Program Name: MBBS Course Code: 041321 Institute: Symbiosis Medical College For Women Regional/ National The undergraduate modeal elucation programme is designed with a goal to errote an "fadau Medical Goalaute" (MC) processing requires knowledge, skilly, stimules, school be able to: "a school be abl (a) Decouption "both the off" as a striking and both they for off closes and by more provide a striking and a striking of the striking and (b) Learn every aspect of National policies on health and devote (b)be competent to practice preventive, promotive, curative, palliative and rehabilitative medicine in respect to the commonly encountered health problems. (c) Achieve competence in practice of holistic medicine, encompassing (c)appreciate rationale for different therapeutic modalities; be familiar with the administration of "essential medicines" and their common adverse effects. (d) Develop scientific temper, acquire educational experience for proficiency in profession and promote healthy living, professionare propositionics. (c) Become exemplary citizen by observance of medical ethics and fulfilling social and professional obligations, so as to respond to mational apprinters. (f) be familiar with the basic factors which are essential for the implementation of the National Health Programmes including practical aspects of the following: (i) Family Welfare and Maternal and Child Health (MCH) (ii) Sanitation and water supply (iii) Prevention and control of corr icable and non-co icable diseases (iv) Immunization (v) Health Education (vi) Indian Public Health Standards (IPHS), at various levels of service delivery (vii) Bio-medical waste disposal (viii) Organizational and/or institutional arrangements. (g) acquire basic management skills in the area of human resources, materials and resource management related to health care delivery, hospital management, inventory skills and counseling. (h) be able to identify community health problems and learn to work to resolve these by designing, instituting corrective steps and evaluating outcome of such measures. (i) be able to work as a leading partner in health care teams and acquire proficiency in communication skills. (j) be competent to work in a variety of health care settings. (k) have personal characteristics and attitudes required for professional life such as personal integrity, sense of responsibility and dependability and ability to relate to or show concern for other individuals. All efforts must be made to equip the medical graduate to acquire the skills as detailed in Table 11 Certifiable procedural skills – A Comprehensive list of skills recommended as desirable for Bachelor of Medicine and Bachelor of Surgery (MBBS) – Indian Medical Graduate. PO1 PO2 PO3 PO4 PO5 P06 
 Strong H
 Competencies: The understaduate must demonstrate: Strong H Strong H Strong H Understanding of the gross and microscopic structure and development of human body, Strong H Strong H Comprehension of the normal regulation and integration of the functions of the organs and systems on basis of the structure and genetic pattern, Strong H Understanding of the clinical correlation of the organs and structures involved and interpret the antionnical basis of the disease presentations. Strong H Strong H Strong H Strong H Strong H Strong H

Integration: The teaching should be aligned and integrated horizontally and vertically in organ										
systems with clinical correlation that will provide a context for the learner to understand the relationship between structure and function and interpret the anatomical basis of various clinical conditions and procedures.	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Physiology										
(a) Competencies: The undergraduates must demonstrate:	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Understanding of the normal functioning of the organs and organ systems of the body,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Comprehension of the normal structure and organization of the organs and systems on	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Comprehension or use normal structure and cognitization or the organs and systems on basis of the functions, Understanding of age-related physiological changes in the organ functions that reflect										
normal growth and development,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Understand the physiological basis of diseases.	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
(b) Integration: The teaching should be aligned and integrated horizontally and vertically in organ systems in order to provide a cortext in which normal function can be correlated both with structure and with the biological basis, its clinical features, diagnosis and therapy.	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Biochemistry										
(a) Competencies: The learner must demonstrate an understanding of:										
Biochemical and molecular processes involved in health and disease,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Importance of nutrition in health and disease,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Biochemical basis and rationale of clinical laboratory tests,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
and demonstrate ability to interpret these in the clinical context.	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
(b) Integration: The teaching/learning programme should be integrated horizontally	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
and vertically, as much as possible, to enable learners to make clinical correlations and to acquire an understanding of the cellular and molecular basis of health and disease.										
Community Medicine Competencies: The undergraduate must demonstrate:										
Understanding of the concept of health and disease,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Understanding of demography, population dynamics and disease burden in National and	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
global context, Comprehension of principles of health economics and hospital management,	-									-
	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Understanding of interventions to promote health and prevent diseases as envisioned in National and State Health Programmes.	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Second Professional (Para-Clinical)										
Pathology										
Competencies: The undergraduate must demonstrate:										
Comprehension of the causes, evolution and mechanisms of diseases,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Knowledge of alterations in gross and cellular morphology of organs in disease states,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Ability to correlate the natural history, structural and functional channes with the clinical	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
numifestations of diseases, their diagnosis and therapy.	Shong H	Suoug n	Sublig H	Suong H	Strong P	Suong H	Should H	Strong H	Suoug H	Suong ri
Integration: The teaching should be aligned and integrated horizontally and vertically in organ systems recognizing deviations from normal structure and function and	Strong H	Strong H		Strong H	Strong H	Strong H	Strong H			
clinically correlated so as to provide an overall understanding of the etiology, mechanisms, laboratory diagnosis, and management of diseases.			Strong H	B11				Strong H	Strong H	Strong H
mechanisms, laboratory diagnosis, and management of diseases.			Strong H					Strong H	Strong H	Strong H
mechanisms, laboratory diagnosis, and management of diseases. Microbiology Competencies: The undergraduate learner demonstrate:			Strong H					Strong H	Strong H	Strong H
mechanism, laboratory diagnosis, and management of diseases. Microbiology Competendees The underproduct learner domaintrate: Understanding of role of microbial agents in health and disease.	Second II	6000 H			Steens II	Steene II				
mechanism, laborancy diagnosis, and management of diseases. Microbiology Competencies: The undergraduate learner demonstrate: Understanding of the of microbial agents in health and disease, Understanding of the immunological mechanisms in health and disease.	Strong H	Strong II	Strong H	Strong H	Strong H	Strong H				
mechanisms, laboratory diagnosis, and management of discusses. Microbiology Competencies: The analogenchase learner demonstrate: Understanding of the of microbial agents in health and discuse, Understanding of the immunological mechanisms in health and discuse, Ability to correlate heartand blackse, mechanisms and editoriated manifestations of sinfercience discusses as they relate to the properties of microbial agents.	Strong H	Strong H	Strong H Strong H	Strong H Strong H	Strong H	Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H
mechanismi, khorznivy diagnosi, and management of disease. Berenhanger Competensive The modelprobative is board mesonese: Understanding of relies of microbial agents in health and disease. Understanding of the immunological mechanismismi in health and disease. Ability to correlate the started blocky, mechanism and chinese, Ability to correlate the started blocky, mechanism and chinese. Ability of the principles and application of infection control measures,	Strong H Strong H	Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H
mechanisms, laboratory diagnosis, and management of discusses. Microbiology Competencies: The analogenchase learner demonstrate: Understanding of the of microbial agents in health and discuse, Understanding of the immunological mechanisms in health and discuse, Ability to correlate heartand blackse, mechanisms and editoriated manifestations of sinfercience discusses as they relate to the properties of microbial agents.	Strong H	Strong H	Strong H Strong H	Strong H Strong H	Strong H	Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H
mechanism, laboraroy diagnois, and management of diseases. Methodising: Competencies the undergraduate locate dismonstrate: Understanding of the dimensionly and agents in health and disease, Valentiation of the immunological mechanisms in health and disease, Ability to correlate the narral history, mechanism and chinical manufacturations of infections diseases at hey relate to the properties of microbia agents. Koorshedge of the principles and application of infections control measures, A submittantiation of the basis of chines of theory diagnostic tests and their	Strong H Strong H	Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H
mchanism, kborzny diagonia, and management of disease.  Berenhanger Competensive Free modelparkater is board measures Understanding of relie of microbial agents in health and disease.  Understanding of the immunological mechanism in health and disease.  Ability to correlate the nature Bhorky, mchanism and chinese,  Ability to correlate the nature Bhorky, mchanism and chinese,  Ability to correlate the nature Bhorky, mchanism and chinese,  Ability of the principles and application of infection control measures.  Konsideger of the principles and application of infection control measures.  Integrating, microling discussion and apprendix of discussion discusses.  Integratements: The teaching should be aligned and integrate bottomathy and vertically in origina options in the aligned and integrate protoments and there in an option of the principles and apprendix of discussions and there in any apprendix on the anticons and the ange and any integrates and the aligned and integrates and battering and apprendix of the aligned and integrates and the aligned and integrates and there in a supervise and advection and the integrates and the and the integ	Strong H Strong H	Storog H Storog H Storog H	Strong H Strong H Strong H Strong H	Strong H Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H Strong H	Strong H Strong H Strong H Strong H	Strong H Strong H Strong H Strong H	Strong H Strong H Strong H Strong H
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PO7

Strong H

PO8

Strong H

PO9

PO10

Strong H

Strong H Strong H

Strong H

Forensic Medicine and Toxicology										
Understanding of medico-legal responsibilities of physicians in primary and secondary care settings,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Understanding of the rational approach to the investigation of crime, based on scientific and legal principles,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Ability to manage medical and legal issues in cases of poisoning / overdose,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Understanding the medico-legal framework of medical practice and medical negligence, Understanding of codes of con	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Integration: The teaching should be aligned and integrated horizontally and vertically	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
recognizing the importance of medico-legal, ethical and toxicological issues as they relate to the practice of medicine.										
Third Professional (Part 1)										
General Medicine										
(a) Competencies: The student must demonstrate ability to do the following in relation to common medical problems of the adult in the community:	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Demonstrate understanding of the patho-physiologic basis, epidemiological profile, signs and symptoms of disease and their investigation and management,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Competently interview and examine an adult patient and make a clinical diagnosis, Appropriately order and interpret laboratory tests,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Initiate appropriate cost-effective treatment based on an understanding of the rational	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
drug prescriptions, medical interventions required and preventive measures, Follow up of patients with medical problems and refer whenever required,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Communicate effectively, educate and counsel the patient and family,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Manage common medical emergencies and refer when required,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Independently perform common medical procedures safely and understand patient safety issues.	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
(b) Integration: The teaching should be aligned and integrated horizontally and	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
vertically in order to provide sound biologic basis and incorporating the principles of general medicine into a holistic and comprehensive approach to the care of the patient.										
General Surgery										
General Surgery (a) Competencies: The student must demonstrate:										
Understanding of the structural and functional basis, principles of diagnosis and management of common surgical problems in adults and children,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Ability to choose, calculate and administer appropriately intravenous fluids, electrolytes, blood and blood products based on the clinical condition,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Ability to apply the principles of asepsis, sterilization, disinfection, rational use of prophylaxis, theraneutic utilities of antibiotics and universal precautions in survical	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Abuity to apply the principles of adepuis, stermazation, disinfection, fational use of prophylaxis, therapeutic utilities of antibiotics and universal precautions in surgical practice,										
Knowledge of common malignancies in India and their prevention, early detection and therapy,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Ability to perform common diagnostic and surgical procedures at the primary care level,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Ability to recognize, resuscitate, stabilize and provide Basic & Advanced Life Support to patients following trauma,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Ability to administer informed consent and counsel patient prior to surgical procedures,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Commitment to advancement of quality and patient safety in surgical practice.	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
(b) Integration: The teaching should be aligned and integrated horizontally and vertically in order to provide a sound biologic basis and a holistic approach to the care of the careful preimt	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
the surgical patient.										
Obstetrics and Gynaecology (a) Competencies in Obstetrics: The student must demonstrate ability to:										
Provide peri-conceptional counseling and antenatal care,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Identify high-risk pregnancies and refer appropriately,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Conduct normal deliveries, using safe delivery practices in the primary and secondary care settings,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Prescribe drugs safely and appropriately in pregnancy and lactation,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Diagnose complications of labor, institute primary care and refer in a timely manner,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Perform early neonatal resuscitation,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Provide postnatal care, including education in breast-feeding, Counsel and support couples in the correct choice of contraception,	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H
Interpret test results of laboratory and radiological investigations as they apply to	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
the care of the obstetric patient,										
10. Apply medico-legal principles as they apply to tubectomy, Medical Termination of	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
10. Apply medico-legal principles as they apply to tubectomy, Medical Termination of Programcy (MTP), Pre-conception and Prenatal Diagnostic Techniques (PC PNDT Act) and other related Acts.		B		onong ti						
Competencies in Gynecology: The student must demonstrate ability to:										
Elicit a gynecologic history, perform appropriate physical and pelvic examinations and PAP	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
smear in the primary care setting,										
Recognize, diagnose and manage common reproductive tract infections in the primary care setting,	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H
Recognize and diagnose common genital cancers and refer them appropriately.	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
(b) Integration: The teaching should be aligned and integrated horizontally and vertically in order to provide comprehensive care for women in their reproductive years	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
and beyond, based on a sound knowledge of structure, functions and disease and their clinical, social, emotional, psychological correlates in the context of national health										
priorities.										
Pediatrics (a) Competencies: The student must demonstrate:										
Ability to assess and promote optimal growth, development and nutrition of children and	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Ability to assess and promote optimal growth, development and nutrition of children and adolescents and identify deviations from normal, ability to recommize and novoide emergency and runtine ambulatory and First Level										
Ability to assess and promote optimal growth, development and nutrition of children and adobecents and detrify deviations from normal, Ability to recognize and provide emergency and routine ambulatory and First Level Referral Unit care for neonates, infants, children and adolescents and refer as may be appropriate.	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H
Ability to recognize and provide emergency and routine ambulatory and First Level Referral Unit care for neonates, infants, children and adolescents and refer as may be appropriate. Ability to perform procedures as indicated for children of all ages in the primary care										
Ability to recognize and provide emergency and routine ambulatory and First Level Referral Unit care for neonates, infants, children and adolescents and refer as may be appropriate.	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Ability to recentlyine and provide conceptory and number analytativity and First level Reforma Unit areas for acounters, indiants, children and adolescents and refer as may be appropriate. Ability to perform procedures as indicated for children of all ages in the primary care setting.	Strong H Strong H	Strong H Strong H	Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H
Ability to recognize and provide energency and nutries aubulatory and First Level Referred Unit earc for accuracy, infant, ehidnen and adolescent and refer a may be appropriate. Ability to perform precedures as indicated for children of all ages in the primary care asting. Ability to recognize children with special needs and refer appropriately.	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H
Ability to recognize and provide emergency and number analysism and First Level Referral Unit or refer mechanics, inflams, children and indelescents and refer as may be appropriate. In perform proceedures as indicated for children of all ages in the primary care science. Ability to recognize children with opecial needs and refer appropriately. Ability to primore health and prevent diseases in children.	Strong H Strong H Strong H Strong H	Strong H Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H Strong H	Strong H Strong H Strong H Strong H	Strong H Strong H Strong H Strong H	Strong H Strong H Strong H Strong H	Strong H Strong H Strong H Strong H	Strong H Strong H Strong H Strong H	Strong H Strong H Strong H Strong H
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Ability to recognize, investigate, report, plan and manage community health problems including malnutrition and emergencies.	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Integration: The teaching should be aligned and integrated <b>horizontally</b> and vertically in order to allow the learner to understand the impact of environment, society and national health priorities as they relate to the promotion of health and prevention and	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
cure of disease.										
Dermatology, Venereology & Leprosy										
Competencies: The undergraduate student must demonstrate: Understanding of the principles of diagnosis of diseases of the skin, hair, nail and	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
mucosa, Ability to recognize, diagnose, order appropriate investigations and treat common	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
diseases of the skin including leprosy in the primary care setting and refer as appropriate,										
A syndromic approach to the recognition, diagnosis, prevention, counseling, testing and management of common sexually transmitted diseases including HIV based on national	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
health priorities, Ability to recognize and treat emergencies including drag reactions and refer as	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
appropriate. Integration: The teaching should be aligned and integrated horizontally and vertically in	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
order to emphasize the biologic basis of diseases of the skin, sexually transmitted diseases and keptory and to provide an understanding that skin diseases may be a manifestation of systemic disease.										
esycniatry Competencies: The student must demonstrate:										
Ability to promote mental health and mental hygiene,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Knowledge of etiology (bio-psycho-social-environmental interactions), clinical features, diagnosis and management of common psychiatric disorders across all ages,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Ability to recognize and manage common psychological and psychiatric disorders in a primary care setting, institute preliminary treatment in disorders difficult to manage, and refer appropriately.	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
reter appropriately, Ability to recognize alcohol/ substance abuse disorders and refer them to appropriate	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
centers, Ability to assess risk for suicide and refer appropriately,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Ability to recognize temperamental difficulties and personality disorders,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Assess mental disability and rehabilitate appropriately.	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Understanding of National and State programmes that address mental health and welfare of patients and community.	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Integration: The teaching should be aligned and integrated horizontally and vertically in order to allow the student to understand bio-psycho-social-environmental interactions that lead to disease/disorders for preventive, promotive, curtabilitative services	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
and medico-legal implications in the care of patients both in family and community.										
Respiratory Medicine										
Competencies: The student must demonstrate: Knowledge of common chest diseases, their clinical manifestations, diagnosis and	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
management, Ability to recognize, diagnose and manage pulmonary tuberculosis as contemplated in	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
National Tuberculosis Control programme, Ability to manage common respiratory emergencies in primary care setting and refer	-	-	-	-	-	-	-	-	-	-
appropriately.	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Integration: The teaching should be aligned and integrated horizontally and vertically in order to allow the student to recognize diagnose and treat TB in the context of the society, national health priorities, drug resistance and co-motobid conditions like HIV.	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Otorhinolarynzology										
Competencies: The learner must demonstrate:										
Knowledge of the common Otorhinolaryngological (ENT) emergencies and problems,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Ability to recognize, diagnose and manage common ENT emergencies and problems in primary care setting,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Ability to perform simple ENT procedures as applicable in a primary care setting,	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Ability to recognize hearing impairment and refer to the appropriate hearing impairment	Strong H	Strong II	Strong U	Strong U	Strong II	Strong U	Strong II	Strong U	Strong U	Strong U
Ability to recognize hearing impairment and refer to the appropriate hearing impairment rehabilitation programme.	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
Ability to recognize backing impairment and refer to the appropriate hearing impairment relabilitation programme. <b>Integration:</b> The teaching should be aligned and integrated horizontally and vertically in order to allow the learner to understand the structural basis of ENT problems, their management and correlation with function, relabilitation and aligned fulf.	Strong H Strong H	Strong H Strong H	Strong H	Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H Strong H	Strong H
rehabilitation programme. Integration: The teaching should be aligned and integrated horizontally and vertically in order to align whe learner to understand the structural basis of ENT problems, their		-	-	-		-	-	-	-	-
rehabilitation programme. Integration: The teaching should be aligned and integrated horizontally and vertically in order to align whe learner to understand the structural basis of ENT problems, their		-	-	-		-	-	-	-	-
rehabilitation programme. <b>Integratism:</b> The standar should be aligned and integrated horizontally and vertically in order at allow the learner to understand the transmit about GENT problems, their management and correlations with fraction, rehabilitation and quality of life. <b>Columbrations</b> <b>Columbrations</b> <b>Completencies:</b> Knowledge of common eye problems in the community	Sanag H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H	Strong H
rehabilitation programme. Hengergatien: Twe cateding should be adapted and integrated horizontally and vertically in more at above the learner to understand the structure above (above for the com- management and contraints with fractions, rehabilitations and quality of life. Dedistationable Competencies: The student must demonstrate: Knowledge of common eye problems in the community Recognite, diagnose and manage common eye problems and identify indications for referrat.	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H
rehabilitation programme. Harrogradien: The cateding should be aligned and integrated bacimentally and vertically in management and exclusion, should be aligned and integrated bacimentally on the dis- management and exclusion and infections, rehabilitations and quality of life. Harrosciences Competencies: The student must demonstrate: Korologie of common eye problems in the community Recognize, diagnose and manage common eye problems and identify indications for efforts. Ability to recognize visual implement and Montaney are setting.	Strong H Strong H Strong H Strong H	Strong H Strong H Strong H Strong H	Strong H Strong H Strong H Strong H	Strong H Strong H Strong H Strong H	Strong H Strong H Strong H Strong H	Strong H Strong H Strong H Strong H	Strong H Strong H Strong H Strong H	Strong H Strong H Strong H Strong H	Strong H Strong H Strong H Strong H	Strong H Strong H Strong H Strong H
rehabilitation programme. Hanggariam: The catasing should be aligned and integrated horizontally and vertically in management and examine to understand the structure about 64 EWT problem, then management and examines the structure are about 100 MeV. Description of the structure of the structure are about 100 MeV. Consolidation of the structure are about 100 MeV. Recognite, diagnose and manage common age problem and identify indications for referral. Adding to recognitize visual implement and Bindhess in the community and implement National programmes anglebable in the primary care structure. Hanggariam: The tracking should be aligned and integrated horizontally and vertically in order or allow the most trunker and the structure and set of pottally most set.	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H	Strong H Strong H Strong H
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