



PRAVARA INSTITUTE OF MEDICAL SCIENCES (DEEMED TO BE UNIVERSITY)

Loni, Tal. Rahata, Dist. Ahmednagar 413736
NAAC Re-accredited with 'A' Grade

SYLLABUS

UG Programme- Psychiatry

(Competency Based Undergraduate Curriculum will be implemented from August 2023, i.e. MBBS batch admitted for first year in 2020)

Course Content

Lectures schedule in the IIIrd MBBS Part -I Student SYLLABUS

Competency addressed	Topics
PS1.2	Describe the components of communication
PS2.1	Define stress and describe its components and causes
PS3.1	Describe the growth of psychiatry as a medical specialty, its history and contribution to society
PS2.5	Define and distinguish normality and abnormality
PS3.2	Enumerate, describe and discuss important signs & symptoms of common mental disorders
PS2.2	Describe the role of time management, study skills, balanced diet and sleep wake habits in stress avoidance
PS2.3	Define and describe the principles and components of learning memory and emotions
PS2.4	Describe the principles of personality development and motivation
PS3.6	Describe and discuss biological, psychological & social factors & their interactions in the causation of mental disorders
PS3.7	Enumerate and describe common organic psychiatric disorders, magnitude, etiology and clinical features
PS3.8	Enumerate and describe the essential investigations in patients with organic psychiatric disorders
PS3.10	Enumerate and describe the pharmacologic basis and side effects of drugs used in psychiatric disorders

PS3.11	Enumerate the appropriate conditions for specialist referral in patients with psychiatric disorders
PS3.12	Describe, discuss and distinguish psychotic & non-psychotic(Mood, Anxiety, Stress related) disorders
PS4.1	Describe the magnitude and etiology of alcohol and substance use disorders
PS4.4	Describe the treatment of alcohol and substance abuse disorders including behavioral and pharmacologic therapy
PS4.6	Enumerate and describe the pharmacologic basis and side effects of drugs used in alcohol and substance abuse
PS4.7	Enumerate the appropriate conditions for specialist referral in patients with alcohol and substance abuse disorders
PS5.1	Classify and describe the magnitude and etiology of schizophrenia & other psychotic disorders
PS5.3	Describe the treatment of schizophrenia including behavioural and pharmacologic therapy
PS5.5	Enumerate and describe the pharmacologic basis and side effects of drugs used in schizophrenia
PS5.6	Enumerate the appropriate conditions for specialist referral in patients with psychotic disorders
PS6.1	Classify and describe the magnitude and etiology of depression
PS6.4	Describe the treatment of depression including behavioral and pharmacologic therapy
PS6.6	Enumerate and describe the pharmacologic basis and side effects of drugs used in depression
PS6.7	Enumerate the appropriate conditions for specialist referral in patients with depression
PS7.1	Classify and describe the magnitude and etiology of bipolar disorders
PS7.4	Describe the treatment of bipolar disorders including behavioural and pharmacologic therapy
PS7.6	Enumerate and describe the pharmacologic basis and side effects of drugs used in bipolar disorders
PS7.7	Enumerate the appropriate conditions for specialist referral in patients with bipolar disorders

PS8.4	Enumerate and describe the magnitude and etiology of anxiety disorders
PS8.6	Enumerate and describe the pharmacologic basis and side effects of drugs used in anxiety disorders
PS8.7	Enumerate the appropriate conditions for specialist referral in anxiety disorders
PS9.1	Enumerate and describe the magnitude and etiology of stress related disorders
PS9.4	Describe the treatment of stress related disorders including behavioural and psychosocial therapy
PS9.6	Enumerate and describe the pharmacologic basis and side effects of drugs used in stress related disorders
PS9.7	Enumerate the appropriate conditions for specialist referral in stress disorders
PS10.1	Enumerate and describe the magnitude and etiology of somatoform, dissociative and conversion disorders
PS10.4	Describe the treatment of somatoform disorders including behavioural, psychosocial and pharmacologic therapy
PS10.6	Enumerate and describe the pharmacologic basis and side effects of drugs used in somatoform, dissociative and conversion disorders
PS10.7	Enumerate the appropriate conditions for specialist referral in patients with somatoform dissociative and conversion disorders
PS11.1	Enumerate and describe the magnitude and etiology of personality disorders
PS11.4	Describe the treatment of personality disorders including behavioural, psychosocial and pharmacologic therapy
PS11.6	Enumerate and describe the pharmacologic basis and side effects of drugs used in personality disorders
PS11.7	Enumerate the appropriate conditions for specialist referral
PS12.1	Enumerate and describe the magnitude and etiology of psychosomatic disorders
PS12.4	Describe the treatment of psychosomatic disorders including behavioural, psychosocial and pharmacologic therapy
PS12.6	Enumerate and describe the pharmacologic basis and side effects of drugs used in psychosomatic disorders

PS12.7	Enumerate the appropriate conditions for specialist referral
PS13.3	Describe and understand how to discuss sexual orientation, sexuality identity, gender identity, as well as intersex identity (differences in sex development) as part of routine history taking
PS13.5	Describe differences between Gender Incongruence and Gender Dysphoria. Describe and demonstrate an understanding of the biological and gender binaries, rejection of gender binary, gender non-conforming, gender nonbinary, androgynous, and other identities.
PS13.6	Describe and discuss Gender Dysphoria. Enumerate criteria to diagnose Gender Dysphoria according to the latest psychiatric classifications (refer to WPATH guidelines) and when to refer an individual to a mental health professional.
PS13.9	Describe the differences between Paraphilia and Paraphilic disorder. Describe different paraphilias. Describe and discuss importance of informed consent during any sexual interaction. Describe and discuss impact of personal opinions on working with people who express paraphilias.
PS13.10	Describe the prevalence and etiology of paraphilic disorders.
PS13.11	Enumerate the criteria for the diagnosis (diagnostic criteria) of paraphilic disorders according to the latest psychiatric classification
PS13.12	Demonstrate in the simulated environment the ability to educate the individual/ family members that paraphilia in itself is not a disease and may not require clinical intervention.
PS13.13	Enumerate the reasons for specialist referrals for any of the cases.
PS13.14	Describe the stages and differences in the human sexual cycle.
PS13.15	Enumerate the diagnostic criteria of various sexual dysfunctions corresponding to the stages of human sexual cycle.
PS13.16	Describe the management (till the level of MBBS graduate domain) and reasons for specialist referral in cases of sexual dysfunction.
PS14.1	Enumerate and describe the magnitude and etiology of psychiatric disorders occurring in childhood and adolescence
PS14.3	Describe the treatment of stress related disorders including behavioural, psychosocial and pharmacologic therapy

PS14.5	Enumerate and describe the pharmacologic basis and side effects of drugs used in psychiatric disorders occurring in childhood and adolescence
PS14.6	Enumerate the appropriate conditions for specialist referral in children and adolescents with psychiatric disorders
PS15.1	Describe the aetiology and magnitude of mental retardation
PS15.2	Describe and discuss intelligence quotient and its measurement
PS15.4	Describe the psychosocial interventions and treatment used in mental retardation
PS16.1	Enumerate and describe common psychiatric disorders in the elderly including dementia, depression and psychosis
PS16.2	Describe the aetiology and magnitude of psychiatric illness in the elderly

Clinical checklist schedule in the III^{yr} MBBS Part - I SYLLABUS

PS6.5	Demonstrate family education in a patient with depression in as imulated environment
PS7.2	Enumerate, elicit, describe and document clinical features in patients with bipolar disorders
PS7.3	Enumerate and describe the indications and interpret laboratory and other tests used in bipolar disorders
PS7.5	Demonstrate family education in a patient with bipolar disorders in a simulated environment
PS8.2	Enumerate, elicit, describe and document clinical features in patients with anxiety disorders.
PS8.3	Enumerate and describe the indications and interpret laboratory and other tests used in anxiety disorders
PS8.5	Demonstrate family education in a patient with anxiety disorders in a simulated environment
PS9.2	Enumerate, elicit, describe and document clinical features in patients with stress related disorders
PS9.3	Enumerate and describe the indications and interpret laboratory and other tests used in stress related disorders
PS9.5	Demonstrate family education in a patient with stress related disorders in a simulated environment
PS 10.2	Enumerate, elicit, describe and document clinical features in patients with somatoform, dissociative and conversion disorders.
PS10.3	Enumerate and describe the indications and interpret laboratory and other tests used in somatoform, dissociative and conversion disorders
PS10.5	Demonstrate family education in a patient with somatoform, dissociative and conversion disorders in a simulated environment
PS.11.2	Enumerate, elicit, describe and document clinical features in patients with personality disorders.
PS11.3	Enumerate and describe the indications and interpret laboratory and other tests used in personality disorders
PS11.5	Demonstrate family education in a patient with personality disorders in a simulated environment
PS 12.2	Enumerate, elicit, describe and document clinical features in patients with magnitude and etiology of psychosomatic disorders.
PS12.3	Enumerate and describe the indications and interpret laboratory and other tests opsychosomatic disorders
PS12.5	Demonstrate family education in a patient with psychosismatic disorders in a simulated environment

PS13.1	<p>Demonstrate an understanding of difference between sex and gender/biological and social construction of personhood.</p> <p>Demonstrate an understanding of gender identity.</p> <p>Demonstrate an understanding of transgender, gender nonconformity and other gender diverse identities.</p> <p>Demonstrate an understanding of sexual/ sexuality identity, sexual orientation, sexual desire.</p> <p>Demonstrate an understanding of the wide variety of sexual orientations and desires.</p> <p>Describe and demonstrate an understanding of the differences in sex development in individuals who don't fit into the biological binary of male or female.</p> <p>Demonstrate an understanding of common myths and misconceptions about LGBTQIA+ identities like Hijra, Intersex.</p> <p>Demonstrate an attitude of openness and respect for all genders and sexualities.</p> <p>Demonstrate an understanding of common psychosocial stressors faced by members of LGBTQIA+ communities in India.</p> <p>Demonstrate knowledge about basic tenets of LGBTQIA+ affirmative counselling</p>
PS13.2	<p>Demonstrate the ability to assess the gender identity of an individual and distress caused (if any) due to the individual's own gender identity in a simulated environment.</p>
PS13.4	<p>Demonstrate in simulated environment the ability to educate and counsel individuals or family members about intersex variations, sexual orientations, sexuality identities, gender incongruence, gender dysphoria and gender identities.</p> <p>Demonstrate knowledge that conversion therapy practices for sexual orientation or gender identity or on people with intersex variations are unethical.</p>
PS13.7	<p>Demonstrate in the simulated environment the ability to educate an individual and the family members that Gender Incongruence by itself is not a disorder and does not require clinical intervention.</p> <p>Discuss situations where there is a role for mental health support in Gender Dysphoria, i.e., discussing with family, deciding on hormonal treatments or Sex Reassignment Surgery (Gender Affirming Care or Gender Affirmative Therapies or Gender Confirmation Surgery).</p>
PS13.8	<p>Demonstrate in simulated environment the ability to educate individual and family members that the gender of an individual can be different than the sex assigned at birth and also educate about the difference between sex and gender of an individual.</p>

	Demonstrate the ability to assess gender incongruence in an individual with intersex variations due to their gender identity. Demonstrate knowledge and ability to educate family members that unnecessary medical interventions on individuals with intersex variations are unethical.
PS 14.2	Enumerate, elicit, describe and document clinical features in patients with psychiatric disorders occurring in childhood and adolescence.
PS14.4	Demonstrate family education in a patient with psychiatric disorders occurring in childhood and adolescence in a simulated environment
PS 15.3	Elicit and document a history and clinical examination and choose appropriate investigation in a patient
PS 15.3	Demonstrate family education in a patient with psychiatric disorders occurring in childhood and adolescence in a simulated environment
PS 3.5	Perform demonstrate and document a minimental examination.
PS3.9	Describe the steps and demonstrate in a simulated environment family education in patients with organic psychiatric disorders.

1. INTERNAL ASSESMENT - 3 EXAM
THEORY (WITH ALLIED MEDICINE)-MARKS 50

2. INTERNAL ASSESMENT - 4 EXAM

A. T HEORY (WITH ALLIED MEDICINE) - MARKS 50	B. PRACTICAL MARKS- 25
	1.Case -10marks 2.OSCE-5marks 3.Viva- 10 marks
	Total-25

Format/Skeleton of question paper for 3rd and 4th internal Assessment Theory Examinations (III MBBS Part I)

Instruction	5) Pu <input type="checkbox"/>	SECTION "A" MCQ
	6) <i>Use blue ball point pen only.</i>	
	6) <i>Each question carries One mark.</i>	
SECTION "A" MCQ (10Marks)		
1. Multiple Choice Questions (Total -10 MCQ of One mark each from General Medicine)		(1x10=10)
a) b) c) d) e) f) g) h) i) j)		

	<p>1) <i>Use blue/black ball point pen only.</i></p> <p>2) <i>Do not write anything on the blank portion of the question paper. If written anything, such type of act will be considered as an attempt to resort to unfair</i></p>
Instructions:	<i>means.</i>
	3) <i>All questions are compulsory</i>
2. Long Answer Question (Any 2 out of 3) (General Medicine)	(2 x 10 = 20)
a) b) c)	
3. Short answer questions (1 from AETCOM) (General Medicine)	(2 x 5 = 10)
a) b)	
4. Short answer questions (Any 2 out of 3) (At least 2 Clinical reasoning question) (DVL, Psychiatry & Respiratory Medicine)	(2 x 5 = 10)
a) b) c)	




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