

STUDY GUIDE

(DEPARTMENT OF BEHAVIORAL SCIENCES)

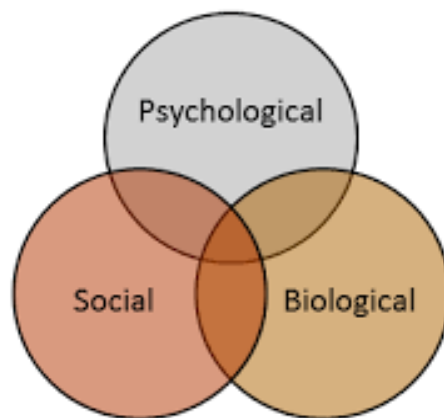


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Behavioral Sciences Mission Statement

To create an environment that promotes qualities of leadership professionalism, critical thinking, and cultural sensitivity.

To enable students to combine highest ethical standards with a pragmatic approach to research and practice relevant to the Pakistani society. Students gain competence in accessing, evaluating, and integrating sources of knowledge within their field. Graduates of our program will understand the scientific foundations of their discipline and the core knowledge/concepts in the field.

Programs in the division provide opportunities for professional development, service to the community, and practicum experiences in preparation for graduate study and/or work in a variety of fields. Graduates will be able to apply such knowledge and skills in a manner consistent with an understanding of professional standards of ethical behavior. They will be prepared to interact effectively with others, and resolve issues that face us as a society, a nation and a world.

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.

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 in 2006. Since then this department is headed by Prof. Maqbool Ahmad Khan.

This department is taking lectures/demonstrations of MBBS, BDS, and Nursing cadets under the umbrella of National University of Medical Sciences (NUMS). 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. Faculty, Administration, Medical, Dental & Nursing Cadets are provided free of cost psychiatric & counseling services. Department of Behavioral Sciences is regularly publishing different articles of interest in the indexed Medical Journals. At the moment department has started four research projects in different domains.

1. Academic activities

- a. Delivering lectures to MBBS, BDS, Allied Health Sciences and Nursing Cadets.
- b. Training for FCPS Part II.
- c. Conduct of examinations for MBBS, BDS, Allied Health Sciences and Nursing Cadets.
- d. Conducting special short courses for nursing.

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. Comparative results of University exams/ distinctions etc.

- a. 100% result in Nursing 2nd year
- b. 100% result in Nursing 3rd year

5. Extracurricular activities arranged by department.

- a. Department fully participate in all the extracurricular activities conducted by the college

6. Any other activities not covered under above heads.

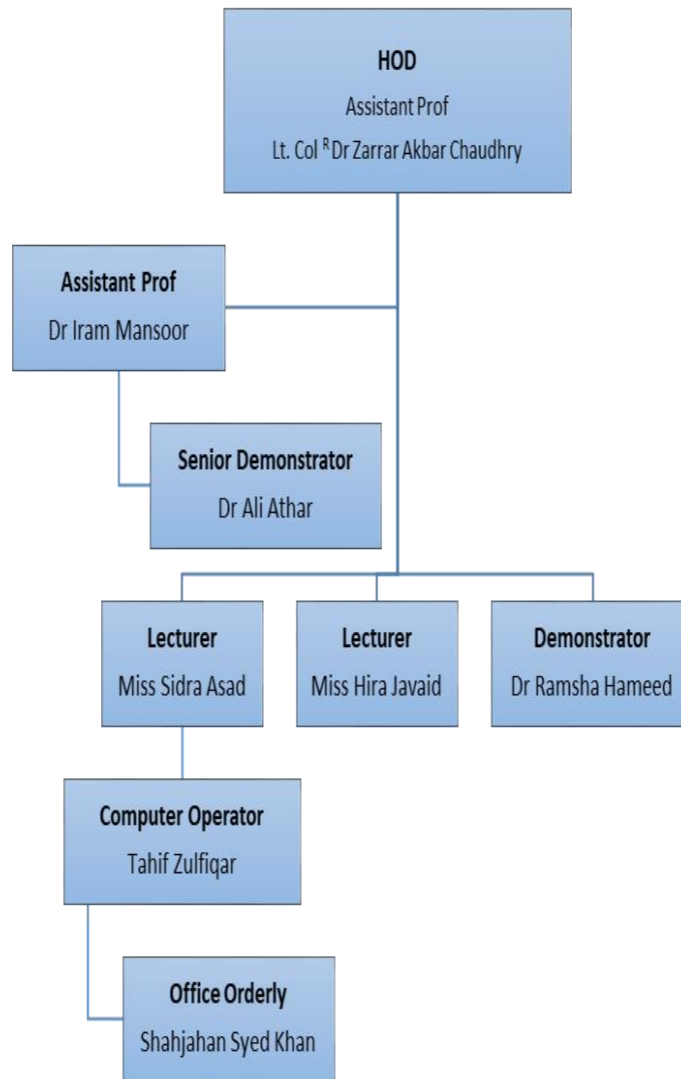
- a. Counselling cell is regulated by our department. We counsel the students, faculty and staff for their psychological needs.
- b. Department provide treatment and therapy for students, faculty and staff if needed.
- c. Any queries regarding Behavioural Sciences from NUMS university is replied promptly.
- d. Paper setting and paper markings were done at UHS and NUMS by Department.

- e. Paper setting and paper marking were done at CPSP by HOD.
- f. Department is looking after affairs of college library.
- g. Department is working in its full capacity with good results and up to the satisfaction of students and Chief Executive.
- h. HOD takes part in CPSP workshops.
- i. Department of Behavioural Sciences conducted seminars and workshops as per requirement.

7. 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.
- b. Department intends to start M Phil and PhD program under the umbrella of NUMS.

Organogram of Department of Behavioral Sciences



Faculty of Department of Behavioral Sciences



Assistant Professor Zarrar Akbar Chaudhary (HOD)



Dr. Zarrar Akbar Chaudhry is serving as the Head of the Department of Behavioral Sciences. He is a graduate of Army Medical College Rawalpindi and was awarded degree by Quaid-e-Azam University Islamabad. He underwent post graduate training in psychiatry at Armed Forces Postgraduate Medical institute and is a fellow of College of Physicians and Surgeons Pakistan. He is certified in health professional education. He has voluntarily worked at the department of Child and Adolescent Psychiatry, Mayo hospital, Lahore. He has managed four extensive research Programs as a psychiatrist and has two research publications to his credit. He is a versatile psychiatrist, having four years of teaching experience and employed as Assistant Professor of Psychiatry. He retired as a Lieutenant colonel with more than 22 years of experience as psychiatrist in Pakistan Armed Forces. He

is teaching Behavioral Sciences to MBBS & BDS programs, School of Allied Health Sciences which includes Doctor of Physiotherapy alongside Medical imaging Technicians and Institute of Nursing Cadets. He is teaching Psychiatry to 4th year & Final Year MBBS. He has vast experience as team leader, tutor and mentor. He believes in easy accessibility of mental health services to all and healthy society development. His career objective is to incorporate evidence based Behavioural Sciences & Psychiatry in general medical practice and specialized health care.

Dr. Iram Mansoor Niazi



She is PhD in Clinical Psychology, teaching as Assistant Professor to MBBS, BDS, Allied Health Sciences and Nursing Cadets in CMH Lahore Medical College and Institute of Dentistry from 2014. Her areas of interest are Adult Psychopathology and Child Psychology. She has 18 national and international publications on her credit and one book publication on international level. She is also offering counseling services to students, faculty members and administrative staff.

Dr. Ali Athar



Dr. Muhammad Ali Ather completed his MPhil in Behavioral Sciences from the University of Health Sciences in September 2022. A graduate of Nishtar Medical University, Multan, he joined CMH LMC and IOD as demonstrator of Behavioral Sciences in February 2022 and has been serving as senior demonstrator since December 2022. His publication titled Psychological Capital and Work engagement has been published in the Y category Journal of Social Sciences Review.

Miss Hira Javed



She is MS in Clinical Psychology, teaching as lecturer to MBBS, BDS and Nursing Cadets in CMH Lahore Medical College and Institute of Dentistry. She has passed her BS in psychology with distinction. She maintains healthy interaction with students and is highly devoted to her job. She is providing counselling services to students and other faculty members. Her areas of interest are health psychology, interpersonal issues, child and adult psychopathology. Her latest research is on issues faced by the parents of special children. She has also been an internee in institute of special kids. Currently, she is gaining broad exposure and experience through clinical attachment with Department of Psychiatry CMH Lahore.

Miss Sidra Asad



Miss Sidra Asad had done her MS Clinical Psychology and is a practitioner in the field. She is currently working as Lecturer at CMH LMC in the department of Behavioral Sciences. Hence, she is teaching MBBS, DPT, MIT and Nursing Cadets. As well as providing counseling facilities to students also. Besides that, her area of interests in psychology are social, behavioral and adult psychopathology.



NUMS
NATIONAL UNIVERSITY
OF MEDICAL SCIENCES

**BEHAVIORAL SCIENCES CURRICULUM
FOR
MBBS 150 Hours**

(November 6th, 2022)

Prepared by

□ **Ms. Saira Javed** (Lecturer Clinical Psychology, NDP/ Incharge Psychologist, N-TRC)

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Table of Abbreviations

FA	Final Assessment
IA	Internal Assessment
GS	Guest Speaker

2nd Year (75 Hours MBBS)

Learning Outcomes	Course Content	Instructional Strategies	Assessment Tool	Teaching Faculty
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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/Presentations • 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
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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
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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
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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
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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
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	<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>

	<ul style="list-style-type: none"> 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 	<p>projects, case studies, reflective writing and student portfolios</p>	
<p>Demonstrate professional excellence of a doctor to maintain healthy doctorpatient relationship</p>	<p>Understand Professionalism in Health Care</p> <ul style="list-style-type: none"> 1. Knowledge 2. Skills 3. Attitudes 	<ul style="list-style-type: none"> • Lectures/Presentations • Large group Interactive session (LGIS) 	<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 t/ Behavioural Scientist • Physician (GS)
<p>6. Non Pharmacological Interventions: Communication Skills, Counselling, Crisis Intervention, Conflict Resolution, Informational Care and Breaking Bad News</p>				
<p>Demonstrate effective communication skills in clinical practice, assimilate and handle patient information in different clinical scenarios. Handling uncertain situations in clinical practice.</p>	<p>Demonstrate NonPharmacological Interventions (NPIs) in Clinical Practice</p> <ul style="list-style-type: none"> 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 	<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>
<p>Equip medical students with the required skills to cope with critical psychosocial issues in exceptional hospital settings</p>	<p>Discuss Psychosocial Issues in Special Hospital Settings</p> <ul style="list-style-type: none"> 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 	<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 • 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 psycho-traumatic 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	<input type="checkbox"/> Lectures/Presentations Case- <input type="checkbox"/> Based Learning (CBL) <input type="checkbox"/> Case studies	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
Identify the correlation of aging with life span, psychological factors and sociological factors.	Discuss Psychosocial. Aspects of Aging	<input type="checkbox"/> Lectures/Presentations <input type="checkbox"/> Storytelling by patients (i.e., patient's narrative) Case- <input type="checkbox"/> Based Learning (CBL), <input type="checkbox"/> Case studies	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 <input type="checkbox"/> Gerontologist (GS)

3rd Year (75 Hours MBBS)

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)
<p>Recognize the factors contributing towards a state of psychological and social well-being of human in clinical practice.</p>	<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 	<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>	<p>Psychologist or Psychiatrist / Behavioural Scientist</p>

and Hospitalization

2. Pain, Sleep, Consciousness and Sexuality

Understand the complex interplay of Brain and Behaviour

Describe Neurobiological Basis of Behaviour
1. Arousal
2. Sleep
3. Consciousness

- Lectures/ Presentations
- Interactive Video Vignettes
- Group Project

EA: MCQs, SAQs, SEQs and OSCE
IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios

Psychologist or Psychiatrist / Behavioural Scientist

Integrate knowledge and skills of coping and treatment of pain in various situations.

Discuss Psychosocial aspects of Pain

- Lectures/ Presentations
- Individual Assignments / Group Projects

EA: MCQs, SAQs, SEQs and OSCE
IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios

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)
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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>
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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>
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	<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 	<p style="text-align: center;">role playing in peer groups</p>	<p style="text-align: center;">reflective writing and student portfolios</p>	
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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 = 30
2x5 =10

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		
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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
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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
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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	
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4. Medical Ethics and Mental Health Acts

Integrate the principles of medical/dental ethics in professional life	Medical/ Dental Ethics and Professionalism			
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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 / Burn-out	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.	<p>Demonstrate NonPharmacological Interventions (NPIs) in Clinical Practice</p> <ol style="list-style-type: none"> 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
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Equip medical students with the required skills to cope with critical psychosocial issues in exceptional hospital settings	<p>Discuss Psychosocial Issues in Special Hospital Settings</p> <ol style="list-style-type: none"> 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
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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	<p>Define and discuss Stress and its Management</p> <ol style="list-style-type: none"> 1. Job-related Stress & Burnout 2. Response to stress 3. Stress Management 	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.				
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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
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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 bio-psychosocial 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: <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 	1	1	
11. Common Psychiatric Disorders in General Health Settings				
Common Psychiatric Disorders in General Health Settings	<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 	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%)		

INTERNAL ASSESSMENT - THEORY	
INTERNAL ASSESSMENT WEIGHTING: 20%	
Exams	Weightings
Attendance in Lectures: <ul style="list-style-type: none"> a. $\geq 90\%$ = 10% b. 80-89% = 7% c. 75-79% = 5% 	10%
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: <ul style="list-style-type: none"> a. $\geq 90\%$ = 10% b. 80-89% = 7% c. 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%



NUMS
NATIONAL UNIVERSITY
OF MEDICAL SCIENCES

**BEHAVIORAL SCIENCES CURRICULUM
FOR
BDS 100 Hour**

(November 6th, 2022)

Prepared by

□ **Ms. Saira Javed** (Lecturer Clinical Psychology, NDP/ Incharge Psychologist, N-TRC)

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Table of Abbreviations

FA	Final Assessment
IA	Internal Assessment
GS	Guest Speaker

2nd Year (50 Hours BDS)

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)

<p>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.</p>	<p>Discuss Health Care Models and their Clinical Applications</p> <ol style="list-style-type: none"> 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/ Presentations • Small group discussions (SGD)/seminars 	<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) • Sociologist (GS) • Public Health specialist (GS)
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2. Understanding Behaviour

<p>Analyze MCQs, SAQs, SEQs factors and disease by</p> <ol style="list-style-type: none"> 1. Sensation Enhancing presentations, assignments, projects, case concentration studies, reflective writing and student 4. Memory portfolios 5. Thinking 6. Communication 	<p>human Understand Psychologist or and Psychiatrist / affecting Principles Psychology Video and doctor's sense own learning and 2. group clinical skill.</p>	<p>human □ behaviour and other of □ Interactive Vignettes IA: organs □ Large Perception 3. Attention and</p>	<p>behaviour</p> <p>OSCE</p> <p>quizzes, Scientist</p> <p>group</p> <p>Interactive session (LGIS)</p>	<p>Lectures/Presentations FA: through tations</p> <p>Behavioural health Scientist</p>
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3. Individual Differences

<p>Understand and assess types of human personality and phases of personality development along with intelligence.</p>	<p>Understand individual human differences</p> <ol style="list-style-type: none"> 1. Intelligence 2. Personality Development 	<ul style="list-style-type: none"> • Lectures/ Presentations • Interactive Video Vignettes • 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>	<p>Psychologist or Psychiatrist/ Behavioural Scientist</p>
<p>Understand the complex interplay of Brain and Behaviour</p>	<p>Describe Neurobiological and Psychological Basis of Behaviour</p> <ol style="list-style-type: none"> 1. Emotions 2. Motivation /need/ drive 3. learning 	<ul style="list-style-type: none"> • Lectures/ Presentations • Interactive Video Vignettes • Group Project 	<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>
<p>4. Dental Ethics and Mental Health Acts</p>				
<p>Integrate the principles of dental ethics in professional life</p>	<p>Dental Ethics and Professionalism</p>	<ul style="list-style-type: none"> • Lectures/ Presentations • Small Group Discussion 	<p>FA: MCQs, SAQs, SEQs and OSCE</p> <p>IA: quizzes,</p>	<ul style="list-style-type: none"> • Psychologist/ Behavioural Scientist • Psychiatrist/ Dentist

<p>Integrate significance of ethics in clinical practice</p>	<p>Describe and Demonstrate relevance of Ethics in the Life of a Dentist</p> <p>1. Scope and Meaning of dental Ethics 2. Guiding Principles of dental Ethics 3. Common Ethical Issues in dental Practice 4. Common Ethical Dilemmas in a Health Professional's Life 5. Doctor-Patient Relationship</p>	<ul style="list-style-type: none"> • Lectures/Presentations • Declamation Contests, Dramas, Documentaries, Short Films and Videos (e.g. on common ethical dilemmas) • Role-playing with peers • Case-Based Learning (CBL) 	<p>presentations, assignments, group projects, case studies, reflective writing and student portfolios</p>	<p>Psychiatrist/ Dentist</p>
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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> <p>1. Rights of the Patient 2. Responsibilities of the Patients 3. Rights of the Doctor 4. Responsibilities of the Doctor</p>	<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>
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<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 2. Dependence 3. Transference 4. Countertransference 5. Resistance 	<ul style="list-style-type: none"> • Lectures/Presentations • Case-Based Learning (CBL) • Large group <p>Interactive session (LGIS)</p> <ul style="list-style-type: none"> • 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 / Behavioural Scientist</p>
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	<p>6. Unwell Physician / Burnout</p>	<p>□ Role-playing with peers</p>		
<p>Demonstrate professional excellence of a doctor to maintain healthy doctor-patient relationship</p>	<p>Understand Professionalism in Health Care</p> <ol style="list-style-type: none"> 1. Knowledge 2. Skills 3. Attitudes 	<ul style="list-style-type: none"> • Lectures/Presentations • Large group <p>Interactive session (LGIS)</p>	<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)
<p>6. Non Pharmacological Interventions: Communication Skills, Counselling, Crisis Intervention, Conflict Resolution, Informational Care and Breaking Bad News</p>				

<p>Demonstrate effective communication skills in clinical practice, assimilate and handle patient information in different clinical scenarios. Handling uncertain situations in clinical practice.</p>	<p>Demonstrate NonPharmacological Interventions (NPIs) in Clinical Practice</p> <ol style="list-style-type: none"> 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 	<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>
<p>Integrate skills to deal with psychological and social peculiarities while practicing dentistry in clinical settings.</p>	<p>Explain Psychosocial Peculiarities of Dentistry</p>	<ul style="list-style-type: none"> • Lectures/ Presentations • Large group Interactive session (LGIS) 	<p>EA: MCQs, SAQs, SEQs and OSCE</p> <p>IA: quizzes, presentations, assignments, group projects, case</p>	<ul style="list-style-type: none"> • Psychologist or Psychiatrist / Behavioural Scientist • Dentist (GS)
			<p>studies, reflective writing and student portfolios</p>	

7. Life Events: Psychotrauma, Psychological Reactions, Stress and Stressors, Stress Management

<p>Identify sources of stress and its management towards patients, self and other staff members</p>	<p>Define and discuss Stress and its Management</p> <ol style="list-style-type: none"> 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 	<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>
<p>Equip medical students with knowledge and skills in order to respond to psycho-traumatic cases in hospital settings.</p>	<p>Understanding Psychotrauma</p>	<ul style="list-style-type: none"> • Lectures/ Presentations • Case studies • Reflective writing 	<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>

3rd Year (50 Hours BDS)

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)
<p>Recognize the factors contributing towards a state of psychological and social well-being of</p>	<p>Discuss and Demonstrate Psychosocial Aspects of Health and Disease</p>	<ul style="list-style-type: none"> • Lectures/Presentations • Large group Interactive session (LGIS) 	<p>EA: MCQs, SAQs, SEQs and OSCE</p> <p>IA: quizzes, presentations,</p>	<p>Psychologist or Psychiatrist / Behavioural Scientist</p>

human in clinical			assignments, group	
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practice.	<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 	<input type="checkbox"/> Role-playing with peers	projects, case studies, reflective writing and student portfolios	
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2. Pain, Sleep, Consciousness and Sexuality

Understand the complex interplay of Brain and Behaviour.	Describe Neurobiological Basis of Behaviour <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 	EA: MCQs, SAQs, SEQs and OSCE IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	Psychologist / Behavioural Scientist
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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 	EA: MCQs, SAQs, SEQs and OSCE IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	Psychologist or Psychiatrist / Behavioural Scientist
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3. 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:	<ul style="list-style-type: none"> • Lectures/Presentations • Case studies 	EA: MCQs, SAQs, SEQs and OSCE IA: quizzes, presentations, assignments, group	Psychologist or Psychiatrist / Behavioural Scientist
	Persistent Complainers 4. Dissociative and Possession States 5. Drug Abuse, Alcohol & Tobacco use 6. Suicide and Deliberate Self Harm (DSH) 7. Delirium		projects, case studies, reflective writing and student portfolios	

4. 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 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 	<ul style="list-style-type: none"> • Lectures/Presentations • Demonstrations of these techniques by role playing in peer groups 	<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>
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Precis for BDS Students

This curriculum of Behavioral Sciences for BDS program comprises all required and desired topics essential for effective clinical practice of Dentist. Whereas, Student who intends to appear in Overseas Registration Examination (ORE), The Overseas Registration Exam (ORE) is an exam that overseas qualified dentists have to pass in order to register with the GDC. Registration allows dentists to practice dentistry unsupervised in the UK. Apart from this curriculum, ORE demands further knowledge of management and leadership. Students are recommended to go for further reading material from the latest version of ORE Part -1.

Third Professional BDS 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 = 30

2x5 =10

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	1		
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	1	
2. Understanding Behaviour				
Analyze human	Understand human behaviour through		1	

behaviour and other factors affecting health and disease by Enhancing doctor's own learning and clinical skill.	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	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. Dental Ethics				
Integrate the principles of dental ethics in professional life	Dental Ethics and Professionalism		1	
Integrate significance of ethics in clinical practice	Describe and Demonstrate relevance of Ethics in the Life of a Dentist 1. Scope and Meaning of dental Ethics 2. Guiding Principles of dental Ethics 3. Common Ethical Issues in dental Practice 4. Common Ethical Dilemmas in a Health Professional's Life 5. Doctor-Patient Relationship	1 1	1 1 1	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	1	1	

	<ul style="list-style-type: none"> 2. Responsibilities of the Patients 3. Rights of the Doctor 4. Responsibilities of the Doctor 		<ul style="list-style-type: none"> 1 1 	
Critique the ethical boundaries of conduct in doctor patient relationship	<p>Understand Psychological Reactions in Doctor-Patient Relationship</p> <ul style="list-style-type: none"> 1. Social bonding 2. Dependence 3. Transference 4. Counter-transference 5. Resistance 6. Unwell Physician / Burnout 	1	<ul style="list-style-type: none"> 1 1 1 1 	
Demonstrate professional excellence of a doctor to maintain healthy doctorpatient relationship	<p>Understand Professionalism in Health Care</p> <ul style="list-style-type: none"> 1. Knowledge 2. Skills 3. Attitudes 	1	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.	<p>Demonstrate NonPharmacological Interventions (NPIs) in Clinical Practice</p> <ul style="list-style-type: none"> 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"> 1 1 	<ul style="list-style-type: none"> 1 1 1 	1
Integrate skills to deal with psychological and social peculiarities while practicing	Explain Psychosocial Peculiarities of Dentistry	1		

dentistry in clinical settings.				
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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
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Equip medical students with knowledge and skills in order to respond to psycho traumatic cases in hospital settings.	Understanding Psychotrauma	1	1	
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8. 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)		1 1 1	1
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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	1	5	1
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	Psychosocial Assessment 5. Psychological reactions to Illness and Hospitalization		1	
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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	1
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10. 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
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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 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 	1	2	
	<p>perception of disease according to Health Belief Model</p>			
Total		20	40	8
		60 (60 Marks, 40%)		8 (40 Marks, 40%)

Third Professional BDS 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. ≥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 every learning session during the academic year)	20%	
Pre-Annual Exam	25%	
Total	100%	
INTERNAL ASSESSMENT STRUCTURE -	ASSESSMENT	PRACTICAL
INTERNAL ASSESSMENT WEIGHTING: 2	ASSESSMENT	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%	

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PUBLICATIONS

Publications in current year 2023

1. Mansoor I, Hussain Z. **Moderating Role of Socio-Economic Status: Health Belief Model and Preventive Measures for COVID-19 Pandemic in Pakistan.** 2023; 4(3): 283-289. doi: <http://doi.org/10.37185/LnS.1.1.280>
2. Khan MA, Khan RQ, Hussain Z, Mansoor I. **From Theory to Practice: Effectiveness assessment of health belief model applications in patient interventions.** RMJ. 2023; 48(1): 231-234.
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Publications in previous years

5. Mansoor I, Khan MA, Hussain Z, Kubra KT, Sajjid Z, Gulzar M. **COVID-19: Impact, Concerns and Mental Health of Medical Students of CMH LMC.** MedERA- Journal of CMH LMC and IOD. 2022; 4(1). pp ISSN(e) 2789-3081 ISSN (I) 2521-0106 <https://doi.org/10.5281/zenodo.6942618>
6. Mansoor I, Khan MA, Kubra K. **Predictive Relationship of Perceived Stressors and Mental Health of the Medical Students.** Journal of Life and Science. 2022; 3(3): 127-133. doi: <http://doi.org/10.37185/LnS.1.1.218>
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15. Khan MA, Mansoor, I &Taimur, **Anxiety and depression in patients attending Institute of Dentistry CMH Lahore Medical College**. Annals of Pakistan Institute of Medical Sciences (PIMS), V01(1), Jan-Mar,2015.
16. Khan MA &Mansoor I. **Emotional Intelligence and Resilience in Medical Students of CMH Lahore Medical College**. Journal of Lahore Medical College and Institute of Dentistry (JCMHLMC). Vol 01(1), March 2017.
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20. Research “**Development and Psychometric Properties of Perceived Stress Scale for Medical Students (PSSMS)**” is submitted and approved by Pakistan Journal of Clinical Psychology (PJCP), Vol 9 (1), 33-46.
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Ongoing Research Projects

1. **Perceived Social Support and Mental Health Issues in Care givers of Patients with Dependent Needs in Pediatric Department** approved by the Intuitional Ethical committee.

Wellness Centre

**(Working under the umbrella of
Department of Behavioral Sciences)**

SOPs for Wellness Center

(Department of Behavioral Sciences)

Introduction

It is believed that sound education involves the development of the whole student. This includes the social, emotional, intellectual, and physical aspects of students' lives. Wellness center was established in 2006 alongside Department of Behavioral Sciences. Counsellor support students directly in their academic life to foster, promote, and increase interpersonal competencies and academic achievement. Counselling services are accessible to all students, faculty or other employees of CMH LMC & IOD as per their requirement.

1. Mode of Referral

1. Self-Referral
2. Referral by Faculty
3. Referral by Administration
4. Brought by friends/fellows

2. Objectives

1. To help the students in solving their personal, educational, social and psychological problems.
2. To create awareness about problems related to mental health and relevant issues.
3. To motivate faculty in counselling activities.

3. Roles and Responsibilities

1. To mobilize personal resources of student by conducting individual counselling session.
2. Clinical assessment is comprises of detailed history taking and supported by reliable and valid assessment tools whenever required.
3. Helping students in academic issues and assist them to overcome the same.
4. Teaching them different techniques of memory enhancement and non-pharmacological interventions for sleep.
5. Stress Management during exams and in general.
6. Students suffering from anxiety and depression are referred to Psychiatrist by Clinical Psychologist if they need medication.
7. Assessment and management of suspected cases of drug misuse.

8. Psychiatric morbidity, if any treated by psychiatrist at Department of Behavioral Sciences. The severe cases are referred to the Psychiatry Department of CMH Lahore for indoor admission.
9. Medical Cadets and Nursing Cadets requiring administrative disposal are also referred to psychiatry department of CMH Lahore.
10. Certificates/Prescriptions brought by students from civil Psychiatrist for different exemptions are verified by Psychiatrist and if necessary written opinions are given regarding the issue demanding exemptions.
11. Informing the parents about mental health issues of the student in severe cases.
12. Parental counselling is also provided if required, depending on the problem of the student.
13. Conduct training program on counselling skills for students, faculty & staff.
14. Conduct seminars for students on mental health, drug misuse and celebrate WHO mental health day.

