



3rd Year Plastic Surgery Curriculum 2025

Rawalpindi Medical University



RMU Motto



Curriculum Mission and Vision

Mission Statement

To impart evidence-based research-oriented health professional education in order to provide best possible patient care and inculcate the values of mutual respect, ethical practice of healthcare and social accountability.

Vision and Values

Highly recognized and accredited centre of excellence in Medical Education, using evidence-based training techniques for development of highly competent health professionals, who are lifelong experiential learner and are socially accountable.

Goals of the Undergraduate Integrated Modular Curriculum

The Undergraduate Integrated Learning Program is geared to provide you with quality medical education in an environment designed to:

- Provide thorough grounding in the basic theoretical concepts underpinning the practice of medicine.
- Develop and polish the skills required for providing medical services at all levels of the Health care delivery system.
- Help you attain and maintain the highest possible levels of ethical and professional conduct in your future life.
- Kindle a spirit of inquiry and acquisition of knowledge to help you attain personal and professional growth & excellence.

PREAMBLE

This curriculum is according to the standards set by following organizations.

1. Foundation for Advancement of International Medical Education and Research (FAIMER)
2. Accreditation Council for Graduate Medical Education (ACGME)
3. World Federation for Medical Education (WFME)
4. Undergraduate Education Policy 2023 from Higher Education Commission (HEC)
5. Pakistan Medical and Dental Council (PMDC) guidelines for undergraduate Medical Education Curriculum (MBBS) 2022.

Plastic surgery specialty is taught in all five years of MBBS program of Rawalpindi Medical University, Rawalpindi. Third year Plastic Surgery Teaching is divided into Large Group Interactive Sessions (LGIS) and Clinical Clerkship/Rotation in Wards. This teaching is aligned with all components of main modules of 3rd Year. This document will provide an outline of the Third Year MBBS Surgery and Allied teaching program.

It is based on **SPICES** model of educational strategies which is student centered, problem based, integrated, community oriented and systematic. *

Teacher centered	→	Student centered	S
Information oriented	→	Problem based	P
Discipline based	→	Integrated	I
Hospital based	→	Community based	C
Standardized curriculum	→	Elective programs	E
Opportunistic	→	Systematic	S

*Harden, R. M., Sowden, S., & Dunn, W. R. (1984). Educational strategies in curriculum development: The SPICES model. Medical Education, 18, 284-297. <http://dx.doi.org/10.1111/j.1365-2923.1984.tb01024.x>



Foundation for Advancement of International Medical Education and Research

Rawalpindi Medical University is in World Directory of Medical Schools

https://search.wdoms.org/?_gl=1*b2ddww*_ga*MTQyNTAwNzIxMi4xNzA2ODEwNjcx*_ga_R5BJZG5EYE*MTcwNjgzNjg3Ni4yLjAuMTcwNjgzNjg3Ni4wLjAuMA..

World Directory of Medical Schools

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New Search

Rawalpindi Medical University

Pakistan

School Details

Contact Information

Program Details

Sponsor Notes

School Type:

Public

Year Instruction Started:

1974

Operational Status:

Currently operational

Alternate Names:

Rawalpindi Medical College (1974 - 2017)

Academic Affiliation:

University of Health Sciences Lahore (Current)
University of the Punjab (Former)

School Website(s):

[In English](#)

FAIMER SCHOOL ID: F0000151

According to Accreditation Council for Graduate Medical Education (ACGME) the competencies needed are:

- Honesty and Integrity
- Accountability and Transparency
- Equity and Fairness
- Diversity and Inclusion
- Excellence and Innovation
- Stewardship and Service
- Leadership and Collaboration
- Engagement of Stakeholders



The outcomes described by World Federation for Medical Education (WFME) are:

- Values
- Behaviors
- Skills
- Knowledge
- Preparedness for being a doctor



<https://wfme.org/wp-content/uploads/2020/12/WFME-BME-Standards->

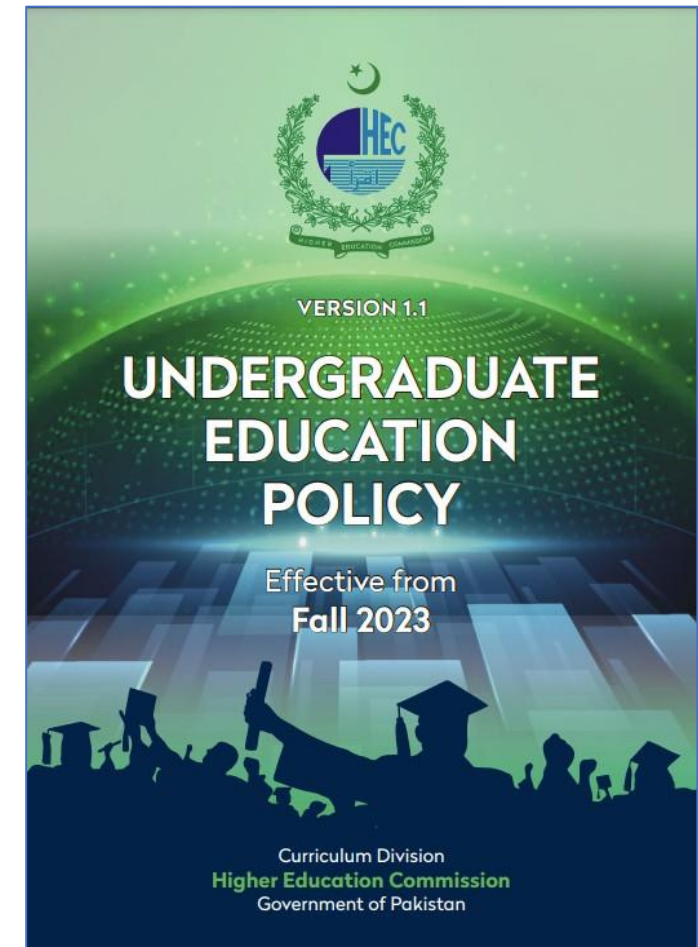
According to Undergraduate Education Policy 2023 from Higher Education Commission (HEC)

The primary objective of the policy is to promote the student success which is envisioned as the ability to comprehend and apply conceptual knowledge, acquire professional skills and competencies, and act as an individual having strong civic and ethical values of tolerance and inclusiveness.

The specific objectives of the policy include the following:

- a) Competency Based Learning:** To develop the 21 century outcomes of the learning process focusing mainly on: i. Knowledge (disciplinary, interdisciplinary, epistemic, procedural, etc.) ii. Skills (communication and soft skills, proficient use of ICT, integrated, analytical and quantitative reasoning, creative thinking, etc.) iii. Professional Behavior (self-regulation, time management, integrity, intellectual curiosity, intellectual openness, etc.) iv. Interpersonal Attributes (empathy, self-efficacy, teamwork, etc.)
- b) Balance between Breadth and Depth:** To ensure that the undergraduate education focuses not only on the main field of specialization but also provides exposure to the interdisciplinary areas of knowledge.
- c) Applied Knowledge:** To promote application of academic knowledge to effectively respond to real life, entrepreneurial and industry challenges and requirements.
- d) Emphasis on Creativity:** To equip students with the sense and ability to demonstrate creativity, curiosity, exploration and reflective problem solving.
- e) Terminal Degree:** To design all undergraduate degrees with an objective of making them sufficient to meet the requirements of the job market. It will however be at the discretion of the graduates to seek further education.

<https://www.hec.gov.pk/english/services/students/UEP/Documents/UGE->



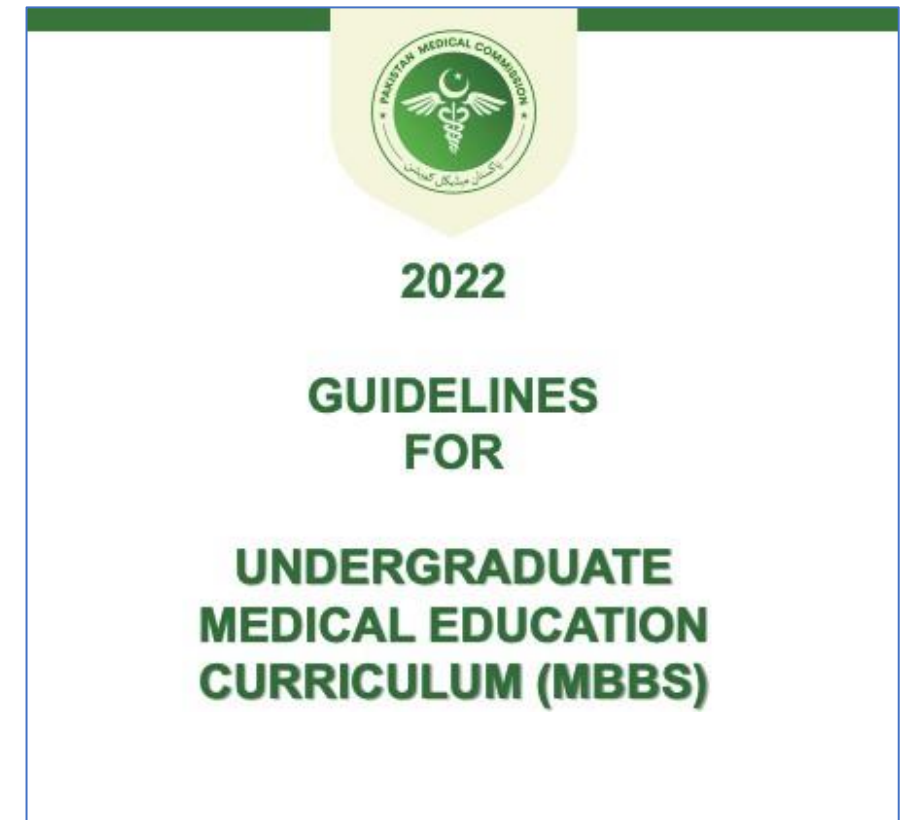
PMDC guidelines for undergraduate Medical Education Curriculum (MBBS) 2022

Seven star doctor

Skillful	Knowledgeable
Community health promoter	Critical thinker
Professional	Scholar
Leader and role model	

Skillful (Clinical, Cognitive and Patient Care Skills)

Takes a focused history	Perform physical and psychological examination
Formulates a provisional diagnosis	Orders appropriate investigations
Performs various common procedures	Debates, formulates management plans
Manages time and prioritizes tasks	Ensures patient safety.
Advise and counsel, educates, recognizes and takes into consideration issues of equality	
Describes and debates the reasons for the success or failures of various approaches	



[https://pmc.gov.pk/Documents/Examinations/Guidelines%20for%20Undergraduate%20Medical%20Education%20Curriculum%20\(MBBS\).pdf](https://pmc.gov.pk/Documents/Examinations/Guidelines%20for%20Undergraduate%20Medical%20Education%20Curriculum%20(MBBS).pdf)

Knowledgeable(ScientificKnowledgeforGoodMedicalPractice)

Differentiates,relates,appliesandensuresknowledgeisgained.

CommunityHealthPromoter(KnowledgeofPopulationHealthandHealthcareSystems)

Understandstheirroleandbeabletotakeappropriateaction
Determinants of health impact on the community
Takesappropriateactionforinfectiousnon-communicablediseaseandinjuryprevention
Evaluates national and global trends in morbidity and mortality
Works as an effective member of health care
teamAdoptsamultidisciplinaryapproachforhealthpromot
ion Applies the basics of health systems
Makesdecisionsforhealthcare.

Criticalthinker(ProblemSolvingandReflectivePractice)

Use of information	Critical data evaluation	Dealingeffectivelywithcomplexity,uncertaintyandprobability
Regular reflection on their practice		Initiating participating in or adopting to change,
flexibility and problem solving approach		Commitmenttoqualityassurance,
Raising concerns about public risks and patient safety.		

Professional(BehaviorandProfessionalism)

Lifelong,self-directedlearner	Demonstratescontinuouslearning
Seekspeerfeedback	Managesinformationeffectively
Provides evidence of continuing career advancement	Functioneffectivelyasamentorandatrainers,
responds positively to appraisals and feedback	Altruistic and empathetic
Ethical,Collaborator,Communicator.	

Scholar and Researcher

- a. Identifies a researchable problem and critically reviews the literature
- b. Phrases succinct research questions and formulates hypotheses
- c. Identifies the appropriate research design(s) in epidemiology and analytical tests in biostatistics to answer the research question.
- d. Collects, analyzes and evaluates data, and presents results.
- e. Demonstrates ethics in conducting research and in ownership of intellectual property.

Leader and Role Model

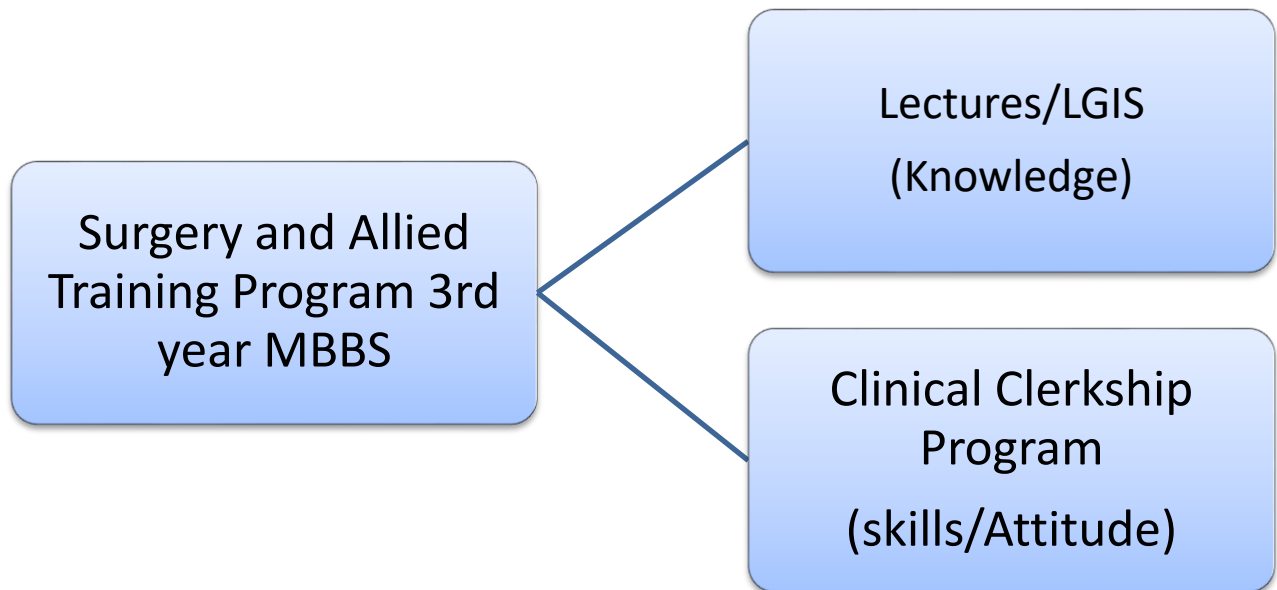
Demonstrates exemplary conduct and leadership potential in

- a. advancing healthcare
- b. enhancing medical education
- c. initiating, participating in and adapting to change, using scientific evidence and approaches
- d. Enhancing the trust of the public in the medical profession by being exceptional role model at work and also when away
- e. accepting leadership roles
- f. Providing leadership in issues concerning society.

- Appreciate concepts & importance of
- **Research**
- **Biomedical ethics**
- **Family medicine**
- **Artificial Intelligence**

This module will run in 6 weeks duration. The content will be covered through introduction of topics. Instructional strategies are given in the timetable and learning objectives are given in the study guides. Study guides will be uploaded on the university website.

Surgery&AlliedTeaching3rdYearMBBS



Plastic Surgery Teaching Hours 3rd Year MBBS

Total Teaching Hours 28

	Details	Schedule Duration
		Total 3 Days module
Lectures/LGIS (Knowledge)	45 minutes	1 hours
Clinical Clerkship in Wards	Surgery=9 -11:00am,3days Time 1100 – 1300 2 days Emergency=11:00 – 1300hrs ,1days	7.5hours 5 hours 2.5hours
Evening classes in wards	Rotation,2:00-5:00pm,3 days	12hours
Total Teaching Hours		28hours

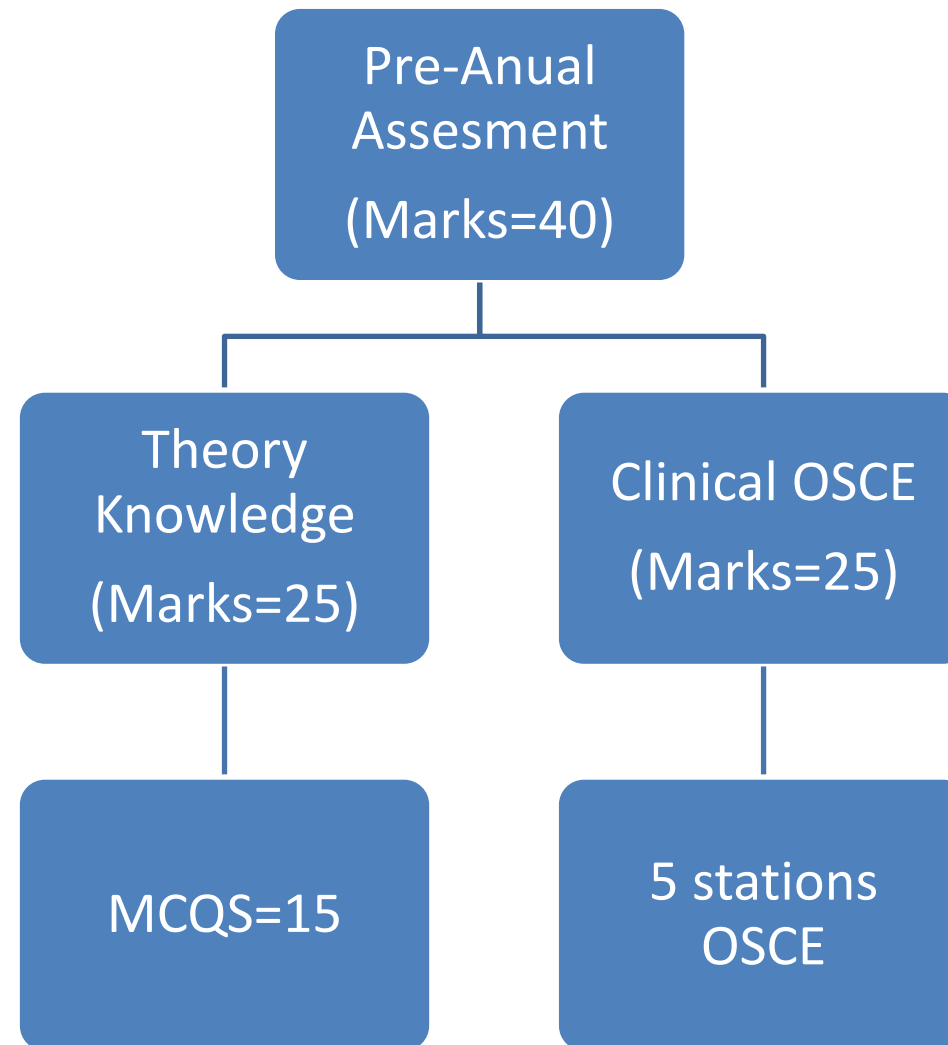
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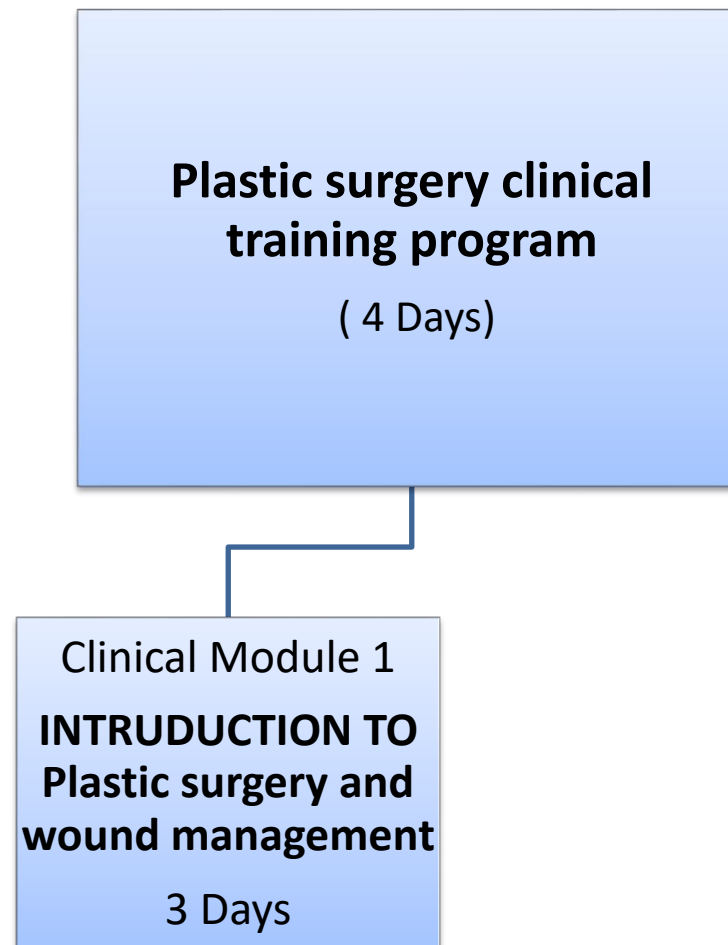
Lectures/LGISDetailsForThirdYearMBBS2025

<u>1) BURN MODULE</u>		
Sr. #	Topic	Teacher
1	Introduction to plastic surgery and wound management	Dr.Husnain khan
2	Acute burn, classification, Calculation, Resuscitation	Dr. Tayyab Saleem Malik
3	Burn Complications & Management	Dr. Rumaisa Yaseen
4	Ward test	Dr. Hashaam

Table of specification



SURGERY CLINICAL TRAINING PROGRAM FRAMEWORK





Plastic Surgical Clinical Clerkship Training Programme (Psychomotor Skill) For Third Year MBBS 2025

Module 1: Introduction To Plastic surgery and wound management

Module 1 (3 days)

Introduction to principle of surgery

S R #	Day	Module	Topic	Theme	Specific learning ojectives (slo)			Cognition			Psychomotor		Attitude		Mot/mit	Moa
					Cognition	Skill	Attitude	C1	C2	C3	P1	P2	A1	A2		
1st week																
1	Monday	Module 1 (2 weeks)	Inroduction to the principles of surgery	Introduction to ot protocols (scrubbing, gowning, gloving) Approach to history taking	Student will be able to: a) explain methods of scrubbing in ot and history taking b) Describe aseptic techniques followed in ot c) Outline the steps of hand washing and gloving & history taking d) Review case specific precautionary measures followed in ot	Student will be able to: A) observe the methods of scrubbing followed in ot B) perform steps of scrubbing in ot under supervision c) Perform the steps of gowning and gloving d) Take complete history from patient	Student will be able to: Follow the accurate methods of scrubbing, gowning and gloving keeping in view the principles of surgical ethics and patient's safety.			✓		✓		✓	Elective and emergency ot teaching / scrubbing room exposure / skill lab work	Osce
2	Tuesday		Introdction to the principles of surgery	Approach to general physical examination	Students will be able to: a) Outline the steps of general physical examination b) Describe the normal findings of the patient c) Explain any abnormal findings in the patient Suggest differential diagnosis and investigations based on general physical examination	Students will be able to: d) Perform detailed general physical Examination on the patients e) Practice taking vitals, calculating bmi etc. f) Observe any abnormal findings on patients	Students will be able To: A)take consent for Clinical Examination . arn to take care about appropriate exposure for clinical examination with special attention to modesty and patient wishes. nderstand the importance of chaperone. D)counsel and educate patient about disease, its diagnosis, treatment and outcome.			✓		✓		✓	Opd visits / sgd / bed side Sessions (grand Ward rounds, Teaching ward Rounds)	Osce/ mini cex

3	Wednesday	Module 1	Burn Complications	Approach to a patient with burn complicaions	Students will be able to Recall classification diagnosis and investigations e) Short and long term treatment plan including complications f) Differentiate between different types	Students will be able to: a) Take history and perform asessment of depth . . b) Perform interpretation of wound c) Observe/assist dressings	Students will be able to: A) take consent for history, Clinical examination and Procedures . B) counsel and educate patient about disease, its diagnosis, treatment and outcome.			✓	✓				✓	Opd visits / sgd / bed side Sessions (grand Ward rounds, Teaching ward Rounds)	Osce/ mini cex
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EVENING SCHEDULE THIRD YEAR MBBS 2025

- Each batch will perform one duty per week from 2:00 to 8:00 pm.
- Monday and Wednesday in ER
- Tuesday and Thursday in Ward.
- Please report to the on call Registrar on arrival and on leaving the ward/ER.

BATCH A	BATCH B	BATCH C	BATCH D
Roll No.	Roll No.	Roll No.	Roll No.
Roll No.	Roll No.	Roll No.	Roll No.
Roll No.	Roll No.	Roll No.	Roll No.
Roll No.	Roll No.	Roll No.	Roll No.
Roll No.	Roll No.	Roll No.	Roll No.

BED ALLOTMENT FOR THIRD YEAR MBBS

Sr. No.	Roll No.	Bed Number
1	Roll no.	1
2	Roll no.	2
3	Roll no.	3
4	Roll no.	4
5	Roll no.	5
6	Roll no.	6
7	Roll no.	7
8	Roll no.	8
9	Roll no.	9
10	Roll no.	10
11	Roll no.	11
12	Roll no.	12
13	Roll no.	13
14	Roll no.	14
15	Roll no.	15
16	Roll no.	16
17	Roll no.	17
18	Roll no.	18
19	Roll no.	19
20	Roll no.	20
21	Roll no.	21
22	Roll no.	22
23	Roll no.	23
24	Roll no.	24



SurgicalEmergencyEveningClinicalProgramme

Module 1: Orientation to Burn patients in emergency

MODULE 1: ORIENTATION TO SURGICAL ER &OT PROCEDURES

Sr#	days	Topic	SPECIFIC LEARNING(SLO) OBJECTIVES			Cognition	Psychomotor	Attitude	MOT/MIT	MOA
			Knowledge	Skill	Attitude	C1 C2 C3	P1 P2	A1 A2		
WEEK 1										
1	Monday	1. IntroductiontoER Burn 2. Historytaking andexamination. 3.Monitoringofvitals	1. Should be able to describe the classification of patients in ER and its importancein managingstable vs sick patients. 2. Shouldbe ableto describethethe importance and components of vitals.	1. Shouldobserveho w the resident does assessment. 2. Studentsshouldbeable totakeaquickhistoryand perform relevant clinical examinationunder guidance of resident 3. Studentsshouldbeable to check the vitals including pulse, blood pressure, temperature, andrespiratoryratewith proper method.	Student willbe able to Take Consent for History, Clinical Examination and Procedures	C2	P1	A1	↗	OSPE/MCQs
							↗		SGD/BED SIDE SESSIONS	

2	Tuesday	<p>1. Burn resuscitation and emergency management.</p> <p>2. BLS</p>	<p>1. Students should be able to describe the importance of resuscitation and fluid calculation.</p> <p>2. Should be know about steps of airway maintainance and maneuvers</p> <p>3. Eascarotomy steps</p>	<p>1. Students will be able to observe and assist resident about resuscitation importance of documentation.</p> <p>2. Students should observe and assist resident in maintaining airways</p> <p>3. Assist Eascaratomy.</p>	<p>Students will be able to</p> <p>1. Take consent for history and examination</p> <p>Counsel patient regarding critical ill condition</p>	↗	↗	↗	SGD/B ED SIDE SESSIONS	OSPE/MCQs
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Assesment of 3rd year students

EndBlockAssessmentThirdYEAR(Plastic Surgery)

Itconsistsoftwocomponents:

- WrittenExamination
- ClinicalExamination

WrittenExamination:

- Itwillconsistof15MCQs5stationsofaudiovisualOSCE.
- CoreconceptofMCQswillbetoassessknowledgeofstudentsregardingbasicconceptsofburn assessmentandclinicalexamination.

ClinicalExamination:

- Therewillbetotal5stations.
- Onestationforhistorytaking.
- 4stationsforexaminationofburn patients and its complications and instrument identification

MARKSDISTRIBUTION

- | | |
|-----------------------|----------|
| ▪ EndBlockExam: | 50 Marks |
| ▪ InternalAssessment: | 40Marks |
| ▪ TotalMarks: | 75Marks |

EndBlockExamStations	MarksDistribution(150 marks)	TimeAllocation1 Hour18 mins
MCQs	15marks	15mins
CLINICALOSPE	5*5=25marks	Totaltime=25min
Workplacebased Assessment	25marks	

ASSESSMENT FRAMEWORK

CLINICAL TEACHING AND TRAINING ASSESSMENT

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graph TD; A[CLINICAL TEACHING AND TRAINING ASSESSMENT] --> B[MODULE ASSESSMENT]; A --> C[BLOCK ASSESSMENT]; A --> D[PRE ANNUAL ASSESSMENT];
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MODULE
ASSESSMENT

BLOCK
ASSESSMENT

PRE ANNUAL
ASSESSMENT

BLOCK ASSESSMENT

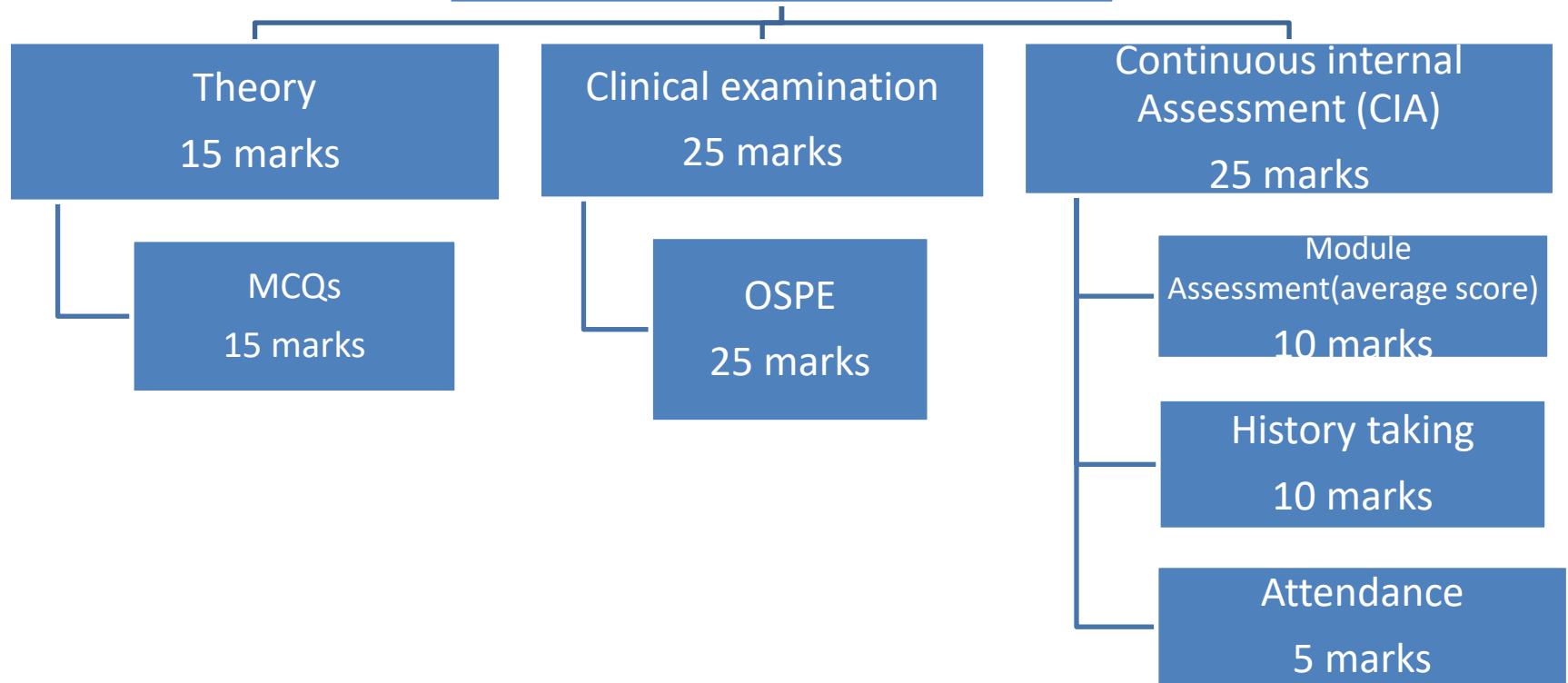
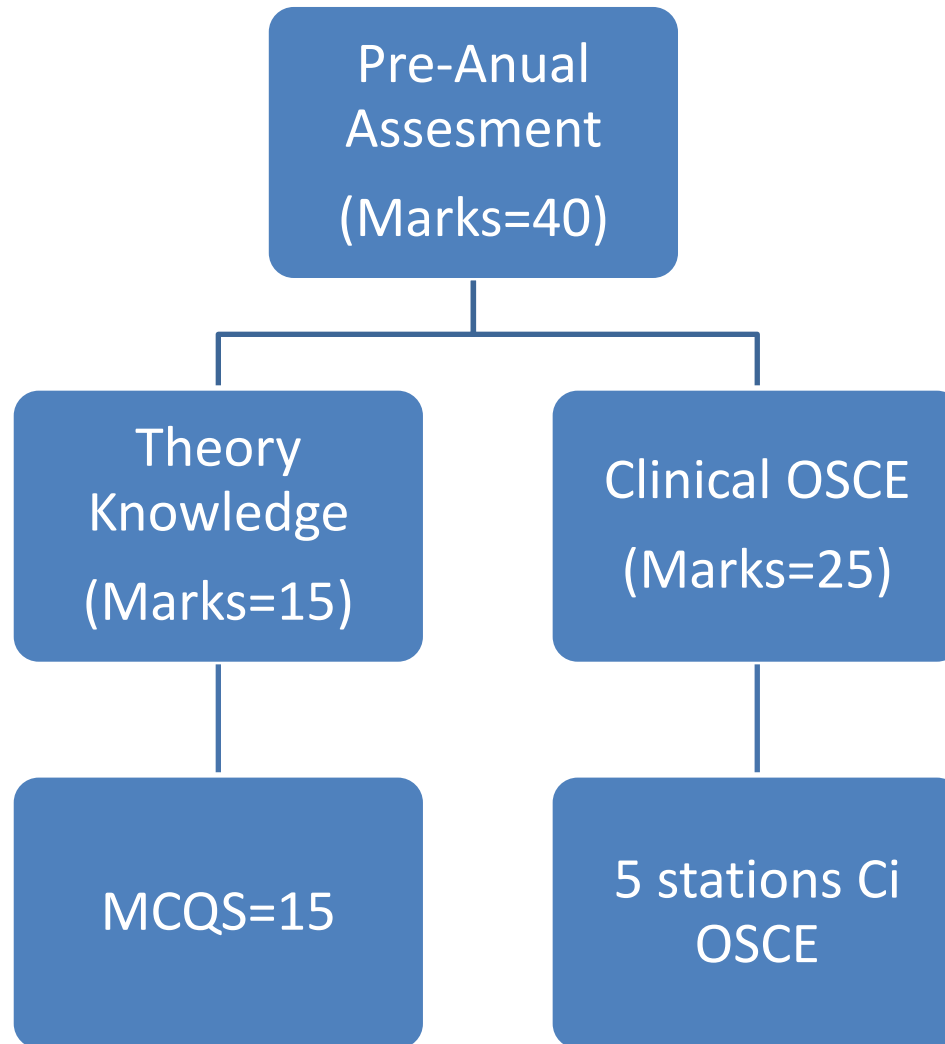


Table of specification



TOS for Clinical Assessment (OSCE)

TOPIC	Number of stations	Marks
Burn classification& Presentation	01	05
Skin Layers and Anatomy	01	05
Burn Emergency Management	01	05
Burn Definitive Management	01	05
Burn OT Instruments	01	05
TOTAL	5	25

Recommended Books

- 1)** Burn Reconstruction by Bruce M Achauer.
- 2)** Last's Anatomy: Regional and Applied (13th Edition, 2022) – Essential for understanding surgical anatomy.
- 3)** MacLeod's Clinical Examination (15th Edition, 2023) – Detailed examination techniques for TOACS/OSCEs.
- 4)** ATLS: Advanced Trauma Life Support (11th Edition, 2022).