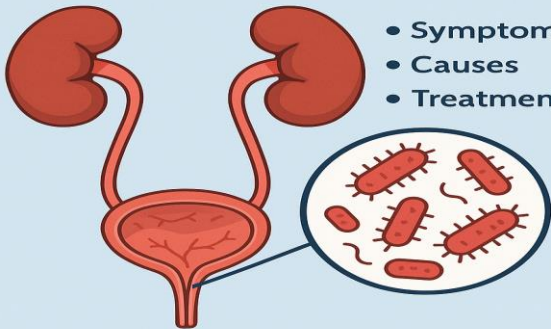


18<sup>th</sup> May – 15<sup>th</sup> July 2026

Duration: 4 Weeks

## URINARY TRACT INFECTION



## Causes of Chronic Kidney Disease



Diabetes Mellitus



Hypertension



Nephritis



Polycystic Kidney



Pyelonephritis

## Prevention of Chronic Kidney Disease



Maintain healthy weight



Follow a low-phosphorus diet



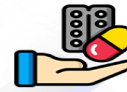
Stay hydrated



Monitor blood pressure levels



Manage diabetes



Do not self-medicate



# LIAQUAT NATIONAL HOSPITAL AND MEDICAL COLLEGE

Institute for Postgraduate Medical Studies & Health Science

## STUDY GUIDE FOR URINARY II MODULE

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Module name: Urinary System-II

Year: Four

Duration: 4 weeks (18 May-15 July 2026)

Timetable hours: Interactive Lectures, Case-Based Learning (CBL), Clinical Rotations, Tutorial, Skills, Practical's, Self-Directed Learning

## MODULE INTEGRATED COMMITTEE

<b>MODULE COORDINATOR:</b>	<ul style="list-style-type: none"> <li>• Dr. Humaira Howrah Ali (Chemical Pathology)</li> </ul>
<b>CO-COORDINATORS:</b>	<ul style="list-style-type: none"> <li>• Dr. Afifa Tabassum (DHPE)</li> </ul>

## DEPARTMENT RESOURCE PERSONS

BASIC HEALTH SCIENCES	CLINICAL AND ANCILLARY DEPARTMENTS
<b>ANATOMY</b> <ul style="list-style-type: none"> <li>• Professor Zia Ul Islam</li> </ul>	<b>CHEMICAL PATHOLOGY</b> <ul style="list-style-type: none"> <li>• Dr. Humaira Howrah Ali</li> </ul>
<b>COMMUNITY MEDICINE</b> <ul style="list-style-type: none"> <li>• Professor Saima Zainab</li> </ul>	<b>MEDICINE</b> <ul style="list-style-type: none"> <li>• Professor Karim Ullah Makk</li> </ul>
<b>MICROBIOLOGY</b> <ul style="list-style-type: none"> <li>• Professor Shaheen Sharafat</li> </ul>	<b>NEPHROLOGY</b> <ul style="list-style-type: none"> <li>• Professor Kunwer Naveed</li> </ul>
<b>PATHOLOGY</b> <ul style="list-style-type: none"> <li>• Professor Naveen Faridi</li> </ul>	<b>PEDIATRICS</b> <ul style="list-style-type: none"> <li>• Dr. Atika Sher</li> </ul>
<b>PHARMACOLOGY</b> <ul style="list-style-type: none"> <li>• Professor Tabassum Zehra</li> </ul>	<b>RESEARCH &amp; SKILLS DEVELOPMENT CENTER</b> <ul style="list-style-type: none"> <li>• Dr. Kahkashan Tahir</li> </ul>
<b>PHYSIOLOGY</b> <ul style="list-style-type: none"> <li>• Professor Syed Hafeezul Hassan</li> </ul>	<b>UROLOGY</b> <ul style="list-style-type: none"> <li>• Professor Aziz Abdullah</li> </ul>
<b>DEPARTMENT of HEALTH PROFESSIONS EDUCATION</b>	
<ul style="list-style-type: none"> <li>• Professor Nighat Huda</li> <li>• Professor Sobia Ali</li> <li>• Dr. Afifa Tabassum</li> <li>• Dr. Yusra Nasir</li> <li>• Dr. Asra Zia</li> <li>• Dr. Maryam Fatima</li> </ul>	
<b>LNH&amp;MC MANAGEMENT</b>	
<ul style="list-style-type: none"> <li>• Professor K.U. Makki, Principal LNH&amp;MC</li> <li>• Dr. Shaheena Akbani, Director A.A &amp; R.T LNH&amp;MC</li> </ul>	
<b>STUDY GUIDE COMPILED BY:</b> Department of Health Professions Education	

## **INTRODUCTION**

### **WHAT IS A STUDY GUIDE?**

It is an aid to:

- Inform students how student learn program of the module has been organized.
- Help students organize and manage their studies throughout the module.
- Guide students on assessment methods, rules, and regulations

### **THE STUDY GUIDE:**

- Communicate information on the organization and management of the module. This will help the student to contact the right person in case of any difficulty.
- Define the objectives which are expected to be achieved at the end of the module.
- Identify the learning strategies such as lectures, small group teachings, clinical skills, demonstration, tutorial and case based learning that will be implemented to achieve the module objectives.
- Provide a list of learning resources such as book, computer assisted learning programs, web- links, journals, for students to consult in order to maximize their learning.
- High light information on the contribution of continuous on the student's overall performance.
- Includes information on the assessment methods that will be held to determine every student's Achievement of objectives.
- Focus on information pertaining to examination policy, rules and regulations.

**INTEGRATED CURRICULUM:** Comprises system-based modules such as Eye/ENT, Orthopedics, Dermatology, Genetics and Reproductive System-II which links basic science knowledge to clinical problems. Integrated teaching means that subjects are presented as a meaningful whole. Students will be able to have better understanding of basic sciences when they repeatedly learn in relation to clinical examples.

**LEARNING EXPERIENCES:** Case based integrated discussions, Task oriented learning followed by task presentation, skills acquisition in skills lab, computer-based assignments, learning experiences in clinics, wards.

**LEARNING METHODOLOGIES:**

The following teaching/learning methods are used to promote better understanding:

- Interactive Lectures
- Small Group Discussion
- Case- Based Learning (CBL)
- Clinical Experiences
- Clinical Rotations
- Practical
- Skills session
- Self-Directed Learning

**INTERACTIVE LECTURES:** In large group, the lecturer introduces a topic or common clinical conditions and explains the underlying phenomena through questions, pictures, videos of patients' interviews, exercises, etc. Students are actively involved in the learning process.

**SMALL GROUP SESSION:** This format helps students to clarify concepts, acquire skills or desired attitudes. Sessions are structured with the help of specific exercises such as patient case, interviews or discussion topics. Students exchange opinions and apply knowledge gained from lectures, tutorials and self-study. The facilitator role is to ask probing questions, summarize, or rephrase to help clarify concepts.

**CASE-BASED LEARNING (CBL):** A small group discussion format where learning is focused around a series of questions based on a clinical scenario. Students' discuss and answer the questions applying relevant knowledge gained previously in clinical and basic health sciences during the module and construct new knowledge. The CBD will be provided by the concerned department.

**CLINICAL LEARNING EXPERIENCES:** In small groups, students observe patients with signs and symptoms in hospital wards, clinics and outreach centers. This helps students to relate knowledge of basic and clinical sciences of the module and prepare for future practice.

- **CLINICAL ROTATIONS:** In small groups, students rotate in different wards like Medicine, Pediatrics, Surgery, Obs & Gynae, ENT, Eye, Family Medicine clinics, outreach centers & Community Medicine experiences. Here students observe patients, take histories and perform supervised clinical examinations in outpatient and inpatient settings. They also get an opportunity to observe medical personnel working as a team. These rotations help students relate basic medical and clinical knowledge in diverse clinical areas.

**PRACTICAL:** Basic science practical related to pharmacology, microbiology, forensic medicine, and community medicine have been schedule for student learning.

**SKILLS SESSION:** Skills relevant to respective module are observed and practiced where applicable in simulated-learning environment such as skills laboratory.

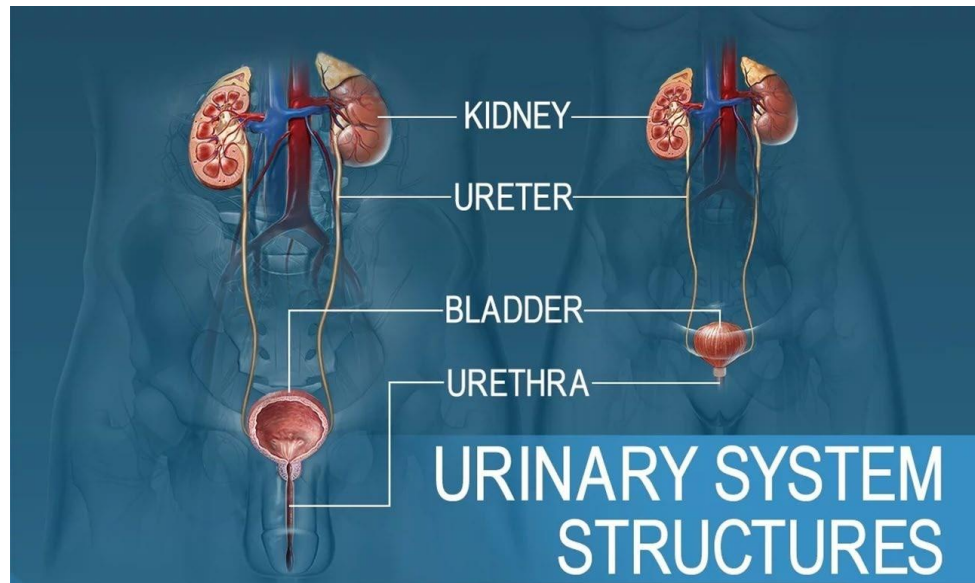
**SELF-DIRECTED LEARNING:** Students' assume responsibilities of their own learning through individual study, sharing and discussing with peers, seeking information from Learning Resource Center, teachers and resource persons within and outside the college. Students can utilize the time within the college scheduled hours of self-study.

## MODULE: URINARY 2

### INTRODUCTION

Kidney disease has an indirect impact on global morbidity and mortality by increasing the risks associated with at least five other major killers: cardiovascular diseases, diabetes, hypertension, infection with human immunodeficiency virus (HIV) and malaria<sup>[1]</sup>. Worldwide, estimated prevalence of Chronic Kidney Disease is 10.4% in men and 11.8% in women<sup>[2]</sup>. In Pakistan common causes of CKD identified in the patients included diabetic nephropathy (28%), glomerulonephritis (22%), hypertension (14.6%), tubule-interstitial disease (13.4%) and renal stone disease (8%)<sup>[3]</sup>.

This module aims to equip medical undergraduates with the essential knowledge and skills required for dealing with prevalent renal disorders in the local context. This is the second module on renal and excretory system in MBBS course. The basics of renal and excretory system including structure and function have been addressed in the first module. The module will focus on common diseases of the renal and excretory system, including infections, obstructive, genetics and acquired disorders and cancerous and non-cancerous renal and excretory diseases



#### References:

1. [Luyckx VA, Tonelli M, Stanifer JW. The global burden of kidney disease and the sustainable development goals. Bulletin of the World Health Organization. 2018 Jun 1;96\(6\):414.](#)
2. [Coresh J. Update on the Burden of CKD. Journal of the American Society of Nephrology. 2017 Apr 1;28\(4\):1020-2.](#)
3. [Kifayat Ullah, Ghias Butt, Imtiaz Masroor, Kinza Kanwal, Farina Kifayat](#) (2015) Epidemiology of chronic kidney disease in a Pakistani population. Saudi Journal of kidney diseases and transplant, 2015 Nov;26(6):1307-10. doi: 10.4103/1319-2442.168694.

**MODULE OBJECTIVES AND STRATEGIES**

By the end of Urinary 2 module students should be able to:

**COMMUNITY MEDICINE**

TOPICS & OBJECTIVES	LEARNING STRATEGIES
<b>Renal diseases and prevention</b>	Interactive Lecture
<ul style="list-style-type: none"> <li>Describe common renal diseases</li> </ul>	
<ul style="list-style-type: none"> <li>Discuss epidemiology of renal diseases</li> </ul>	
<ul style="list-style-type: none"> <li>Identify environmental risk factors of renal diseases</li> <li>Explain preventive measures of renal diseases</li> </ul>	
<b>Chronic kidney disease &amp; Kidney failure</b>	Tutorial
<ul style="list-style-type: none"> <li>Describe Chronic Kidney Diseases &amp; its associated risk factors</li> </ul>	
<ul style="list-style-type: none"> <li>Discuss the Global Burden of Chronic Kidney Diseases</li> </ul>	
<ul style="list-style-type: none"> <li>Describe the diagnostic tests used to assess kidney function.</li> <li>Identify strategies for preventing kidney failure and promoting kidney health</li> </ul>	
<b>Bacterial Zoonotic diseases &amp; prevention</b>	Tutorial
<ul style="list-style-type: none"> <li>Identify common bacterial pathogens that cause zoonotic diseases</li> </ul>	
<ul style="list-style-type: none"> <li>Describe the various modes of transmission for bacterial zoonotic diseases</li> </ul>	
<ul style="list-style-type: none"> <li>Recognize the potential public health significance of zoonotic diseases</li> </ul>	
<ul style="list-style-type: none"> <li>Discuss prevention and control strategies for zoonotic diseases</li> </ul>	
<ul style="list-style-type: none"> <li>Explain the role of antimicrobial resistance in the context of zoonotic diseases</li> <li>Discuss ethical considerations related to zoonotic disease research and control efforts</li> </ul>	
<b>Parasitic Zoonotic diseases &amp; prevention</b>	Tutorial
<ul style="list-style-type: none"> <li>Describe the major groups of parasitic organisms that cause zoonotic diseases</li> </ul>	
<ul style="list-style-type: none"> <li>Explain the transmission routes of parasitic zoonotic diseases</li> </ul>	
<ul style="list-style-type: none"> <li>Identify key factors contributing to their emergence and spread</li> </ul>	
<ul style="list-style-type: none"> <li>Explain the importance of the One Health approach in addressing parasitic zoonotic diseases</li> <li>Describe the prevention and control strategies for parasitic zoonotic diseases</li> </ul>	
<b>Health Management Information System</b>	Interactive Lecture
<ul style="list-style-type: none"> <li>Describe HMIS &amp; its essential elements</li> </ul>	
<ul style="list-style-type: none"> <li>Explain the Intelligence Hierarchy Pyramid</li> </ul>	
<ul style="list-style-type: none"> <li>Identify components of HMIS</li> </ul>	
<ul style="list-style-type: none"> <li>List the various sources of health information</li> <li>Discuss the importance of HMIS</li> </ul>	

**PATHOLOGY**

TOPICS & OBJECTIVES	LEARNING STRATEGIES
<b>Cysts: Congenital and acquired cystic conditions of the kidney</b>	Interactive Lecture
<ul style="list-style-type: none"> <li>Classify cystic diseases of the kidneys</li> </ul>	

<ul style="list-style-type: none"> <li>● Discuss genetics, pathogenesis, morphology and clinical features of autosomal dominant, autosomal recessive polycystic kidney disease.</li> </ul>	
<ul style="list-style-type: none"> <li>● Discuss cystic diseases of renal medulla and acquired (Dialysis associated) cystic disease</li> </ul>	
<b>Obstructive Uropathy 1 Urinary out flow Obstruction (Urolithiasis, Hydronephrosis)</b>	
<ul style="list-style-type: none"> <li>● Discuss the causes, pathogenesis, morphology and clinical features of Hydronephrosis</li> </ul>	Interactive Lecture
<ul style="list-style-type: none"> <li>● Explain the types, pathogenesis and clinical presentation of renal stones</li> </ul>	
<ul style="list-style-type: none"> <li>● Explain the major causes of Ureteral obstruction.</li> </ul>	
<b>Obstructive Uropathy 2 Urinary out flow Obstruction (Prostate)</b>	
<ul style="list-style-type: none"> <li>● Discuss acute and chronic Prostatitis.</li> </ul>	Interactive Lecture
<ul style="list-style-type: none"> <li>● Explain the etiology, pathogenesis, morphological and clinical features of Benign Prostatic Hyperplasia.</li> </ul>	
<b>Obstructive Uropathy 3: Carcinoma of Prostate</b>	
<ul style="list-style-type: none"> <li>● Discuss the etiology, genetic alterations, pathogenesis, morphology and clinical features of Prostatic Adenocarcinoma</li> </ul>	Interactive Lecture
<ul style="list-style-type: none"> <li>● Explain the grading, staging and laboratory diagnostics of carcinoma of Prostate</li> </ul>	
<b>Pathogenesis of glomerular disorders</b>	
<ul style="list-style-type: none"> <li>● Classify Glomerular Diseases</li> </ul>	Interactive Lecture
<ul style="list-style-type: none"> <li>● Name the Glomerular syndromes</li> </ul>	
<ul style="list-style-type: none"> <li>● Explain various pathological responses to glomerular injury</li> </ul>	
<ul style="list-style-type: none"> <li>● Discuss pathogenesis of glomerular injury and mediators of glomerular injury</li> </ul>	
<ul style="list-style-type: none"> <li>● Explain the underlying immune mechanism in development of various glomerular diseases</li> </ul>	
<b>Nephritic syndrome</b>	
<ul style="list-style-type: none"> <li>● Define nephritic syndrome</li> </ul>	Interactive Lecture
<ul style="list-style-type: none"> <li>● Summarize Major Primary Glomerulonephritis's</li> </ul>	
<ul style="list-style-type: none"> <li>● Discuss the etiology, pathogenesis and clinical features of Acute proliferative (Post streptococcal, Post infectious) Glomerulonephritis, &amp; Rapidly Progressive (Crescent) Glomerulonephritis.</li> </ul>	
<b>Nephrotic syndrome</b>	
<ul style="list-style-type: none"> <li>● Define Nephrotic syndrome</li> </ul>	Interactive Lecture
<ul style="list-style-type: none"> <li>● List the common causes of Nephrotic syndrome</li> </ul>	
<ul style="list-style-type: none"> <li>● Discuss etiology, pathogenesis, morphology (light microscopic, electron microscopic and immunofluorescent microscopic features) of Membranous Nephropathy, Minimal-Change Disease, Focal Segmental Glomerulosclerosis (FSGS), HIV-Associated Nephropathy, Membranoproliferative Glomerulonephritis (MPGN)</li> </ul>	
<b>Acute tubular necrosis</b>	
<ul style="list-style-type: none"> <li>● Define tubule interstitial diseases.</li> </ul>	Interactive Lecture
<ul style="list-style-type: none"> <li>● Classify tubulointerstitial diseases</li> </ul>	
<ul style="list-style-type: none"> <li>● Discuss etiology, pathogenesis, morphology and clinical features of Acute Tubular Injury/Necrosis &amp; Tubulointerstitial Nephritis.</li> </ul>	
<b>Glomerular conditions associated with systemic disorders &amp; Isolated Glomerular Abnormalities</b>	
<ul style="list-style-type: none"> <li>● Discuss the pathophysiology, morphology and clinical features in Glomerular conditions associated with systemic disease (e.g. Diabetic Nephropathy, hypertension, Lupus Nephritis, Henoch-Schönlein Purpura, Glomerulonephritis Associated with Bacterial Endocarditis and Other Systemic Infections, Fibrillary Glomerulonephritis)</li> </ul>	Interactive Lecture
<ul style="list-style-type: none"> <li>● Explain Isolated Glomerular Abnormalities including IgA Nephropathy (Berger Disease), Hereditary Nephritis and Alport Syndrome</li> </ul>	

<b>Pyelonephritis</b>	Interactive Lecture
● Define Pyelonephritis	
● List the causes and organisms of urinary tract infections.	
● Discuss the mechanism of ascending infection involving upper urinary tract and kidneys.	
● Discuss pathogenesis, morphological & clinical features of Acute & Chronic Pyelonephritis and Reflux Nephropathy	
● Describe morphological features and complications of pyelonephritis	
<b>Tumors of renal system I</b>	Interactive Lecture
● Classify renal neoplasms.	
● Discuss benign neoplasms of the kidney.	
● Explain the risk factors, pathogenesis, molecular alterations, morphology & clinical features of malignant renal neoplasm	
<b>Tumors of renal system II</b>	Interactive Lecture
● Classify Urothelial tumors.	
● Discuss the etiology, pathogenesis, morphology, clinical features and diagnosis of urothelial tumors & non-neoplastic lesions of the urinary bladder	
<b>Renal Vascular Diseases</b>	Interactive Lecture
● Classify renal vascular diseases	
● Discuss etiology, pathogenesis, morphology and clinical features of Nephrosclerosis, Malignant Nephrosclerosis, Renal Artery stenosis, Thrombotic Microangiopathies and Other Vascular Disorders	
<b>Urinary Analysis, Culture &amp; Sensitivity</b>	Tutorial
● Interpret urine detailed report	
● Discuss Lab/Dipsticks Method of urine analysis	
● Discuss the procedure of performing urine C/S	
● Identify the culture media and growth of different organisms of UTI on culture plates	
<b>Histopathology of Glomerular Diseases</b>	Tutorial
● Discuss morphology (light microscopic, electron microscopic and immunofluorescent microscopic features) of important diseases included in Nephritic and nephritic syndrome.	
<b>Histopathology of kidney, urinary bladder and Prostatic tumors</b>	Tutorial
● Briefly discuss the morphology of renal, urinary bladder and prostatic tumors	

### **MICROBIOLOGY**

TOPICS & OBJECTIVES	LEARNING STRATEGIES
<b>Urinary Tract Infections</b>	Small Group Discussion
● Describe the etiologies and pathophysiology for upper and lower urinary infections.	

### **CHEMICAL PATHOLOGY**

TOPICS & OBJECTIVES	LEARNING STRATEGIES
<b>Investigations for renal disorders</b>	Interactive Lecture
● list relevant investigations for renal and urinary system disorders	

- Relate clinical conditions to results of investigations

### PHARMACOLOGY

TOPICS & OBJECTIVES	LEARNING STRATEGIES
<b>1. Diuretics I&amp;II</b>	Interactive Lecture
<ul style="list-style-type: none"> <li>• Classify Diuretics</li> <li>• Discuss basic &amp; clinical pharmacology of those classes with their clinical uses, side effects &amp; contraindications</li> </ul>	
<b>2. Role of Diuretics</b>	Tutorial
<ul style="list-style-type: none"> <li>• Justify management of clinical conditions with different classes of diuretics along with the pharmacokinetic and dynamics of those classes of drugs</li> </ul>	

### UROLOGY

TOPICS & OBJECTIVES	LEARNING STRATEGIES
<b>UTI and ureteric trauma</b>	Interactive Lecture
<ul style="list-style-type: none"> <li>• Describe the embryology, surgical anatomy, and congenital anomalies of kidneys and ureters</li> <li>• Discuss the risk factors, etiology, clinical features, investigations, prevention and management plan for urinary tract infections</li> <li>• Discuss the etiology, grades, investigations and treatment plans for renal and ureteric trauma</li> </ul>	
<b>Renal Calculi</b>	
<ul style="list-style-type: none"> <li>• Discuss the risk factors, etiology, clinical features, investigations, prevention and management plan for common kidney stones</li> </ul>	Interactive Lecture
<b>Benign renal Tumors</b>	Interactive Lecture
<ul style="list-style-type: none"> <li>• Diagnose renal calculi based on risk factors, clinical features and investigation findings</li> <li>• Formulate a management plan for renal calculi based on the patient's presentation and imaging findings</li> <li>• Diagnose benign renal tumors based on histopathological features</li> <li>• Describe outlines of management of benign renal tumors</li> </ul>	
<b>The urinary bladder</b>	
<ul style="list-style-type: none"> <li>• Describe the surgical anatomy of the urinary bladder</li> <li>• Explain the etiology, investigations, treatment plan and complications for:           <ol style="list-style-type: none"> <li>I. bladder trauma</li> <li>II. congenital defects of the bladder, including neurogenic bladder and bladder exstrophy</li> </ol> </li> <li>• Discuss the etiology, risk factors, preventive measures, clinical features, investigations and urological management of:           <ol style="list-style-type: none"> <li>I. Acute and Chronic retention of urine</li> <li>II. Benign &amp; malignant tumors of the urinary bladder</li> <li>III. Urinary bladder calculi</li> <li>IV. Urinary bladder fistulae</li> <li>V. Urinary incontinence</li> </ol> </li> </ul>	

**NEPHROLOGY**

TOPICS & OBJECTIVES	LEARNING STRATEGIES
Describe the etiology, pathophysiology, risk factors and clinical features of UTIs	
Discuss the differential diagnosis of UTIs	
Discuss related radiological and laboratory investigations of UTIs	
Explain the principles of treatment of UTIs	
For the diseases mentioned below: 1. Acute kidney injury. 2. Chronic kidney disease 3. Nephritic syndrome. 4. Nephrotic syndrome. 5. Urinary tract infections 6. Renal tubular acidosis 7. Introduction to dialysis & renal transplant 8. Polycystic kidneys	Interactive Lecture/ Case Based Learning/SDL
• Describe etiology, pathophysiology, risk factors and clinical features	
• Discuss the differential diagnosis	
• Discuss related radiological and laboratory investigations (U/S abdomen, x-ray/ CT/ MRI, Urine RE, UCE)	
• Explain the management and complications	Small Group Discussion
• Discuss the following clinical features related to kidney and urinary system disorders: <ul style="list-style-type: none"> <li>• Pain &amp; fever</li> <li>• Obstructive symptoms on micturition (urgency, hesitancy, pain, frequency, altered flow of urine)</li> <li>• Burning sensation on micturition</li> <li>• Altered color and appearance of urine</li> </ul>	

**PEDIATRICS**

TOPICS & OBJECTIVES	LEARNING STRATEGIES
For the diseases mentioned below:	Interactive Lecture
1. Nephritic syndrome	
2. AGN nephritis	
3. Acute renal failure	
4. Urinary tract infections	
• Describe the etiology, risk factors, sign and symptoms, complications	
• Interpret investigations related to the conditions	
• Outline the management	

**PHYSIOLOGY**

TOPICS & OBJECTIVES	LEARNING STRATEGIES
<b>1. Review of Kidney Function</b>	Interactive Lecture
<ul style="list-style-type: none"> <li>Explain the physiological processes of urinary system</li> </ul>	

**ANATOMY**

TOPICS & OBJECTIVES	LEARNING STRATEGIES
<b>1. Review of anatomy</b>	Interactive Lecture
<ul style="list-style-type: none"> <li>Identify gross anatomical and histological features of urinary system</li> </ul>	

**FAMILY MEDICINE**

TOPICS & OBJECTIVES	LEARNING STRATEGIES
<b>1. Family Medicine</b>	Interactive Lecture
<ul style="list-style-type: none"> <li>Describe screening and management of chronic kidney diseases in primary care.</li> </ul>	

**RADIOLOGY**

TOPICS & OBJECTIVES	LEARNING STRATEGIES
	Small Group Discussion
<ul style="list-style-type: none"> <li>Discuss Radiological investigations and their interpretation in renal / bladder diseases.</li> </ul>	

**RSDC**

TOPICS & OBJECTIVES
<b>Cathetrization</b>
<ul style="list-style-type: none"> <li>Pass a Foley's catheter in male and female mannequins according to the given protocols</li> </ul>

**Apart from attending daily scheduled sessions, students too should engage in self-study to ensure that all the objectives are covered**



**LEARNING RESOURCES**

<b>SUBJECT</b>	<b>RESOURCES</b>
<b>NEPHROLOGY</b>	<b><u>TEXT BOOKS</u></b> <ol style="list-style-type: none"> <li>1. Davidson's Principles and Practice of Medicine</li> <li>2. Kumar and Clark's Clinical Medicine, Edited by Parveen Kumar, 9th Edition</li> </ol>
<b>COMMUNITY MEDICINE</b>	<b><u>TEXT BOOKS</u></b> <ol style="list-style-type: none"> <li>1. Community Medicine by Parikh</li> <li>2. Community Medicine by M Ilyas</li> <li>3. Basic <i>Statistics</i> for the Health Sciences by Jan W Kuzma</li> </ol>
<b>PEDIATRICS</b>	<b><u>TEXT BOOK</u></b> <ol style="list-style-type: none"> <li>1. Nelson Textbook of Pediatrics, 19th Edition</li> <li>2. Textbook of Pediatrics by PPA, preface written by S. M. Haneef</li> <li>3. Clinical Pediatrics by Lakshmanaswamy Aruchamy, 3rd Edition</li> </ol>
<b>PATHOLOGY/MICROBIOLOGY</b>	<b><u>TEXT BOOKS</u></b> <ol style="list-style-type: none"> <li>1. Robbins &amp; Cotran, Pathologic Basis of Disease, 9<sup>th</sup> edition.</li> <li>2. RapidReviewPathology, 4<sup>th</sup> edition by Edward F. Goljan MD</li> </ol>
	<b><u>WEBSITES:</u></b> <ol style="list-style-type: none"> <li>1. <a href="http://library.med.utah.edu/WebPath/webpath.html">http://library.med.utah.edu/WebPath/webpath.html</a></li> <li>2. <a href="http://www.pathologyatlas.ro/">http://www.pathologyatlas.ro/</a></li> </ol>
<b>PHYSIOLOGY</b>	<b><u>TEXTBOOKS</u></b> <ol style="list-style-type: none"> <li>1. Textbook Of Medical Physiology by Guyton And Hall</li> <li>2. Ganong's Review of Medical Physiology</li> <li>3. Human Physiology by Lauralee Sherwood</li> <li>4. Berne &amp; Levy Physiology</li> <li>5. Best &amp; Taylor Physiological Basis of Medical Practice</li> </ol>



**ASSESSMENT METHODS:**

- **Best Choice Questions(BCQs)** also known as MCQs (Multiple Choice Questions)
- **Objective Structured Practical/Clinical Examination (OSPE or OSCE)**

**Internal Evaluation**

- Students will be assessed comprehensively through multiple methods.
- 20% marks of internal evaluation will be added to JSMU final exam. That 20% may include class tests, assignment, practical and the internal exam which will all have specific marks allocation.

**Formative Assessment**

Individual department may hold quiz or short answer questions to help students assess their own learning.

The marks obtained are not included in the internal evaluation

**For JSMU Examination Policy, please consult JSMU website!**

More than 75% attendance is needed to sit for the internal and final examinations



**LNH&MC EXAMINATION RULES & REGULATIONS**

- Student must report to examination hall/venue, 30 minutes before the exam.
- **Exam will begin sharp at the given time.**
- No student will be allowed to enter the examination hall after 15 minutes of scheduled examination time.
- Students must sit according to their roll numbers mentioned on the seats.
- **Cell phones are strictly not allowed in examination hall.**
- If any student is found with cell phone in any mode (silent, switched off or on) he/she will be not be allowed to continue their exam.
- No students will be allowed to sit in exam without University Admit Card, LNMC College ID Card and Lab Coat
- Student must bring the following stationary items for the exam: Pen, Pencil, Eraser, and Sharpener.
- Indiscipline in the exam hall/venue is not acceptable. Students must not possess any written material or communicate with their fellow students.

**SCHEDULE:**

WEEKS	4TH YEAR	MONTH
4 WEEKS	URINARY II MODULE	May 18, 2026
		Eid Ul Azha Holiday / Summer Holiday May 24 to 31, 2026
		Period for Elective Attachment June 1 to 28, 2026
		July 15, 2026
4 WEEKS	ENDOCRINOLOGY II MODULE	July 20, 2026
		August 08, 2026

