

CURRICULUM
BEHAVIORAL SCIENCES
MBBS

(April, 2024)

Revised by:

Behavioural Sciences Department (BHS) & Department of Medical Education (DME)

The Behavioural Sciences curriculum represents an innovative curricular framework revised by the Behavioural Sciences Department & Department of Medical Education. Its aim is to cultivate future physicians, capable of providing society with exceptional care and empathy. This module is integrated longitudinally throughout the initial three years of MBBS training, covering behavioural sciences, professionalism, leadership, and management. This document outlines the topics, learning objectives, yearly placement of topics, hours allocated to each topic, and the methods of assessment. The first section of the module study guide outlines the overarching learning outcomes, while the second part delves into the specific learning objectives and table of specification.

Core Components of Behavioural Sciences Curriculum

Following are the core components of behavioural sciences curriculum.

1. Professionalism
2. Leadership & Management
3. Communication Skills
4. Ethics

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Table of Abbreviations

FA	Final Assessment
IA	Internal Assessment
GS	Guest Speaker

1st Year				
Behavioural Sciences (20 Hours MBBS)				
Learning Outcomes	Course Content	Instructional Strategies	Assessment Tool	Teaching Faculty
1. Metacognitive Strategies for Medical Students				
Understand the importance of metacognition	<ul style="list-style-type: none"> Define metacognition Importance of metacognition in medical student life Phases of metacognition Metacognitive Strategies for medical students 	Interactive lecture/Role play/Case Scenarios/Small group discussions (SGD)	FA: MCQs, SAQs, SEQs	Psychologist or Psychiatrist / Behavioural Scientist
2. Importance of Sleep Hygiene				
Understand the significance role of sleep hygiene in medical student life	<ul style="list-style-type: none"> Define sleep Stages of sleep Sleep disorders Factors contributing to sleep hygiene Steps for sleep induction Coping strategies for insomnia 	Interactive lecture/Workshop/ Small group discussions (SGD)/ Case Scenarios	FA: MCQs, SAQs, SEQs and OSCE	Psychologist or Psychiatrist / Behavioural Scientist
3. Introduction to Professionalism/ Medical Professionalism				
Understand Medical professionalism and its significance in clinical practice	<ul style="list-style-type: none"> Define professionalism Define medical professionalism List the key elements of professionalism Describe the importance of professionalism in medical practice 	Interactive lecture/Group discussion/Small group discussions (SGD)/ Seminars	FA: MCQs, SAQs, SEQs and OSCE	Behavioural Scientist / DME Faculty
4. Attributes of Medical Professionals				

Identify the key attributes of medical professionals	<p>Demonstrate following attributes in medical practice:</p> <ul style="list-style-type: none"> • Self-care, Politeness, Respectfulness, Mindfulness, compassion and consideration • Selflessness, Professional competency • Social accountability • Empathy/Sympathy • Adhere to ethical principles • Integrity, Honesty • Confidentiality and Trustworthiness • Sensitivity to patient beliefs • Moral reasoning • Interact with patients, attendants, medical, administrative and paramedical staff, peers with respect 	Interactive lecture/ Role play/ Case Scenarios/ Small group discussions (SGD)	FA: MCQs, SAQs, SEQs and OSCE	Behavioural Scientist / DME Faculty
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Learning Outcomes	Course Content	Instructional Strategies	Assessment Tool	Teaching Faculty
5. Introduction to Leadership and Management and Its Importance in Medical Setting				
Analyse and differentiate between leadership and management	<p>Foundations of Leadership & Management</p> <ul style="list-style-type: none"> • Difference b/w Leaders & Managers • Difference b/w Leadership & Management 	Interactive lecture/ Group discussion	FA: MCQs, SAQs, SEQs and OSCE	Behavioural Scientist/ DME faculty
Evaluate the significance of leadership in a medical setting	<p>Medical Leadership</p> <ul style="list-style-type: none"> • Overview of leadership in medical settings • Importance of leadership in medical settings 	Interactive lecture/ Role play/ Case Scenarios	FA: MCQs, SAQs, SEQs and OSCE	Behavioural Scientist/ DME faculty
Exhibit effective self-management skills	<p>Self-Management</p> <ul style="list-style-type: none"> • What is self-management? It's Importance. • Self-management Mechanisms 	Interactive lecture/ Role play/ Case Scenarios	FA: MCQs, SAQs, SEQs and OSCE	Behavioural Scientist/ DME faculty/ Guest Speaker

2nd Year

Behavioural Sciences (95 Hours MBBS)

Learning Outcomes	Course Content	Instructional Strategies	Assessment Tool	Teaching Faculty
1. Introduction to Behavioral Sciences and Its Importance in Health				
Comprehend significance of Behavioural Sciences in medical practice	Significance of behavioural 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: <ul style="list-style-type: none"> • Holistic Vs Traditional Allopathic Medicine • 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 <ul style="list-style-type: none"> • Bio-Psychosocial Model of health and disease • The Integrated Model of Health Care: Correlation of Body, Brain, Mind, Spirit and Behavioral Sciences • 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 Behavior				

Analyse 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 <ul style="list-style-type: none"> • Sensation and sense organs □□ Perception • Attention and concentration • Memory • Thinking • 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
Learning Outcomes	Course Content	Instructional Strategies	Assessment Tool	Teaching Faculty
3. Individual Differences				
Understand and assess types of human personality and phases of personality development along with intelligence.	Understand individual human differences <ul style="list-style-type: none"> • Intelligence • 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
Understand the complex interplay of Brain and Behaviour.	Describe Neurobiological and Psychological Basis of Behaviour <ul style="list-style-type: none"> • Emotions • Motivation/need/ drive • 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
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

<p>Integrate significance of medical ethics in medical practice</p>	<p>Describe and Demonstrate relevance of Ethics</p> <ul style="list-style-type: none"> • In Life of a Medical Doctor • Scope and Meaning of Medical Ethics • Guiding Principles of Medical Ethics • Common Ethical Issues in Medical Practice • Common Ethical Dilemmas in a Health • Professional's Life • Doctor-Patient Relationship 	<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>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 / Physicians</p>
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Learning Outcomes	Course Content	Instructional Strategies	Assessment Tool	Teaching Faculty
Familiarize doctors with alternative medicine and ethical concerns of its practices in medical setup.	Discuss the significance of knowing psychosocial aspects of alternative medicine in clinical practice.	<ul style="list-style-type: none"> Lectures/Pre sensations Large group Interactive session (LGIS) 	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)
Mental Health Acts	<ul style="list-style-type: none"> History of Mental Health Acts in Pakistan Recent Psychiatric health laws in Pakistan 	<ul style="list-style-type: none"> Lectures / Presentations Group discussions Case Based Learning 	FA: MCQs, SAQs, SEQs and OSCE IA: quizze presentations, assignments, group projects, case studies, reflective	Psychologist or Psychiatrist / Behavioural Scientist
itingan d student				
Analyse critical situations/ challenges in clinical practice to solve clinical problems	<p style="text-align: center;">5. Doctor Patient Relation</p> <p>Discuss Rights and Responsibilities of Patients and Doctors</p> <ul style="list-style-type: none"> Rights of the Patient Responsibilities of the Patients Rights of the Doctor Responsibilities of the 	<ul style="list-style-type: none"> Lectures/ Presentations Case-Based Learning (CBL) Large group Interactive session (LGIS) Storytelling 	portfolios ship FA: MCQs, SAQs, SEQs and OSCE IA: quizzes, presentations, assignments, group projects, case studies, reflective writingand student portfolios	Psychologist or Psychiatrist /Physician
Critique the ethical boundaries of conduct in doctor patient relationship	<p style="text-align: center;">Doctor</p> <p>Understand Psychological Reactions in Doctor-Patient Relationship</p> <ul style="list-style-type: none"> Social bonding Dependence Transference Countertransference Resistance Unwell Physician / 	by students <ul style="list-style-type: none"> Lectures/ Presentations Case-Based Learning (CBL) Large group Interactive session (LGIS) Storytelling by students Role-playing 	FA: MCQs, SAQs, SEQs and OSCE IA: quizzes, presentations, assignments, group projects, case studies, reflective writingand student portfolios	Psychologist or Psychiatrist / Behavioural Scientist
	Burn-out	with peers		

Demonstrate professional excellence of a doctor to maintain healthy doctorpatient relationship	Understand Professionalism in Health Care <ul style="list-style-type: none"> • Knowledge • Skills • Attitudes 	<ul style="list-style-type: none"> • Lectures/ Presentation • Large group Interactive session (LGIS) 	EA: MCQs, SAQs, SEQs and OSCE IA: quizzes, presentations, assignments, group projects, case studies, reflective writingand	<ul style="list-style-type: none"> • Psychologist or Psychiatrist t/ Behavioural Scientist • Physician (GS)
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student portfolios

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Learning Outcomes	Course Content	Instructional Strategies	Assessment Tool	Teaching Faculty
6. Psychological Aspects of Health & Disease				
Illustrate human thought, behaviour and interactions by health and disease situations influenced by psychological factors.	Discuss role of Psychologyin Medical Practice <ul style="list-style-type: none"> • Role of psychological factors in the aetiology of health problems • Role of psychological factors in the precipitation (triggering) of illnesses • Role of psychological factors in the management of illnesses • Role of psychological and social factors in diseases causing disability. handicap and stigma • Role of psychological factors in patients' reactions to illness • Medically • Unexplained Physical • Symptoms (MUPS) 	<ul style="list-style-type: none"> • Lectures/ Presentations • Large group • Interactive session (LGIS) • Reflective Writing • Interactive Video Vignettes 	EA: MCQs, SAQs, SEQs and OSCE IA: quizzes, presentations, assignments, group projects, case studies, reflective writingand student portfolios	<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> <ul style="list-style-type: none"> • Health & Normality • Defense Mechanisms • Psychosocial Assessment in Health Care • Clinical Situations • Demanding a Comprehensive Psychosocial Assessment • Psychological reactions to Illness and Hospitalization 	<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>
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Learning Outcomes	Course Content	Instructional Strategies	Assessment Tool	Teaching Faculty
7. Life Events: Psych trauma, Psychological Reactions, Stress & 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> <ul style="list-style-type: none"> • Job-related Stress & Burnout • Response to stress Management 	<ul style="list-style-type: none"> • Lectures/ • Presentations • Case-Based Learning • (CBL), • Case studies □□ Individual 	<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 psychotraumatic cases in hospital settings.</p>	<p>Understanding Psychotrauma</p>	<p>assignment</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>

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 / Behavioral Scientist • Anthropologist (GS)
Understand the impact of terrorism on mental health and its management for mental well being	Explain Psychosocial Aspects of Terrorism	<ul style="list-style-type: none"> • Lectures • Presentation • 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	Psychologist or Psychiatrist / Behavioural Scientist
Identify the correlation of aging with life span, psychological factors and sociological factors.	Discuss Psychosocial Aspects of Aging	<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 • Psychiatrist • Behavioural Scientist • Gerontologists

Learning Outcomes	Course Content	Instructional Strategies	Assessment Tool	Teaching Faculty
Professionalism				
8. Physician Self-Regulation and Maintenance of Competence				
Comprehensive understanding of physician self-regulation and maintenance of competence	Show commitment to autonomous growth, maintenance and continuous improvement of competence/ knowledge	Interactive lecture/ Workshop/ Small group discussions (SGD)/ Case Scenarios	FA: MCQs, SAQs, SEQs and OSCE	Behavioural Scientist / DME Faculty
9. Professional Identity Formation				

Understand professional identity formation	<ul style="list-style-type: none"> • Reflections on White Coat Ceremony • List types of identities and its Components, • Define ways to transform professional identity 	<ul style="list-style-type: none"> • Lecture/ Presentation/ Small group discussion (SGD) • Reflective writing 	FA: MCQs, SAQs, SEQs and OSCE	Behavioural Scientist / DME Faculty
10. Professional Misconduct and Unprofessional Attitudes				
Understand professional misconduct and unprofessional attitudes	<ul style="list-style-type: none"> • Define professional misconduct and list its elements and give examples • List the types of misconduct and its punishments • Define Medical Malpractice 	<ul style="list-style-type: none"> • Interactive lecture/ • Role plays/ Case Scenarios/ Small group discussion (SGD)/ 	FA: MCQs, SAQs, SEQs and OSCE	Behavioural Scientist / DME Faculty
11. Steps to Inculcate Medical Professionalism in Students				
Identify steps to inculcate medical professionalism in students	<p>Recognize probable Path towards Medical Professionalism through</p> <ul style="list-style-type: none"> • Confess • Teach • Assess • Reward • Foster 	<ul style="list-style-type: none"> • Interactive lecture/works hop / Small group discussion (SGD)/ • Case scenario/ Seminar 	FA: MCQs, SAQs, SEQs and OSCE	Behavioural Scientist / DME Faculty
Leadership & Management				
12. Principles of Leadership and Various Approaches to Leadership				
Explore the principles of leadership and examine various approaches to leadership	<p>Healthcare Leadership Principles</p> <ul style="list-style-type: none"> • Effective leadership Traits and Behaviors Different approaches to Leadership • Effective leadership Abilities & Skills 	Interactive lecture / workshop	FA: MCQs, SAQs, SEQs and OSCE	Behavioral Scientist/ DME faculty

Learning Outcomes	Course Content	Instructional Strategies	Assessment Tool	Teaching Faculty
13. Leadership & Management Styles and Theories				
Examine and describe various attributes and leadership styles within their respective cultural contexts	<ul style="list-style-type: none"> • Leadership styles and their impact on healthcare team • Contemporary Leadership Theories • Exploration of various leadership theories □□ Application of leadership models in medical contexts 	Interactive lecture / Role plays/ Case Scenarios	FA: MCQs, SAQs, SEQs and OSCE	Behavioral Scientist/ DME faculty
Compare various models of leadership and management and assess their application in a medical context	<ul style="list-style-type: none"> • Classic and Modern Management Theories • Exploration of various Management theories • Managerial Styles 	Interactive lecture / workshop / Group Discussion	FA: MCQs, SAQs, SEQs and OSCE	Behavioral Scientist/ DME faculty
14. Healthcare Decision-Making & Leadership				
Analyse and implement effective decision-making strategies in crisis leadership within the context of medical emergencies	<ul style="list-style-type: none"> • Healthcare Decision-Making & Leadership • Decision-making processes in Healthcare • Risk management & mitigation • Crisis leadership in medical emergencies 	Group discussion/ Lecture	FA: MCQs, SAQs, SEQs and OSCE	Behavioral Scientist/ DME faculty

3 rd Year				
Behavioural Sciences (60 Hours MBBS)				
Learning Outcomes	Course Content	Instructional Strategies	Assessment Tool	Teaching Faculty
1. 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.	Demonstrate non-pharmacological Interventions (NPIs) in Clinical Practice <ul style="list-style-type: none"> • Communication Skills • Counselling • Informational Care • Handling Difficult Patients and their Families • Breaking Bad News • Crisis Intervention and Disaster Management • Conflict Resolution • Empathy 	Lecture/ /Presentation Role-playing with peers Storytelling by students Problem Based Learning (PBL) Case-Based Learning(CBL), Interactive Video V ictures	FA: MCQs, SAQs, SEQs and OSCE IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	Psychologist or Psychiatrist / Behavioral Scientist
Criticallyanalyse the patient to provide the best care possible and help the individual obtain optimal health	Demonstrate knowledge and necessary skills for psychosocial Assessment	Lecture/ /Presentation Large Group Interactive	FA: MCQs, SAQs, SEQs and OSCE IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios	Psychologist or Psychiatrist / Behavioral Scientist •

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> <ul style="list-style-type: none"> • Coronary Care Unit • Intensive Care Unit • The Emergency Department • Psychosocial Aspects of Organ • Transplantation • The Dialysis Unit • Reproductive Health • Pediatrics Ward • Oncology • Operating Theater 	<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 / Behavioral Scientist • Surgeon (GS) • Nephrologist (GS) • Oncologist (GS) • Gynecologist (GS) • Pediatric (GS)
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Learning Outcomes	Course Content	Instructional Strategies	Assessment Tool	Teaching Faculty
2. Pain, Consciousness and Sexuality				
Understand the complex interplay of Brain and Behavior	<p>Describe Neurobiological Basis of Behavior</p> <ul style="list-style-type: none"> • Arousal • Consciousness 	<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>	Psychologist or Psychiatrist / Behavioral Scientist
Integrate knowledge and skills of coping and treatment of pain in various situations.	<p>Discuss Psychosocial aspects of Pain</p>	<ul style="list-style-type: none"> • Lectures/ Presentations • Individual Assignments / Group Projects 	<p>FA: MCQs, SAQs, SEQs and OSCE</p> <p>IA: quizzes, presentations, assignments, group projects, case studies, reflective writing and student portfolios</p>	Psychologist or Psychiatrist / Behavioral Scientist

<p>Identify the biopsychic-social factors contributing to sexual health and impact physical and mental health of human being.</p>	<p>Discuss Psychosocial Aspects of Gender and Sexuality</p> <ul style="list-style-type: none"> • Sexual Identity • Gender Identity • Sexual Behavior • Gender differences in Sexual Behavior • Masturbation • Sexual orientation • Psychiatric morbidity • Sexual Disorders • Sexual Dysfunction • Disorders of Sexual Preference/Paraphilia • Gender Dysphoria (DSM V) or gender identity disorder (ICD 10) • 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 • Behavioral Scientist • Anthropologist (GS) • Sociologist (GS) • Gynecologist (GS)
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Learning Outcomes	Course Content	Instructional Strategies	Assessment Tool	Teaching Faculty
3. Common Psychiatric Disorders in General Health Settings				

<p>Common Psychiatric Disorders in General Health Settings</p>	<ul style="list-style-type: none"> • Mixed Anxiety and Depression • Panic Disorder • Unexplained Somatic Complaints • Persistent Complainers • Dissociative and Possession States • Drug Abuse, Alcohol & Tobacco use • Suicide and Deliberate Self Harm (DSH) • Delirium 	<ul style="list-style-type: none"> • Lectures/ Presentations • Case studies 	<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 / Behavioral Scientist</p>
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4. Culture and Medical Practice

<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> <ul style="list-style-type: none"> • Sociology and Health • Social Groups □□ Social Class • Child Rearing Practices Roles, Social Support, religion, Stigma, Sick role, Death and Dying • Impact of social factors on Treatment Adherence • Anthropology and Health • Understanding culture in health • Influence of culture on health care • 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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Learning Outcomes	Course Content	Instructional Strategies	Assessment Tool	Teaching Faculty
5. Common Interviewing/ Psychological History Taking				
History taking History <ul style="list-style-type: none"> • Job • Social 	Techniques for interviewing in clinical setting <ul style="list-style-type: none"> • Developmental • Educational stressors • history 	history • Presentations Demonstration	Lectures/ FA: SEQs and OSCE Psychiatrist /	MCQs, SAQs, Psychologist or
<p>IP interview psychosocial and Marital Drug addiction history history techniques of these by IA: pre sequential, , BS clinical</p>				
<p>Assessment assignments, group</p> <ul style="list-style-type: none"> • Legal history role playing in projects, case studies, • Medical/surgical peer groups reflective writing and history student portfolios • Assessment of health services & other psychosocial stressors • Assessment of patient perception of disease according to Health Belief Model 				
Professionalism				
6. Personal Development Plan (PDP)				
Prepare personal development plan (PDP)	<ul style="list-style-type: none"> • Prepare personal development plan & reflective portfolios • Feedback on PDP 	Small group discussion (SGD)/ Interactive Lecture/	Assignment	Behavioural Scientist / DME Faculty
7. Interprofessional Education: Tips for Design and Implementation				

<p>Understand the importance and use of Interprofessional education: Tips for design and implementation</p>	<ul style="list-style-type: none"> • Define Interprofessional education • Exhibit responsibility and decision-making skills • Clarify their role in society • Provide evidence based health care to patients, peers, families and community 	<p>Interactive lecture/workshop / Small group discussion (SGD)/ Role play</p>	<p>FA: MCQs, SAQs, SEQs and OSCE</p>	<p>Behavioural Scientist / DME Faculty</p>
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Learning Outcomes	Course Content	Instructional Strategies	Assessment Tool	Teaching Faculty
8. Civic Engagement and its importance in Medical Practice				
<p>Understand the importance of Civic Engagement and its importance in medical practice</p>	<ul style="list-style-type: none"> • Define civic engagement • Elaborate the importance of civic engagement in Medical practices • List the steps to improve access to care • Ways to do justice in distribution of limited resources • Discuss the ways in which welfare concerns of community can be added to concerns for individual patient care • Manage to keep pace with modern changes in practice and in the community. • Discuss the implications of modern communication technology in clinical practice 	<p>Interactive lecture/workshop/ Small Group Discussions (SGD)</p>	<p>MCQ/ SEQ</p>	<p>Behavioural Scientist / DME Faculty</p>

Leadership & Management				
9. Technology-Driven Healthcare Leadership				
Assess the role of modern technology in the management and leadership within the medical field	<ul style="list-style-type: none"> Integrating technology in medical management / leadership Modernization of Healthcare Services 	Lecture, Role play	FA: MCQs, SAQs, SEQs and OSCE	Behavioral Scientist/ DME faculty
10. Interprofessional Enhancing Healthcare Team Performance				
Foster teamwork and develop the ability to identify, raise, and address concerns to effectively resolve conflicts	<ul style="list-style-type: none"> Understanding and managing healthcare teams Collaboration and interdisciplinary teamwork Conflict resolution in medical settings Negotiation Skills 	Interactive lecture/Role play	FA: MCQs, SAQs, SEQs and OSCE	Behavioral Scientist/ DME faculty
Learning Outcomes	Course Content	Instructional Strategies	Assessment Tool	Teaching Faculty
11. Strategic Management of Healthcare Resources				
Formulate and implement effective strategies for managing healthcare resources	<ul style="list-style-type: none"> Strategic planning in healthcare Financial management in medical institutions Quality improvement initiatives 	Lecture/ Role play/ Case Scenarios	FA: MCQs, SAQs, SEQs and OSCE	Behavioral Scientist/ DME faculty
12. Patient-Centered Approach to Safety				

<p>Implement patientcentred approaches in healthcare settings to enhance the quality of care and patient satisfaction</p>	<ul style="list-style-type: none"> • Fostering patient centered approaches • Ensuring patient safety in medical settings • Balancing patient needs with organizational goals 	<p>Interactive lecture/workshop/ Group Discussion</p>	<p>FA: MCQs, SAQs, SEQs and OSCE</p>	<p>Behavioral Scientist/ DME faculty/GS</p>
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Precis for MBBS Students

This curriculum of Behavioural Sciences and Professionalism 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 Behavioural Sciences and Social Sciences. Apart from this curriculum, USMLE demands further knowledge of Personality Test, Intelligence Test, Defence 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 tes

INTERNAL ASSESSMENT - THEORY	
INTERNAL ASSESSMENT WEIGHTING: 20%	
Exams	Weightings
Attendance in Lectures: a. ≥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 Practical's: a. ≥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%

