrate the principles of medical ethics in professional life	Medical Ethics and Professionalism	<ul style="list-style-type: none"> Lectures/Presentations Small Group Discussion 	FA: MCQs, SAQs, SEQs and OSCE IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	<ul style="list-style-type: none"> Psychologist or Psychiatrist / Behavioural Scientist Physicians
---	------------------------------------	--	---	--

Integrate significance of medical ethics in medical practice	Describe and Demonstrate relevance of Ethics in the Life of a Doctor 1. Scope and	<ul style="list-style-type: none"> Lectures/Presentations Declamation Contests, Dramas, Documentaries, 	FA: MCQs, SAQs, SEQs and OSCE IA: quizzes, presentations, assignments, group projects, case studies,	Psychologist or Psychiatrist / Physicians
--	--	--	---	---

	<p>Meaning of Medical Ethics</p> <p>2. Guiding Principles of Medical Ethics</p> <p>3. Common Ethical Issues in Medical Practice</p> <p>4. Common Ethical Dilemmas in a Health Professional's Life</p> <p>5. Doctor-Patient Relationship</p>	<p>Short Films and Videos (e.g. on common ethical dilemmas)</p> <ul style="list-style-type: none"> • Role-playing with peers • Case-Based Learning (CBL) 	<p>reflective writing and student portfolios</p>	
<p>Familiarize doctors with alternative medicine and ethical concerns of its practices in medical setup.</p>	<p>Discuss the significance of knowing psychosocial aspects of alternative medicine in clinical practice.</p>	<ul style="list-style-type: none"> • Lectures/Presentations • Large group Interactive session (LGIS) 	<p>FA: MCQs, SAQs, SEQs and OSCE</p> <p>IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios</p>	<ul style="list-style-type: none"> • Psychologist or Psychiatrist / Behavioural Scientist • Anthropologist (GS)
<p>Mental Health Acts</p>	<p>History of Mental Health Acts in Pakistan</p> <p>Recent Psychiatric health laws in Pakistan</p>	<ul style="list-style-type: none"> • Lectures Presentations • Group discussions • Case Based Learning 	<p>FA: MCQs, SAQs, SEQs and OSCE</p> <p>IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios</p>	<p>Psychologist or Psychiatrist / Behavioural Scientist</p>
5. Doctor Patient Relationship				
<p>Analyze critical situations/ challenges in clinical practice to solve clinical problems</p>	<p>Discuss Rights and Responsibilities of Patients and Doctors</p> <ol style="list-style-type: none"> 1. Rights of the Patient 2. Responsibilities of the Patients 3. Rights of the Doctor 4. Responsibilities of the Doctor 	<ul style="list-style-type: none"> • Lectures/Presentations • Case-Based Learning (CBL) • Large group Interactive session (LGIS) • Storytelling by students 	<p>FA: MCQs, SAQs, SEQs and OSCE</p> <p>IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios</p>	<p>Psychologist or Psychiatrist /Physician</p>
<p>Critique the ethical boundaries of conduct in doctor patient relationship</p>	<p>Understand Psychological Reactions in Doctor-Patient Relationship</p> <ol style="list-style-type: none"> 1. Social bonding 	<ul style="list-style-type: none"> • Lectures/Presentations • Case-Based Learning (CBL) 	<p>FA: MCQs, SAQs, SEQs and OSCE</p> <p>IA: quizzes, presentations, assignments, group</p>	<p>Psychologist or Psychiatrist / Behavioural Scientist</p>

	2. Dependence 3. Transference 4. Countertransference 5. Resistance 6. Unwell Physician / Burn-out	<ul style="list-style-type: none"> • Large group Interactive session (LGIS) • Storytelling by students • Role-playing with peers 	projects, case studies, reflective writing and student portfolios	
Demonstrate professional excellence of a doctor to maintain healthy doctorpatient relationship	Understand Professionalism in Health Care 1. Knowledge 2. Skills 3. Attitudes	<ul style="list-style-type: none"> • Lectures/Presentations • Large group Interactive session (LGIS) 	EA: MCQs, SAQs, SEQs and OSCE IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	<ul style="list-style-type: none"> • Psychologist or Psychiatrist t/ Behavioural Scientist • Physician (GS)
6. Non Pharmacological Interventions: Communication Skills, Counselling, Crisis Intervention, Conflict Resolution, Informational Care 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 NonPharmacological 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 style="list-style-type: none"> • Lecture /Presentation • Role-playing with peers • Storytelling by students • Problem Based Learning (PBL) • Case-Based Learning (CBL), • Interactive Video Vignettes 	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	Discuss Psychosocial Issues in Special Hospital Settings 1. Coronary Care Unit 2. Intensive Care Unit 3. The Emergency Department	<ul style="list-style-type: none"> • Lectures/Presentations • Large group Interactive session (LGIS) • Role-playing with peers • Case Studies • Seminars 	EA: MCQs, SAQs, SEQs and OSCE IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	<ul style="list-style-type: none"> • Psychologist or Psychiatrist / Behavioural Scientist • Surgeon (GS) • Nephrologist (GS) • Oncologist (GS) • Gynecologist (GS)

	4. Psychosocial Aspects of Organ Transplantation 5. The Dialysis Unit 6. Reproductive Health 7. Pediatrics Ward 8. Oncology 9. Operating Theater			<input type="checkbox"/> Pediatric (GS)
Critically analyze the patient to provide the best care possible and help the individual obtain optimal health.	Demonstrate knowledge, and necessary skills for Psychosocial Assessment	<ul style="list-style-type: none"> Lectures/Presentations Large group Interactive 	EA: MCQs, SAQs, SEQs and OSCE IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	<ul style="list-style-type: none"> Psychologist or Psychiatrist / Behavioural Scientist Dentist (GS)
7. Life Events: Psychotrauma, Psychological 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 style="list-style-type: none"> Lectures/Presentations Case-Based Learning (CBL), Case studies • Individual assignment 	EA: MCQs, SAQs, SEQs and OSCE IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	<input type="checkbox"/> Psychologist or Psychiatrist / Behavioural Scientist
Equip medical students with knowledge and skills in order to respond to psychotraumatic cases in hospital settings.	Understanding Psychotrauma	<ul style="list-style-type: none"> Lectures/Presentations Case studies • Reflective writing 	EA: MCQs, SAQs, SEQs and OSCE IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	<input type="checkbox"/> 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 style="list-style-type: none"> Lectures/Presentations 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	<ul style="list-style-type: none"> Psychologist or Psychiatrist / Behavioural Scientist Anthropologist (GS)

Understand the impact of terrorism on mental health and its management for mental well being	Explain Psychosocial Aspects of Terrorism	<ul style="list-style-type: none"> □ Lectures/Presentations Case- □ Based Learning (CBL) □ Case studies 	<p>EA: MCQs, SAQs, SEQs and OSCE</p> <p>IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios</p>	<ul style="list-style-type: none"> □ Psychologist or Psychiatrist / Behavioural Scientist
Identify the correlation of aging with life span, psychological factors and sociological factors.	Discuss Psychosocial. Aspects of Aging	<ul style="list-style-type: none"> □ Lectures/Presentations □ Storytelling by patients (i.e., patient's narrative) Case □ Based Learning (CBL), □ Case studies 	<p>EA: MCQs, SAQs, SEQs and OSCE</p> <p>IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios</p>	<ul style="list-style-type: none"> □ Psychologist or Psychiatrist / Behavioural Scientist □ Gerontologist (GS)

1. Psychological Aspects of Health and Disease

<p>Illustrate human thought, behaviour and interactions by health and disease situations influenced by psychological factors.</p>	<p>Discuss role of Psychology in Medical Practice</p> <ol style="list-style-type: none"> 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 style="list-style-type: none"> • Lectures/Presentations • Large group Interactive session (LGIS) • Reflective Writing • Interactive Video Vignettes 	<p>EA: MCQs, SAQs, SEQs and OSCE</p> <p>IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios</p>	<ul style="list-style-type: none"> • Psychologist or Psychiatrist / Behavioural Scientist • Physician (GS)
---	--	---	--	--

Recognize the factors contributing towards a state of psychological and social wellbeing of human in clinical practice.	<p>Discuss and Demonstrate Psychosocial Aspects of Health and Disease</p> <ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • Lectures/Presentations • Large group Interactive session (LGIS) • Role-playing with peers 	<p>EA: MCQs, SAQs, SEQs and OSCE</p> <p>IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios</p>	Psychologist or Psychiatrist / Behavioural Scientist
2. Pain, Sleep, Consciousness and Sexuality				

Understand the complex interplay of Brain and Behaviour	<p>Describe Neurobiological Basis of Behaviour</p> <ol style="list-style-type: none"> 1. Arousal 2. Sleep 3. Consciousness 	<ul style="list-style-type: none"> • Lectures/Presentations • Interactive Video Vignettes • Group Project 	<p>EA: MCQs, SAQs, SEQs and OSCE</p> <p>IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios</p>	Psychologist or Psychiatrist / Behavioural Scientist
Integrate knowledge and skills of coping and treatment of pain in various situations.	Discuss Psychosocial aspects of Pain	<ul style="list-style-type: none"> • Lectures/Presentations • Individual Assignments / Group Projects 	<p>EA: MCQs, SAQs, SEQs and OSCE</p> <p>IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios</p>	Psychologist or Psychiatrist / Behavioural Scientist

<p>Identify the biopsychosocial factors contributing to sexual health and impact physical and mental health of human being.</p>	<p>Discuss Psychosocial Aspects of Gender and Sexuality</p> <ol style="list-style-type: none"> 1. Sexual Identity 2. Gender Identity 3. Sexual Behaviour 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 Gender and Sexuality Issues 	<ul style="list-style-type: none"> • Lectures/ Presentations • Storytelling by patients (i.e., patient's narrative) • Case-Based Learning (CBL), • Case studies • Reflective Writing • Group project 	<p>EA: MCQs, SAQs, SEQs and OSCE</p> <p>IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios</p>	<ul style="list-style-type: none"> • Psychologist or Psychiatrist / Behavioural Scientist • Anthropologist (GS) • Sociologist (GS) • Gynecologist (GS)
<p>3. Culture and Medical Practice</p>				

<p>Understanding the cultural and social aspects of medical practice by getting holistic view of health</p>	<p>Explain following cultural and social aspects in medical practice:</p> <ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • Lectures/Presentations • Case-Based Learning (CBL) • Case studies 	<p>EA: MCQs, SAQs, SEQs and OSCE</p> <p>IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios</p>	<ul style="list-style-type: none"> • Psychologist or Psychiatrist / Behavioural Scientist • Anthropologist and Sociologist (GS)
---	---	---	--	---

4. Common Psychiatric Disorders in General Health Settings

<p>Common Psychiatric Disorders in General Health Settings</p>	<ol style="list-style-type: none"> 1. Mixed Anxiety and Depression 2. Panic Disorder 3. Unexplained Somatic Complaints: Persistent Complainers 4. Dissociative and Possession States 5. Drug Abuse, Alcohol & Tobacco use 6. Suicide and Deliberate Self Harm (DSH) 7. Delirium 	<ul style="list-style-type: none"> • Lectures/Presentations • Case studies 	<p>EA: MCQs, SAQs, SEQs and OSCE</p> <p>IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios</p>	<p>Psychologist or Psychiatrist / Behavioural Scientist</p>
--	--	--	--	---

5. Interviewing/ Psychological History Taking

<p>Interviewing and Psychosocial Assessment</p>	<ul style="list-style-type: none"> • Techniques for interviewing in clinical setting • History taking <ol style="list-style-type: none"> 1. Developmental History 	<ul style="list-style-type: none"> • Lectures/Presentations • Demonstrations of these techniques by 	<p>EA: MCQs, SAQs, SEQs and OSCE</p> <p>IA: quizzes, presentations, assignments, group projects, case studies,</p>	<p>Psychologist or Psychiatrist / Behavioural Scientist</p>
---	--	---	--	---

	<ol style="list-style-type: none"> 2. Educational history 3. Job stressors 4. Social history 5. Marital history 6. Drug addiction 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 	role playing in peer groups	reflective writing and student portfolios	
--	--	-----------------------------	---	--

Behavioral Sciences TOS for MBBS 150 Hours				
Subjects	Topics	Number of MCQ's (60)		Number of SEQs 5x6 = 30 2x5 =10
		Recall (20)	Application (40)	
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 Behaviour

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	1	1 1	1
---	--	---	------------	---

3. Individual Differences

Understand and assess types of human personality and phases of personality development along with intelligence.	Understand individual human differences 1. Intelligence 2. Personality Development	1	1 1	1
---	--	---	--------	---

Understand the complex interplay of Brain and Behaviour.	Describe Neurobiological and Psychological Basis of Behaviour 1. Emotions 2. Motivation/need/drive 3. learning	1	1 1	
--	--	---	------------	--

4. Medical Ethics and Mental Health Acts

Integrate the principles of medical/dental ethics in professional life	Medical/ Dental Ethics and Professionalism			
--	--	--	--	--

Integrate significance of medical/dental ethics in medical/dental practice	Describe and Demonstrate relevance of 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 Practice 4. Common Ethical Dilemmas in a Health Professional's Life 5. Doctor-Patient / Dentist-Patient Relationship	1	1	1
Familiarize doctors/dentist with	Discuss the significance of knowing psychosocial			

alternative medicine and ethical concerns of its practices in medical setup.	aspects of alternative medicine in clinical practice.		1	
Mental Health Acts	History of Mental Health Acts in Pakistan Recent Psychiatric health laws in Pakistan	1		

5. Doctor Patient Relationship

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		1	
Critique the ethical boundaries of conduct in doctor patient relationship	Understand Psychological Reactions in DoctorPatient Relationship 1. Social bonding 2. Dependence 3. Transference 4. Counter-transference 5. Resistance 6. Unwell Physician / Burnout	1	1	

Demonstrate professional excellence of a doctor to maintain healthy doctor-patient relationship	Understand Professionalism in Health Care 1. Knowledge 2. Skills 3. Attitudes		1	
6. Non Pharmacological Interventions: Communication Skills, Counselling, Crisis Intervention, Conflict Resolution, Informational Care 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 NonPharmacological 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		1 1 1 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 1 1	
7. Life Events: Psychotrauma, Psychological 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	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.				
---------------------------	--	--	--	--

8. Psychological Aspects of Health and Disease

Illustrate human thought, behaviour and interactions by health and disease situations influenced by psychological factors.	<p>Discuss role of Psychology in Medical Practice</p> <ol style="list-style-type: none"> 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) 		1	1
--	--	--	---	---

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	1	1	1
--	---	---	---	---

9. Pain, Sleep, Consciousness and Sexuality

Understand the complex interplay of Brain and Behaviour.	Describe Neurobiological Basis of Behaviour 1. Arousal 2. Sleep 3. Consciousness	1	1	
Integrate knowledge and skills of coping and	Discuss Psychosocial aspects of Pain	1	1	

treatment of pain in various situations.				
Identify the biopsychosocial factors contributing to sexual health and impact physical and mental health of human being.	Discuss Psychosocial Aspects of Gender and Sexuality 1. Sexual Identity 2. Gender Identity 3. Sexual Behaviour 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 Gender and Sexuality Issues		1	1

10. Culture and Medical Practice

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	1	1	
11. Common Psychiatric Disorders in General Health Settings				
Common Psychiatric Disorders in General Health Settings	1. Mixed Anxiety and Depression 2. Panic Disorder 3. Unexplained Somatic Complaints: Persistent Complainers 4. Dissociative and Possession States 5. Drug Abuse, Alcohol & Tobacco use 6. Suicide and Deliberate Self Harm (DSH) 7. Delirium	1	1	1
12. Interviewing/ Psychological History Taking				

Interviewing and Psychosocial Assessment	<ul style="list-style-type: none"> • Techniques for interviewing in clinical setting • History taking <ol style="list-style-type: none"> 1. Developmental History 2. Educational history 3. Job stressors 4. Social history 5. Marital history 6. Drug addiction 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 		1	
Total		20	40	8
		60 (60 Marks, 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										
Stations	3 x observed station			7 x un observed station						
	1	2	3	4	5	6	7	8	9	10
	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. b. $\geq 90\%$ = 10% c. 80-89% = 7% 75-79% = 5%	
End of Block/ clinical rotation (theory) Examination	45%
Continuous assessment (average score of all tests attempted after every learning session during the academic year)	20%
Pre-Annual Exam	25%
Total	100%
INTERNAL ASSESSMENT STRUCTURE - PRACTICAL	
INTERNAL ASSESSMENT WEIGHTING: 20%	
Exams	Weightings

Attendance in Practicals: a. b. $\geq 90\%$ = 10% c. 80-89% = 7% 75-79% = 5%	10%
*End of Block/ clinical rotation (OSCE) Examination	45%
*Continuous assessment of practical/ clinical skills and attitude	20%
Pre-Annual Exam	25%
Total	100%

Reference Reading

1. Myers, David G., Myers, David G., Straub, Richard O. (2008) *Exploring psychology in Modules / David G. Myers*. New York, NY : Worth Pub
2. Rajput, S., Kaurav, R. P. S., & Ghanghoriya, R. (2019). Do Emotional Intelligence Always Affect Job Satisfaction?. Available at SSRN 3324086.
3. Bejjani, J. (2009). Emotional intelligence: use in medical education and practice. *McGill Journal of Medicine: MJM*, 12(2).
4. Emanuel, E. J., & Gudbranson, E. (2018). Importance of Intelligence and Emotional Intelligence for Physicians—Reply. *Jama*, 320(2), 205206.
5. Ayers, S., Baum, A., McManus, C., Newman, S., Wallston, K., Weinman, J., & West, R. (Eds.). (2007). *Cambridge handbook of psychology, health and medicine*. Cambridge University Press.
6. Williams, S. L., Haskard, K. B., & DiMatteo, M. R. (2007). The therapeutic effects of the physician-older patient relationship: effective communication with vulnerable older patients. *Clinical interventions in aging*, 2(3), 453.
7. Wyman, M. F., Shiovitz-Ezra, S., & Bengel, J. (2018). Ageism in the health care system: Providers, patients, and systems. In *Contemporary perspectives on ageism* (pp. 193-212). Springer, Cham.
8. Kaplan (2013). KAPLAN USMLE STEP 1 - behavioral science LECTURE NOTES 2013 – 14 EDITION
9. J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company
10. Singh, Dalip, 2002, Emotional Intelligence at work; First Edition, Sage Publications.
11. Goleman, Daniel: Emotional Intelligence, 1995 Edition, Bantam Books
12. Goleman, Daniel: Working with E.I., 1998 Edition, Bantam Books.
13. Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers
14. Vangelist L. Anita, Mark N. Knapp, Inter Personal Communication and Human Relationships: Third Edition, Allyn and Bacon
15. Julia T. Wood. Interpersonal Communication everyday encounter
16. Simons, Christine, Naylor, Belinda: Effective Communication for Managers, 1997 1st Edition Cassell

17. Smither Robert D.; *The Psychology of Work and Human Performance*,
1994, Harper Collins College Publishers
18. Rhodes, I. (1996). Studying biomedicine as a cultural system. *Medical anthropology: A handbook of theory and method*, 159-173.
19. Singer, M., & Hans, B. (2012). *Introducing medical anthropology: A discipline in action*. New York. Rowman and Little Field Publishers.
20. Lypton, D. (1994). *Medicine as culture*. Sage Publications
21. Zola, I.K. (1966). Culture and symptoms –An analysis of patients presenting complaints. *ASR*, 31, 615-630.

22. Kleinman, A. (1988). *The illness narratives. Suffering, healing, and the human condition*. New York: Basic Books.
23. Landy, D. (1977). *Culture, disease, and healing: Studies in medical Anthropology*. New York: Macmillan Publishing
24. Loustauneau, M, O. &Sobo, E, J. (1997). *The cultural context of health, illness and medicine*. Westport, CT: Bergin and Carve.
25. Parker, R. (2001). *Sexuality, culture, and power in HIV/AIDS research. An annual review of anthropology*
26. Bird, C. E., & Rieker, P. P. (1999). Gender matters: an integrated model for understanding men's and women's health. *Social science & medicine*, 48(6), 745-755.
27. Schulz, Amy J., and Leith Mullings. 2006. Gender, race, class, and health: intersectional approaches. San Francisco, CA: Jossey-Bass
28. Sakharkar, B.M. (2004) Principles of Hospital Administration and Planning, Latest Edition, Jaypee Brothers, Medical Publishers, 2004, ISBN 8171796095
29. Joshi, D.C., and Mamta, J. (2009). Hospital Administration, Jaypee Brothers, Medical Publishers Pvt. Limited
30. Pelto&Pertti, J. (1994). *The qualitative and quantitative mix in research on hygienic practices*. In: Cairn Cross.
31. Cockerham & Scambler. (2010). Chapter 1: "Medical Sociology and Sociological Theory." *The New Blackwell Companion to Medical Sociology* (pp 3-23).
32. McKinlay, J. (2005). "A Case for Refocusing Upstream: The Political Economy of Illness" in Conrad, *The Sociology of Health and Illness* (pp 551 – 564).
33. Brown, P. (1995). "Naming and Framing: The Social Construction of Diagnosis and Illness," (pp. 82-103).
34. Conrad, P. and Barker, K. (2010). "The Social Construction of Illness: Key Insights and Policy Implications." *JHSB*, 51(S) S67S79.
35. Guidelines and Teachers Handbook for Introducing Bioethics to Medical and Dental Students Developed by: Healthcare Ethics Committee (HCEC) of the National Bioethics Committee (NBC) (<http://nbcPakistan.org.pk/>)
36. Muller, J. H. (2013). Anthropology, Bioethics, and Medicine: A Provocative Trilogy . *Medical Anthropology Quarterly* 8(4): 448-467, 448-467.
37. Tan, Mei Yun & Yazdanifard, Assc. Prof. Dr. Rashad. (2013). A Review on Leader-Member Relationship: Leadership Styles, Team Members' Behavior, and Trust.
38. Kalat, J. W. (2015). *Biological psychology*. Nelson Education.

39. Kunders, G.D. (2017) Hospitals Facilities Planning and Management, McGraw; 1st edition, ISBN-13: 978-0070502697
40. Kalra, V. S. (2009). *Pakistani diasporas: Culture, conflict and change*. (1st ed.). UK: Oxford University Press
41. Qureshi, I. H. (2003). *The Pakistani way of life*. Karachi: Royal Book Co
42. Ewing, K. (1984). The Sufi as Saint, curer, and exorcist in modern Pakistan. *Contributions to Asian Studies*, (18), 106-114
43. Aitken, S., & Valentine, G. (2006). *Approaches to human geography*. London: Sage.
44. Anthamatten, P., & Hazen, H. (2011). *An introduction to the geography of health*. London: Routledge.
45. Biehl, J., & Petryna, A. (2013). *When people come first: Critical studies in global health*. Princeton, NJ: Princeton University Press.
46. Curtis, S. (2004). *Health and inequality: Geographical perspectives*. London: Sage
47. Diane M. and Dewar (2017) *Essentials of health economics*, Jones & Bartlett Learning.
48. Folland, S., Goodman, A. C., & Stano, M. (2013). *The economics of health & health care* (7th ed.). Pearson.
49. Kernick, D. (2002). *Getting health economics into practice*. Radcliffe Medical Press
50. Mcpake, B., Kumaranayake, L., & Kumaranayake, C. N. (2003). *Health economics*. Routledge London & N.Y.
51. Kerlinger, F. N. (1986). *Foundations of behavioral research*. New York: Holt Rinehart & Winston, Inc.
52. Matthews, T. D., & Kostelis, K. T. (2011). *Designing and conducting research in health and human performance*. John Wiley & Sons.
53. Morgan, G. A., Gliner, J. A., & Harmon, R. J. (2006). *Understanding and evaluating research in applied and clinical settings*. Psychology Press.

