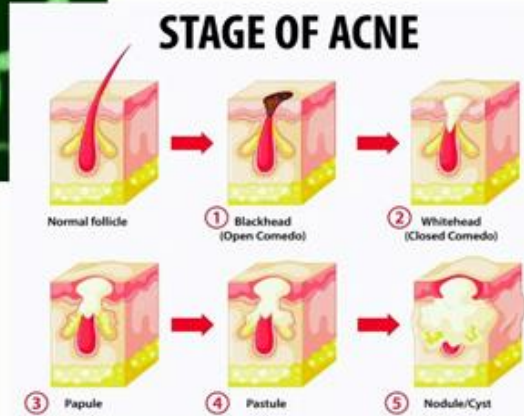
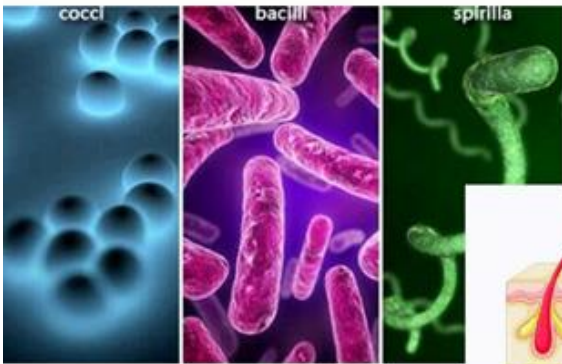


STUDY GUIDE-FOURTH YEAR MBBS

27th April – 9th May 2026

Duration: 2 Weeks

DERMATOLOGY MODULE



LIAQUAT NATIONAL HOSPITAL AND MEDICAL COLLEGE

Institute for Postgraduate Medical Studies & Health Science



STUDY GUIDE FOR DERMATOLOGY MODULE

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Module name: **Dermatology**Year: **Four**Duration: **2 weeks (27th April- 9th May 2026)**

Timetable hours: Interactive Lectures, Case-Based Discussions (CBD), Clinical Rotations, Demonstrations, Skills, Self- Directed Learning

MODULE INTEGRATED COMMITTEE

MODULE COORDINATOR:	<ul style="list-style-type: none"> Dr. Ayesha Hina (Dermatology)
CO-COORDINATOR:	<ul style="list-style-type: none"> Dr. Maryam Fatima (DHPE)

DEPARTMENTS & RESOURCE PERSONS FACILITATING LEARNING

BASIC HEALTH SCIENCES	CLINICAL AND ANCILLARY DEPARTMENTS
PATHOLOGY <ul style="list-style-type: none"> Professor Naveen Faridi 	DERMATOLOGY <ul style="list-style-type: none"> Dr. Ayesha Hina
COMMUNITY MEDICINE <ul style="list-style-type: none"> Dr. Saima Zainab 	PAEDIATRICS <ul style="list-style-type: none"> Dr. Atika Sher
	PLASTIC SURGERY <ul style="list-style-type: none"> Professor Mirza Shehab Afzal Beg
DEPARTMENT of HEALTH PROFESSIONS EDUCATION	
<ul style="list-style-type: none"> Professor Nighat Huda Dr. Yusra Nasir 	<ul style="list-style-type: none"> Professor Sobia Ali Dr. Asra Zia Dr. Afifa Tabassum Dr. Maryam Fatima
LNH&MC MANAGEMENT	
<ul style="list-style-type: none"> Professor Karimullah Makki, Principal, LNH&MC Dr. Shaheena Akbani, Director A.A & R.T LNH&MC 	
STUDY GUIDE COMPILED BY:	
<ul style="list-style-type: none"> Department of Health Professions Education 	

INTRODUCTION

WHAT IS A STUDY GUIDE?

It is an aid to:

- Inform students how the student learning program of the module has been organized
- Help students organize and manage their studies throughout the module
- Guide students on assessment methods, rules, and regulations

THE STUDY GUIDE:

- Communicates information on the organization and management of the module. This will help the student to contact the right person in case of any difficulty.
- Defines the objectives which are expected to be achieved at the end of the module.
- Identifies the learning strategies such as lectures, small group teachings, clinical skills, demonstration, tutorial, and case-based learning that will be implemented to achieve the module objectives.
- Provides a list of learning resources such as books, computer-assisted learning programs, web-links, and journals for students to consult to maximize their learning.
- Highlights information on the contribution of continuous on the student's overall performance.
- Includes information on the assessment methods that will be held to determine every student's achievement of objectives.
- Focuses on information about examination policy, rules, and regulations.

CURRICULUM FRAMEWORK:

Students will experience an integrated curriculum similar to previous modules.

INTEGRATED CURRICULUM: Comprises system-based modules such as Eye/ENT, dermatology, genetics, rehabilitation, and neurosciences-II & psychiatry modules which link basic science knowledge to clinical problems. Integrated teaching means that subjects are presented as a meaningful whole. Students will be able to have a better understanding of basic sciences when they repeatedly learn about clinical examples.

LEARNING EXPERIENCES: Case-based integrated discussions, Task-oriented learning followed by task presentation, skills acquisition in skills lab, computer-based assignments, and learning experiences in clinics, and wards.

LEARNING METHODOLOGIES:

The following teaching/learning methods are used to promote better understanding:

- Interactive Lectures
- Small Group Discussion
- Case- Based Discussion (CBD)
- Clinical Experiences
Clinical Rotations
- Skills session
- Self-directed learning

INTERACTIVE LECTURES: In large groups, the lecturer introduces a topic or common clinical conditions and explains the underlying phenomena through questions, pictures, videos of patients' interviews, exercises, etc. Students are actively involved in the learning process.

SMALL GROUP SESSION: This format helps students to clarify concepts, acquire skills or desired attitudes. Sessions are structured with the help of specific exercises such as patient cases, interviews, or discussion topics. Students exchange opinions and apply knowledge gained from lectures, tutorials, and self-study. The facilitator's role is to ask probing questions, summarize, or rephrase to help clarify concept.

CASE-BASED DISCUSSION (CBD): A small group discussion format where learning is focused on a series of questions based on a clinical scenario. Students discuss and answer the questions by applying relevant knowledge gained previously in clinical and basic health sciences during the module and construct new knowledge. The CBD will be provided by the concerned department.

CLINICAL LEARNING EXPERIENCES: In small groups, students observe patients with signs and symptoms in hospital wards, clinics, and outreach centers. This helps students to relate knowledge of basic and clinical sciences of the module and prepare for future practice.

CLINICAL ROTATIONS: In small groups, students rotate in different wards like Medicine, Pediatrics, Surgery, Obs & Gynae, ENT, Eye, Family Medicine clinics, outreach centers & Community Medicine experiences. Here students observe patients, take histories and perform supervised clinical examinations in outpatient and inpatient settings. They also get an opportunity to observe medical personnel working as a team. These rotations help students relate basic medical and clinical knowledge in diverse clinical areas.

SKILLS SESSION: Skills relevant to the respect modules are observed and practiced where applicable in the skills laboratory.

SELF-DIRECTED LEARNING: Students assume responsibilities for their learning through individual study, sharing and discussing with peers, and seeking information from Learning Resource Center, teachers, and resource persons within and outside the college. Students can utilize the time within the college's scheduled hours of self-directed learning.

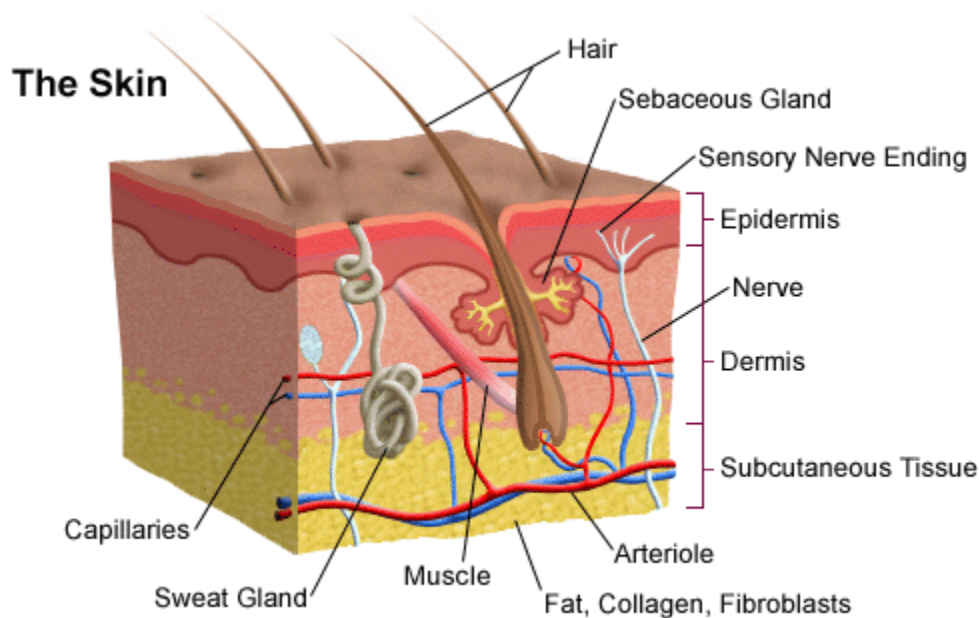
MODULE: DERMATOLOGY**INTRODUCTION**

Dermatology is the branch of medicine that deals with skin, mucous membranes, hair, and nails. Although relatively straightforward to examine, the skin is the largest organ weighing about 16% of total body weight and has numerous potential abnormalities.

There are about 1500 distinct skin diseases and many variants. About 15% of consultations in general practice relate to a skin problem and between 50% and 75% of individuals may have a skin problem at any time.

Most dermatological conditions are highly visible and can have profound psychosocial effects. Disfigurement can result in negative self-perception, depression, social rejection, and social isolation related to an unfavorable self-image. Skin conditions affecting the face may require aggressive treatment even if they are clinically relatively mild. Disturbance of body image is particularly serious if it arises during childhood or adolescence, as is the case for birthmarks, atopic eczema, and acne.

This module will discuss the impact of skin diseases, outline the biology of normal skin, and describe how to examine the skin and how its diseases may be effectively treated. A range of skin infections, inflammatory skin diseases, and neoplastic conditions will be briefly described as well as skin signs of systemic disease.



COURSE OBJECTIVES AND STRATEGIES

By the end of the Dermatology module students should be able to:

COMMUNITY MEDICINE

OBJECTIVES	LEARNING STRATEGY
1. Scabies	Interactive Lecture
• Define Scabies.	
• Discuss the common risk factors for scabies transmission in the community.	
• Explain the management and treatment of scabies.	
• Discuss community-based prevention and control strategies.	
• Describe the public health impact of scabies.	
2. Personal Hygiene	Tutorial
• Define personal hygiene and its significance for overall health and well-being.	
• List common hygiene practices	
• Explain the connection between personal hygiene and the prevention of diseases	
• Explain the proper techniques for hand-washing and when it is most important	
• Describe policies and practices that promote good personal hygiene in public settings	
3. Viral Zoonotic diseases & prevention	Tutorial
• Define "zoonosis" with examples of viral zoonotic diseases.	
• Describe the different modes of transmission for viral zoonotic diseases.	
• Analyze the ecological factors that contribute to the emergence and spread of viral zoonosis	
• Discuss the public health significance of viral zoonosis	
• Explain the strategies for preventing and controlling viral zoonosis	

DERMATOLOGY

OBJECTIVES	LEARNING STRATEGY
1. Basic terminologies of skin	Interactive Lecture
• Classify skin lesions	
• Define common terminologies including primary and secondary dermal and epidermal lesions, and histopathological terms, Macule, patch, papule, plaque, vesicle, bullae, pustule, nodule, wheal, excoriation, exfoliation, erosion, ulcer, erythema, purpura, lichenification, Telangiectasia, ecchymosis granulosis, spongiosis and hyperkeratosis.	
• Diagnose common dermatologic conditions based on information provided in written scenarios, photographs or by simulated patients.	
2. Bacterial infections	Interactive Lecture
• Classify Impetigo, Ecthyma, Cellulitis, Folliculitis, Furuncle, Carbuncle, Erysipelas, and Necrotising Fasciitis, according to depth of skin layers and causative organisms	
• Discuss their clinical presentation and epidemiology	
3. Viral infections	
• Classify viral skin infections	

<ul style="list-style-type: none"> • Discuss Herpes Simplex and Zoster, Chicken Pox, Viral warts, and Molluscum Contagiosum 	Interactive Lecture
4. Fungal Infections	
<ul style="list-style-type: none"> • Define fungal skin infections 	Interactive Lecture
<ul style="list-style-type: none"> • Classify fungal infection 	
<ul style="list-style-type: none"> • Discuss Dermatophyte infections, Candida Albicans, and Pityriasis Versicolor 	
5. Parasitic Infections	Interactive Lecture
<ul style="list-style-type: none"> • Discuss the clinical presentation and treatment of Scabies, Pediculosis, and Leishmaniasis 	
6. Sexually Transmitted Diseases (STD)	
<ul style="list-style-type: none"> • Define STD. 	Interactive Lecture
<ul style="list-style-type: none"> • Discuss the clinical presentation of Gonorrhoea, Chancroid, Syphilis, Lymphogranuloma Venerum (LGV) and Granuloma Inguinale. 	
7. Acne	
<ul style="list-style-type: none"> • Define Acne 	Interactive Lecture
<ul style="list-style-type: none"> • Classify the types of Acne 	
<ul style="list-style-type: none"> • Discuss the pathogenesis and treatment of Acne 	
8. Eczema	
<ul style="list-style-type: none"> • Define eczema 	Interactive Lecture
<ul style="list-style-type: none"> • Classify the different types of Eczema 	
<ul style="list-style-type: none"> • Discuss their pathogenesis and treatment 	
9. Psoriasis	
<ul style="list-style-type: none"> • Define Psoriasis 	Interactive Lecture
<ul style="list-style-type: none"> • Classify the causative factors of psoriasis 	
<ul style="list-style-type: none"> • Discuss its associated disorders, complications, and treatment 	
10. Lichen Planus	Interactive Lecture
<ul style="list-style-type: none"> • Define Lichenoid lesions 	
<ul style="list-style-type: none"> • Discuss clinical presentation and treatment of lichen planus 	
11. Leprosy	
<ul style="list-style-type: none"> • Discuss Leprosy. 	Interactive Lecture
<ul style="list-style-type: none"> • Classify Leprosy disease 	
<ul style="list-style-type: none"> • Discuss the clinical presentation and diagnosis 	
12. Cutaneous drugs reactions	Interactive Lecture
<ul style="list-style-type: none"> • Define Steven Johnson Syndrome, Toxic Epidermal Necrolysis, and Erythema Multiformis 	
<ul style="list-style-type: none"> • Discuss the clinical presentation and treatment of these lesions 	
13. Urticaria	
<ul style="list-style-type: none"> • Define urticarial 	Interactive Lecture
<ul style="list-style-type: none"> • Classify urticarial diseases 	
<ul style="list-style-type: none"> • Discuss the clinical presentation and treatment of these lesions 	
14. Bullous Disorders	
<ul style="list-style-type: none"> • Define bullous disorders 	Interactive Lecture
<ul style="list-style-type: none"> • Classify bullous disorders 	
<ul style="list-style-type: none"> • Discuss clinical presentation and treatment of Pemphigus Vulgaris, Bullous Pemphigoid, Dermatitis Herpetiformis, and Epidermolysis Bullosa 	
15. Cutaneous manifestations of systemic diseases	

<ul style="list-style-type: none"> Discuss skin changes associated with SLE, Thyroid disorders, Diabetes Mellitus, Hepatic disorders, Kidney disorders, and Malignancies (e.g. Para-Neoplastic Syndrome) 	Interactive Lecture
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PAEDIATRICS

OBJECTIVES	LEARNING STRATEGY
1. Atopic Dermatitis	Interactive Lecture
<ul style="list-style-type: none"> Discuss the risk factors, etiology and management of Atopic Dermatitis 	
2. Bacterial, viral and fungal, protozoal infections of the skin	Interactive Lecture
<ul style="list-style-type: none"> Differentiate among bacterial, viral, fungal and protozoal skin infections in the Paediatric population based on clinical presentations, etiologies 	
<ul style="list-style-type: none"> Discuss management of common conditions of each type 	
3. Steven-Jonson Syndrome	Interactive Lecture
<ul style="list-style-type: none"> Describe the clinical presentation and management of the syndrome 	
4. Scabies, Ectodermal Dysplasia	Interactive Lecture
<ul style="list-style-type: none"> Describe the risk factors, etiologies, clinical presentations and management of these conditions in the Paediatric population 	
5. Urticaria	Interactive Lecture
<ul style="list-style-type: none"> Discuss the clinical presentation and management of Urticaria in children 	

PATHOLOGY

OBJECTIVES	LEARNING STRATEGY
1. Infectious diseases of the skin	Tutorial
<ul style="list-style-type: none"> Discuss common infections of the skin including Verrucae (warts), Molluscum Contagiosum, Impetigo, and superficial fungal infection, Panniculitis, Disorder of Epidermal appendages. 	
2. Cutaneous and Subcutaneous fungi	Interactive Lecture
<ul style="list-style-type: none"> Classify fungi causing cutaneous and subcutaneous mycoses. Discuss the properties, transmission, pathogenesis and lab diagnosis of fungi causing dermatophytoses. 	
3. Systemic and opportunistic fungi	Interactive Lecture
<ul style="list-style-type: none"> Classify systemic and opportunistic fungi. Discuss the properties, transmission, pathogenesis and lab diagnosis of Histoplasma capsulatum, Blastomycosis dermatitidis. 	
4. Acute and chronic inflammatory dermatoses	Interactive Lecture/ Tutorial
<ul style="list-style-type: none"> Explain the pathogenesis and clinical presentations of various acute & chronic inflammatory dermatoses including Urticaria, Acute Eczematous Dermatitis, Erythema Multiforme, Psoriasis, Seborrheic Dermatitis, and Lichen Planus 	
5. Disorders of pigmentation and vesicular (Bullous) diseases	Interactive Lecture
<ul style="list-style-type: none"> Discuss pigmentation disorders including Freckles, Lentigo, Nevi, and Melanoma Describe the pathogenesis and clinical features of various blistering disorders of the skin 	
6. Tumors of Dermis and Epidermis	Interactive Lecture
<ul style="list-style-type: none"> Classify tumors of skin and subcutis 	

<ul style="list-style-type: none"> Describe important types of skin tumors with pathogenesis, morphology, and clinical features (Actinic Keratosis, Squamous Cell Carcinoma, Basal Cell Carcinoma, Dermato-fibroma, Dermato-fibrosarcoma protuberance) 	
7. Soft Tissue tumors	Interactive Lecture
<ul style="list-style-type: none"> Classify soft tissue tumors according to their tissue of origin. 	
<ul style="list-style-type: none"> Discuss the location, pathogenesis, morphology and prognosis of soft tissue tumors including lipoma, liposarcoma, Nodular Fasciitis, Superficial Fibromatosis, Rhabdomyosarcoma, Leiomyoma, Leiomyosarcoma, and Synovia Sarcoma. 	

PLASTIC SURGERY

OBJECTIVES	LEARNING STRATEGY
1. Burns & Prevention	Tutorial
<ul style="list-style-type: none"> Define burns 	
<ul style="list-style-type: none"> Classify burns by depth & cause 	
<ul style="list-style-type: none"> Identify risk factors for burn injuries in different age groups. 	
<ul style="list-style-type: none"> List common complications of burns and their management. 	
<ul style="list-style-type: none"> Discuss the psychosocial impact of burns on patients and their families. 	
<ul style="list-style-type: none"> Explain the importance of burn prevention strategies 	
<ul style="list-style-type: none"> Identify effective prevention measures for different settings 	

Apart from attending daily scheduled sessions, students too should engage in self-study to ensure that all the objectives are covered



LEARNING RESOURCES

SUBJECT	RESOURCES
GENERAL MEDICINE	<u>REFERENCE BOOKS:</u> <ol style="list-style-type: none"> 1. Hutchison's Clinical Methods, 23rd Edition 2. MacLeod's clinical examination 13th edition 3. Davidson's Principles and Practice of Medicine 4. Kumar and Clark's Clinical Medicine
PATHOLOGY	<u>TEXTBOOKS</u> <ol style="list-style-type: none"> 1. Robbins & Cotran, Pathologic Basis of Disease, 9th edition. 2. Rapid Review Pathology, 4th edition by Edward F. Goljan MD
	<u>WEBSITES:</u> <ol style="list-style-type: none"> 1. http://library.med.utah.edu/WebPath/webpath.html 2. http://www.pathologyatlas.ro/
PHARMACOLOGY	<ol style="list-style-type: none"> 1. Lippincott Illustrated Pharmacology 2. Basic and Clinical Pharmacology by Katzung

ASSESSMENT METHODS:

- **Best Choice Questions(BCQs)** also known as MCQs (Multiple Choice Questions)
- **Objective Structured Practical/Clinical Examination (OSPE or OSCE)**

Internal Evaluation

- Students will be assessed comprehensively through multiple methods.
- 20% marks of internal evaluation will be added to JSMU final exam. That 20% may include class tests, assignments, practical, and the internal exam which will all have specific marks allocation.

Formative Assessment

Individual departments may hold quizzes or short answer questions to help students assess their learning. The marks obtained are not included in the internal evaluation

For JSMU Examination Policy, please consult the JSMU website!

More than 75% attendance is needed to sit for the internal and final examinations



LNH&MC EXAMINATION RULES & REGULATIONS

- Students must report to the examination hall/venue, 30 minutes before the exam.
- The exam will begin sharply at the given time.
- No student will be allowed to enter the examination hall after 15 minutes of the scheduled examination time.
- Students must sit according to their roll numbers mentioned on the seats.
- Cell phones are strictly not allowed in the examination hall.
- If any student is found with a cell phone in any mode (silent, switched off, or on) he/she will not be allowed to continue their exam.
- No students will be allowed to sit in exams without University Admit Card, LNMC College ID Card, and Lab Coats.
- Students must bring the following stationary items for the exam: Pen, Pencil, Eraser, and Sharpener.
- Indiscipline in the exam hall/venue is not acceptable. Students must not possess any written material or communicate with their fellow students.

SCHEDULE:

WEEKS	4TH YEAR	MONTH
2 WEEKS	DERMATOLOGY MODULE	27 th April 2026
		9 th May 2026
Midterm 14th & 16th May 2026		
4 WEEKS	URINARY MODULE	18 th May 2026
		15 th July 2026