



KARACHI INSTITUTE OF MEDICAL SCIENCES

# CURRICULUM MAP

## VISION

The vision of NUMS is to improve the quality of life through education, research, innovation, and healthcare, thereby, contributing to endeavors to make this world a better place to live in.

## MISSION

KIMS aims to produce ethical, knowledgeable and skilled professionals and enhance community health services, through quality education, evidence-based innovative research and leadership

## PROGRAM OUTCOMES

1. Utilize knowledge of basic and clinical sciences for patient care.

2. Take appropriate decisions based on focused history, physical examination, and management plan for common health problems.

3. Demonstrate effective communication with patients, as part of a team and with other healthcare service providers.

4. Demonstrate professional behaviors that embodies lifelong learning by using self-directed learning skills.

5. Identify problems, critically review literature, conduct research and disseminate knowledge .

6. Demonstrate leadership and management skills with other team members as per situational needs for quality health service.

7. Apply evidence-based practices for protecting, maintaining and promoting the health of individuals, families and community.

## PM&DC Seven star doctor

Skillful, Knowledgeable, Critical thinker

Skillful, Knowledgeable, Critical thinker, Professional, Leader, Community Health care provider

Critical thinker, Professional, Leader & Role model

Professional, Scholar & Researcher, Critical thinker

Scholar & Researcher, Critical thinker

Professional, Leader & Role model, Community Health care provider

Scholar & Researcher, Critical thinker, Skillful, Community healthcare provider



# KARACHI INSTITUTE OF MEDICAL SCIENCES CURRICULUM MAP

**DESIGNED WITH PURPOSE, THE CURRICULUM CULTIVATES STUDENT GROWTH IN THE FOLLOWING KEY ROLES.**

**KNOWLEDGEABLE**

**SKILLFUL**

**CRITICAL THINKER**

**SCHOLAR AND RESEARCHER**

**PROFESSIONAL**

**LEADER AND ROLE MODEL**

**COMMUNITY HEALTH PROMOTOR**

**THE ABOVE ROLES ARE REALISED THROUGH**

## Spiral I - Years I & II

- Correlate anatomical, physiological, and biochemical foundations of major body systems to explain normal human structure and function in clinically relevant contexts.
- Perform basic physiological and biochemical procedures accurately and safely in the laboratory, adhering to principles of professionalism and patient safety
- Identify soft and bony landmarks through palpation to outline deep-seated anatomical structures on living subjects
- Interpret topographic anatomy using models and prosected specimens while demonstrating effective communication and teamwork
- Communicate effectively with peers and instructors through academic discussions, reflective sessions, and collaborative learning
- Engage in self-directed learning and reflective practice to foster professional identity formation, personal growth, and continuous
- Demonstrate understanding of the Qur'an and apply its moral and ethical principles in personal, academic, and professional life.
- Apply Islamic ethical principles—or equivalent moral frameworks for non-Muslims—in clinical, professional, and social decision-making.
- Demonstrate knowledge of Pakistan's history, culture, and governance, and relate these to contemporary social and healthcare
- Communicate ideas clearly and effectively in academic and professional contexts through structured written expression
- Demonstrate digital literacy and responsible use of information and health data systems for learning and professional communication
- Apply basic principles of clinical photography and videography to document clinical information ethically and professionally

## Spiral II - Year III

- Correlate pathological basis of major body systems to explain disease mechanisms in clinically relevant contexts and relate them to therapeutic approaches
- Perform and interpret basic pathological, pharmacological, and forensic laboratory procedures accurately and safely, adhering to standards of professionalism and biosafety.
- Apply the principles of forensic medicine and medical jurisprudence to analyze medico-legal cases
- Perform basic forensic examinations, and interpret findings in line with ethical and legal responsibilities.
- Elicit relevant medical history and identify clinical findings effectively, demonstrating empathy, professionalism, and patient-centered communication

## Spiral III - Year IV & V

- Correlate system-based pathological processes with clinical presentations to enhance diagnostic reasoning and patient management.
- Apply epidemiological principles and community-oriented strategies to promote health, prevent disease, and address priority health issues
- Collaborate effectively with peers and healthcare professionals, showing leadership, accountability, and respect for interprofessional roles
- Reflect on clinical experiences and feedback to enhance self-directed learning and professional identity formation
- Conduct holistic patient assessments and correlate presenting symptoms with relevant medical/ surgical specialties for accurate diagnosis and management
- Formulate and defend a research proposal addressing a relevant health problem
- Identify ophthalmology/ENT conditions, provide primary care, emergency recognition and referral
- Independently manage patients in clinical settings by integrating knowledge, clinical skills, and procedural competence; applying ethical and legal principles; demonstrating interprofessional collaboration; and delivering patient-centered care that is safe, effective, and socially accountable.

## Longitudinal Themes

**Behavioral Sciences & Professionalism**

**Communication Skills, Leadership & Management**

**Research and Evidence Based Medicine**

**Infection Control**

**Patient Safety**

**Family Medicine**

YEAR I-III

YEAR I-III

YEAR I-IV

YEAR III-V

YEAR II-V

YEAR IV-V



# KARACHI INSTITUTE OF MEDICAL SCIENCES CURRICULUM MAP

## KIMS MBBS PROGRAM OUTCOMES

- Utilize knowledge of basic and clinical sciences for patient care.
- Take appropriate decisions based on focused history, physical examination, and management plan for common health problems.
- Demonstrate effective communication with patients, as part of a team and with other healthcare service providers.
- Demonstrate professional behaviors that embodies lifelong learning by using self-directed learning skills.
- Identify problems, critically review literature, conduct research and disseminate knowledge
- Demonstrate leadership and management skills with other team members as per situational needs for quality health service.
- Apply evidence-based practices for protecting, maintaining and promoting the health of individuals, families and community.

## DEVELOPED THROUGH

Integrated Curriculum
<b>Structure</b>
<ul style="list-style-type: none"> <li>· Modular System</li> <li>· Clinical Rotations</li> <li>· Evidence Based Medicine</li> <li>· Bioethics/Behavioral Sciences</li> <li>· Professionalism, Communication Skills, Leadership &amp; Management</li> <li>· Research</li> <li>· Electives</li> </ul>
Instructional Strategies
<ul style="list-style-type: none"> <li>· Small Group Discussion</li> <li>· Case-Based Learning</li> <li>· Theme-Based Sessions</li> <li>· Large Group Interactive Session</li> <li>· Skills Lab</li> <li>· Bedside Teaching</li> <li>· Presentations</li> <li>· SDL/DSL</li> </ul>
Learning Environment
<ul style="list-style-type: none"> <li>· Extracurricular Activities</li> <li>· Scholarships</li> <li>· Career Guidance</li> <li>· Social Interactions</li> </ul>

## ASSESSMENT THROUGH

Formative
<ul style="list-style-type: none"> <li>· Class Tests</li> <li>· MCQS/SAQS</li> <li>· Individual Presentations</li> <li>· Task/Assignments</li> </ul>
Summative
<ul style="list-style-type: none"> <li>· End Of Block Exams</li> <li>· End Of Rotation Exams</li> <li>· End Of Clerkship Exams</li> <li>· Professional Exams</li> <li>· Student Portfolios</li> </ul>
Feedback
<ul style="list-style-type: none"> <li>· On Formative Assessments</li> <li>· On Summative Assessments</li> </ul>

## EVALUATED THROUGH

Student Performance
<b>Feedback Forms</b>
<ul style="list-style-type: none"> <li>· Students</li> <li>· Faculty</li> <li>· Alumni</li> </ul>
Analysis
<ul style="list-style-type: none"> <li>· Closing The Loop</li> <li>· Faculty Discussions</li> <li>· Curriculum Improvement &amp; Future Planning</li> </ul>
Stakeholders
<ul style="list-style-type: none"> <li>· Parents</li> <li>· Students</li> <li>· Community</li> <li>· Faculty</li> <li>· Administration</li> <li>· Regional/Local Health Authorities</li> </ul>