



# Psychiatry

**STUDY GUIDE**

**MBBS**

**2023 -2024**



**BAQAI MEDICAL COLLEGE**

**BAQAI MEDICAL UNIVERSITY**

51-Deh Tor, Gadap Road, Super Highway. P.O Box: 2407, Karachi-75340, Pakistan.

(092-21)34410-293 to 298, 34410-427 to 430

Fax: (092-21)34410-317, 34410-431

Email: [info@baqai.edu.pk](mailto:info@baqai.edu.pk), Web: [www.baqai.edu.pk/](http://www.baqai.edu.pk/)

## CONTENTS:

INTRODUCTION .....	3
FACULTY: .....	4
VISION & MISSION .....	5
OUTCOMES OF THE MBBS PROGRAM .....	6
GLOBAL OBJECTIVES: .....	6
CURRICULAR OUTCOMES OF THE COURSE: .....	7
TEACHING METHODOLOGIES: .....	7
ASSESSMENT: .....	8
FEEDBACK TO STUDENTS: .....	9
LIST OF EQUIPMENT: .....	9
LIST OF TOPICS TO BE COVERED IN LECTURES BY PSYCHIATRY DEPARTMENT IN FINAL YEAR MBBS WITH LERANING OBJECTIVES.....	9
TUTORIALS ( CASE BASED LEARNING ) .....	13
OPD TEACHING WITH LEARNING OBJECIVES: .....	17
SKILLS TO BE LEARNED BY STUDENTS IN OPD TEACHING.....	18
RECOMMENDED BOOKS .....	19

## INTRODUCTION

The Psychiatric services at Baqai hospital Nazimabad started more than thirty years ago. It was (late) Professor Zaheer Khan who started psychiatric clinic at Baqai Hospital Nazimabad in nineteen seventy-seven than in 1979 Dr. Inam Rasool started regular Psychiatry OPD at the main building of Baqai Hospital. In 1983, psychiatry indoor unit was started by a very senior psychiatrist Dr. Noorjehan Hussain. At the department of psychiatry Baqai Medical University, Dr. Inam ur Rehman, Dr. Anwer A Qader, Dr. Amin Gadit, and Dr. Adnan Ahmad have also worked as head of departments.

In June 2000 the psychiatric unit at Baqai Hospital Nazimabad was given an autonomous status by the chairman Baqai foundation and its name was changed to "Institute of Psychiatry Baqai Medical University" and Dr Inam Rasool who have re-joined Baqai University in January 1999 as assistant professor and was given the additional post of Director Institute of Psychiatry.

The department of psychiatry not only provides psychiatric facilities to the urban population, but also provides services to the rural areas around Karachi with a clear objective given by the Chairman Baqai Foundation "To serve the humanity by providing health care facilities to common people."

In the year 2008 a new campus of the Institute of Psychiatry was inaugurated by the chairman PMDC at Fatima Hospital, Baqai Medical University, Gadap. At this campus there is a 25 bedded indoor facility for psychiatric patients, a regular OPD, occupational therapy centre and teaching facilities. The unit was allowed by PMDC for teaching psychiatry to undergraduate and post graduate students.

PMDC has allocated 50 hours for psychiatry teaching to final year MBBS students .Department of psychiatry is teaching psychiatry in these hours to undergraduate students . lectures , clinical teaching in outpatient clinics and tutorials are conducted by department of psychiatry accordingly . Final year MBBS are rotated for 10 days in the department of psychiatry . In these 10 days undergraduate students are strictly following the study guide to make the learning effective and upto the standards of PMDC criteria.

## FACULTY:

Dr. Mahira Shafi

MBBS, FCPS (psych)

Assistant Professor, Psychiatry

mahirashafi@baqai.edu.pk

03222015196

Dr. Azra Shaheen

Ph D (Clinical psychology)

Associate Professor, Behavioral Sciences.

azra@baqai.edu.pk

03323484508

Ms. Fariha Zehra Rani

M.phil (Clinical psychology)

Senior Instructor, Behavioral Sciences.

Farihazehra51214@gmail.com

03309416129

Students can contact faculty directly during office hours on weekdays and on WhatsApp referably via class representative or by email.

## VISION & MISSION

### **BAQAI MEDICAL UNIVERSITY VISION STATEMENT:**

“To evolve as a nucleus for higher learning with a resolution to be socially accountable, focused on producing accomplished health care professionals for services in all spheres of life at the national and global level.”

### **BAQAI MEDICAL UNIVERSITY MISSION STATEMENT:**

University is dedicated to the growth of competencies in its potential graduates through dissemination of knowledge for patient care, innovation in scholarship, origination of leadership skills, use of technological advancements and providing noteworthy contributions to society through commendable service.

### **BAQAI MEDICAL COLLEGE VISION STATEMENT:**

Our vision is to enhance the access and excellence in medical education and research, with the aim of capacity building of students and faculty through innovations, and science and technology competencies, to achieve rapid and sustainable health. The medical graduate thus produced will be informed and trained enough to serve the community better, and to be advisor to the national and international health organizations.

### **BAQAI MEDICAL COLLEGE MISSION STATEMENT:**

The mission of the Baqai medical college is to produce medical graduates, who are accomplished individuals and have skills for problem solving, clinical

judgment, research & leadership for medical practice at the international level and are also aware of the health problems of the less privileged rural and urban population of Pakistan.

### **Psychiatry Department mission:**

The department of psychiatry, Baqai Medical University is committed to provide affordable and evidence based mental health care to the population in need.

Our mission is to provide mental health teaching and multidisciplinary training to the future mental health workers and specialists to full fill the needs of the community.

To conduct research on the existing mental health issues of the community and promotion of mental health are our priority

## **OUTCOMES OF THE MBBS PROGRAM**

### **The Baqai University graduate of the MBBS program will be able to:**

- 1.** Utilize knowledge of basic and clinical sciences for patient care.
- 2.** Take Focused history, perform physical examination, and formulate a diagnosis and management plan for common health problems.
- 3.** Require professional behaviors that embodies lifelong learning, altruism, empathy and cultural sensitivity in provision health care service.
- 4.** Identify problems, critically review literature, conduct research and disseminate knowledge
- 5.** Lead other team members as per situational needs for quality health service.
- 6.** Apply evidence-based practices for protecting, maintaining and promoting the health of individuals, families and community.

## CURRICULAR OUTCOMES OF THE COURSE:

The overall goal of psychiatry rotation (total 50 hours) is to provide medical students an outstanding learning experience in the field of psychiatry and an opportunity to develop skills to become an effective medical practitioner.

By the end of the psychiatry clerkship the student will be expected to:

1. Understand that the most common mental disorders (depression, anxiety, and schizophrenia) and their impact course, severity, and clinical outcome.
2. Understand the confidentiality requirements of psychiatric diagnoses.
3. Obtain, document, and present an appropriate psychiatric history.
4. Perform complete mental status examination.
5. Assess suicidal and homicidal ideation in psychiatric patient
6. Apply differential diagnosis skills using specific history and physical exam findings.
7. Select appropriate diagnostic and laboratory tests and interpret results.
8. Effectively communicate with patients and families using sensitive, non-judgmental language, and recognize the emotional impact of illness on patients and families.
9. Select appropriate treatment (medication and/or therapy) and, if necessary, refer to specialty care.
10. Develop skills for enhancing treatment adherence

## TEACHING METHODOLOGIES:

Psychiatry department will be using 3 different teaching methodologies.

These will cover all three domains of learning, knowledge, skills and attitude:

1. Workplace based learning/clinical teaching

2. Simulation environment
3. lectures

## ASSESSMENT:

Assessment will comprise of Formative and summative assessment.

### **FORMATIVE ASSESSMENT**

- Will be done throughout the course based on clinical performance, attitude towards patients, attendance and behavior.
- One assignments on psychiatry topics will be given to students
- One or two assignment will be presented in the tutorial class.
- Each assignment carry ten marks and will be carried forward in the final exam

### **SUMMATIVE ASSESSMENT:**

1. MCQs
2. OSCE

### **MARKS**

Marks for attendance: if >90%:	10marks
Assignments /history /10 marks each	20 marks

Clinical performance	20
MCQ (multiple choice questions) at the end of posting	20
OSCE.	30
TOTAL	100 Marks

## FEEDBACK TO STUDENTS:

Students will be assessed on the basis of checklists for each activity and every student will have to perform at least once, under supervision of a faculty to get the checklist signed off.

Verbal feedback through daily activities will continue according to the need.

Students will also assess their peers and will provide feedback on each other's performance under the supervision of the faculty.

### Teaching methodology evaluation, Facilitator evaluation, and Course evaluation:

At the end of case based discussion and simulation session, all students will be required to fill out a standard feedback form to evaluate the teaching of the session. (teacherfeedbackform)

## LIST OF EQUIPMENT:

Fully equipped clinic with basic necessities for assessing a patient in the community in accordance with WHO guidelines for basic health unit.

Multimedia

Laptop/PC units/printer and copier.

## LIST OF TOPICS TO BE COVERED IN LECTURES BY PSYCHIATRY DEPARTMENT IN FINAL YEAR MBBS WITH LERANING OBJECTIVES

Time Allocated per Lecture: 60 minutes.

Total contact hours: 8 hours

No:	Topics	Objectives	Time	Tutor
	<b>Depressive disorder</b>	<ol style="list-style-type: none"> <li>1. Define depression as normal emotional reaction, as a symptom of a syndrome and as a disorder</li> <li>2. Define bio-psycho-social etiology of depression</li> <li>3. Identify the clinical features of depression.</li> <li>4. Assessment of Depression and use of PHQ-9 and Hamilton Depression scale</li> <li>5. Explain the Management of Depression</li> <li>6. Enlist the psychological treatment used to treat depression.</li> <li>7. Explain the prognosis of depression.</li> </ol>	1 hr	Dr. Mahira
	<b>Psychosomatic disorder</b>	<ol style="list-style-type: none"> <li>1.Explain the association between physical and psychiatric disorders</li> <li>2.Enlist the psychiatric disorders common among medically ill patients</li> <li>3.Explain clinical features of irritable bowel syndrome</li> <li>4.Explain pharmacological management of IBS</li> <li>5.Explain different types of somatoform disorder</li> <li>6.Discuss etiology and clinical features of different types of somato form disorder</li> <li>7.Explain pharmacological and psychological treatment pf somatoform disorder</li> </ol>	1 hr	Dr mahira

	<p><b>Stress related disorder/ anxiety disorder</b></p>	<ol style="list-style-type: none"> <li>1. Define stress, eustress and distress.</li> <li>2. Explain the features of acute stress disorder, adjustment disorder and PTSD.</li> <li>3. Explain the psychological and pharmacological management of stress related disorders</li> <li>4. classify different types of anxiety disorder</li> <li>5. explain the clinical features of different types of anxiety disorder ( GAD, PANIC , PHOBIA )</li> </ol> <p>Outline the pharmacological and psychological management of anxiety disorder (relaxation methods, stress management, systemic desensitization)</p>	1 h o ur	Dr mahira
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	<p><b>Obsessive Compulsive disorder</b></p>	<ol style="list-style-type: none"> <li>1. Define the concept of Obsessions and Compulsions</li> <li>2. Identify various themes of obsession and compulsion</li> <li>3. Explain clinical features of OCD</li> </ol>	1 hr .	Dr. Mahira

		4. Outline pharmacological treatment and highlight psychological treatment of OCD		
	<b>Delirium</b>	<ol style="list-style-type: none"> <li>1. Define delirium, describe clinical features of delirium.</li> <li>2. Differentiate between delirium and dementia</li> <li>3. Enumerate degenerative, metabolic, infective, traumatic, neoplastic and traumatic causes of delirium</li> <li>4. Describe the clinical features of delirium</li> <li>5. Explain specific and general management of delirium.</li> </ol>	1 hr	Dr. Mahira
	<b>Dementia</b>	<ol style="list-style-type: none"> <li>1. Define dementia, classify different types of dementia.</li> <li>2. Explain important etiology of dementia.</li> <li>3. Describe the clinical features of dementia</li> <li>4. describe behavioral and psychological symptoms of dementia</li> <li>5. Outline the important investigations to find out the etiology of dementia.</li> <li>6. Enlist the drugs used in dementia and outline the non-pharmacological interventions.</li> </ol>	1 hr	Dr. Mahira
		<ol style="list-style-type: none"> <li>1. Define schizophrenia and schizophrenia spectrum disorders.</li> <li>2. Enumerate the genetic and chemical basis of schizophrenia.</li> </ol>	1 hr	Dr. Mahira

	<b>Schizophrenia</b>	<ol style="list-style-type: none"> <li>3. Explain clinical features</li> <li>4. Outline the pharmacological and psycho-social management of schizophrenia</li> <li>5. Explain the prognosis of schizophrenia.</li> </ol>		
	<b>Bipolar disorder</b>	<ol style="list-style-type: none"> <li>1. Identify the types of mood disorders</li> <li>2. Explain the Biopsychosocial etiology of bipolar disorder.</li> <li>3. Describe the clinical features of mania</li> <li>4. Describe different mood stabilizers used in the management of bipolar disorder.</li> <li>5. Discuss the prognosis of bipolar disorder</li> </ol>	1 hr	Dr. Mahira

### TUTORIALS (CASE BASED LEARNING)

Number of tutorials: 8 (Two hours each) from 2:00 pm till 4 :00 pm

Contact hours: 16 hrs.

**Following topics will be covered in tutorial**

## 1. PEDIATRIC PSYCHIATRY-1

TOPIC	OBJECTIVES	Tutor
<b>Intellectual disability</b>  <b>(Mental retardation)</b>	<ol style="list-style-type: none"> <li>1. Define mental retardation (MR)</li> <li>2. Explain the clinical features of mild moderate and severe MR.</li> <li>3. Based on the given clinical scenario/ or the patient seen in opd identify the severity of intellectual disability</li> <li>4. discuss the pharmacological and psychological management of mental retardation.</li> <li>5. Students will observe the tutor how to counsel parents (simulated or real patients) of a case of MR ( breaking bad news and informational care )</li> </ol>	Dr. Azra Shaheen /Dr. mahira

## 2. STRESS MANAGEMENT

<b>Relaxation technique</b>	<ol style="list-style-type: none"> <li>1. Explain and discuss the following stress management techniques.               <ol style="list-style-type: none"> <li>a. Deep breathing exercise</li>   <li>b. Meditation</li> </ol> </li> <li>2. Students will observe the tutor applying relaxation techniques on a simulated patient or real patients</li> <li>3. student will apply this technique first to simulated patients then to real patients</li> </ol>	Dr.Azra Shaheen Dr.Mahira
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### 3. SLEEP DISORDERS AND MANAGEMENT

<b>Sleep disorders</b>	<ol style="list-style-type: none"> <li>1. observe the faculty members taking sleep history</li> <li>2. obtain sleep history from simulated or real patients</li> <li>3. observe the faculty member counseling real or simulated patients about sleep hygiene methods</li> <li>4. students will perform the exercise under supervision in which they will counsel the real or simulated patient about different sleep hygiene methods</li> </ol>	Dr. Mahira
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### 4. ATTEMPTED SUICIDE AND DELIBERATE SELF-HARM.

<b>Suicide &amp; deliberate self-harm</b>	<ol style="list-style-type: none"> <li>1. Define suicide and self harm</li> <li>2. Explain the factors that increases the risk of suicide</li> <li>3. Discuss the common causes of deliberate self-harm.</li> <li>4. observe the faculty member doing risk assessment of suicidal patients</li> </ol>	Dr. mahira
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	5. perform the risk assessment on real or simulated suicidal patient	
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### 5. SUBSTANCE USE DISORDER

<b>Heroin &amp; other substance abuse disorder.</b>	<ol style="list-style-type: none"> <li>1. Define concept of substance abuse, dependence, withdrawal, tolerance, and intoxication</li> <li>2. Enlist drugs commonly abused in Pakistan</li> <li>3. Explain clinical features of heroin withdrawal.</li> <li>4. explain clinical features of cannabis abuse</li> <li>5. Identify sign and symptoms of cannabis induced psychosis</li> <li>6. observe the faculty taking drug abuse history from real or simulated patient</li> <li>7. obtain drug abuse history from real or simulated patients</li> </ol>	Dr. Mahira
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### 6 . sexual history taking

Sexual history	Observe the faculty member taking sexual history from real or simulated patient	<b>Dr Mahira</b>
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### 7.mini mental state examination

MMSE	observe the faculty Member doing mini mental state examination on real or simulated patient to assess dementia	<b>Dr mahira</b>
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## 8. PRESENTATIONS AND ASSIGNMENTS

### 9. ASSESEMENT

OPD (clinicalteaching) WITH LEARNING OBJECIVES:

From 11.00 a.m. to 2.00 PM (three hours)

9 days ( 9 days clinical teaching and 2<sup>nd</sup> half of last day for assesement )

OPD teaching: 27 HOURS

Tutor: / Dr. Mahira.

By the end of the session, final year student should be able:

1. Demonstrate data gathering skills
2. Perform focused examination in relation to the presenting symptoms
3. Formulate the diagnoses
4. Suggest relevant investigations
5. Discuss primary care management plan
6. Perform patient-centered consultation
7. Demonstrate effective communication skills
8. Demonstrate counselling skills
9. Demonstrate empathy towards patient and incorporate medical ethics in decision making

## Skills to be learned by students in OPD teaching

### Data Gathering Skills

History taking

### Counselling skills

Explaining diagnosis to the patient

Breaking bad news

Motivational interviewing (drug abuse history )

### Communication skills

Active listening

Verbal, non-verbal communication

Picking up cues

### **FIRST TWO DAYS (OBSERVER STATUS)**

At the end of first two days students will be able to:

1. Explain the logical sequence of an observed interview session conducted by a faculty member
2. Discuss the different techniques used by the faculty member for active listening and empathy during the psychiatric interview of a patient.
3. Classify the various psycho-pathologies on the basis of their causes
4. observe the faculty member taking history and doing mental satte examination

### **3<sup>RD</sup> AND 4<sup>TH</sup> DAY (ASSISTANT STATUS)**

At the end of the 3<sup>rd</sup> and 4<sup>th</sup> day, students will be able to:

1. Apply the given guidelines for starting an interview from a simulated psychiatric patient.
2. Conduct a complete interview from a simulated psychiatric patient

3. Demonstrate the process of active listening and empathy during the interviews from a simulated psychiatric patient

### **5<sup>TH</sup> AND 6<sup>TH</sup> DAY (PERFORM UNDER SUPERVISION OF FACULTY ))**

At the end of 5<sup>th</sup> and 6<sup>th</sup> students will be able to:

1. Interview a patient presenting in outpatient clinic to elicit a complete psychiatric history.
2. Record the finding of mental state examination of the same patient.
3. Justify the working diagnosis formed on the basis of history and mental state examination
4. Defend the predictive diagnosis of the said patient on the basis of their management plan
5. Decide regarding the referral of the patient to appropriate specialty.

### **7<sup>TH</sup> AND 8<sup>TH</sup> 9<sup>TH</sup> DAY (PERFORM INDEPENDENTLY)**

At the end of 7<sup>th</sup> 8<sup>th</sup> and 9<sup>th</sup> day the students will be able to independently

1. Record a complete psychiatry history from a patient presenting in outpatient clinics
2. Summarize the findings of mental state examination of a psychiatric patient.
3. Defend the working diagnosis formed on the basis of mental state examination
4. Counsel patient and family regarding the treatment and referral to appropriate specialist care

## Recommended books

Oxford handbook of psychiatry

Shorter oxford text book of psychiatry

Ahuja text book of psychiatry

Youtube educational videos for psychiatry history taking and interview skills.