

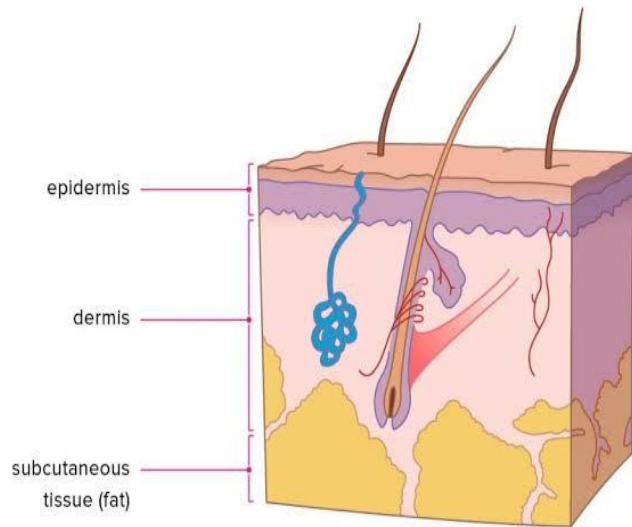
STUDY GUIDE

DERMATOLOGY MODULE

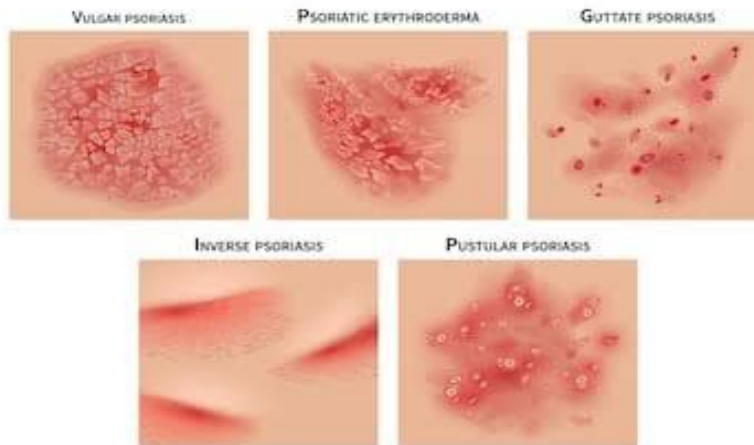
FOURTH YEAR MBBS

27th Jan – 12th Feb 2020

Duration: 2.5 weeks



TYPES OF PSORIASIS



STUDY GUIDE FOR DERMATOLOGY MODULE

S.No	CONTENTS	Page No.
1	Overview	3
2	Introduction to Study Guide	4
3	Learning Methodologies	5
4	Module 2: DERMATOLOGY	7
4.1	Introduction	7
4.2	Objectives and Learning Strategies	8
5	Learning Resources	11
5.1	Additional Learning Resources	11
6	Assessment Methods	12
7	LNMC Examination Rules and Regulations	13
8	Schedule	14

Module name: **Dermatology**Year: **Four**Duration: **2.5 weeks (Jan-Feb 2020)**

Timetable hours: Interactive Lectures, Case-Based Discussion (CBD), Clinical Rotations, Presentations, Demonstrations, Skills, Self-Study

MODULE INTEGRATED COMMITTEE

MODULE COORDINATOR:	Dr. Shaheen Naveed (Dermatology)
CO-COORDINATOR:	Dr. Afifa Tabassum (DHCE)

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. Shaheen Naveed
PHARMACOLOGY <ul style="list-style-type: none"> Professor Nazir Ahmed Solangi Professor Tabassum Zehra 	ENDOCRINOLOGY <ul style="list-style-type: none"> Dr. Aqiba Sarfraz
	MEDICINE <ul style="list-style-type: none"> Professor Karimullah Makki
DEPARTMENT of HEALTH PROFESSIONS EDUCATION <ul style="list-style-type: none"> Professor Nighat Huda Dr. M. Suleman Sadiq Dr. Sobia Ali Dr. Mehnaz Umair Dr. Afifa Tabassum 	
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"> Faiza Ambreen, Department of Health Care Education 	

INTRODUCTION

WHAT IS A STUDY GUIDE?

It is an aid to:

- Inform students how 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 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, journals, for students to consult in order 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 pertaining to examination policy, rules and regulations.

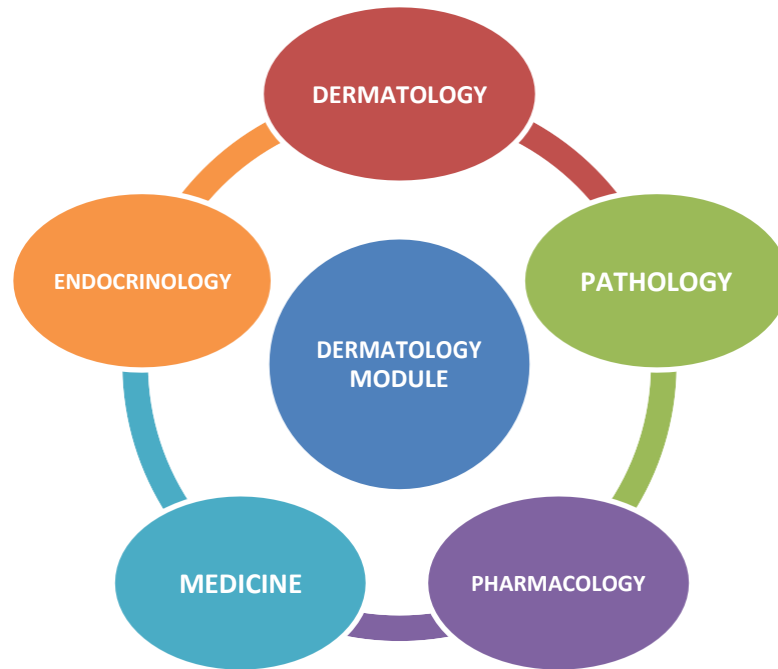
CURRICULUM FRAMEWORK

Students will experience *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 better understanding of basic sciences when they repeatedly learn in relation to clinical examples.

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

INTEGRATING DISCIPLINES OF DERMATOLOGY MODULE

**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

INTERACTIVE LECTURES: In large group, 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 case, interviews or discussion topics. Students exchange opinions and apply knowledge gained from lectures, tutorials and self study. The facilitator role is to ask probing questions, summarize, or rephrase to help clarify concepts.

CASE-BASED DISCUSSION (CBD): A small group discussion format where learning is focused around a series of questions based on a clinical scenario. Students' discuss and answer the questions 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 concern 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 respective module are observed and practiced where applicable in skills laboratory.

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

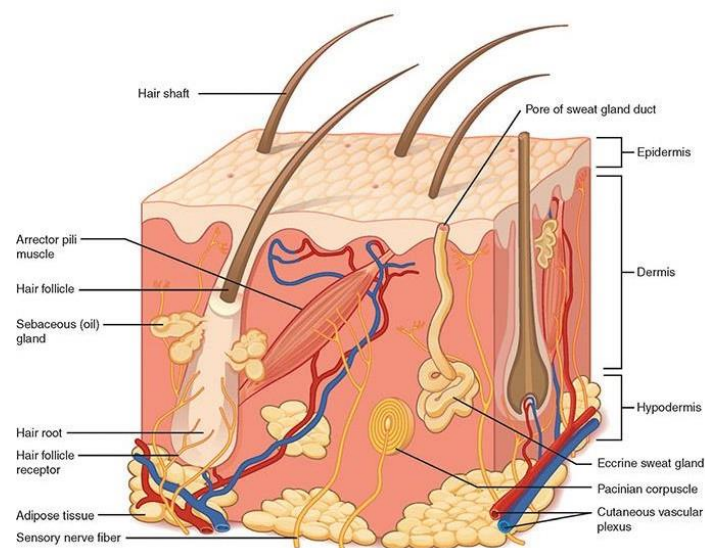
MODULE 4: DERMATOLOGY**INTRODUCTION**

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 weighting 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 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 Dermatology module students should be able to:

OBJECTIVES	TEACHING STRATEGY
DERMATOLOGY	
<ul style="list-style-type: none"> • Define common terminologies 	Interactive Lectures
<ul style="list-style-type: none"> • Differentiate among various skin lesions when shown photographs/real patients 	
<ul style="list-style-type: none"> • Describe the clinical presentations of common dermatologic conditions listed below: <ol style="list-style-type: none"> I. Infections: <ol style="list-style-type: none"> a. Bacterial: Impetigo, Ecthyma, Cellulitis, Folliculitis, Furuncle, Carbuncle, Erysipelas, Necrotising Fasciitis b. Viral: Herpes Simplex and Zoster, Chicken Pox, Measles, Viral warts, Molluscum Contagiosum c. Fungal: Dermatophyte infections, Candida Albicans, Pityriasis Versicolor d. Parasitic: Scabies, Pediculosis, Leishmaniasis II. Psoriasis III. Lichen Planus IV. Cutaneous drugs reactions: Steven Johnson Syndrome, Toxic Epidermal Necrolysis, Erythema Multiformis, Urticaria V. Cutaneous Manifestations of Systemic Diseases: skin changes in SLE, Thyroid disorders, Hepatic disorders. 	
<ul style="list-style-type: none"> • Diagnose common dermatologic conditions listed above based on information provided in writing or by simulated patients 	Interactive Lectures
<ul style="list-style-type: none"> • Justify management plan for the conditions listed above 	

<ul style="list-style-type: none"> Discuss the clinical presentations, diagnosis and management plan of Eczema 	Interactive Lectures
<ul style="list-style-type: none"> Discuss the clinical presentations, diagnosis and management plan of Atopic dermatitis 	Case-Based Discussion
<ul style="list-style-type: none"> Discuss the clinical presentations, diagnosis and management plan for Bullous disorder including Pempigus Vulgaris, Bullous Pemphigoid, Dermatitis Herpetiformis, Epidermolysis Bullosa 	
<ul style="list-style-type: none"> Discuss the causes, pathogenesis, diagnosis and treatment of acne 	Interactive Lectures
<ul style="list-style-type: none"> Discuss the causes, pathogenesis, diagnosis and treatment of alopecia (hair fall) 	
ENDOCRINOLOGY	
<ul style="list-style-type: none"> Describe the clinical presentations of common dermatologic conditions of Diabetes Mellitus 	Interactive Lecture
INFECTIOUS DISEASE	
<ul style="list-style-type: none"> Describe the clinical presentations of Sexually Transmitted Diseases which include Gonorrhoea, Chancroid, Syphilis, Lymphogranuloma Venerum (LGV), Granuloma Inguinale 	Interactive Lecture
MEDICINE	
<ul style="list-style-type: none"> Discuss the clinical presentations of common dermatologic conditions related to kidney disorders & malignancies including Para-Neoplastic Syndrome 	Small Group Discussion
<ul style="list-style-type: none"> List the drugs that can cause drug reactions Describe the skin manifestation of drug reactions 	Interactive Lecture
PATHOLOGY	
<u>Infectious diseases of skin</u>	
<ul style="list-style-type: none"> Discuss common infections of skin including Verrucae (warts), Molluscum Contagiosum, Impetigo, superficial fungal infection 	Interactive Lectures

<p><u>Acute and chronic inflammatory dermatoses</u></p> <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, Lichen Planus 	Interactive Lectures
<p><u>Disorders of pigmentation and vesicular (Bullous) Diseases</u></p> <ul style="list-style-type: none"> • Discuss pigmentation disorders including Freckle, Lentigo, Nevi and Melanoma • Describe pathogenesis and clinical features of various blistering disorders of skin 	Small Group Discussion
<p><u>Tumors of dermis and epidermis</u></p> <ul style="list-style-type: none"> • Classify tumors of skin and subcutis • Describe important types with pathogenesis, morphology and clinical features of skin tumors (Actinic Keratosis, Squamous Cell Carcinoma, Basal Cell Carcinoma, Dermato-fibroma, Dermato fibrosarcoma protuberance) 	Interactive Lectures
PHARMACOLOGY	
<ul style="list-style-type: none"> • Discuss the uses, mechanism of action, contraindication, precautions and side effects of topical as well as systemic antifungal drug 	Case-Based Discussion
<ul style="list-style-type: none"> • Discuss drugs used in other dermatological disorders 	
<ul style="list-style-type: none"> • Discuss classification and mechanism of action of oral & topical steroids 	

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	REFERENCE BOOKS: <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/MICROBIOLOGY	TEXT BOOKS <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
	WEBSITES: <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. Lippincot Illustrated Pharmacology 2. Basic and Clinical Pharmacology by Katzung

ADDITIONAL LEARNING RESOURCES

<u>Hands-on Activities/ Practical</u>	Students will be involved in Practical sessions and hands-on activities that link with the Dermatology Module to enhance learning.
<u>Museum</u>	Models available in the museum are a rich learning resource for quick review of anatomy and related educational activities
<u>Skills Lab</u>	Skills acquisition in a simulated environment in the skills lab involving experiential learning will ensure patient safety and will also help to build confidence in approaching the patients
<u>Videos/Podcasts</u>	Videos and podcasts will familiarize the student with the procedures and protocol which they can watch and listen to at any time and wherever they are, as part of task oriented learning
<u>Internet Resources</u>	Students will use easily accessible internet resources with added time flexibility to enrich and update their knowledge and its application

ASSESSMENT METHODS:

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

BCQs:

- A BCQ has a statement or clinical scenario of four options (likely answers).
- **Correct answer carries one mark, and incorrect 'zero mark'. There is NO negative marking.**
- Students mark their responses on specified computer-based sheet designed for LNHMC.

OSCE:

- All students rotate through the same series of stations in the same allocated time.
- At each station, a brief written statement includes the task. Student completes the given task at one given station in a specified time.
- Stations are observed, unobserved, interactive or rest stations.
- In unobserved stations, flowcharts, models, slide identification, lab reports, case scenarios may be used to cover knowledge component of the content.
- Observed station: Performance of skills /procedures is observed by assessor
- Interactive: Examiner/s ask questions related to the task within the time allocated.
- In Rest station, students in the given time not given any specific task but wait to move to the following station.

Internal Evaluation

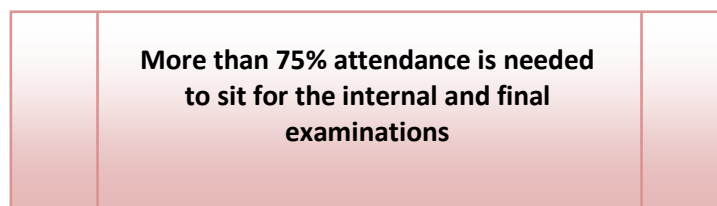
- Students will be assessed comprehensively through multiple methods.
- 20% marks of internal evaluation will be added to JSMU final exam. That 20% may include class tests, assignment, practicals and the internal exam which will all have specific marks allocation.

Formative Assessment

Individual department may hold quiz or short answer questions to help students assess their own learning.

The marks obtained are not included in the internal evaluation

For JSMU Examination Policy, please consult JSMU website!



LNH&MC EXAMINATION RULES & REGULATIONS

- Student must report to examination hall/venue, 30 minutes before the exam.
- **Exam will begin sharp at the given time.**
- No student will be allowed to enter the examination hall after 15 minutes of scheduled examination time.
- Students must sit according to their roll numbers mentioned on the seats.
- **Cell phones are strictly not allowed in examination hall.**
- If any student is found with cell phone in any mode (silent, switched off or on) he/she will be not be allowed to continue their exam.
- No students will be allowed to sit in exam without University Admit Card, LNMC College ID Card and Lab Coat
- Student 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	4 th Year	MONTH
OPHTHALMOLOGY/ENT**		
WEEK 1 -8	ORTHOPEDECS & REHABILITATION	2nd Dec 2019
		25th Jan 2020
		27th Jan 2020
WEEK 1	DERMATOLOGY	12th Feb 2020
WEEK 2.5		13th Feb 2020*
WEEK 1	GENETICS	29th Feb 2020*
WEEK 2.5		2nd March 2020-7th March 2020*
1 WEEK	Extracurricular Activities	9th March 2020 – 14th March 2020*
1 WEEK	Revision Classes (Earlier Modules)	16th March 2020 – 19th March 2020*
	PREPARATORY LEAVE	20th March 2020 – 21st March 2020*
	MID TERM EXAM	

*Final dates will be announced later

** ENT & Ophthalmology Module will run longitudinally throughout the year