Competency-Based Dynamic Curriculum for MD/ MS Unani

(PRESCRIBED BY NCISM)

Semester III-VI

Amraze Jild wa Tazeeniyat

(Dermatology and Cosmetology)

(SUBJECT CODE: UNIPG-AJT)

(Applicable from 2024-25 batch, from the academic year 2025-26 onwards until further notification by NCISM)

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Preface

The field of dermatology is advancing at a remarkable pace, driven by rapid developments in medical technology, innovative diagnostic tools, and a deeper scientific understanding of the skin's role in systemic health. As the largest and most exposed organ of the human body, the skin not only serves as a physical barrier but also plays crucial roles in immune defense, thermoregulation, sensory perception, and even psychosocial well-being. With the increasing burden of skin diseases, environmental challenges, and heightened awareness of personal appearance, the demand for competent dermatological care is more urgent than ever. This evolving landscape necessitates a curriculum that is both comprehensive and future-oriented, one that equips students with the ability to address current clinical challenges while also adapting to technological and scientific advancements. Unani medicine, with its holistic approach, can offer valuable insights when integrated with modern dermatological practices, thereby creating a more inclusive and patient-centered model of care.

The Fundamentals of Amraze Jild wa Tazeeniyat paper has been carefully structured to serve this dual purpose. It provides Unani medical students with a strong academic and clinical foundation in dermatology by combining classical Unani principles with modern medical science. The course emphasizes competency-based education, which ensures that students not only acquire theoretical knowledge but also master essential clinical skills through guided practice. Learners are trained in comprehensive skin assessments, pattern recognition in dermatological conditions, and the application of modern diagnostic tools such as dermoscopy, Wood's lamp examination, and skin biopsies. A critical component of the course is teaching students how to formulate differential diagnoses by integrating clinical features, laboratory investigations, and histopathological findings. Additionally, the curriculum covers foundational subjects including the embryological development of the skin, detailed anatomical and physiological functions, and the pathophysiology of both common and rare skin disorders. Case-based learning, clinical rotations, and interdisciplinary exposure provide students with hands-on experience and prepare them for real-world clinical settings. These elements ensure that graduates can approach skin diseases not only from a diagnostic and therapeutic perspective but also with empathy, cultural sensitivity, and a holistic understanding.

Recognizing the digital transformation in healthcare, the paper also explores the impact of emerging technologies such as telemedicine, artificial intelligence (AI), and digital imaging in the diagnosis and management of skin conditions. These innovations are revolutionizing the way dermatology is practiced, improving diagnostic accuracy, enhancing patient access, and streamlining follow-ups. By introducing students to these tools early in their education, the course fosters a mindset of adaptability and lifelong learning. Moreover, the integration of Unani concepts like Mizaj (temperament), lifestyle management, and natural therapies with evidence-based medical practices bridges traditional and modern approaches, providing a more rounded care model. The curriculum encourages students to appreciate the strengths of both systems and to apply them judiciously for the benefit of patients. Ultimately, the Fundamentals of Amraze Jild wa Tazeeniyat is not just a subject—it is a transformative learning experience that nurtures knowledgeable, skilled, and compassionate practitioners. It

empowers future dermatologists to lead with innovation, grounded in tradition, and committed to delivering quality care that meets the demands of a changing global healthcare environment.

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Competency-Based Dynamic Curriculum for MD/ MS Unani

Amraze Jild wa Tazeeniyat (UNIPG-AJT)

Summary & Credit Framework

Semester III-VI

Module Number & Name	Credits	Notional Learning Hours	Maximum Marks of assessment of modules (Formative Assessment)
Semester No : 3			
Paper No : 1 عمومی امراض جلد ʻUmūmī Amraze Jild (Common skin disorders)			
M 1 امراض سوءمزاج جلدوقلت لون Amraze Sūʼ-i Mizāj Jild wa Qillat-i Lawn (Amraze Sue Mizaj Jild and Hypo Pigmentary Disorders)	2	60	50
M 2 امراض کثرت لون Amrāze Kasrat-i Laun (Hyper Pigmentary Disorders)	1	30	25
M 3 نارفارسی Nār Fārsi (Dermatitis)	3	90	75
Paper No : 2 متعدی امراض جلد، جلدی امراض طفولت وشیخوخت Muta'ddi Amraze Jild, Jildi Amraze Tufulat wa Shaikhokhat (Infectious Skin Disorders, Pediatric & Geriatric Dermatology)			
M 10 امراض جرثومیہ Amrāze Jursūmiyyā (Bacterial Infections)	2	60	50
M 11 متفطرات عفونیہ Mutafattirāt-i ʻUfūniyyā (Mycobacterial Infections)	1	30	25
Paper No : 3 امراض نظامی کی جلدی علامات وسلعات Amrāze Nizāmī ki Jildi Alāmāt wa Silaʼāt (Skin Manifestations of Systemic Diseases & Neoplasia)			
M 18 نفسیاتی جلدی امراض Nafsiyāti Jildi Amrāz (Psychodermatology)	2	60	50
M 19 N مناعتی جلدی امراض Manāʼati Jildi Amrāz (Immuno-dermatology)	1	30	25
Paper No : 4 تزئینیات Tazeeniyat (Cosmetology)			

M 27 مبادیات تزئینیات Mabadiyat-i Tazeeniyat (Fundamentals of cosmetology)	2	60	50
M 28 ادویہ مزینہ Adviā Muzayyenah (Cosmeceuticals)	2	60	50
Semester No : 4			
Paper No : 1 عمومی امراض جلد ' Umūmī Amraze Jild (Common skin disorders)			
M 4 امراض حطاطی حرشفی Amraze Hatātī Harshāfī (Papulo-Squamous Disorders)	2	60	50
Paper No : 2 متعدی امراض جلد، جلدی امراض طفولت و شیخوخت Muta'ddi Amraze Jild, Jildi Amraze Tufulat wa Shaikhokhat (Infectious Skin Disorders, Pediatric & Geriatric Dermatology)			
M 12 امراض ویروسی عفونی Amraze wayrūsī 'Ufūni (Viral infections)	3	90	75
M 13 امراض فطاری عفونی Amrãze Futãri Ufuni (Fungal infections)	2	60	50
Paper No : 3 امراض نظامی کی جلدی علامات و سلعات Amrāze Nizāmī ki Jildi Alāmāt wa Sila'āt (Skin Manifestations of Systemic Diseases & Neoplasia)			
M 20 غدی جلدی امراض Ghudadi Jildi Amrāz (Dermato-endocrinology)	3	90	75
M 21 استحالاتی و تغذیاتی امراض کے جلدی ظواہرات Istihālāti wa Taghziyāti Amrāz ke Jildi Zawāhirāt (Skin manifestations of Metabolic & Nutritional Disorders)	2	60	50
Paper No : 4 تزئینیات Tazeeniyat (Cosmetology)			
M 29 شیخوخت جلد Shaikhukhat-i Jild (Skin Ageing)	2	60	50
M 30 ذاتی و خصوصی نگہداشت کے لیے مصنوعات Zāti wa Khususi Nigahdāsht ke liye Masnuāt (Personal and Special Care Products)	2	60	50
Semester No : 5			
Paper No : 1 عمومی امراض جلد ' Umūmī Amraze Jild (Common skin disorders)			
M 5 امراض منفطہ Amraze Munaffitā (Vesiculo-bullous Disorders)	1	30	25
M 6 امراض عروقی جلدی Amraze 'Urūqī Jildī (Vascular skin disorders)	2	60	50

M 7 امراض اظفار، غدہ عرقیہ ودہنیہ Amraze Azfār, Ghudda Araqiyyā wa Duhniyya (Disorders of nail, sebaceous and sweat glands)	1	30	25
Paper No : 2 متعدی امراض جلد، جلدی امراض طفولت وشیخوخت Muta'ddi Amraze Jild, Jildi Amraze Tufulat wa Shaikhokhat (Infectious Skin Disorders, Pediatric & Geriatric Dermatology)			
M 14 امراض طفیلی واوالی Amrãze Tufaili wa Awãli (Parasitic & Protozoal infections)	2	60	50
M 15 امراض منتقلہ جنسیہ Amrãze Muntaqilã Jinsiyã (Sexually Transmitted Diseases (STDs))	1	30	25
Paper No : 3 امراض نظامی کی جلدی علامات وسلعات Amrāze Nizāmī ki Jildi Alāmāt wa Sila'āt (Skin Manifestations of Systemic Diseases & Neoplasia)			
M 22 امراض حداری وامراض نسیج واصل کے جلدی ظواہرات Amraze Hudari aur Amraze Naseeje Wasil ke Jildi Zawāhirāt (Skin manifestations of Rheumatologic & Connective Tissue Disorders)	2	60	50
M 23 حمل کے جلدی ظواہرات Hamal ke Jildi Zawāhirāt (Skin manifestations during pregnancy)	1	30	25
M 24 امراض قلب وعروق، ریہ، قناۃ غذائی، کبد ومرارہ اور گردہ کے جلدی ظواہرات Amrāze Qalb wa Uruq, Riya, Qanāt Ghizāyi, Kabid wa Mirārā aur Gurdā ke jildi Zawāhirāt (Skin manifestations of Cardiovascular, Respiratory, Alimentary Tract, hepatobiliary & Renal Diseases)	2	60	50
Paper No : 4 تزئینیات Tazeeniyat (Cosmetology)			
M 31 تدابیر مزینہ Tadabeer-i Muzayyenah (Cosmetic Regimes)	2	60	50
M 32 امراض جلد کے جمالیاتی مسائل تک رسائی Amrāze Jild ke Jamāliyāti Masāil tak rasāyi (Approach to cosmetic problems in dermatology)	2	60	50
Semester No : 6			
Paper No : 1 عمومی امراض جلد 'Umūmī Amraze Jild (Common skin disorders)			
M 8 امراض شعر Amraze Sha'r (Trichology)	2	60	50

M 9 امراض جلد طواری Amraze Jild Tawārī (Emergency in dermatology)	2	60	50
Paper No : 2 متعدی امراض جلد، جلدی امراض طفولت و شیخوخت Muta'ddi Amraze Jild, Jildi Amraze Tufulat wa Shaikhokhat (Infectious Skin Disorders, Pediatric & Geriatric Dermatology)			
M 16 جلدی امراض اطفال Jildi Amrãze Atfãl (Paediatric Dermatology)	3	90	75
M 17 جلدی امراض شیخوخت Jildi Amrãze Shaikhukhat (Geriatric Dermatology)	2	60	50
Paper No : 3 امراض نظامی کی جلدی علامات و سلعات Amrãze Nizāmī ki Jildi Alāmāt wa Sila'āt (Skin Manifestations of Systemic Diseases & Neoplasia)			
M 25 سلعات جلد و تحت الجلد Sil'ate Jild wa Taht-al Jild (Dermal and sub-cutaneous Neoplasm)	2	60	50
M 26 جینیاتی جلدی امراض Jiniyāti Jildi Amrādh (Geno-dermatology)	1	30	25
Paper No : 4 تزئینیات Tazeeniyat (Cosmetology)			
M 33 جراحیات جلد Jarahiyat-i Jild (Dermato-Sugery)	3	90	75
M 34 مطب زینت Matab-i Zeenat (Cosmetic Clinic)	1	30	25
	64	1920	1600

Credit frame work

UNIPG-AJT consists of 34 modules totaling 64 credits, which correspond to 1920 Notional Learning Hours. Each credit comprises 30 hours of learner engagement, distributed across teaching, practical, and experiential learning in the ratio of 1:2:3. Accordingly, one credit includes 5 hours of teaching, 10 hours of practical training, 13 hours of experiential learning, and 2 hours allocated for modular assessment, which carries 25 marks.

Important Note: The User Manual MD/MS Unani is a valuable resource that provides comprehensive details about the curriculum file. It will help you understand and implement the curriculum. Please read the User Manual before reading this curriculum file. The curriculum file has been thoroughly reviewed and verified for accuracy. However, if you find any discrepancies, please note that the contents related to the MSE should be considered authentic. Each paper has 16 credits and each semester covers 16 credits across 4 papers. In case of difficulty and questions regarding the curriculum, write to syllabus24uni@ncismindia.org

Credit Analysis Overview					
Sem/Paper	**Paper No 1**	**Paper No 2**	**Paper No 3**	**Paper No 4**	**Credits**
Semester 3	M-1 | 2 Crs M-2 | 1 Crs M-3 | 3 Crs	M-10 | 2 Crs M-11 | 1 Crs	M-18 | 2 Crs M-19 | 1 Crs	M-27 | 2 Crs M-28 | 2 Crs	**16**
Semester 4	M-4 | 2 Crs	M-12 | 3 Crs M-13 | 2 Crs	M-20 | 3 Crs M-21 | 2 Crs	M-29 | 2 Crs M-30 | 2 Crs	**16**
Semester 5	M-5 | 1 Crs M-6 | 2 Crs M-7 | 1 Crs	M-14 | 2 Crs M-15 | 1 Crs	M-22 | 2 Crs M-23 | 1 Crs M-24 | 2 Crs	M-31 | 2 Crs M-32 | 2 Crs	**16**
Semester 6	M-8 | 2 Crs M-9 | 2 Crs	M-16 | 3 Crs M-17 | 2 Crs	M-25 | 2 Crs M-26 | 1 Crs	M-33 | 3 Crs M-34 | 1 Crs	**16**
Credits	**16**	**16**	**16**	**16**	**64**

Semester VI University examination					
Theory			Practical*		
Paper	Marks	Total	Practical Heads	Marks	Total
Paper -1	100	400	Long case or procedure/Major practical as applicable	100	400
			Short case or procedure/Minor practical	50	
Paper -2	100		Spotters	50	
			Assessing teaching ability	25	
Paper -3	100		Assessing presentation skills	25	
			Viva (4 examiners: 25 marks/each examiner)#	100	
Paper -4	100		Logbook (Activity record)	25	
			Practical/Clinical Record	25	
Semester VI University examination – 800 Marks					

* Details in 6H table; # No separate marks for dissertation viva.

Course Code and Name of Course

Course code	Name of Course
UNIPG-AJT	Amraze Jild wa Tazeeniyat (Dermatology and Cosmetology)

Table 1 : Course learning outcomes and mapped Program learning outcomes

CO No	A1 Course learning Outcomes (CO) UNIPG-AJT At the end of the course UNIPG-AJT, the students should be able to	B1 Course learning Outcomes mapped with program learning outcomes.
CO1	Demonstrate competency and proficiency in providing holistic patient care in dermatology and clinical cosmetology including cutaneous manifestation of systemic disease.	PO1
CO2	Conduct procedures / Tadabeer, recommend Ilaj Bil Ghiza, and develop comprehensive Unani treatment plans for dermatological ailments and cosmetological conditions.	PO2,PO3
CO3	Evaluate critically, recommend appropriate investigations, diagnose, and manage cases of dermato-cosmetology; and advise measures for the prevention and rehabilitation of dermatological conditions.	PO3
CO4	Integrate of the transdisciplinary research to globalize Unani medicine with standardization and evidence-based practices.	PO4
CO5	Demonstrate the qualities and strengths to leverage professional and technological advancement for translational research leading to innovation and Entrepreneurship in Unani medicine.	PO5,PO6
CO6	Deliver dermatological care to the community with professionalism, adhering to ethical standards and regulatory guidelines.	PO3,PO6
CO7	Demonstrate commitment to continuous learning by translating, teaching, and training Unani principles, and facilitate the global integration of Unani medicine.	PO7,PO8

Table 2: Course contents (Modules - Credits and Notional Learning Hours)

Paper No : 1 عمومی امراض جلد 'Umūmī Amraze Jild (Common skin disorders)						
Semester No : 3						
2A **Module Number**	**2B** **Modules & units**	**2C** **Number of Credits**	**Notional Learning hours**			
			2D **Lectures**	**2E** **Practical Training**	**2F** **Experiential Learning including Modular Assessment**	**2G** **Total**
	M-1 امراض سوءمزاج جلد وقلت لون Amraze Sū'-i Mizāj Jild wa Qillat-i Lawn (Amraze Sue Mizaj Jild and Hypo Pigmentary Disorders) This module gives a deeper understanding of Amraze Sū'-i Mizāj Jild & Hypo-pigmentary disorders. It encompasses the important components including clinical features, classification, pathogenesis, Usul-i Ilaj and Ilaj and use of newer diagnostic and therapeutic measures. It also includes journal club presentation, clinical training, seminars, and literature surveys to mentor students in Amraze Sū'-i Mizāj Jild and Hypo-pigmentary disorders. **• M 1U 1 امراض سوءمزاج جلد Amrāze Sū'-i Mizāj Jild** 1.1.1. امراض سوءمزاج جلد سادہ (Amrāze Sū'-i Mizāj Jild Sada) 1.1.2. امراض سوءمزاج جلد مادی (Amrāze Sū'-i Mizāj Jild Maddi) **• M 1U 2 امراض لون کی درجہ بندی Amrāze Lawn ki Darjābandī (Classification of Pigmentary Disorders)**	2	10	20	30	60

	1.2.1. امراض لون کی درجہ بندی (Classification of Pigmentary Disorders) **• M 1U 3 امراض قلۃ لون Amrāze Qillat-i Lawn (Hypo Pigmentary Disorders)** 1.3.1. برص (Vitiligo) 1.3.2. مہق عینی جلدی (Occulo-cutaneous Albinism) 1.3.3. بہق ابیض (Pityriasis Alba) 1.3.4. وحمۃ فقیرۃ الدم (Nevus Anemicus) 1.3.5. وحمۃ زائلۃ الصباغ (Nevus Depigmentosus) 1.3.6. قلۃ اللون بعد الالتہاب (Post-inflammatory Hypopigmentation) 1.3.7. قلۃ لون بقعی تدریجی (Progressive Macular Hypomelanosis) 1.3.8. قلۃ لون منقط مجہول (Idiopathic Guttate Hypomelanosis)					
	M-2 امراض کثرت لون Amrāze Kasrat-i Laun (Hyper Pigmentary Disorders) This module gives a deeper understanding of Amraze Kasrat-i Lawn. It encompasses the important components including clinical features, classification, pathogenesis, Usul-i Ilaj and Ilaj and use of newer diagnostic and therapeutic measures. It also includes journal club presentation, clinical training, seminars, and literature surveys to mentor students in hyper-pigmentary disorders. **• M 2U 1 کلف، نمش بیکر و خیلان Kalaf, Namash-i Baker & Khīlān (Melasma, Baker's Nevus and Moles)** 2.1.1. کلف (Melasma / Chloasma) 2.1.2. نمش بیکر (Baker's Nevus) 2.1.3. خیلان (Moles) **• M 2U 2 بقع منغول، کثرت لون بعد التہاب، بہق اسود و برش Buq'ā Mongol, Kasrat-i Lawn bā'd al-Iltihāb, Bahaq Aswad, Barash (Mongolian Spot, Post-Inflammatory Hyperpigmentation, Pityriasis Nigra, Freckles and Lentigo)**	1	5	10	15	30

	2.2.1. بقع منغول (Mongolian Spot) 2.2.2. کثرت لون بعد التہاب (Post-Inflammatory Hyperpigmentation) 2.2.3. بھق اسود (Pityriasis Nigra) 2.2.4. برش (Freckles and Lentigo) **• M 2U 3 لائکن مسطح لونی و آنکھوں کے گرد کثرت لون Lichen Musattah Launi wa Ānkhon ke gird Kasrat-i Laun (Lichen Planus Pigmentosus and Peri-orbital Hyperpigmentation)** 2.3.1. لائکن مسطح لونی (Lichen Planus Pigmentosus) 2.3.2. آنکھوں کے گرد کثرت لون (Peri-orbital Hyperpigmentation) **• M 2U 4 خارجی عوامل، معدنیات، ادویہ اور کیمیکل سے لاحق کثرت لون Khārijī A'wāmil, Mā'daniyyāt, Advia aur Chemical se Lāhiq Kasrat-i Lawn (Hyperpigmentation due to Physical Agents, Minerals, Drugs, and Chemicals)** 2.4.1. خارجی عوامل (Physical Agents) 2.4.2. معدنیات (Minerals) 2.4.3. ادویہ (Drugs) 2.4.4. کیمیکل (Chemicals)					
	M-3 نارفارسی Nār Fārsi (Dermatitis) This module offers a deeper understanding of dermatitis and its variants. It underscores the important components of dermatitis encompassing clinical features, classification, pathogenesis, Usul-i Ilaj and Ilaj. It also includes journal club presentation, clinical training, seminars, and literature surveys to foster a well-rounded training of students in dermatology. **• M 3U 1 نارفارسی کی درجہ بندی Nār Fārsī ki Darjābandī (Classification of Dermatitis)** 3.1.1. نارفارسی کی درجہ بندی (Classification of Dermatitis)	3	15	30	45	90

	• M 3U 2 التهاب جلد ایٹوپی و التهاب جلد اکزیمی Iltihāb-i Jild Atopi wa Iltihāb-i Jild Ikzīmī (Atopic Dermatitis and Eczematous Dermatitis) 3.2.1. التهاب جلد ایٹوپی (Atopic Dermatitis) 3.2.2. التهاب جلد اکزیمی (Eczematous Dermatitis) **• M 3U 3 التهاب جلد حزازی و التهاب جلد تعلقی Iltihāb-i Jild Hazāzī wa Iltihāb-i Jild Ta'alluqī (Seborrheic Dermatitis and Contact Dermatitis)** 3.3.1. التهاب جلد حزازی (Seborrheic Dermatitis) 3.3.2. التهاب جلد تعلقی (Contact Dermatitis) **• M 3U 4 اکزیمہ قرصیہ، اکزیمہ یبسیہ، و حکہ عقدی Ikzīmā Qursiyyā, Ikzīmā Yubsiyyā, wa Hikka 'Uqadī (Nummular Eczema, Asteatotic Eczema, and Prurigo Nodularis)** 3.4.1. اکزیمہ قرصیہ (Nummular Eczema) 3.4.2. اکزیمہ یبسیہ (Asteatotic Eczema) 3.4.3. حکہ عقدی (Prurigo Nodularis) **• M 3U 5 التهاب جلد اصابع ید، فاقوع، اکزیمہ وریدی و التهاب جلد عصبی Iltihāb-i Jild Asābi' wa Yad, Fāqū', Ikzīmā Warīdī wa Iltihāb-i Jild 'Asabī (Hand and Fingertip Eczema, Pompholyx, Venous Eczema and Neuro-dermatitis)** 3.5.1. التهاب جلد اصابع ید (Hand and Fingertip Eczema) 3.5.2. فاقوع (Pompholyx) 3.5.3. اکزیمہ وریدی (Venous Eczema) 3.5.4. التهاب جلد عصبی (Neuro-dermatitis) **• M 3U 6 التهاب جلد شمسی و التهاب جلد مهنی Iltihāb-i Jild Shamsī wa Iltihāb-i Jild Mihni (Photo Dermatoses and Occupational Dermatoses)** 3.6.1. التهاب جلد شمسی (Photo Dermatoses) 3.6.2. التهاب جلد مهنی (Occupational Dermatoses)					

		6	30	60	90	180
Semester No : 4						
2A Module Number	**2B Modules & units**	**2C Number of Credits**	**Notional Learning hours**			
			2D Lectures	**2E Practical Training**	**2F Experiential Learning including Modular Assessment**	**2G Total**
	M-4 امراض حطاطی حرشفی Amraze Hatātī Harshāfī (Papulo-Squamous Disorders) This module gives a deeper learning of papulo-squamous disorders. It highlights the important components of papulo-squamous disorders including clinical features, causes, predisposing factors, pathogenesis, Usul-i Ilaj and Ilaj. It also includes journal club presentation, clinical training, seminars, and literature surveys to foster a well-rounded training of students in dermatology. **• M 4U 1 امراض حطاطی حرشفی کا عمومی جائزہ Amraz-i Hatātī Harshafī ka ʻUmūmī Jāyezā (Overview of Papulo Squamous Disorders)** 4.1.1. امراض حطاطی حرشفی کا عمومی جائزہ (Overview of Papulo-Squamous Disorders) **• M 4U 2 تقشر جلد اور اسکی اقسام Taqashshur-i Jild aur Uski Aqsām (Scaling Disorders and its types)** 4.2.1. تقشر جلد کی درجہ بندی (Classification of Scaling Disorders) 4.2.3. تقشر جلد و قوبا متقشر Taqashshur-i Jild wa Quba Mutaqash'shar	2	10	20	30	60

	4.2.4. صدفیہ لویحیہ مزمنہ واقسام (Chronic Plaque Psoriasis & its variants like Small Plaque Psoriasis, Rupioid Psoriasis, Flexural Psoriasis, Scalp Psoriasis, Palmo-Plantar Psoriasis and Genital Psoriasis) 4.2.5. صدفیہ نقطیہ (Guttate Psoriasis) 4.2.6 صدفیہ بثریہ (Pustular Psoriasis) 4.2.7. داءالصدف کے عوارضات اور علاج (Complications of Psoriasis and their management) **• M 4U 3 نخالیہ حزازی ولائکن مسطح Nakhāliyyā Hazāzī wa Lichen Musattah (Pityriasis Lichenoid and Lichen Planus)** 4.3.1. نخالیہ حزازی (Pityriasis Lichenoid) 4.3.2. لائکن مسطح مع اقسام (Lichen Planus & its varinats): Annular, Actinic, Linear, Follicular, Hypertrophic, Pigmentosus & Bullous LP **• M 4U 4 نخالیہ حمراء شعری ونخالیہ وردیہ Nakhāliyyā Humra Sha'rī wa Nakhāliyyā Wardiyyā (Pityriasis Rubra Pilaris and Pityriasis Rosea)** 4.4.1. نخالیہ حمراء شعری (Pityriasis Rubra Pilaris) 4.4.2. نخالیہ وردیہ (Pityriasis Rosea)					
		2	10	20	30	60

Semester No : 5

2A Module Number	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total

	M-5 امراض منفطہ Amraze Munaffitā (Vesiculo-bullous Disorders) This module gives a deeper learning of Vesiculo-bullous disorders. It highlights the important components of papulo-squamous disorders including clinical features, causes, predisposing factors, pathogenesis, Usul-i Ilaj and Ilaj. **• M 5U 1 امراض منفطہ کا عمومی جائزہ Amraze Munaffitā ka ʻUmūmī Jāyezā (Overview of bullous disorders)** 5.1.1. امراض منفطہ کا عمومی جائزہ (Overview of Bullous disorders) **• M 5U 2 داءالفقاع اور اسکی اقسام Dā' al-Fūqā' aur Uski Aqsām (Pemphigus & its types)** 5.2.1. داءالفقاع کی درجہ بندی (Classification of Pemphigus) 5.2.2. داءالفقاع عمومی (Pemphigus vulgaris) 5.2.3. داءالفقاع قرطاسی (Pemphigus foliaceus) 5.2.4. داءالفقاع نظیر ۃ الاعراض الورمیۃ (Paraneoplastic pemphigus) 5.2.5. داءالفقاع تنبتی (Pemphigus vegetans) 5.2.6. داءالفقاع احمراری (Pemphigus erythematosus) 5.2.7. داءالفقاع دوائی (Drug-induced pemphigus) **• M 5U 3 فقاعیہ اور اسکی اقسام Fuqāiyyā aur Uski Aqsām (Pemphigoid & its types)** 5.3.1. فقاعیہ نفاطی (Bullous pemphigoid) 5.3.2. فقاعیہ ندبی (Cicatricial pemphigoid) **• M 5U 4 Iltihāb-i Jild Harbasiyya al-Shakl** 5.4.1. التہاب جلد ہربسیۃ الشکل (Dermatitis herpetiformis) **• M 5U 5 انحلال البشرہ فقاعی Inhilāl al-Bashrā Fuqā'ī (Epidermolysis bullosa)** 5.5.1. انحلال البشرہ فقاعی (Epidermolysis bullosa)	1	5	10	15	30
	M-6 امراض عروقی جلدی Amraze ʻUrūqī Jildī (Vascular skin disorders)	2	10	20	30	60

	This module offers a deeper understanding of vascular skin disorders. It underscores the important components of vascular skin disorders encompassing clinical features, classification, pathogenesis, Usul-i Ilaj and Ilaj. It also includes journal club presentation, clinical training, seminars, and literature surveys to foster a well-rounded training of students in dermatology **• M 6U 1 امراض عروقی جلدی کا عمومی جائزہ Amraze ʻUrūqī Jildī ka ʻUmūmī Jāyezā (Overview of vascular skin diseases)** 6.1.1. امراض عروقی جلدی کی درجہ بندی (Classification of Vascular Skin diseases) 6.1.2. تفتیشات برائے امراض عروقی جلدی (Diagnostics of Vascular Skin diseases) **• M 6U 2 مرض کواسکی Marz-i Kawasakī (Kawasaki disease)** 6.2.1. مرض کواسکی (Kawasaki disease) **• M 6U 3 قروح: قرحہ وریدی، قروح مزمنہ، قرحہ قطاۃ، قروح بلخیہ، تشلیج، قرحہ عصبی و قرحہ التہاب عروق Qurūh: Qarha Warīdī, Qurūh Muzmina, Qarha Qatāt, Qurūh -i Balkhiyya, Taslīj, Qarha ʻAsbī wa Qarha Iltihāb-i ʻUrūq (Ulcers: venous ulcer, non-healing ulcer, bed sore, oriental sore, chilblain, neuropathic ulcer & vasculitic ulcer)** 6.3.1. قرحہ کی درجہ بندی (Classification of Qarha) 6.3.2. قرحہ وریدی و اسکیمی (Venous & Ischemic Ulcer) 6.3.3. قرحہ غیر مندمل (Non-healing Ulcer) 6.3.4. قرحہ قطاۃ (Bed Sore) 6.3.5. قروح بلخیہ (Oriental Sore) 6.3.6. تشلیج (Chilblain / Frostbite) 6.3.7. قرحہ عصبی (Neuropathic Ulcer) 6.3.8. قرحہ التہاب عروق (Vasculitic Ulcer)					

	• **M 6U 4 التہاب عروق جلدی اور فرفریہ Iltihāb-i ʻUrūq Jildi aur Furfuriyyā (Cutaneous vasculitis & purpura)** 6.4.1. التہاب عروق جلدی کی درجہ بندی (Classification of Cutaneous Vasculitis) 6.4.2. التہاب عروق جلدی صغیر (Cutaneous Small Vessel Vasculitis) 6.4.3. التہاب عروق جلدی متوسط (Cutaneous Medium Vessel Vasculitis) 6.4.4. التہاب عروق جلدی کبیر (Cutaneous Large Vessel Vasculitis) 6.4.5. فرفریہ کی درجہ بندی (Classification of Purpura) 6.4.6. فرفریہ قلۃ الصفیحات (Throbocytopenic Purpura) 6.4.7. فرفریہ صفیحات بلاقلت (Non-throbocytopenic Purpura) • **M 6U 5 شری و تمدد اوعیۂ شعریہ Sharā wa Tamaddud-i Awʻiya Shaʻrīyya (Urticaria & telangiectasia)** 6.5.1. شری و تمدد اوعیۂ شعریہ کی درجہ بندی (Classification of Urticaria & Telangiectasia) 6.5.2. شری دموی و صفراوی (Sharā Damvi & Safravi) 6.5.3. بنات اللیل (Banat al-Layl) 6.5.4. شری حاد (Hypersensitivity & Idiopathic Acute Urticaria) 6.5.5. شری مزمن (Chronic urticaria: Chronic Spontaneous Urticaria, Physical Urticaria, Contact Urticaria & Inherited Urticaria) 6.5.6. تمدد اوعیۂ شعریہ (Telangiectasia) 6.5.7. تزرق شبکی (Livedo reticularis) • **M 6U 6 التہاب وریدی Iltihāb-i Warīdī (Phlebitis)** 6.6.1. خثار الورید سطحی و عمیق (Superficial & Deep Vein Thrombosis) 6.6.2. التہاب ورید خثاری (Thrombophlebitis)					
	M-7 امراض اظفار، غدہ عرقیہ و دہنیہ Amraze Azfār, Ghudda Araqiyyā wa Duhniyya (Disorders of nail, sebaceous and sweat glands)	1	5	10	15	30

	This module is based on deeper understanding of nail, sebaceous and sweat gland disorders. It covers the important components including clinical features, classification, pathogenesis, Usul-i Ilaj and Ilaj of nail, sebaceous and sweat gland disorders. It also includes journal club presentation, clinical training, seminars, and literature surveys to foster a well-rounded training of students in dermatology. **• M 7U 1 امراض اظفار، غدہ عرقیہ ودہنیہ کا عمومی جائزہ Amraz-i Azfār, Ghudda Araqiyyā wa Duhniyya ka ʻUmūmī Jāyezā (Overview of nail, sweat and sebaceous gland disorders)** 7.1.1. امراض اظفار، غدہ عرقیہ ودہنیہ کا عمومی جائزہ (Overview of Nail, Sweat and Sebaceous Gland Disorders) **• M 7U 2 امراض اظفار Amraze Azfār (Disorders of nails)** 7.2.1. حالت مرض میں ناخن کی علامات (Nail Signs in diseases) 7.2.2. برص اظفار، ظفرہ طلقیہ، نمش اظفار، تشقق اظفار و جذام اظفار Baras-i Azfār, Zufra Talaqiyya, Namash-i Azfār, Tashaqquq-i Azfār wa Juzām-i Azfār 7.2.3. ناخن کی شکل، جسامت اور خمیدگی میں تبدیلی (Alteration of Nail Shape, Size and Curvature) 7.2.4. ناخن کی پلیٹ میں تبدیلی (Alteration of Nail Plate) 7.2.5. ناخن کے رنگ میں تبدیلی (Chnages in Nail Color) 7.2.6. ناخن کے اردگرد کے بافتوں میں تبدیلیاں (Changes of Periungual Tissue) 7.2.7. ناخن کے چوٹ اور ظفر ناشب (Nail Trauma & Ingrown Nail) 7.2.8. امراض اظفار کا جراحتی علاج (Surgical Management of Nail Disorders) **• M 7U 3 امراض غدہ عرقیہ ودہنیہ Amraze Ghudda Araqiyyā wa Duhniyya (Disorders of sweat and sebaceous glands)** 7.3.1. بثور لبنیہ واقسام (Acne vulgaris & its types) 7.3.2. بادشنام (Rosacea)					

	7.3.3. کثرت عرق (Hyperhidrosis) 7.3.4. قلت عرق (Hypohidrosis) 7.3.5. بطلان عرق (Anhidrosis) 7.3.6. عرق منتن (Bromhidrosis) 7.3.7. حصف (Miliaria) 7.3.8. التہاب غدد عرقیہ قیحی (Hidradenitis suppurativa)					
		4	20	40	60	120
Semester No : 6						
2A **Module Number**	**2B** **Modules & units**	**2C** **Number of Credits**	**Notional Learning hours** **2D** **Lectures**	**2E** **Practical Training**	**2F** **Experiential Learning including Modular Assessment**	**2G** **Total**
	M-8 امراض شعر Amraze Sha'r (Trichology) This module offers a deeper understanding of trichology in Unani medicine. It underscores the important components of trichology encompassing clinical features, classification, pathogenesis, Usul-i Ilaj and Ilaj. It also includes journal club presentation, clinical training, seminars, and literature surveys to foster a well-rounded training of students in dermatology. **• M 8U 1 انتشار شعر Intisār-i Sha'r (Hair loss/baldness)** 8.1.1. مردوں میں گنج پن (Male pattern hair loss) 8.1.2. عورتوں میں گنج پن (Female pattern hair loss)	2	10	20	30	60

	8.1.3. تساقط شعر کربی (Telogen effluvium) 8.1.4. التہاب جریبات صالع (Folliculitis decalvans) **• M 8U 2 صلع Sala' (Alopecia)** 8.2.1. داء الثعلب (Alopecia areata) 8.2.2. صلع کلی (Alopecia totalis) 8.2.3. صلعہ ندبیہ (Cicatricial alopecia) **• M 8U 3 امراض ساق الشعر Amraze Sāq al- Sha'r (Hair shaft disorders)** 8.3.1. امراض ساق الشعر کی درجہ بندی (Classification of Hair Shaft disorders) 8.3.2. حس شعری (Trichoclasis) 8.3.3. تشقق شعر (Trichoschisis) 8.3.4. ترلیش شعر (Trichoptilosis) 8.3.5. تقصف شعر (Trichorrhexis) 8.3.6. تعقد شعری (Trichonodosis) 8.3.7. بالوں پر ماحولیات کے اثرات (Environmental Effect on Hairs) **• M 8U 4 شیب Shayb (Premature greying of hair)** 8.4.1. شیب (Premature Greying of Hair) **• M 8U 5 کثرت شعر، سعفہ، داء الحیہ وعلۃ النعامہ Kasrat-i Sha'r, Sa'fa, Dā' al-Hayya wa 'Illa al-Nu'āma (Hypertrichosis, favus, Da' al-Hayya & Illa al-Nu'āma)** 8.5.1. کثرت شعر (Hypertrichosis & Hirsutism) 8.5.2. سعفہ واقسام (Favus & its types) 8.5.3. داء الحیہ Da' al-Hayya 8.5.4. علۃ النعامہ Illa al-Nu'āma					
	M-9 امراض جلد طواری Amraze Jild Tawārī (Emergency in dermatology)	2	10	20	30	60

	This module underscores the important emergency dermatological conditions, their clinical features, pathogenesis, Usul-i Ilaj and Ilaj and to foster a well-rounded training of students in emergency dermatology. **• M 9U 1 انحلال بشریٰ ومتلازمہ جلد مسموط عنقودی Inhilāl-i Bashra Sammī wa Mutalazimā Jild Masmūt (Toxic epidermal necrolysis & staphylococcal scalded skin syndrome)** 9.1.1. انحلال بشرہ سمی (Toxic Epidermal Necrolysis) 9.1.2. متلازمہ جلد مسموط عنقودی (Staphylococcal Scalded Skin Syndrome) **• M 9U 2 صدمہ سمی واحمرار جلد Sadma Sammi wa Ihmirār-i Jild (Toxic shock syndrome & erythroderma)** 9.2.1. صدمہ سمی (Toxic Shock Syndrome) 9.2.2. احمرار جلد (Erythroderma) **• M 9U 3 جلدی منفی اثرات واوذیہ عروقی Jildi Manfi Asrāt wa Ūdhīma ʻUrūqī (Cutaneous adverse drug reactions & angioedema)** 9.3.1. جلدی منفی اثرات (Cutaneous Adverse Drug Reactions) 9.3.2. اوذیہ عروقی (Angioedema) **• M 9U 4 اسٹیون جونسن سنڈروم اور تاکل انسجہ بشریہ Steven Johson Syndrome wa Ta'akkul-i Ansijā Bashriyyā (Steven Johson Syndrome & necrotizing fasciitis)** 9.4.1. اسٹیون جونسن سنڈروم (Steven Johson Syndrome) 9.4.2. تاکل انسجہ بشریہ (Necrotizing Fasciitis) **• M 9U 5 حمامی متعدد الاشکال وڈریس سنڈروم Humāmi Mutaʻddid al-Ashkāl wa Dress syndrome (Erythema multiforme & DRESS Syndrome)** 9.5.1. حمامی متعدد الاشکال (Erythema multiforme) 9.5.2. ڈریس سنڈروم DRESS (Drug Reaction with Eosinophilia and Systemic Symptoms) Syndrome					

		4	20	40	60	120
		16	80	160	240	480

Paper No : 2 متعدی امراض جلد، جلدی امراض طفولت و شیخوخت Muta'ddi Amraze Jild, Jildi Amraze Tufulat wa Shaikhokhat (Infectious Skin Disorders, Pediatric & Geriatric Dermatology)

Semester No : 3

2A Module Number	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
	M-10 امراض جرثومیہ Amrāze Jursūmiyyā (Bacterial Infections) This module encompasses the etiopathogenesis, clinical presentation, diagnosis & management (Usoole Ilaj wa Ilaj) of different Bacterial Diseases along with recent advances. **• M 10U 1 التہاب جریبی، خراج، دمل Iltihāb-i Jūraybī, Khurāj, Dummal (Folliculitis, furuncle, and furunculosis)** 10.1.1 التہاب جریبی (Folliculitis) 10.1.2 خراج (Furuncle) 10.1.3 دمل (Furunculosis) **• M 10U 2 قوبا منطقیہ، قوبا منطقیہ فقاعیہ، اکثیمہ Qubā Mantaqiyā, Qubā Mantaqiyā Fuqāyiyā, Aksimā (Impetigo, bullous impetigo, and ecthyma)** 10.2.1 قوبا منطقیہ (Impetigo)	2	10	20	30	60

	10.2.2 قوباء منطقیہ فقاعیہ (Bullous impetigo) 10.2.3 اکثیمہ (Ecthyma) **• M 10U 3 جمرہ، ماشری Jamra, Māsharā (Carbuncle and erysipelas)** 10.3.1 جمرہ (Carbuncle) 10.3.2 ماشری (Erysipelas) **• M 10U 4 فرفریہ خاطفہ، وذح Furfuriyyā Khātifā, Wazah (Purpura fulminans and erythrasma)** 10.4.1 فرفریہ خاطفہ (Purpura Fulminans) 10.4.2 وذح (Erythrasma) **• M 10U 5 قوباشعری ابطی، انحلال جلد مشقق Qūbā Shā'ri Ibtī, Inhīlāl-i Jild Mushaqqaq (Trichomycosis axillaris and pitted keratolysis)** قوباشعری ابطی (Trichomycosis Axillaris) انحلال جلد مشقق (Pitted Keratolysis)					
	M-11 متفطرات عفونیہ Mutafattirāt-i 'Ufūniyyā (Mycobacterial Infections) This module encompasses the etiopathogenesis, clinical presentation, diagnosis & management (Usoole Ilaj wa Ilaj) of different mycobacterial skin disorders. along with recent advances. **• M 11U 1 دق الجلد اور اسکی اقسام Diqq al-Jild aur Uski Aqsām (Cutaneous tuberculosis and its types)** 11.1.1. دق الجلد کا عمومی بیان (General Description of Cutaneous Tuberculosis) 11.1.2 دق الجلد کی اقسام (Types of Cutaneous Tuberculosis) **• M 11U 2 جذام اور اسکی اقسام Juzām aur Uski Aqsām (Leprosy and its types)** 11.2.1 جذام کا عمومی بیان (General Description of Leprosy) 11.2.2 جذام کی اقسام (Types of Leprosy)	1	5	10	15	30
		3	15	30	45	90

Semester No : 4						
2A Module Number	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
	M-12 امراض ویروسی عفونی Amraze wayrūsī ʻUfūni (Viral infections) This module encompasses the etiopathogenesis, clinical presentation, diagnosis & management of different Viral Skin Diseases along with recent advances. **• M 12U 1 پوکس وائرس (Pox virus)** 12.1.1 ملیساء معدیۃ (Molluscum Contagiosum) 12.1.2 جدری البقر (Cowpox) 12.1.3 جدری القرد (Monkey Pox) 12.1.4 عُقَیداتِ الحَلاَّبین (Milkers Nodule) 12.1.5 اِکثیمَۃ مُعدِیۃ (Ecthyma Contagiosum) **• M 12U 2 نملہ، ویریسیلا اور ایسٹن بار وائرس Namlā, Vericellā aur Epstin barr virus (Herpes, Vericella and Epstin barr virus)** 12.2.1 نملہ ساذج (Herpes Simplex) 12.2.2 نملہ منطقیہ (Herpes Zoster) 12.2.3 جدری (Chickenpox) 12.2.4 کَثرَۃُ الوَحِیداتِ عَدوائِیَّۃ (Infectious Mononucleosis)	3	15	30	45	90

	• **M 12U 3 ویروس ورم حلیمی بشری و پیرامکسووائرس Vairus-i waram-i Hulaimi Bashari wa Para-myxo virus (Human papilloma virus & para-myxo virus)** 12.3.1 ثالیل (Waārts) 12.3.2 حصبہ (Measles) 12.3.3 ورم غدہ نکفیہ (Mumps) • **M 12U 4 پیکورناوائرس (Picorna virus)** 12.4.1 داءالید والقدم والوجہ (Hand -foot & Mouth disease) 12.4.2 حمی طفحیہ ویروسیہ (Viral Exanthems) 12.4.3 خناق حلائی (Herpangina) • **M 12U 5 پاروُوائرس، ٹوگاوائرس اور امراض ویروسیہ کے جلدی ظواہرات Parvo virus, toga virus aur Amrādh-i Wairusiyā ke jildi zawāhirāt (Parvo virus, toga virus, and cutaneous manifestations of viral outbreaks)** 12.5.1 حمامی عدوائیہ (Erythema Infectiosum) 12.5.2 حصبہ مانیہ (German measles (Rubella) 12.5.3 امراض ویروسیہ کے جلدی ظواہرات (Cutaneous Manifestations of Viral Outbreaks)					
	M-13 امراض فطاری عفونی Amrāze Futāri Ufuni (Fungal infections) This module covers the broader understanding of Fungal infections including integration of evidence based practices and latest mycological research information. It focuses on different dimensions of fungal infections viz, etiopathogenesis, clinical presentation, diagnosis & management along with recent advances. • **M 13U 1 قوبا اور اسکی اقسام Quba aur uski aqsām(Dermatophytosis & its types)** 13.1.1 قوبا کی اقسام (Classification of Dermatophytosis) 13.1.2 قوبا کی مختلف اقسام کی تشخیص فارقہ (Differential diagnosis of various Dermatophytosis)	2	10	20	30	60

	13.1.3 قوبائی فطاری تفتیشات (Mycological investigations for Dermatophytosis) • **M 13U 2 سطحی فطاری امراض Satahi Futāri Amraz (Superficial fungal infections)** 13.2.1 بہق ابیض (Pityriasis Versicolor) 13.2.2 بہق اسود (Tinea Nigra) • **M 13U 3 امراض فطاری غائرہ Amraze Futāri Ghāyirā (Deep fungal infections (mycosis)** 13.3.1 امراض فطاری غائرہ کی اقسام (Types of Deep fungal infections) 13.3.2 امراض فطاری غائرہ کی تفتیشات (Mycological investigations of Deep fungal infections) 13.3.3 امراض فطاری غائرہ کی مختلف اقسام کی تشخیص فارقہ (Differential diagnosis of various Deep fungal infections) • **M 13U 4 فطار عفنی رسیاہ پھپھوند Futār-i Afni / Siyāh fafund (Mucormycosis/black fungus)** 13.4.1 سیاہ پھپھوند کے اسباب وعلامات (Causes and Clinical presentation of Mucormycosis) 13.4.2 سیاہ پھپھوند کے علاج کا یونانی طریقہ کار (Unani treatment strategies for the management of Mucormycosis) • **M 13U 5 داءالمبیضات Dāul Mubyazzāt (Candidiasis)** 13.5.1 داءالمبیضات Dāul Mubyazzāt (Candidiasis)					
		5	25	50	75	150
Semester No : 5						
2A Module Number	**2B Modules & units**	**2C Number of Credits**	**Notional Learning hours**			
			2D Lectures	**2E Practical Training**	**2F Experiential Learning including Modular Assessment**	**2G Total**

	M-14 امراض طفیلی واوالی Amrāze Tufaili wa Awãli (Parasitic & Protozoal infections) This module offers a broader understanding of parasitic & protozoal infections including integration of evidence based practices and latest dermatological research information. It provides a a comprehensive overview of parasitic & protozoal infections viz, etiology, pathogenesis, clinical presentation, diagnosis & Usoole Ilaj wa Ilaj along with recent advances. **• M 14U 1 جرب، قمل وداءالدویدیات Jarb, qumul wa Dã' al dawiwiyãt (Scabies, pediculosis, and demodicosis)** 14.1.1 جرب (Scabies) 14.1.2 قمل (Pediculosis) 14.1.3 داءالدویدیات (Demodicosis) **• M 14U 2 مفصلیات سے منتقل ہونے والے جلدی امراض Mafsiliyãt se muntaqil hone wãle jildi Amrãz (Arthropod-born dermatoses)** 14.2.1 مفصلیات سے منتقل ہونے والے جلدی امراض کی درجہ بندی (Classification of Arthropod-born Dermatoses) 14.2.2 مفصلیات سے منتقل ہونے والے جلدی امراض کی تشخیص و تشخیص فارقہ (Diagnosis and Differential diagnosis of Arthropod-born Dermatoses) **• M 14U 3 قرادہ اور رکیتسیہ سے لاحق ہونے والے امراض Qurãdah aur rickettsiã se lãhaq hone wãle Amrãz (Tick-induced disorders & rickettsial infections)** 14.3.1 قرادہ سے لاحق ہونے والے امراض کی درجہ بندی (Classification of Tick-induced disorders) 14.3.2 رکیتسیہ سے لاحق ہونے والے امراض کی درجہ بندی (Classification of Rickettsial infections) 14.3.3 قرادہ سے لاحق ہونے والے امراض کی تشخیص و تشخیص فارقہ (Diagnosis and Differential diagnosis of Tick-induced Disorders)	2	10	20	30	60

	14.3.4 ریکیتسیہ سے لاحق ہونے والے امراض کی تشخیص و تشخیص فارقہ (Diagnosis and Differential diagnosis of Rickettsial infections.) **• M 14U 4 داءالبورلیات/مرض لایم، مرض غابات کیاسانور Dã'ul boriliyãt / Maradh-i lyme, Maradh-i Ghãbãt-i Kyasãnur (Borreliosis/Lyme Disease, Kysanur Forest disease)** 14.4.1 داءالبورلیات/مرض لایم (Borreliosis / Lyme Disease) 14.4.2 مرض غابات کیاسانور (Kysanur Forest disease) **• M 14U 5 اوالیات عفونیہ Awaliyãt-i Ufuniyã (Protozoal infections)** 14.5.1 جلدی کالازار (Cutaneous Leishmaniasis) 14.5.2 داءالفیل (Elephantiasis) 14.5.3 داءہجرۃالیرکات جلدی (Cutaneous Larva migrans)					
	M-15 امراض منتقلہ جنسیہ Amrāze Muntaqilã Jinsiyã (Sexually Transmitted Diseases (STDs)) This comprehensive module provides an in-depth understanding of Sexually Transmitted Diseases (STDs) and incorporating evidence-based practices and the latest research in dermatology. It covers an overview of etiopathogenesis, clinical presentation, diagnosis & Usoole Ilaj wa Ilaj. **• M 15U 1 مرض ایڈز Maraz AIDS (Aquired immuno-deficiency syndrome (AIDS))** 15.1.1 مرض ایڈز: اسباب، علامات، علاج (Etiopathology, Clinical Presentation and Management of AIDS) 15.1.2 مرض ایڈز کے جلدی ظواہرات (Cutaneous Manifestations of AIDS) **• M 15U 2 آتشک وسوزاک Aatishk wa Sozãk (Syphilis and gonorrhoea)** 15.2.1 آتشک (Syphilis) 15.2.2 سوزاک (Gonorrhoea)	1	5	10	15	30

	• **M 15U 3 ورم حبیبی لمفاوی زھری Waram-i Hubaibi limfãwi Zahri (Lymphogranuloma venerum)** 15.3.1 ورم حبیبی لمفاوی زھری: اسباب، علامات و علاج (Etiopathology, Clinical Presentation and Management of Lymphogranuloma Venerum) 15.3.2 ورم حبیبی لمفاوی زھری کی تشخیص فارقہ و تشخیص (Diagnosis and Differential diagnosis of Lymphogranuloma Venerum) • **M 15U 4 نملہ تناسلی و ثالیل زھراویہ Namlã Tanãsuli wa Sã'leel Zahrãwiyã (Genital herpes and venereal wart)** 15.4.1 نملہ تناسلی (Genital Herpes) 15.4.2 ثالیل زھراویہ (Venereal Wart) • **M 15U 5 ورم حبیبی اربی Waram-i Hubaibi Urbi (Donovanosis (granuloma inguinale)** 15.5.1 ورم حبیبی اربی: اسباب علامات و علاج (Etiopathology, Clinical Presentation and Management of Granuloma inguinale) 15.5.2 ورم حبیبی اربی کی تشخیص و تشخیص فارقہ (Diagnosis and Differential Diagnosis of Granuloma inguinale)					
		3	15	30	45	90
Semester No : 6						
2A Module Number	**2B Modules & units**	**2C Number of Credits**	**Notional Learning hours**			
			2D Lectures	**2E Practical Training**	**2F Experiential Learning including Modular Assessment**	**2G Total**

	M-16 جلدی امراض اطفال Jildi Amrāze Atfāl (Paediatric Dermatology) This module equips postgraduate students with comprehensive knowledge, practical skills, and clinical experience in Pediatric Dermatology. It covers different diseases of Neonates, Infants and children. It covers the important components of above mention diseases like pathogenesis, clinical features, Usool e ilaj & Ilaj. Through a combination of lectures, case studies, and clinical practice, students will learn to manage these diseases successfully. **• M 16U 1 بچوں کو لاحق ہونے والے جلدی امراض Bachchon ko lāhaq hone wāle ãam Jildi Amrāz (Common paediatric dermatoses)** 16.1.1 بچوں کو لاحق ہونے والے جلدی امراض کا عمومی جائزہ (Overview of Common Paediatric Dermatoses) **• M 16U 2 بچوں کے جلد کی نگہداشت Bachchon ke jild ki nigahdāsht (Paediatric skin care)** 16.2.1 بچوں کے جلد کی نگہداشت (Paediatric Skin Care) **• M 16U 3 نومولود کو لاحق ہونے والے جلدی امراض Naumaulud ko Lāhaq hone wāle Jildi Amrāz (Neonatal dermatoses)** 16.3.1 شور ئلانی نومولودی (Neonatal Pustular Melanosis) 16.3.2 شور لبنیہ صبیانی (Infantile Acne) 16.3.3 وردیہ صبیانی (Roseola Infantum) 16.3.4 التہاب جلد حفاظی (Diaper Dermatitis) 16.3.5 داءالمُبیضّات صبیانی (Infantile Candidiasis) **• M 16U 4 بچوں کو لاحق ہونے والے جلدی امراض Bachchon ko Lāhaq hone wāle Jildi Amrāz (Paediatric dermatoses)** 16.4.1 التہاب جلد اخمصی یافع (Juvenile Planter Dermatitis) 16.4.2 التہاب جلد باطراف منافذ (Periorificial Dermatitis)	3	15	30	45	90

	16.4.3 التہاب جلد طفحی فی اصابع البعیدہ (Blistering Distal Dactylitis) 16.4.4 ورم حبیبی اصفر یافع (Juvenile Xanthogranuloma) 16.4.5 دُخَینات وطفحات حراری (Milaria and Milia) 16.4.6 التہاب شفوی زاوی (Angular Cheilitis) 16.4.7 حزاز ساطع وحزاز مُخطّط (Lichen Nitidus and Lichen Striatus) 16.4.8 مزمن امراض فقاعی طفولی (Chronic Bullous Disease of Childhood) 16.4.9 مرض خامس (Fifth Disease) 16.4.10 التہاب جلد ہربسیہ طفولی (Childhood Dermatitis Herpetiformis) 16.4.11 تکاثر الخلایا جلدیہ (Cutaneous Mastocytosis) 16.4.12 التہاب جلد عقدی باطراف مقعد (Perianal Streptococcal Dermatitis) **• M 16U 5 امراض شعر Amrāze Shā'r (Disorders of hair)** 16.5.1 صلع تمددی (Traction Alopecia) 16.5.2 متلازمہ انحلال شعر متنامی (Loose Anagen Syndrome)					
	M-17 جلدی امراض شیخوخت Jildi Amrāze Shaikhukhat (Geriatric Dermatology) This module is designed to equip postgraduate students with the knowledge and skills to illustrate the risk factors, etiopathogenesis, clinical features, diagnosis and management of skin diseases common in elderly persons. It also trains students in comprehensive patient assessment and emphasizes identifying Unani preventive and therapeutic interventions, integrating traditional knowledge with the latest research and best dermatological practices for holistic (geriatric) patient care. **• M 17U 1 جلدی امراض شیخوخت کا عمومی جائزہ Jildi Amrāze Shaikhukhat kā Umumi Jayezā (Overview of geriatric dermatoses)** 17.1.1 جلدی امراض شیخوخت کا عمومی جائزہ (Overview of Geriatric Dermatoses)	2	10	20	30	60

	• **M 17U 2 معمر افراد کے جلد کی عام نگہداشت Mu'ammar Afrād ke jild ki ãam Nigahdãsht (General geriatric skin care)** 17.2.1 معمر افراد کے جلد کی عام نگہداشت (General Geriatric Skin Care) • **M 17U 3 یبوست شیخوخی وکدم الجلد Yabusat-i Jild Shaikhukhi wa Razz-i Jild Shaikhukhi (Senile xerosis and Senile bruises)** 17.3.1 یبوست شیخوخی (Senile Xerosis) 17.3.2 متلازمہ تکدم الجلد سہلی (Easy Bruising Syndrome) 17.3.3 متلازمہ تکدم الجلد متالم (Painful Bruising Syndrome) • **M 17U 4 فرفریہ شیخوخی، حکہ شیخوخی وورديہ شیخوخی Furfuriyã Sahaikhukhi, Hikkã Shaikhukhi wa Wardiyã Shaikhukhi(Senile purpura, senile pruritus, and senile rosacea)** 17.4.1 فرفریہ شیخوخی (Senile Purpura) 17.4.2 حکہ شیخوخی (Senile Pruritus) 17.4.3 وورديہ شیخوخی (Senile Rosacea) • **M 17U 5 تخلخل جلد، تشمس جلد وبرش شیخوخی/لقعہ کبدیہ Takhalkhul-i Jild, Tashamus-i Jild, wa Barash-i Shaikhukhi / Buqã'-i Kabidiyã (Dermatoporosis, Dermatoheliosis, and lentigo senilis/ liver spots)** 17.5.1 تخلخل جلد (Dermatoporosis (Chronic Cutaneous Fragile Syndrome)) 17.5.2 تشمس جلد (Dermatoheliosis) 17.5.3 برش شیخوخی/لقعہ کبدیہ (Lentigo Senilis / Liver Spots)					
		5	25	50	75	150
		16	80	160	240	480
Paper No : 3 امراض نظامی کی جلدی علامات وسلعات Amrāze Nizāmī ki Jildi Alāmāt wa Sila'āt (Skin Manifestations of Systemic Diseases & Neoplasia)						
Semester No : 3						
2A	**2B**	**2C**	**Notional Learning hours**			

Module Number	Modules & units	Number of Credits	2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
	M-18 نفسیاتی جلدی امراض Nafsiyāti Jildi Amrāz (Psychodermatology) This module equips postgraduate students with comprehensive knowledge, practical skills, and clinical experience in psychodermatology. It covers essential topics such as the pathophysiology of psychodermatologic conditions, assessment techniques for evaluating both psychological and dermatological aspects, and evidence-based therapeutic interventions. Through a combination of lectures, case studies, and clinical practice, students will learn to conduct assessments that consider the interplay between mental health and skin conditions, fostering a holistic approach to patient care. **• M 18U 1 نفسیاتی جلدی امراض کا عمومی جائزہ Nafsiyāti Jildi Amrāz kā Umumi Jāyezā (Overview of Psycho-cutaneous Disorders)** 18.1.1 ابتدائی نفسیاتی جلدی امراض کی درجہ بندی (Classification of Primary Psycho-Cutaneous Disorders) 18.1.2 نفسیاتی جلدی امراض کا یونانی تصور (Unani Concept of Psycho-Cutaneous Disorders) **• M 18U 2 اضطرابات وہمیہ Izterābāte Wahmiya (Delusional Disorders)** 18.2.1 اضطرابات وہمیہ کا عمومی جائزہ (Overview of Delusional Disorders) 18.2.2 مرض مورغیلونس (Morgellons disease) 18.2.3 اوہام الطفیلیات (Delusions of Parasitosis)	2	10	20	30	60

	18.2.4 وہم رائحۃ الجسم (Body odour Delusion) • **M 18U 3 اضطرابات مفتعلہ Izterābāte Muftaélā (Factitious Disorder)** 18.3.1 اضطرابات مفتعلہ کا عمومی جائزہ (Overview of Factitious Disorders) 18.3.2 التہاب جلد مفتعلہ (Dermatitis artefacta) 18.3.3 سحج عصبی (Neurotic excoriation) 18.3.4 تمارض (Malingering) • **M 18U 4 اضطرابات جسدیۃ الشکل Izterābāte Jasadiyatush Shak'l (Somatoform Disorder)** 18.4.1 اضطرابات جسدیۃ الشکل کا عمومی جائزہ (Overview of Somatoform disorders) 18.4.2 اضطراب تشوّہ الجسم (Body Dysmorphic Disorder) 18.4.3 ضعف حس جلدی (Cutaneous Dysesthesia) • **M 18U 5 اضطرابات وسواسی اجباری Izterābāte waswāsi Ijbari (Obsessive-compulsive disorder)** 18.5.1 اضطرابات وسواسی اجباری کا عمومی جائزہ (Overview of Obsessive-Compulsive Disorder) 18.5.2 اضطراب تتف الشعر (Trichotillomania) 18.5.3 ہوس تتشِ الاظفار (Onychotillomania) 18.5.4 حزاز بسیط مزمن (Lichen Simplex Chronicus)					
	M-19 N مناعتی جلدی امراض Manā'ati Jildi Amrāz (Immuno-dermatology) The module 'Immuno-dermatology' explores the interface between immunology and dermatology, focusing on the immune system's role in skin health and disease. It covers different immune-dermatological disorders with diagnostic techniques and therapeutic approaches emphasizing on Unani preventive and therapeutic interventions, integrating traditional knowledge with the latest research and best dermatological practices for holistic patient care. This module	1	5	10	15	30

	equips postgraduate students with comprehensive knowledge, practical skills, and clinical experience in immune-dermatology. **• M 19U 1 مناعتی جلدی امراض کا عمومی جائزہ Manā'ati Jildi Amrāz kā Umumi Jāyezā (Overview of Immuno-dermatology)** 19.1.1 جلدی امراض کا مناعتی میکانیہ (Immunological Mechanisms in Skin Disease) 19.1.2 جلدی مناعتی ماراض کی درجہ بندی (Classification of Immunologically-mediated Skin Disorders) 19.1.3 امیمینو تھیراپی اور امراض میں اس کا استعمال (Immunotherapy and it's application in dermatology) **• M 19U 2 داءالذئبۃالحمامیۃ (Lupus erythematosus)** 19.2.1 داءالذئبۃالحمامیۃ (Lupus Erythematosus) **• M 19U 3 التہاب العضلات والجلد Iltihāb-ul-Azalāt wal-Jild (Dermatomyositis)** 19.3.1 التہاب العضلات والجلد (Dermatomyositis) **• M 19U 4 حزاز متصلب وضموری Hazāz Mutasallib wa Dhamuri (Lichen Sclerosis et atrophicus)** 19.4.1 حزاز متصلب وضموری (Lichen Sclerosis et atrophicus) **• M 19U 5 قُشَیْعَۃ Qushaiyya (Morphea)** 19.5.1 قُشَیْعَۃ (Morphea)					
		3	15	30	45	90

Semester No : 4

2A	2B	2C	Notional Learning hours			
Module Number	**Modules & units**	**Number of Credits**	**2D Lectures**	**2E Practical Training**	**2F Experiential Learning**	**2G Total**

					including Modular Assessment	
	M-20 غدد ی جلد ی امراض Ghudadi Jildi Amrāz (Dermato-endocrinology) This module is designed to equip postgraduate students with comprehensive knowledge, practical skills, and hands-on experience in dermato-endocrinology. It covers the pathophysiology, diagnosis, and management of skin conditions related to endocrine dysfunctions. Through case studies and advanced diagnostic techniques, students will learn to integrate dermatologic and endocrine evaluations for a holistic approach to patient care. The module emphasizes interdisciplinary collaboration and the application of the latest research and therapeutic strategies for optimal patient outcomes. **• M 20U 1 غدد ی جلد ی امراض کا عمومی جائزہ Ghudadi Jildi Amrāz kā Umumi Jāyezā (Overview of Dermato-endocrinology)** 20.1.1 گروتھ ہارمون اور جلد کی ساخت (Growth Hormone and Morphology of Skin) 20.1.2 ہینڈروجن کی زیادتی اور اس کے جلدی ظواہرات (Hyperandrogenism and its Cutaneous manifestations) 20.1.3 موروثی متلازمہ غدیہ (Hereditary Endocrine Syndromes) 20.1.4 غدد ی جدی امراض اور طب یونانی (Unani Medicine and Endocrinopathies) **• M 20U 2 ذیابیطس شکری کے جلدی ظواہرات Ziyābetus Shakari ke jildi Zawāhirāt (Dermatological manifestations in diabetes mellitus)** 20.2.1 شُواک اسود (Acanthosis Nigricans) 20.2.2 البلی الجیوی الشحمانی السکّری (Necrobiosis Lipoidica Diabeticorum) 20.2.3 تصلب جلد فی البالغین (Scleroderma Adultorum)	3	15	30	45	90

	20.2.4 علت جلد السکری (Diabetic Dermopathy) 20.2.5 قرحہ قدم السکری (Diabetic Foot Ulcers) 20.2.6 تقیح الجلد غانغرانی (Pyoderma Gangrenosum) 20.2.7 التہاب جریبات ثاقب (Perforating folliculitis) 20.2.8 فقاعات السکری (Diabetic Bullae) **• M 20U 3 امراض غدہ درقیہ کے جلدی ظواہرات Amrāze Gudda'e Darqiyya ke jildi Zawāhirāt (Skin manifestations of thyroid disorders)** 20.3.1 قلت درقین (Hypothyroidism) 20.3.2 فرط درقین (Hyperthyroidism) **• M 20U 4 امراض غدہ جار درقیہ کے جلدی ظواہرات Amrāze Gudda'e Jār Darqiyya ke jildi Zawahirāt (Skin manifestations of Parathyroid disorders)** 20.4.1 قلت جار درقین (Hypoparathyroidism) 20.4.2 فرط جار درقین (Hyperparathyroidism) **• M 20U 5 امراض غدہ کظریہ کے جلدی ظواہرات Amrāze Gudda'e Kuzriya ke jildi Zawāhirāt (Skin manifestations of diseases of Adrenal gland)** 20.5.1 غدہ کظریہ کے عام امراض (Common Disorders of Adrenal gland) 20.5.2 مرض ادیسون (Addison's Disease) 20.5.3 متلازمہ کشنگ (Cushing's Syndrome)					
	M-21 استحالاتی وتغذیاتی امراض کے جلدی ظواہرات Istihālāti wa Taghziyāti Amrādh ke Jildi Zawāhirāt (Skin manifestations of Metabolic & Nutritional Disorders) This module explores the diverse range of skin manifestations associated with metabolic and nutritional disorders. Students will learn to recognize and diagnose these conditions, integrating knowledge from both traditional and modern medical practices to provide a holistic approach to patient care. The course will also	2	10	20	30	60

	emphasize the importance of nutritional assessments and metabolic evaluations in managing skin-related symptoms. The module emphasizes interdisciplinary collaboration and the application of the latest research and therapeutic strategies for optimal patient outcomes. **• M 21U 1 تغذیاتی واستحالاتی امراض کے جلدی ظواہرات کا عمومی جائزہ Taghziyāti wa Istihālāti Amrāz ke Jildi Zawāhirāt ka Umumi Jāyeza (Overview of Skin manifestations of nutritional & metabolic disorders)** 21.1.1. تغذیاتی امراض (Nutritional disorders) 21.1.2. استحالاتی امراض (*M*etabolic disorders) **• M 21U 2 لحمیاتی سوءتغذیہ Lahmiyāti Sue Taghziya (Protein-energy Malnutrition)** 21.2.1 کواشیورکور (Kwashiorkar) 21.2.2 ہزال غذائی (Marasmus) **• M 21U 3 معدنی وحیاتینی نقص تغذیہ Mā'dani wa Hayātini Naqse Taghziya (Mineral and Vitamin Deficiencies)** 21.3.1 معدنی نقص تغذیہ (Mineral Deficiencies) 21.3.2 حیاتینی نقص تغذیہ (Vitamin Deficiencies) **• M 21U 4 ورم اصفر اور اس کی اقسام Warame Asfar Aur Uski Aqsām (Xanthoma & its types)** 21.4.1 ورم اصفر (Xanthoma) 21.4.2 ورم اصفر کی اقسام (Types of Xanthoma) **• M 21U 5 جِلدی داءالنَشوانی اور اس کی اقسام Jildi Dāun Nashwāni Aur Uski Aqsām (Cutaneous amyloidosis and its Types)** 21.5.1 جِلدی داءالنَشوانی (Cutaneous Amyloidosis) 21.5.2 جِلدی داءالنَشوانی کی اقسام (Types Cutaneous Amyloidosis)					

	• M 21U 6 جلدی بورفیریا اور اس کی اقسام Jildi Borpheria Aur Uski Aqsām (Cutaneous porphyria & its types) 21.6.1 جلدی بورفیریا (Cutaneous Porphyria) 21.6.2 بورفیریا جلدی متاخر (Porphyria Cutanea Tarda)					
		5	25	50	75	150
Semester No : 5						
2A **Module Number**	**2B** **Modules & units**	**2C** **Number of Credits**	**Notional Learning hours**			
			2D **Lectures**	**2E** **Practical Training**	**2F** **Experiential Learning including Modular Assessment**	**2G** **Total**
	M-22 امراض حدادی و امراض نسیج واصل کے جلدی ظواہرات Amraze Hudari aur Amraze Naseeje Wasil ke Jildi Zawāhirāt (Skin manifestations of Rheumatologic & Connective Tissue Disorders) This module provides the in-depth overview of skin manifestations associated with rheumatologic and connective tissue disorders, including inflammatory and autoimmune conditions focusing on pathophysiology, clinical presentation, diagnosis and management of skin manifestations associated with these disorders. Through case studies and advanced diagnostic techniques, students will learn to integrate dermatologic and rheumatologic evaluations for a holistic approach to patient care. The module emphasizes interdisciplinary collaboration	2	10	20	30	60

	and the application of the latest research and therapeutic strategies for optimal patient outcomes. **• M 22U 1 امراض حدارى وامراض نسيج واصل كے جلدى ظواہرات كا عمومى جائزہ Amrāze Hudāri aur Amrāze Nasije Wāsil ke Jildi Zawāhirāt ka Umumi Jāyeza (Overview of Skin manifestations of rheumatologic and connective tissue disorders)** 22.1.1 امراض حدارى (Rheumatologic Disorders) 22.1.2 امراض نسيج واصل (Connective Tissue Disorders) **• M 22U 2 امراض انسجۃ الضامہ Amrāze Anseja-tudh-dhamma (Mixed connective tissue diseases)** 22.2.1 امراض انسجۃ الضامہ (Mixed Connective Tissue Diseases) **• M 22U 3 متلازمہ ريتر Mutalāzima Reiter (Reiter's syndrome)** 22.3.1 متلازمہ ريتر (Reiter's Syndrome) **• M 22U 4 تصلب جلد و تصلب نظامى Tasallube Jild wa Tasllube Nizāmi Scleroderma & Systemic Sclerosis** 22.4.1 تصلب جلد (Scleroderma) 22.4.2 تصلب نظامى (Systemic Sclerosis) **• M 22U 5 متلازمہ شوگرين و مرض بہجت Mutalazima Sjogren wa Maradhe Behcet (Sjogren syndrome & Behcet's disease)** 22.5.1 متلازمہ شوگرين (Sjogren Syndrome) 22.5.2 مرض بہجت (Behcet's Disease) **• M 22U 6 سار كويدوسس (Sarcoidosis)** 22.6.1 جلدى سار كويدوسس (Sarcoidosis)					
	M-23 حمل كے جلدى ظواہرات Hamal ke Jildi Zawāhirāt (Skin manifestations during pregnancy)	1	5	10	15	30

	The Module 'Skin manifestations of pregnancy' provides an in-depth exploration of various skin manifestations that occur during pregnancy, including physiological changes, pregnancy-specific dermatoses, and exacerbations of pre-existing skin conditions. Students will learn to identify, diagnose, and manage the dermatologic conditions commonly associated with pregnancy, using a holistic approach that integrates Unani principles, modern clinical insights, and pregnancy-specific evaluations. **• M 23U 1 حمل کے جلدی ظواہرات Hamal ke Jildi Zawāhirāt (Skin manifestations of Pregnancy)** 23.1.1 حمل کے جلدی ظواہرات کا عمومی جائزہ (Overview of Skin manifestations in Pregnancy) **• M 23U 2 شبیہ الفقاع حملی Fuqāe Hamali (Pemphigoid Gestationis)** 23.2.1 شبیہ الفقاع حملی (Pemphigoid Gestationis) **• M 23U 3 حکہ دوران حمل Hikkā Daurāne Hamal (Pruritus in pregnancy)** 23.3.1 حکہ دوران حمل (Pruritus in Pregnancy) **• M 23U 4 حمل کے بثورات متعدد الشکل Hamal ke Busurāte Mutaddid-us-Shak'l (Polymorphic eruption of pregnancy)** 23.4.1 حمل کے بثورات متعدد الشکل (Polymorphic Eruption of Pregnancy) **• M 23U 5 حمل کے بثورات تاتبی Hamal ke Busurāte Tā'tabi (Atopic eruption of pregnancy)** 23.5.1 حمل کے بثورات تاتبی (Atopic Eruption of Pregnancy)					
	M-24 امراض قلب وعروق، ریہ، قناۃ غذائی، کبد ومرارہ اور گردہ کے جلدی ظواہرات Amrāze Qalb wa Uruq, Riya, Qnāte Ghizāyi, Kabid wa Mirārā aur Gurdā ke jildi Zawāhirāt (Skin manifestations of Cardiovascular, Respiratory, Alimentary Tract, hepatobiliary & Renal Diseases)	2	10	20	30	60

	This module explores the skin manifestations that arise from various systemic diseases affecting the Cardiovascular, Respiratory, Alimentary, hepatobiliary & Renal systems. This module is designed to equip postgraduate students with the knowledge and skills to diagnose and manage underlying systemic conditions. It emphasizes on identifying Unani preventive and therapeutic interventions, integrating traditional knowledge with the latest research and best dermatological practices for holistic patient care. **• M 24U 1 امراض قلب وعروق Amrāze Qalb wa Uruq (Cardiovascular Diseases)** 24.1.1 امراض قلب وعروق کے جلدی ظواہرات (Cutaneous manifestations of Cardiovascular Diseases) 24.1.2 سقوط قلب (Heart Failure) 24.1.3 امراض انصمام خثاری (Thromboembolic diseases) **• M 24U 2 امراض ریہ Amrāze Riya (Respiratory Diseases)** 24.2.1 امراض ریہ کے جلدی ظواہرات (Cutaneous manifestations of Respiratory Diseases) 24.2.2 مزمن ریوی انسدادی امراض (Chronic Obstructive Pulmonary Disease) 24.2.3 سرطان ریہ (Bronchogenic Carcinoma) **• M 24U 3 امراض کبد ومرارہ Amrāze Kabid wa Mirārā (Hepatobiliary Diseases)** 24.3.1 امراض کبد ومرارہ کے جلدی ظواہرات (Cutaneous manifestations of Hepatobiliary Diseases) 24.3.2 یرقان (Jaundice) 24.3.3 ورم کبد (Hepatitis) 24.3.4 مرض ولسن (Wilson's Disease) 24.3.5 التہاب قناۃ صفراوی صلب (Sclerosing Cholangitis) 24.3.6 تلیف قناۃ صفراوی (Biliary Cirrhosis)					

	24.3.7 سرطان کبد (Hepatic Carcinoma) • **M 24U 4 امراض قناۃ غذائی Amrāze Qanāte Ghizāyi (Alimentary tract Diseases)** 24.4.1 معدی ومعوی امراض کے جلدی ظواہرات (Cutaneous manifestations of Gastrointestinal diseases) 24.4.2 امراض بانقراس کے جلدی ظواہرات (Cutaneous manifestations of Pancreatic Diseases) 24.4.3 مرض حساسیت سیلیاک (Celiac Disease) 24.4.4 علت تحریک معوی (Irritable Bowel Disease) • **M 24U 5 امراض گردہ Amrāze Gurda (Renal Diseases)** 24.5.1 امراض گردہ کے جلدی ظواہرات (Cutaneous manifestations of Renal diseases) 24.5.2 مرض گردہ بمرحلہ آخر (End Stage Renal Disease) 24.5.3 تلیف جہازی کلوی (Nephrogenic Systemic Fibrosis) 24.5.4 متلازمہ کلوی (Nephrotic Syndrome)					
		5	25	50	75	150

Semester No : 6

2A Module Number	2B Modules & units	2C Number of Credits	Notional Learning hours			
			2D Lectures	2E Practical Training	2F Experiential Learning including Modular Assessment	2G Total
	M-25 سلعات جلد وتحت الجلد Sil'ate Jild wa Taht-al Jild (Dermal and sub-cutaneous Neoplasm)	2	10	20	30	60

	This module is designed to equip postgraduate students with the knowledge and skills to illustrate the risk factors, etiopathogenesis, clinical features, diagnosis and management of dermal and subcutaneous neoplasms. It also trains students in comprehensive patient assessment and emphasizes identifying Unani preventive and therapeutic interventions, integrating traditional knowledge with the latest research and best dermatological practices for holistic patient care. **• M 25U 1 سلعات جلد و تحت الجلد کا عمومی جائزہ Sil'āte Jild wa Tah't-al Jild kā Umumi Jāyezā (Overview of Dermal and sub-cutaneous Neoplasia)** 25.1.1 سرطان و سلعات کو طبی تصور (Concept *Sartan* and *Saláat*) 25.1.2 سرطان و سلعات کی درجہ بندی (*Classification and types of Sartan* and *Saláat*) 25.1.3 جلدی سرطان کے علاج میں طب یونانی کا کردار (Role of Unani medicine in Skin cancer) **• M 25U 2 تقران مشّی و تقران سفعی Taqrāne Massi wa Taqrāne Saf'i (Seborrheic keratosis, Actinic keratosis)** 25.2.1 تقران مشّی (Seborrheic Keratosis) 25.2.2 تقران سفعی (Actinic Keratosis) **• M 25U 3 سرطان خلیات قاعدی و سرطان خلیات حرشفیہ Sartāne Khalyāte Qāyedi wa Sartāne Khalyāte Harshafiyā (Basal cell carcinoma & Squamous cell carcinoma)** 25.3.1 سرطان خلیات قاعدی (Basal Cell Carcinoma) 25.3.2 سرطان خلیات حرشفیہ (Squamous Cell Carcinoma) **• M 25U 4 سلعات لونیہ: حمیدہ و خبیثہ Sil'āte Launiyā: Hameedā wa Khabeesā (Melanocytic tumors: benign & malignant)** 25.4.1 سلعات لونیہ حمیدہ (Benign Melanocytic tumors) 25.4.2 سلعات لونیہ خبیثہ (Malignant Melanocytic tumors) 25.4.3 خلقی نولونی وحمہ (Congenital Nevomelanocytic nevus)					

	25.4.4 اکتسابی نولونی وحمہ (Acquired Nevomelanocytic nevus) 25.4.5 نمشہ شمسیہ (Solar Lentigo) 25.4.6 نمشہ سادہ (Lentigo Simplex) 25.4.7 غیر مالوف لونی وحمہ (Atypical Melanocytic Nevi) 25.4.8 غیر مالوف سرطان میلانوم (Atypical Cutaneous Melanoma) 25.4.9 سرطان میلانوم لیفی (Desmoplastic Melanoma) **• M 25U 5 سرکومہ کاپوسیم، فُطار فُطرانی و مرض باجیہ Sārcoma Kāposium, Futāre Futrāni wa Maradhe Bājiya (Kaposi's sarcoma, Mycosis fungoides & Paget's disease)** 25.5.1 سرکومہ کاپوسیم (Kaposi's Sarcoma) 25.5.2 فُطار فُطرانی (Mycosis Fungoides) 25.5.3 مرض باجیہ (Paget's Disease)					
	M-26 جینیاتی جلدی امراض Jiniyāti Jildi Amrāz (Geno-dermatology) This module equips postgraduate students with comprehensive knowledge, practical skills, and hands-on experience in geno-dermatology, focusing on the relationship between genetics and dermatologic conditions. Students will explore the genetic basis of various skin disorders, including hereditary conditions such as ichthyosis, neurofibromatosis, and Darier's disease. By incorporating Unani insights, new clinical studies, and advanced diagnostic techniques, students will learn to integrate dermatologic and genetic evaluations for a holistic approach to patient care. **• M 26U 1 جینیاتی جلدی امراض کا عمومی جائزہ Jiniyāti Jildi Amrāz ka Umumi Jāyeza (Overview of Geno-dermatology)** 26.1.1 جینیاتی جلدی امراض (Genodermatoses) 26.1.2 امراض جلد میں جین تھیراپی کا استعمال (Gene therapy and its application in dermatology)	1	5	10	15	30

	• **M 26U 2 سماک Sumāk (Ichthyosis)** 26.2.1 سُماک کی درجہ بندی واقسام (Classification and types of Ichthyosis) 26.2.2 سُماک عمومی (Ichthyosis vulgaris) 26.2.3 سُماک صُفاحی (Lamellar Ichthyosis) 26.2.4 سُماک ہرکولین (Harlequin Ichthyosis) 26.2.5 ایکس لنکڈ سُماک (X-linked recessive ichthyosis) • **M 26U 3 جُفاف الجلد ملون وتقرن الجلد وراحی ونعلی Jufāf-ul Jild Mulawwin wa Taqarrun-ul Jild Rāhi wa Nā'li (Xeroderma Pigmentosum & Palmoplantar keratoderma)** 26.3.1 جُفاف الجلد ملون (Xeroderma Pigmentosum) 26.3.2 تقرن الجلد وراحی ونعلی (Palmoplantar Keratoderma) • **M 26U 4 تصلب درنی Tasallube Darni (Tuberous sclerosis)** 26.4.1 تصلب درنی (Tuberous Sclerosis) • **M 26U 5 ورم عصبی لیفی ومرض ڈیریر Warame Asabi lifi wa Maraze Darier (Neurofibromatosis & Darier's Disease)** 26.5.1 ورم عصبی لیفی (Neurofibromatosis) 26.5.2 مرض ڈیریر (Darier's Disease)					
		3	15	30	45	90
		16	80	160	240	480

Paper No : 4 تزئینیات Tazeeniyat (Cosmetology)

Semester No : 3

2A	2B	2C	Notional Learning hours			
Module Number	**Modules & units**	**Number of Credits**	**2D Lectures**	**2E Practical Training**	**2F Experiential Learning**	**2G Total**

					including Modular Assessment	
	M-27 مبادیات تزئینیات Mabadiyat-i Tazeeniyat (Fundamentals of cosmetology) This module covers the fundamentals of cosmetology, including applied anatomy and key areas of the facial skin. It will also address skin classification, laying the groundwork for various therapeutic approaches in cosmetology. **• M 27U 1 تزئینیات کا عمومی جائزہ Tazeeniyat kā umumi jayezā(Overview of cosmetology)** 27.1.1 تزئینیات کا عمومی جائزہ(Overview on Cosmetology) **• M 27U 2 جلد کی اطلاقی تشریح برائے تزئینیات جلد Jild ki itlāqi tashrih Barā-i Tazeeniyāt-i Jild (Applied anatomy of skin for cosmetology)** 27.2.1 جلد کی ساخت اور تہیں(Structure and Layers of Skin) 27.2.2 اندمال جلد کا طریقہ کار(Skin's Healing Process) **• M 27U 3 چہرے کی اطلاقی تشریح Chehre ki itlāqi tashrih (Applied facial anatomy)** 27.3.1 چہرے کی ساخت(Facial Structure) 27.3.2 چہرے کا توازن و تناسب(Facial Symmetry and Proportion) **• M 27U 4 جلد کی اقسام کی وضاحت اور درجہ بندی Jild ki aqsām ki wazāhat aur darjā bandi (Description and classification of Skin Types)** 27.4.1 اقسام جلد(Skin Types) 27.4.2 اقسام جلد فٹز پیٹرک کی درجہ بندی(Fitzpatrick Classification of Skin Types) 27.4.3 اقسام جلد کی بومین درجہ بندی(Baumann Classification of Skin Types) 27.4.4 مختلف اقسام جلد کے حفاظتی اقدامات(Protective measures for different Skin Types)	2	10	20	30	60
	M-28 ادویہ مزینہ Adviā Muzayyenah (Cosmeceuticals)	2	10	20	30	60

	This module will cover Advia Muzayyenah, their classification, Af'al (actions), indications, contraindications ,their adverse reactions on skin and management for them. Besides this advia muzayyenah and tadabeer used commonly in beauty parlours, spa and other places will be described along with their side effects and management۔ **• M 28U 1 ادویہ مزینہ کی درجہ بندی Adviā Muzayyenah ki darjā bandi (Classification of Cosmetic Drugs)** 28.1.1 ادویہ مزینہ برائے ترطیب و تملیس (Cosmetic drugs for Moisturization and Hydration) 28.1.2 ادویہ مزینہ برائے تجلی بشرہ و تحفظ لونیت جلد (Cosmetic drugs for Skin lightening and Pigmentation control) 28.1.3 ادویہ مزینہ برائے تحفظ ناخن و شعر (Cosmetic drugs for Hair and Nail care) 28.1.4 ادویہ مزینہ برائے تحفظ شمسی (Cosmetic drugs for Sun Protection) 28.1.5 ادویہ مزینہ برائے تحفظِ درازیِ عمر (Cosmetic drugs for Aging control) **• M 28U 2 زینت جلد کے لیے مستعمل یونانی ادویہ، انکے افعال اور فعال اجزا Zeenat-i Jild ke liye mustamal unani adviā, unke af'āl aur fa'āl ajzā (Unani drugs commonly used in cosmetics, their mode of actions and active principles)** 28.2.1 یونانی مرکبات مزینہ (Unani Cosmetic Compound Formulations) 28.2.2 یونانی ادویات مزینہ (Unani Cosmetic Single Drugs) 28.2.3 یونانی مرکبات و ادویات برائے تحفظ درازیِ عمر (Unani Compoind Formulations and Single Drugs used for Aging control) 28.2.4 یونانی مرکبات و ادیات برائے تحفظِ لب و چشم (Unani Compound Formulations and Single Drugs used for Lip and Eye care) 28.2.5 یونانی مرکبات و ادیات برائے تجلی بشرہ و تحفظ لونیت جلد (Unani Compound Formulations and Single Drugs for Skin lightening and Pigmentation control)					

	28.2.6 یونانی مرکبات وادویات برائے تصفیہ جلد (Unani Compound Formulations and Single Drugs used for Cleansing of Skin) **• M 28U 3 ادویہ مزینہ کے مضرِ اثرات Māddā-i muzayyenah ke muzir asrāt (Adverse reactions of cosmetics)** 28.3.1 ادویہ مزینہ کی عام مضرتیں (Common Adverse Reactions of Cosmetics) 28.3.2 ادویہ مزینہ برائے شعر کے مضر اثرات (Adverse Reactions of Cosmetics used for Hair Care) 28.3.3 ادویہ مزینہ کے مضر اثرات کا علاج اور اس سے تحفظ (Prevention and management of Adverse Reactions to Cosmetics) **• M 28U 4 تغسیل، بیوٹی پارلر اور سیلون میں مستعمل تدابیر کے مضر اثرات Taghseel, beauty parlour aur saloon mein mustamal tadabeer ke muzir asrāt (Adverse reactions of Procedures done in Spa, beauty parlour and salon)** 28.4.1 تغسیل، بیوٹی پارلر اور سیلون میں مستعمل تدابیر کے مضر اثرات (Adverse Effects associated with procedures of Spa, Beauty Parlor and Salon)					
		4	20	40	60	120

Semester No : 4

2A	2B	2C	Notional Learning hours			
Module Number	**Modules & units**	**Number of Credits**	**2D Lectures**	**2E Practical Training**	**2F Experiential Learning including Modular Assessment**	**2G Total**
	M-29 شیخوخت جلد Shaikhukhat-i Jild (Skin Ageing)	2	10	20	30	60

	This module describes skin ageing, its types, factors responsible for ageing, clinical evaluation and anti-ageing measures. The effects of Asbab-i Sitta Zaruriyā on skin ageing will also be taught. **• M 29U 1 شیخوخت جلد کی منافع الاعضائی ماہیت اور درجہ بندی Shaikhukhat-i Jild ki munāfe-ul-āzāyi māhiyat aur aqsām (Pathophysiology and classification of skin ageing)** 29.1.1 شیخوخت جلد کی درجہ بندی (Classification of Skin Ageing) 29.1.2 شیخوخت جلد کی منافع الاعضائی ماہیت (Pathophysiology of Skin Ageing) **• M 29U 2 اسباب ستہ ضروریہ کے شیخوخت جلد پر اثرات Asbāb-i sittā zaruriyā ke jild par asarāt (Effects of Asbab-i Sitta Zaruriyā on Skin Ageing)** 29.2.1 اسباب ستہ ضروریہ کے شیخوخت جلد پر اثرات (Effects of Asbab-i Sitta Zaruriyā on Skin Ageing) 29.2.2 حرکت وسکون بدنی ونفسانی کے شیخوخت جلد پر اثرات (Effects of Harkat wa Sukun Badani wa Nafsāni on Skin Ageing) 29.2.3 ماکولات ومشروبات کے شیخوخت جلد پر اثرات (Effects of Mākulāt wa Mashrubāt on Skin Ageing) 29.2.4 نوم ویقظہ کے شیخوخت جلد پر اثرات (Effects of Naum wa Yaqzāt on Skin Ageing) **• M 29U 3 شیخوخت جلد کا تشخیصی مطالعہ Shaikhukhat-i jild kā tashkheesi mutālā (Clinical evaluation of old age skin)** 29.3.1 شیخوخت جلد کا تشخیصی مطالعہ داخلی (Evaluation of Intrinsic Skin Ageing.) 29.3.2 شیخوخت جلد کا تشخیصی مطالعہ خارجی (Evaluation of Extrinsic Skin Ageing) **• M 29U 4 شیخوخت جلد کا علاج Shaikhukhat-i Jild ka Ilāj (Antiageing treatments)** 29.4.1 شیخوخت جلد کی تحفظی تدابیر (Preventive measures of Skin Ageing) 29.4.2 شیخوخت جلد شمسی کی تدابیر مزینہ (Cosmetic Procedures for Photo-aged Skin) 29.4.3 شیخوخت جلد کے اجزائے مزینہ (Cosmetic Agents for Skin Ageing) 29.4.4 شیخوخت جلد کا نظامی علاج (Systemic Agents for Skin Ageing)					

	29.4.5 شیخوخت جلد کا یونانی علاج (Unani Treatment for Skin Ageing)					
	M-30 ذاتی وخصوصی نگہداشت کے لیے مصنوعات Zāti wa Khususi Nigahdāsht ke liye Masnuāt (Personal and Special Care Products) This module explores personal care products, their classification and selection criteria. This module also deals with cosmetics for different body parts. The types, uses, mode of action, how to influence the healthcare workers for enhanced outcomes of moisturizers in various dermatological disorders will also be discussed. In addition, this module also focuses on cosmetic care and counselling for different types of skin. **• M 30U 1 ذاتی نگہداشت کے لیے مصنوعات Zāti wa nigahdāsht ke liye masnuāt (Personal care products)** 30.1.1 مصنوعات برائے ذاتی نگہداشت کی درجہ بندی (Classification of Personal Care Products) 30.1.2 مصفیات جلد (Cleansers) 30.1.3 مانعات عرق (Antiperspirants) 30.1.4 روائحات (Deodorants and Perfumes) 30.1.5 شیونگ مرکبات (Shaving Preparations) 30.1.6 محافظ جلد پاؤڈرس (Body Care Powders) **• M 30U 2 مزینات Muzayyenāt (Cosmetics)** 30.2.1 مختلف حصص جسم کے لئے مزینات (Cosmetics for Different Body Parts) 30.2.2 مختلف اعمار کے لئے مزینات (Cosmetics for Different Age and Gender) 30.2.3 مختلف اقسام جلد کے لئے مزیات (Cosmetics for Different Skin Type) 30.2.4 مختلف ماحولیات کے لئے مزینات (Cosmetics for Different Environmental Conditions) **• M 30U 3 مرطبات Murattibāt (Moisturizers)** 30.3.1 مرطبات کی اقسام (Types of Moisturizers)	2	10	20	30	60

	30.3.2 مختلف حصص جسم کے لئے مرطبات (Moisturizers for Different Body Parts) 30.3.3 مختلف اعمار کے لئے مرطبات (Moisturizers for Different Age and Gender) 30.3.4 مختلف اقسام جلد کے لئے مرطبات (Moisturizers for Different Skin Type) **• M 30U 4 مختلف اقسام جلد کے لیے نگہداشت زینت اور کاونسلنگ Mukhtalif aqsām ki jild ke liye nigahdāsht aur counselling (Cosmetic care and counselling for different types of skin)** 30.4.1 مختلف اقسام جلد کے لئے تدابیر زینت (Cosmetic Care for Different Skin Type) 30.4.2 مختلف اقسام جلد کے لئے کاؤنسلنگ کی تکانیک (Counselling Techniques for Different Skin Types **• M 30U 5 زینت کے لحاظ سے اہم بدنی اعضاء کی خصوصی دیکھ بھال اور تدابیر Zeenat-i Jild ke lihaz se aham badani āza ki khususi dekhbhāl aur tadābeer (Special Care and Tadābeer for cosmetologically important body parts)** 30.5.1 جسم کے اہم اعضاء کے لئے مخصوص تدابیر زینت (Specialized Cosmetic Care for Key Body Parts) 30.5.2 چہرے کے لئے تدابیر زینت (Cosmetic Care Regimens for the Face) 30.5.3 بالوں کے لئے تدابیر زینت (Cosmetic Care Regimens for Hair) 30.5.4 چہرے اور بالوں کے علاوہ حصص جسم کے لئے تدابیر زینت (Cosmetic Care Regimens for Body Parts Face and Hair)					
		4	20	40	60	120

Semester No : 5

2A	2B	2C	Notional Learning hours			
Module Number	**Modules & units**	**Number of Credits**	**2D Lectures**	**2E Practical Training**	**2F Experiential Learning**	**2G Total**

					including Modular Assessment	
	M-31 تدابیرمزینہ Tadabeer-i Muzayyenah (Cosmetic Regimes) This module explores Tadabir-i Muzayyenah like Ghaza, Ghaliya, Ubtan, Tila, Sibagh, Dalook, Inkebab, Taghseel (Cleansing, spa & hydrafacial), Taqshir-i Jild (Peeling, scrubbing & microdermabraison), Taskhin-i Jild [Phototherapy, PDT light therapy and photo-biomodulation (PBM)]. **• M 31U 1 غازہ،غالیہ،ابٹن وطلا Ghaza, Ghaliya, Ubtan and Tila (Ghaza, Ghaliya, Ubtan and Tila)** 31.1.1غازہ(Ghaza) 31.1.2 غالیہ(Ghaliya) 31.1.3ابٹن (Ubtan) 31.1.4طلا(Tila) **• M 31U 2 انکباب و تغسیل وجہ Inkibāb & Taghseel-i waj'h (Facial Steam & HydraFacial)** 31.2.1انکباب وجہ(Facial Steam) 31.2.2 تغسیل وجہ(Hydra Facial) **• M 31U 3 تقشیر جلد،فرک و تسحیج جلد دقیق Taqshir-i Jild, Fark wa Tashij-i Jild Daqeeq (Peeling, Scrubbing & microdermabrasion)** 31.3.1تقشیر جلد(Peeling) 31.3.2فرک(Scrubbing) 31.3.3تسحیج جلد دقیق (Microdermabrasion) **• M 31U 4 تسخین جلد اور اسکی اقسام Taskheen-i Jild aur uski Aqsām(Phototherapy and various modes of light therapy)**	2	10	20	30	60

	31.4.1 تسخین جلد اور اسکی اقسام (Phototherapy and Various modes of Light therapy)					
	M-32 امراض جلد کے جمالیاتی مسائل تک رسائی Amrāze Jild ke Jamāliyāti Masāil tak rasāyi (Approach to cosmetic problems in dermatology) This module offers a deeper understanding of the approaches to the cosmetic problems associated with dermatological ailments. It mainly deals with cosmetic issues related to face and hair. It emphasises on patient selection for therapeutic modalities (preventive and curative) after careful examination **• M 32U 1 چہرے سے متعلق امراض کے جمالیاتی طریقہ کار Chehre se mutalliq amrāz ke Jamāliyāti Tareeqā-i kar (Cosmetic modalities for Face and related disorders)** 32.1.1 چہرے سے متعلق امراض کے جمالیاتی طریقہ کار (Cosmetic modalities for Face and related disorders) **• M 32U 2 بالوں سے متعلق امراض کے جمالیاتی طریقہ کار Bālon se mutalliq amrāz ke Jamāliyāti Tareeqā-i kar (Cosmetic modalities for Hairs and related disorders)** 32.2.1 بالوں سے متعلق امراض کے جمالیاتی طریقہ کار (Cosmetic modalities for Hairs and related disorders)	2	10	20	30	60
		4	20	40	60	120

Semester No : 6

2A	2B	2C	Notional Learning hours			
Module Number	**Modules & units**	**Number of Credits**	**2D Lectures**	**2E Practical Training**	**2F Experiential Learning including Modular Assessment**	**2G Total**

	M-33 جراحیات جلد Jarahiyat-i Jild (Dermato-Sugery) This module focuses on minor surgical procedures in cosmetology, exploring their effects and potential side effects on the skin. It will discuss minor excision techniques, as well as hair-related procedures, including transplantation. Additionally, the module will discuss cosmetic treatments aimed at enhancing facial aesthetics. **• M 33U 1 عملیات جراحی برائے جمالیات جلد Amaliyāt-I Jarrāhi Barā-i Jamliyāt-i Jild (Minor surgical procedures for cosmetic concern)** 33.1.1 ایلام (Ilām) 33.1.2 عمل کئی (Cauterization) 33.1.3 عمل بالابرالدقیق (Micro needling) 33.1.4 تسحیج الجلد (Dermabrasion) 33.1.5 تجفیف کہربی (Electrodessication) 33.1.6 علاج بالبرد (Cryotherapy) 33.1.7 لیزر تھیراپی (Laser Therapy) **• M 33U 2 بالوں کے امراض میں مستعمل جراحیات Balon ke Amraz me mustamal jarahiyāt (Surgical procedures for hair disorders)** 33.2.1 بالوں کے امراض میں مستعمل جراحیات (Surgical procedures for Hair disorders) **• M 33U 3 بالوں کی پیوند کاری Balon ki pevandkari (Hair transplantation)** 33.3.1 بالوں کی پیوند کاری (Hair transplantation) **• M 33U 4 بثور لبنیہ اور اس سے پیدا شدہ نشانات کے لیے عمل جراحی Busoor-e-labniyā aur us se paidāshuda nishanāt ke liye amal-i jarrahi (Surgical procedure for acne and acne scars)** 33.4.1 بثور لبنیہ کے لیے عمل جراحی (Surgical procedure for Acne)	3	15	30	45	90

	33.4.2 بثور لبنیہ سے پیدا شدہ نشانات کے لیے عمل جراحی (Surgical procedure for Acne scars) **• M 33U 5 جلد اور ناخونوں کے لیے انقطاعی عملیات جراحی Jild aur nākhunon ke liye Inqitāi amaliyāt-e-jarrahi (Excision surgeries for skin and nails)** 33.5.1 جلد کے لیے انقطاعی عملیات جراحی (Excision surgeries for Skin) 33.5.2 ناخونوں کے لیے انقطاعی عملیات جراحی (Excision surgeries for Nails)					
	M-34 مطب زینت Matab-i Zeenat (Cosmetic Clinic) This module will outline the methods to establish a cosmetology clinic (Matab-i Zeenat) including an overview of financial considerations and legal implications. It will also discuss relevant laws related to the Drugs and Cosmetics Act as well as Clinical Establishment Act and their effects to run such clinics. **• M 34U 1 مطب زینت کا قیام Matab-i zeenat ka qayām (Setting-up cosmetic clinic)** 34.1.1 مطب زینت کا قیام (Establishment of Cosmetology Clinic) **• M 34U 2 بازار کاری اور اشیاء و خدمات ٹیکس Bazār kāri aur ashyā wa Khidmāt tax (Marketing and Goods and Services Tax (GST))** 34.2.1 بازار کاری اور اشیاء و خدمات ٹیکس (Marketing and Goods and Services Tax (GST)) **• M 34U 3 ادویہ مزینہ سے متعلق قانون اور اسکے اثرات Advia-e-muzayyenah se mutalliq qānoon aur uske asrāt (Drug and cosmetic act and its implications)** 34.3.1 ادویہ مزینہ سے متعلق قانون اور اسکے اثرات (Drug and Cosmetic Act and its Implications)	1	5	10	15	30
		4	20	40	60	120
		16	80	160	240	480
		64	320	640	960	1920

Table 3 : Modules - Unit - Module Learning Objectives and Session Learning Objective- Notional Learning Hours- Domain- Level- TL Methods

Paper No : 1 عمومی امراض جلد ‘Umūmī Amraze Jild (Common skin disorders)

Semester No : 3

Module 1 : امراض سوءمزاج جلد وقلت لون Amraze Sū’-i Mizāj Jild wa Qillat-i Lawn (Amraze Sue Mizaj Jild and Hypo Pigmentary Disorders)

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Describe clinical features, classification, etio-pathogenesis, and treatment plan for Amraze Sū’-i Mizāj Jild & Hypo-pigmentary disorders.

2. Conduct demonstration on clinical examination, diagnosis, and treatment of Amraze Sū’-i Mizāj Jild and Hypo-pigmentary disorders.

3. Identify and apply Unani preventive and therapeutic interventions for dermatological conditions and integrate evidence-based practices and latest dermatological research information

Unit 1 امراض سوءمزاج جلد Amrāze Sū’-i Mizāj Jild

1.1.1. امراض سوءمزاج جلد سادہ (Amrāze Sū’-i Mizāj Jild Sada)

1.1.2. امراض سوءمزاج جلد مادی (Amrāze Sū’-i Mizāj Jild Maddi)

References: 8,30

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learni	3D Lecture/ Practical Training/	3E Domain/ Sub Domain	3F Level (Does/Shows	3G Teaching Learning Methods

		ng Hours	Experiential Learning		how/Knows how/Know)	
CO3,CO4	Illustrate classification, etiopathogenesis, and line of treatment of Sū'-i Mizāj Jild Sādā and Ma'ddī of Jild	2	Lecture	CAN	Knows-how	L&PPT ,BS
CO3,CO4	Demonstrate Sū'-i Mizāj Jild and its various aspects.	2	Practical1.1	PSY-GUD	Shows-how	SIM,D,D-BED,CBL,DIS
CO3,CO4	Review and analyse the published literature on Sū'-i Mizāj Jild.	4	Experiential-Learning1.1	CS	Does	REC,PER,DIS,LS

Unit 2 امراض لون کی درجہ بندی Amrāze Lawn ki Darjābandī (Classification of Pigmentary Disorders)

1.2.1. امراض لون کی درجہ بندی (Classification of Pigmentary Disorders)

References: 2,3,8,13,18

3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Classify and describe pigmentary disorders	1	Lecture	CAP	Knows-how	PER,L&PPT

Unit 3 امراض قلت لون Amrāze Qillat-i Lawn (Hypo Pigmentary Disorders)

1.3.1. برص (Vitiligo)

1.3.2. مہق عینی جلدی (Occulo-cutaneous Albinism)

1.3.3. بہق ابیض (Pityriasis Alba)

1.3.4. وحمۃ فقیرۃ الدم (Nevus Anemicus)

1.3.5. وحمۃ زائلۃ الصباغ (Nevus Depigmentosus)

1.3.6.قلۃاللون بعد الالتہاب(Post-inflammatory Hypopigmentation)

1.3.7.قلۃلون بقعی تدریجی(Progressive Macular Hypomelanosis)

1.3.8.قلۃلون منقط مجہول(Idiopathic Guttate Hypomelanosis)

References: 2,3,8,17,18

3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Illustrate classification, risk factors, causes, and pathogenesis of Baras	2	Lecture	CAN	Knows-how	L&PPT ,FC
CO1,CO3	Illustrate causes and pathogenesis of albinism	1	Lecture	CAN	Know	L&PPT ,BS
CO1,CO3	Describe causes, predisposing factors, and pathogenesis of pityriasis alba, nevus anemicus, nevus depigmentosus, post-inflammatory hypopigmentation, progressive macular hypomelanosis and idiopathic guttate hypomelanosis	4	Lecture	CAN	Knows-how	BL,L&PPT
CO1,CO3, CO5	Demonstrate clinical features, differential diagnosis, and formulate treatment plan for vitiligo and oculo-cutaneous albinism.	6	Practical1.2	PSY-GUD	Shows-how	CBL,SIM
CO1,CO3, CO5	Demonstrate clinical features, differential diagnoses, and formulate Usul-i Ilaj and Ilaj for pityriasis alba, nevus anemicus & nevus depigmentosus	6	Practical1.3	PSY-GUD	Shows-how	CBL,D-BED
CO1,CO3, CO5	Demonstrate clinical features, differential diagnoses, and treatment for Post-inflammatory hypopigmentation, progressive macular hypomelanosis and idiopathic guttate hypomelanosis.	6	Practical1.4	PSY-GUD	Shows-how	CBL,SIM

CO1,CO3, CO5,CO7	Analyse the introduction, methodology, result, and discussion of a recent clinical trial on vitiligo, albinism, pityriasis alba, and nevus anemicus.	4	Experiential-Learning1.2	CE	Does	PER,LS,JC
CO1,CO3, CO5,CO7	Perform clinical examination and formulate management plan for nevus depigmentosus, post-inflammatory hypopigmentation, progressive macular hypomelanosis and idiopathic guttate hypomelanosis.	8	Experiential-Learning1.3	PSY-ORG	Does	D-BED,DL,D,CBL,SIM
CO1,CO3	Review and analyze the published literature on nevus anaemicus and idiopathic guttate hypomelenosis.	6	Experiential-Learning1.4	CAN	Does	PER,LS,PrBL
CO2,CO3, CO5,CO6	Organize a comprehensive workshop on recent advances in the treatment of vitiligo, covering emerging therapies, innovative approaches, and clinical best practices.	4	Experiential-Learning1.5	CAN	Does	W,PER,PrBL

Practical Training Activity

Practical Training 1.1 Sū'-i Mizāj Jild

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 minutes) - The teacher will introduce and demonstrate Sū'-i Mizāj Jild, explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning.

Step 2: Group Discussion (30 minutes) - Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding.

Step 3: Assessment & Feedback (15 minutes) - Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.

Practical Training 1.2 Vitiligo and Oculo-cutaneous Albinism
Total Learning Hours: 6 Hours **Step 1: Introduction & Demonstration (75 minutes) -** The teacher will introduce and demonstrate non-segmental vitiligo, explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension. The same steps will be followed up for segmental vitiligo and oculo-cutaneous albinism for the duration **120 minutes each. (4 Hours)**
Practical Training 1.3 Pityriasis alba, Nevus anemicus and Depigmentosus
Total Learning Hours: 6 Hours **Step 1: Introduction & Demonstration (60 minutes) -** The teacher will introduce and demonstrate pityriasis alba, explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension. The same steps will be followed up for nevus anemicus & depigmentosus for the duration **120 minutes. (4 Hours)**
Practical Training 1.4 Post-inflammatory Hypopigmentation, Progressive Macular Hypomelanosis and Idiopathic Guttate Hypomelanosis

Total Learning Hours: 6 Hours

Step 1: Introduction & Demonstration (60 minutes) - The teacher will introduce and demonstrate post-inflammatory hypopigmentation, explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning.

Step 2: Group Discussion (30 minutes) - Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding.

Step 3: Assessment & Feedback (30 minutes) - Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.

Note: The same steps will be followed up for progressive macular hypomelanosis and idiopathic guttate hypomelanosis for the duration **120 minutes each. (4 Hours)**

Experiential Learning Activity

Experiential-Learning Learning 1.1: Sū'-i Mizāj Jild

Total Learning Hours: **4 Hours**

Step 1: Literature Search & Review (180 minutes) - The student will be assigned the topic of Sū'-i Mizāj Jild for the literature survey. He/she will conduct an extensive review using classical books, online resources, and other relevant references to gather comprehensive and up-to-date information on the topic.

Step 2: Content Organization & Presentation (45 minutes) - After collecting the necessary information, the student will organize the content in a structured manner, ensuring the inclusion of recent advancements in diagnosis and management. They will then present their findings to the teachers and all department students, fostering academic discussion and knowledge sharing.

Step 3: Discussion & Assessment (15 minutes) - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills.

Experiential-Learning Learning 1.2: Vitiligo and Occulo-cutaneous Albinism

Total Learning Hours: **4 Hours**

Step 1: Literature Search & Paper Selection (45 minutes) - Student will be assigned the topic of vitiligo for journal club presentation. He/she will search for recently published clinical trial articles on vitiligo and, in consultation with the assigned teacher, finalize one paper for presentation.

Step 2: Journal Club Presentation (45 minutes) - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement.

Step 3: Discussion & Assessment (30 minutes) - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion through the checklist.

The same steps will be adopted for occulo-cutaneous albinism for **120 minutes**. **(2 Hours)**

Experiential-Learning Learning 1.3: Nevus depigmentosus, Post-inflammatory Hypopigmentation, Progressive Macular Hypomelanosis and Idiopathic Guttate Hypomelanosis

Total Learning Hours: **8 Hours**

Step 1: Case selection (60 minutes) - The student will be assigned a case of nevus depigmentosus. He/she will take the complete history, conduct the thorough clinical examination, and gather all relevant details from real patient. In case of the patient's absence, a virtual case will be used.

Step 2: Case presentation (45 minutes) - The student will present the case including detailed history and clinical examination findings, relevant investigations, differential diagnoses, final diagnosis, and comprehensive treatment plan including IBT procedures like Fasd, Hijama, Ta'liq etc. as per applicability of Usul-i Ilaj. This presentation will take place in the presence of teachers and all department students.

Step 3: Discussion & Assessment (15 minutes) - An interactive discussion will follow the presentation, allowing students and faculty to analyze key clinical aspects of the case. The teacher will assess the student's understanding, diagnostic reasoning, and presentation skills based on Mini CEX, OSCE, OSPE, and CBA, providing constructive feedback for improvement.

The same steps will be adopted post-inflammatory hypopigmentation, progressive macular hypomelanosis and idiopathic guttate hypomelanosis for the duration of **120 minutes each. (6 hours)**
Experiential-Learning Learning 1.4: Nevus Anaemicus and Idiopathic Guttate Hypomelenosis
Total Learning Hours: **6 Hours** Step 1: Topic Assignment & Research **(75 Minutes)** – The teacher will assign the topic "nevus anaemicus" for a literature review. Students will conduct an in-depth search using textbooks, scientific journals, and credible online resources to gather relevant information on aging-related skin changes, preventive measures, and management approaches. Step 2: Content Compilation & Presentation **(60 Minutes)** – Students will analyze and organize the collected data into a structured format. They will prepare a PowerPoint presentation summarizing key findings and present their work to peers and faculty, encouraging discussion and knowledge exchange. Step 3: Discussion & Assessment **(45 Minutes)** – A detailed discussion will follow the presentation, where students will engage in critical analysis of the topic. The teacher will assess their understanding, analytical skills, and presentation effectiveness while providing constructive feedback for improvement through the checklist. Note: The same procedure will be followed for idiopathic guttate hypomelenosis in **3 hrs. (180 Minutes)**
Experiential-Learning Learning 1.5: Vitiligo
Total Learning Hours: **4 Hours** **Step 1: Introduction & Presentation (180 Minutes)** The teacher will assign the topic of recent advances in the treatment of vitiligo, covering emerging therapies, innovative approaches, and clinical best practices. One or two students will present the topic, covering all aspects of the workshop.The session will explore conventional and Unani therapeutic strategies, including current research, evolving treatment modalities, and the role of Unani medicine in vitiligo management. **Step 2: Group Discussion (45 Minutes)** Students will engage in small-group discussions, facilitated by the teacher, to address doubts and reinforce key diagnostic and therapeutic concepts. The discussion will focus on the challenges and opportunities in integrating Unani knowledge with modern vitiligo treatments. It will explore the role of Unani medicine

in addressing growing consumer demand for natural, holistic, and personalized skincare solutions. Additionally, students will brainstorm potential areas where Unani medicine can offer unique solutions for vitiligo management and cosmetic enhancement.

Step 3: Assessment & Feedback (15 Minutes)

Students' knowledge and learning will be evaluated through peer assessment or direct questioning. A checklist-based assessment may be used to measure their understanding of recent treatment advances and Unani approaches to vitiligo. Constructive feedback will be provided to fine-tune their clinical and therapeutic reasoning, ensuring a deeper comprehension of modern and Unani treatment strategies for vitiligo.

Modular Assessment

Assessment	**Hour**
Instructions - Conduct a structured modular assessment carrying **50 Marks**. Maintain a record of the structured marking pattern using different assessment methods applicable to the respective semester module. Calculate the modular grade point as outlined in Table 6C. **1. Case-based assessment - (25 marks) -**This assessment involves history taking, systemic and cutaneous examination, recommending investigations, confirming diagnosis, ruling out differential diagnoses, and providing treatment plans and prescriptions. • History Taking (5 Marks) • Systemic and Cutaneous Examination (5 Marks) • Diagnosis and Marks Differential Diagnosis (5 Marks) • Investigation and Interpretation (5 Marks) • Treatment Plan and Prescription (5 Marks) **2. Multiple-Choice Questions (15 Marks)** -A set of 15 MCQs (1 mark each) designed to assess students' knowledge and understanding of key concepts related to Amraze Sue Mizaj Jild and Hypo-pigmentary Disorders. **3. Open Book Test (10 Marks) –** Exploring Hypopigmentary Disorders in Unani Classical Texts • Effective Use of Resources (5 Marks) • Critical Analysis and Reasoning (5 Marks)	4

Or Any Practical in converted form can be taken for assessment. **(25 Marks)** and Any Experiential Assessment, such as Portfolios, Reflections, or Presentations can be taken as an assessment. **(25 Marks)**	

Module 2 : امراض کثرت لون Amrāze Kasrat-i Laun (Hyper Pigmentary Disorders)

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Describe definition, signs & symptoms, etio-pathogenesis, and treatment for hyper-pigmentary disorders.

2. Conduct the demonstration on clinical examination, diagnosis, and treatment of hyper-pigmentary disorders

3. Identify and apply Unani preventive and therapeutic interventions for hyper-pigmentary disorders and integrate evidence-based practices and latest dermatological research information

Unit 1 کلف، نمش بیکر و خیلان Kalaf, Namash-i Baker & Khīlān (Melasma, Baker's Nevus and Moles)

2.1.1. کلف (Melasma / Chloasma)

2.1.2. نمش بیکر (Baker's Nevus)

2.1.3. خیلان (Moles)

References: 1,2,3,12,13,17,18

3A	3B	3C	3D	3E	3F	3G
CO3	Illustarte causes, predisposing factors, and pathogenesis of melasma, Baker's nevus & common moles	2	Lecture	CAN	Knows-how	L,L&PPT
CO1,CO3, CO7	Demonstrate clinical features, point out differential diagnoses, and formulate Usul-i Ilaj and Ilaj for melasma.	2	Practical2.1	PSY-GUD	Shows-how	CBL,D-BED,PER,CD

CO1,CO3, CO7	Analyse the introduction, methodology, result, and discussion of a recent clinical trial on common moles.	3	Experiential-Learning2.1	CE	Does	PER,DIS,JC,LS

Unit 2 بقع منغول، کثرت لون بعد التھاب، بھق اسود و برش Buq'ā Mongol, Kasrat-i Lawn bā'd al-Iltihāb, Bahaq Aswad, Barash (Mongolian Spot, Post-Inflammatory Hyperpigmentation, Pityriasis Nigra, Freckles and Lentigo)

2.2.1. بقع منغول (Mongolian Spot)

2.2.2. کثرت لون بعد التھاب (Post-Inflammatory Hyperpigmentation)

2.2.3. بھق اسود (Pityriasis Nigra)

2.2.4. برش (Freckles and Lentigo)

References: 2,3,8,13,18

3A	3B	3C	3D	3E	3F	3G
CO1,CO3, CO7	Describe causes, predisposing factors, and pathogenesis of Mongolian spot, post-inflammatory hyper-pigmentation, pityriasis nigra, freckles & lentigo.	1	Lecture	CC	Knows-how	FC,L&PPT ,L
CO1,CO3, CO7	Demonstrate clinical features, refine differential diagnoses, and formulate Usul-i Ilaj and Ilaj for freckles & lentigo.	2	Practical2.2	PSY-GUD	Shows-how	D-BED,CBL,PER,D, SIM
CO1,CO3, CO7	Perform clinical examination and formulate treatment plan for post-inflammatory hyper-pigmentation.	3	Experiential-Learning2.2	PSY-ADT	Does	DIS,CBL,SIM,PER,D-BED
CO2,CO4, CO5,CO7	Analyse the introduction, methodology, result, and discussion of a recent clinical trial on Mongolian spot.	2	Experiential-Learning2.3	CE	Does	LS,JC,PER,DIS

CO2,CO3, CO6	Demonstrate clinical features, refine differential diagnoses, and formulate Usul-i Ilaj and Ilaj for pityriasis nigra..	2	Practical2.3	PSY-GUD	Shows-how	CBL,PER,DIS,D, D-BED

Unit 3 لائکن مسطح لونی و آنکھوں کے گرد کثرت لون Lichen Musattah Launi wa Ānkhon ke gird Kasrat-i Laun (Lichen Planus Pigmentosus and Peri-orbital Hyperpigmentation)

2.3.1. لائکن مسطح لونی (Lichen Planus Pigmentosus)

2.3.2. آنکھوں کے گرد کثرت لون (Peri-orbital Hyperpigmentation)

References: 1,3,8,20,25

3A	3B	3C	3D	3E	3F	3G
CO1,CO3, CO7	Describe causes, predisposing factors, and pathogenesis for lichen planus pigmentosus & peri-orbital hyperpigmentation.	1	Lecture	CC	Knows-how	L&PPT ,L,FC
CO1,CO3, CO7	Demonstrate clinical features, point out differential diagnoses, and prescribe Usul-i Ilaj and Ilaj of peri-orbital hyperpigmentation.	2	Practical2.4	PSY-GUD	Shows-how	SIM,CBL,CD
CO1,CO3, CO7	Analyse the introduction, methodology, result, and discussion of a recent clinical trial on lichen planus pigmentosus.	2	Experiential-Learning2.4	PSY-MEC	Does	PER,LS,JC,DIS

Unit 4 خارجی عوامل، معدنیات، ادویہ اور کیمیکل سے لاحق کثرت لون Khārijī A‘wāmil, Mā‘daniyyāt, Advia aur Chemical se Lāhiq Kasrat-i Lawn (Hyperpigmentation due to Physical Agents, Minerals, Drugs, and Chemicals)

2.4.1. خارجی عوامل (Physical Agents)

2.4.2. معدنیات (Minerals)

2.4.3. ادویہ (Drugs)

2.4.4. کیمیکل (Chemicals)

References: 1,4,5

3A	3B	3C	3D	3E	3F	3G
CO4,CO7	Describe mechanism of hyperpigmentation due to physical agents, minerals, drugs, and chemicals.	1	Lecture	CC	Knows-how	L,L&PPT ,FC
CO3	Discuss and demonstrate clinical features and differential points of hyperpigmentation due to physical agents.	2	Practical2.5	PSY-GUD	Shows-how	D,SIM,D-BED,PER,DIS
CO2,CO3, CO5,CO6	Analyse the introduction, methodology, result, and discussion of a recent clinical trial on hyperpigmentation due to drugs.	3	Experiential-Learning2.5	CE	Does	JC,LS,PER,DIS

Practical Training Activity

Practical Training 2.1 Melasma

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (60 minutes) - The teacher will introduce and demonstrate melasma, explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning.

Step 2: Group Discussion (45 minutes) - Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding.

Step 3: Assessment & Feedback (15 minutes) - Students' knowledge and learning will be evaluated throughdirect questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.

Practical Training 2.2 Freckles and Lentigo

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 minutes) - The teacher will introduce and demonstrate freckles & lentigo explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated throughdirect questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Practical Training 2.3 Pityriasis nigra
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 minutes) -** The teacher will introduce and demonstrate pityriasis nigra explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Practical Training 2.4 Peri-orbital Hyperpigmentation
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 minutes) -** The teacher will introduce and demonstrate peri-orbital hyperpigmentation explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning.

Step 2: Group Discussion (30 minutes) - Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Practical Training 2.5 Hyperpigmentation due to Physical Agents
Total Learning Hours: 2 Hour **Step 1: Introduction & Demonstration (60 minutes)** - The teacher will introduce and discuss hyperpigmentation due to physical agents explaining its clinical features, diagnostic methods, differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (45 minutes)** - Students will engage in small-group discussions, with the teacher facilitating, addressing doubts, and reinforcing key diagnostic and therapeutic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes)** - Students' knowledge and practical learning will be evaluated through direct questioning, and constructive feedback will be given to finetune their clinical and therapeutic reasoning and comprehension.
Experiential Learning Activity
Experiential-Learning Learning 2.1: Common moles
Total Learning Hours: 3 Hours **Step 1: Literature Search & Paper Selection (90 minutes)** - Student will be assigned the topic of common moles for journal club presentation. He/she will search for recently published clinical trial articles on common moles and, in consultation with the assigned teacher, finalize one paper for presentation. **Step 2: Journal Club Presentation (60 minutes)** - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement.

Step 3: Discussion & Assessment (30 minutes) - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based on checklist, critical paper reading, interactions and presentation.
Experiential-Learning Learning 2.2: Post-inflammatory Hyper-pigmentation
Total Learning Hours: 3 Hours **Step 1: Case selection & Assignment (75 minutes)** - The student will be assigned a case of post-inflammatory hyper-pigmentation. He/she will take the complete history, conduct the thorough clinical examination, and gather all relevant details from real patient. In case of the patient's absence, a virtual case will be used. **Step 2: Case presentation (75 minutes)** - The student will present the case including detailed history and clinical examination findings, relevant investigations, differential diagnoses, final diagnosis, and comprehensive treatment plan including IBT procedures like Fasd, Hijama, Ta'liq, microneedling, laser resurfacing etc. as per applicability of Usul-i Ilaj. This presentation will take place in the presence of teachers and all department students. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills based on Mini-CEX, OSCE, OSPE and interactions.
Experiential-Learning Learning 2.3: Mongolian Spot
Total Learning Hours: 2 Hours **Step 1: Literature Search & Paper Selection (60 minutes)** - Student will be assigned the topic of Mongolian spot for journal club presentation. He/she will search for recently published clinical trial articles on Mongolian spot and, in consultation with the assigned teacher, finalize one paper for presentation. **Step 2: Journal Club Presentation (45 minutes)** - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement.

Step 3: Discussion & Assessment (15 minutes) - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based on checklist and interactions.

Experiential-Learning Learning 2.4: Lichen planus pigmentosus

Total Learning Hours: 2 Hours

Step 1: Literature Search & Paper Selection (60 minutes) - Student will be assigned the topic of lichen planus pigmentosus for journal club presentation. He/she will search for recently published clinical trial articles on lichen planus pigmentosus and, in consultation with the assigned teacher, finalize one paper for presentation.

Step 2: Journal Club Presentation (45 minutes) - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement.

Step 3: Discussion & Assessment (15 minutes) - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based on checklist and interactions.

Experiential-Learning Learning 2.5: Drug Induced Hyperpigmentation

Total Learning Hours: 3 Hours

Step 1: Literature Search & Paper Selection (75 minutes) - Student will be assigned the topic of hyperpigmentation due to drugs. for journal club presentation. He/she will search for recently published clinical trial articles on hyperpigmentation due to drugs and, in consultation with the assigned teacher, finalize one paper for presentation.

Step 2: Journal Club Presentation (75 minutes) - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement.

Step 3: Discussion & Assessment (30 minutes) - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based on checklist and critical paper reading..	
Modular Assessment	
Assessment	**Hour**
Instructions – Conduct a structured modular assessment, that carry **25 marks**. Keep record of structured marking pattern using different assessment methods applicable to the module of the semester concern, and calculate modular grade point as shown in table 6 C. **Case-based assessment - (25 marks)** -This assessment involves history taking, systemic and cutaneous examination, recommending investigations, confirming diagnosis, ruling out differential diagnoses, and providing treatment plans and prescriptions. • History Taking (5 Marks) • Systemic and Cutaneous Examination (5 Marks) • Diagnosis and Marks Differential Diagnosis (5 Marks) • Investigation and Interpretation (5 Marks) • Treatment Plan and Prescription (5 Marks) Or Any practical in converted form can be taken for assessment. **(25 Marks)** or Any experiential, such as portfolios/ reflection/ presentations can be taken as an assessment. **(25 Marks)**	2
Module 3 : نارفارسیNār Fārsi (Dermatitis)	
Module Learning Objectives (At the end of the module, the students should be able to)	

1. Describe definition, signs & symptoms, etio-pathogenesis, and treatment for various types of Dermatitis.

2. Conduct the demonstration on clinical examination, diagnosis, and treatment for various types of Dermatitis

3. Identify and apply Unani preventive and therapeutic interventions for various types of dermatitis and integrate evidence-based practices and latest dermatological research information

Unit 1 نارفارسی کی درجہ بندی Nār Fārsī ki Darjābandī (Classification of Dermatitis)

3.1.1. نارفارسی کی درجہ بندی (Classification of Dermatitis)

References: 2,3,8,12

3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Enumerate and classify dermatitis & Nar Farsi.	1	Lecture	CAN	Knows-how	FC,L,L&PPT

Unit 2 التہاب جلد ایٹوپی والتہاب جلد اکزیمی Iltihāb-i Jild Atopi wa Iltihāb-i Jild Ikzīmī (Atopic Dermatitis and Eczematous Dermatitis)

3.2.1. التہاب جلد ایٹوپی (Atopic Dermatitis)

3.2.2. التہاب جلد اکزیمی (Eczematous Dermatitis)

References: 3,4,5,8,18

3A	3B	3C	3D	3E	3F	3G
CO1,CO3, CO6,CO7	Describe causes, predisposing factors, and pathogenesis of atopic dermatitis & eczematous dermatitis	3	Lecture	CAN	Knows-how	L&PPT ,L_VC,L
CO1,CO3, CO6	Demonstrate clinical features, point out differential diagnoses, and prescribe Usul-i Ilaj and Ilaj of atopic dermatitis & eczematous dermatitis	4	Practical3.1	PSY-GUD	Shows-how	DIS,D-BED,D,PER,CBL
CO3,CO6, CO7	Perform clinical examination and apply Unani therapeutics in atopic dermatitis.	3	Experiential-Learning3.1	PSY-ORG	Does	D-BED,CBL

CO1,CO3, CO7	Analyse the introduction, methodology, result, and discussion of a recent clinical trial on eczematous dermatitis.	3	Experiential-Learning3.2	CE	Does	LS,PER,DIS,JC
CO3,CO6, CO7	Review and analyse the published literature on Nar Farsi.	3	Experiential-Learning3.3	CS	Does	LS,DIS,PER
CO2,CO4, CO5	Conduct workshop on role of atopy in skin diseases.	3	Experiential-Learning3.4	CE	Does	LS,PER,W,DIS

Unit 3 التہاب جلد حزازی والتہاب جلد تعلقی Iltihāb-i Jild Hazāzī wa Iltihāb-i Jild Ta‘alluqī (Seborrheic Dermatitis and Contact Dermatitis)

3.3.1. التہاب جلد حزازی (Seborrheic Dermatitis)

3.3.2. التہاب جلد تعلقی (Contact Dermatitis)

References: 1,3,8,13

3A	3B	3C	3D	3E	3F	3G
CO1,CO3, CO7	Illustrate causes, predisposing factors, and pathogenesis of contact dermatitis & seborrheic dermatitis	3	Lecture	CAN	Knows-how	L&PPT ,L_VC
CO1,CO3, CO7	Demonstrate clinical features, refine differential diagnoses, and construct Usul-i Ilaj and Ilaj of contact dermatitis & seborrheic dermatitis	6	Practical3.2	PSY-GUD	Shows-how	CBL,DIS,SIM,CD, D-BED
CO2,CO3, CO7	Perform clinical examination and apply Unani therapeutics in seborrheic dermatitis	3	Experiential-Learning3.5	PSY-ADT	Does	D-BED,D,SIM,DIS, CBL
CO4	Analyse the introduction, methodology, result, and discussion of a recent clinical trial on contact dermatitis.	3	Experiential-Learning3.6	CE	Does	PER,DIS,JC,LS

Unit 4 اکزیمہ قرصیہ، اکزیمہ یبسیہ، وحکہ عقدی Ikzīmā Qursiyyā, Ikzīmā Yubsiyyā, wa Hikka ‘Uqadī (Nummular Eczema, Asteatotic Eczema, and Prurigo Nodularis)

3.4.1. اکزیمہ قرصیہ(Nummular Eczema)

3.4.2. اکزیمہ یبسیہ(Asteatotic Eczema)

3.4.3. حکہ عقدی(Prurigo Nodularis)

References: 4,5,8,10

3A	3B	3C	3D	3E	3F	3G
CO1,CO3, CO7	Describe causes and pathogenesis of nummular eczema, asteatotic eczema, and prurigo nodularis.	3	Lecture	CAN	Knows-how	FC,L&PPT ,L
CO3,CO6, CO7	Demonstrate clinical features, carry out differential diagnoses, and formulate Usul-i Ilaj and Ilaj of nummular eczema, asteatotic eczema, & prurigo nodularis.	6	Practical3.3	PSY-GUD	Shows-how	PER,D,CBL,D-BED,DIS
CO3,CO6, CO7	Analyse the introduction, methodology, result, and discussion of a recent clinical trial on asteatotic eczema.	3	Experiential-Learning3.7	CE	Does	PER,LS,JC,DIS
CO2,CO3, CO5,CO6	Demonstrate clinical features, point out differential diagnoses, and prescribe management of prurigo nodularis.	3	Experiential-Learning3.8	PSY-ORG	Does	CBL,SIM
CO2,CO3, CO5,CO7	Review and analyse the published literature on prurigo nodularis.	3	Experiential-Learning3.9	CS	Does	DIS,PER,LS

Unit 5 التہاب جلد اصابع ید، فاقوع، اکزیمہ وریدی والتہاب جلد عصبی Iltihāb-i Jild Asābi‘ wa Yad, Fāqū‘, Ikzīmā Warīdī wa Iltihāb-i Jild ‘Asabī (Hand and Fingertip Eczema, Pompholyx, Venous Eczema and Neuro-dermatitis)

3.5.1. التہاب جلد اصابع ید(Hand and Fingertip Eczema)

3.5.2. فاقوع(Pompholyx)

3.5.3. ایکزیمہ وریدی(Venous Eczema)

3.5.4. التہاب جلد عصبی(Neuro-dermatitis)

References: 3,4,8,15

3A	3B	3C	3D	3E	3F	3G
CO3,CO6, CO7	Describe and iscuss causes and pathogenesis of hand & fingertip eczema, pompholyx, venous eczema & neuro-dermatitis	3	Lecture	CAN	Knows-how	L,L&PPT ,L_VC
CO3,CO6, CO7	Demonstrate clinical features, point out differential diagnoses, and make treatment plan for hand & fingertip eczema, pompholyx, venous eczema & neuro-dermatitis	8	Practical3.4	PSY-GUD	Shows-how	CBL,D,D-BED,PER,SIM
CO3,CO6, CO7	Analyse the introduction, methodology, result, and discussion of a recent clinical trial on hand & fingertip eczema.	3	Experiential-Learning3.10	PSY-ORG	Does	PER,LS,DIS,JC
CO2,CO3, CO5,CO7	Review and analyse the published literature on venous eczema.	3	Experiential-Learning3.11	CS	Does	LS

Unit 6 التہاب جلد شمسی والتہاب جلد مھنی Iltihāb-i Jild Shamsī wa Iltihāb-i Jild Mihni (Photo Dermatoses and Occupational Dermatoses)

3.6.1. التہاب جلد شمسی(Photo Dermatoses)

3.6.2. التہاب جلد مھنی(Occupational Dermatoses)

References: 1,2,3,8,11,13

3A	3B	3C	3D	3E	3F	3G

CO1,CO3, CO6,CO7	Describe causes and pathogenesis of photo-dermatoses and occupational dermatoses.	2	Lecture	CAN	Knows-how	L&PPT ,L_VC
CO1,CO3, CO6,CO7	Demonstrate clinical features, refine differential diagnoses, and prescribe Usul-i Ilaj and Ilaj for photo-dermatoses and occupational dermatoses.	6	Practical3.5	PSY-GUD	Shows-how	CBL,D-BED,CD,SIM,D-M
CO1,CO3, CO6,CO7	Analyze the introduction, methodology, result, and discussion of a recent clinical trial on photo-dermatoses.	3	Experiential-Learning3.12	CE	Does	JC,PER,LS,DIS
CO1,CO3, CO5,CO6	Conduct a literature survey and execute the analyse of published literature on on occupational dermatoses.	3	Experiential-Learning3.13	CS	Does	LS,DIS

Practical Training Activity

Practical Training 3.1 Atopic dermatitis and Eczematous dermatitis

Total Learning Hours: 4 Hours

Step 1: Introduction & Demonstration (75 Minutes) - The teacher will introduce and demonstrate atopic dermatitis, explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning.

Step 2: Group Discussion (30 Minutes) - Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding.

Step 3: Assessment & Feedback (15 Minutes) - Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.

The same steps will be followed up for eczematous dermatitis for the duration **120 minutes. (2 Hours)**

Practical Training 3.2 Contact dermatitis and Seborrheic dermatitis
Total Learning Hours: 6 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will introduce and demonstrate seborrheic dermatitis, explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 Minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 Minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension. The same steps will be followed up for irritant contact dermatitis & allergic irritant contact dermatitis for the duration 120 minutes each. **(4 Hours)**
Practical Training 3.3 Nummular eczema, Asteatotic eczema, & Prurigo nodularis
Total Learning Hours: 6 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will introduce and demonstrate nummular eczema, explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 Minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 Minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension. The same steps will be followed up for asteatotic eczema and prurigo nodularis for the duration 120 minutes each. **(4 Hours)**
Practical Training 3.4 Hand and Fingertip Eczema, Pompholyx, Venous Eczema and Neuro-dermatitis

Total Learning Hours: 8 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will introduce and demonstrate hand & fingertip eczema, explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 Minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 Minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension. The same steps will be followed up for pompholyx, venous eczema & neuro-dermatitis for the duration 120 minutes each. **(6 Hours)**
Practical Training 3.5 Photo-dermatoses and Occupational dermatoses
Total Learning Hours: 6 Hours **Step 1: Introduction & Demonstration (120 minutes) -** The teacher will introduce and demonstrate photo-dermatoses, explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (45 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension. The same steps will be followed up for occupational dermatoses for the duration 180 minutes.**(3 Hours)**
Experiential Learning Activity
Experiential-Learning Learning 3.1: Atopic dermatitis

Total Learning Hours: 3 Hours **Step 1: Case selection & Assignment (75 minutes)** - The student will be assigned a case of atopic dermatitis. He/she will take the complete history, conduct the thorough clinical examination, and gather all relevant details from real patient. In case of the patient's absence, a virtual case will be used. **Step 2: Case presentation (75 minutes)** - The student will present the case including detailed history and clinical examination findings, relevant investigations, differential diagnoses, final diagnosis, and comprehensive treatment plan including IBT procedures like Fasd, Hijama, Ta'liq, phototherapy, laser therapy, moisturizers, cleansers etc. as per applicability of Usul-i Ilaj. This presentation will take place in the presence of teachers and all department students. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills based on Mini-CEX, OSCE, OSPE, and interactions.
Experiential-Learning Learning 3.2: Eczematous dermatitis
Total Learning Hours: 3 Hours **Step 1: Literature Search & Paper Selection (75 minutes)** - Student will be assigned the topic of eczematous dermatitis for journal club presentation. He/she will search for recently published clinical trial articles on atopic dermatitis and, in consultation with the assigned teacher, finalize one paper for presentation. **Step 2: Journal Club Presentation (75 minutes)** - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based on checklist and interactions.
Experiential-Learning Learning 3.3: Nar Farsi
Total Learning Hours: 3 Hours

Step 1: Literature Search & Review (75 minutes) - The student will be assigned the topic of Nar Farsi for the literature survey. He/she will conduct an extensive review using classical and conventional medical books, online resources, and other relevant references to gather comprehensive and up-to-date information on the topic. **Step 2: Content Organization & Presentation (75 minutes) -** After collecting the necessary information, the student will organize the content in a structured manner, ensuring the inclusion of recent advancements in diagnosis and management. They will then present their findings to the teachers and all department students, fostering academic discussion and knowledge sharing. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills based on checklist and interactions.
Experiential-Learning Learning 3.4: Atopy and Skin diseases
Total Learning Hours: 3 Hours **Step 1: Introduction & Presentation (75 minutes)** - The teacher will assign the topic of atopy for workshop explaining its clinical features, mechanism, emerging therapies, and innovative approaches. One or two students will present the topic, covering all aspects of the workshop. **Step 2: Group Discussion (75 minutes)** - Students will engage in small-group discussions, with the teacher facilitating, addressing doubts, and reinforcing key diagnostic and therapeutic concepts to enhance understanding. **Step 3: Assessment & Feedback (30 minutes)** - Students' knowledge and learning will be evaluated through checklist, interation or direct questioning, and constructive feedback will be given to finetune their clinical and therapeutic reasoning and comprehension.
Experiential-Learning Learning 3.5: Seborrheic dermatitis
Total Learning Hours: 3 Hours **Step 1: Case selection (75 minutes)** - The student will be assigned a case of seborrheic dermatitis. He/she will take the complete history, conduct the thorough clinical examination, and gather all relevant details from real patient. In case of the patient's absence, a virtual case will be used.

Step 2: Case presentation (75 minutes) - The student will present the case including detailed history and clinical examination findings, relevant investigations, differential diagnoses, final diagnosis, and comprehensive treatment plan including IBT procedures like Fasd, Hijama, Ta'liq, moisturizers, cleansers, phototherapy, laser therapy etc. as per applicability of Usul-i Ilaj. This presentation will take place in the presence of teachers and all department students. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills based on Mini-CEX, OSCE, OSPE and interactions.
Experiential-Learning Learning 3.6: Contact dermatitis
Total Learning Hours: 3 Hours **Step 1: Literature Search & Paper Selection (75 minutes)** - Student will be assigned the topic of contact dermatitis for journal club presentation. He/she will search for recently published clinical trial articles on contact dermatitis and, in consultation with the assigned teacher, finalize one paper for presentation. **Step 2: Journal Club Presentation (75 minutes)** - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based on checklist and interactions.
Experiential-Learning Learning 3.7: Asteatotic eczema
Total Learning Hours: 3 Hours **Step 1: Literature Search & Paper Selection (75 minutes)** - Student will be assigned the topic of asteatotic eczema for journal club presentation. He/she will search for recently published clinical trial articles on asteatotic eczema and, in consultation with the assigned teacher, finalize one paper for presentation.

Step 2: Journal Club Presentation (75 minutes) - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based on checklist and interactions.
Experiential-Learning Learning 3.8: Prurigo nodularis
Total Learning Hours: 3 Hours **Step 1: Case selection & examination (75 minutes)** - The student will be assigned a case of prurigo nodularis. He/she will take the complete history, conduct the thorough clinical examination, and gather all relevant details from real patient. In case of the patient's absence, a virtual case will be used. **Step 2: Case presentation (75 minutes)** - The student will present the case including detailed history and clinical examination findings, relevant investigations, differential diagnoses, final diagnosis, and comprehensive treatment plan including IBT procedures like Fasd, Hijama, Ta'liq etc. as per applicability of Usul-i Ilaj. This presentation will take place in the presence of teachers and all department students. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills .
Experiential-Learning Learning 3.9: Prurigo nodularis
Total Learning Hours: 3 Hours **Step 1: Literature Search & Review (75 minutes)** - The student will be assigned the topic of prurigo nodularis for the literature survey. He/she will conduct an extensive review using classical and conventional medical books, online resources, and other relevant references to gather comprehensive and up-to-date information on the topic.

Step 2: Content Organization & Presentation (75 minutes) - After collecting the necessary information, the student will organize the content in a structured manner, ensuring the inclusion of recent advancements in diagnosis and management. They will then present their findings to the teachers and all department students, fostering academic discussion and knowledge sharing. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills based on checklist and interactions.
Experiential-Learning Learning 3.10: Hand and Fingertip Eczema
Total Learning Hours: 3 Hours **Step 1: Literature Search & Paper Selection (75 minutes)** - Student will be assigned the topic of hand & fingertip eczema for journal club presentation. He/she will search for recently published clinical trial articles on hand & fingertip eczema and, in consultation with the assigned teacher, finalize one paper for presentation. **Step 2: Journal Club Presentation (75 minutes)** - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based on checklist and interactions..
Experiential-Learning Learning 3.11: Venous eczema
Total Learning Hours: 3 Hours **Step 1: Literature Search & Review (75 minutes)** - The student will be assigned the topic of Venous eczema for the literature survey. He/she will conduct an extensive review using classical and conventional medical books, online resources, and other relevant references to gather comprehensive and up-to-date information on the topic.

Step 2: Content Organization & Presentation (75 minutes) - After collecting the necessary information, the student will organize the content in a structured manner, ensuring the inclusion of recent advancements in diagnosis and management. They will then present their findings to the teachers and all department students, fostering academic discussion and knowledge sharing. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills.
Experiential-Learning Learning 3.12: Photo-dermatoses
Total Learning Hours: 3 Hours **Step 1: Literature Search & Paper Selection (75 minutes)** - Student will be assigned the topic of photo-dermatoses for journal club presentation. He/she will search for recently published clinical trial articles on photo-dermatoses and, in consultation with the assigned teacher, finalize one paper for presentation. **Step 2: Journal Club Presentation (75 minutes)** - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based on checklist.
Experiential-Learning Learning 3.13: Occupational Dermatoses
Total Learning Hours: 3 Hours **Step 1: Literature Search & Review (75 minutes)** - The student will be assigned the topic of occupational dermatoses for the literature survey. He/she will conduct an extensive review using classical and conventional medical books, online resources, and other relevant references to gather comprehensive and up-to-date information on the topic.

Step 2: Content Organization & Presentation (75 minutes) - After collecting the necessary information, the student will organize the content in a structured manner, ensuring the inclusion of recent advancements in diagnosis and management. They will then present their findings to the teachers and all department students, fostering academic discussion and knowledge sharing. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills based on checklist.	
Modular Assessment	
Assessment	**Hour**
Instructions – Conduct a structured modular assessment that carries **75 Marks**. Keep a record of the structured marking pattern using different assessment methods applicable to the module of the semester concerned, and calculate the modular grade point as shown in Table 6C. **1. Case-based assessment - (25 marks)** -This assessment involves history taking, systemic and cutaneous examination, recommending investigations, confirming diagnosis, ruling out differential diagnoses, and providing treatment plans and prescriptions. • History Taking (5 Marks) • Systemic and Cutaneous Examination (5 Marks) • Diagnosis and Marks Differential Diagnosis (5 Marks) • Investigation and Interpretation (5 Marks) • Treatment Plan and Prescription (5 Marks) **2. Multiple-Choice Questions (30 Marks):** 15 MCQs (2 marks each) covering key topics related to Dermatitis and Its Types, including clinical features, diagnosis, management, risk factors, and differential diagnosis. 3. Scenario-Based Discussion (10 Marks): A brief oral or written reflection on a given Dermatitis scenario, focusing on aspects such as clinical presentation, differential diagnosis, treatment approaches, and patient counseling.	6

4. Oral Viva– 10 Marks: Assess the student's understanding through an Oral Viva or encourage knowledge sharing via Peer Teaching sessions, emphasizing the classification, pathophysiology, and management of different types of Dermatitis. Or Any practical in converted form can be taken for assessment. **(30 Marks)** and Any experiential, such as portfolios/ reflection/ presentations, can be taken as an assessment. **(45 Marks)**	

Semester No : 4

Module 4 : امراض حطاطی حرشفی Amraze Hatātī Harshāfī (Papulo-Squamous Disorders)

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Describe definition, signs & symptoms, etio-pathogenesis, and treatment for papulo-squamous disorders.

2. Conduct the demonstration on clinical examination, diagnosis, and treatment of papulo-squamous disorders

3. Identify and apply Unani preventive and therapeutic interventions for papulo-squamous disorders and integrate evidence-based practices and latest dermatological research information

Unit 1 امراض حطاطی حرشفی کا عمومی جائزہ Amraze Hatātī Harshafī ka ‘Umūmī Jāyezā (Overview of Papulo Squamous Disorders)

4.1.1. امراض حطاطی حرشفی کا عمومی جائزہ (Overview of Papulo-Squamous Disorders)

References: 1,2,13

3A	3B	3C	3D	3E	3F	3G
CO3,CO6, CO7	Illustrate an overview of papulo-squamous disorders.	1	Lecture	CC	Knows-how	FC,L&PPT

Unit 2 تقشر جلد اور اسکی اقسام Taqashshur-i Jild aur Uski Aqsām (Scaling Disorders and its types)

4.2.1. تقشر جلد کی درجہ بندی (Classification of Scaling Disorders)

4.2.3. تقشر جلد و قوبا متقشر Taqashshur-i Jild wa Quba Mutaqash'shar

4.2.4. صدفیہ لویحیہ مزمنہ واقسام (Chronic Plaque Psoriasis & its variants like Small Plaque Psoriasis, Rupioid Psoriasis, Flexural Psoriasis, Scalp Psoriasis, Palmo-Plantar Psoriasis and Genital Psoriasis)

4.2.5. صدفیہ نقطیہ (Guttate Psoriasis)

4.2.6 صدفیہ بثریہ (Pustular Psoriasis)

4.2.7. داء الصدف کے عوارضات اور علاج (Complications of Psoriasis and their management)

References: 3,4,12,17,18

3A	3B	3C	3D	3E	3F	3G
CO1,CO3, CO6,CO7	Illustrate classification, causes, predisposing factors, and pathogenesis of scaling disorder.	3	Lecture	CAN	Knows-how	L_VC,L&PPT
CO2,CO3, CO6	Demonstrate clinical features, point out differential diagnoses, and formulate Usul-i Ilaj and Ilaj for Taqashshur-i Jild.	6	Practical4.1	PSY-GUD	Shows-how	D-BED,CBL,D,DIS, SIM
CO2,CO3, CO4	Conduct clinical examination, and develop management plan for guttate psoriasis	3	Experiential-Learning4.1	PSY-ORG	Does	SIM,CD,D,D-BED,DIS
CO3,CO4, CO6	Conduct book review of the published literature on chronic plaque psoriasis.	3	Experiential-Learning4.2	CAN	Does	DIS,TPW,PER,LS
CO2,CO3, CO4	Analyze the introduction, methodology, result, and discussion of a recent clinical trial on inverse psoriasis.	3	Experiential-Learning4.3	CC	Does	LS,PER,DIS,JC

CO2,CO3, CO4	Demonstrate clinical features, point out differential diagnoses, and prescribe Usul-i Ilaj and Ilaj of scalp psoriasis.	2	Practical4.2	CC	Does	D-BED,PER,CBL,DIS,D
CO2,CO3, CO5,CO6	Demonstrate clinical features, differential diagnoses, and formulate Usul-i Ilaj and Ilaj for pustular psoriasis	2	Practical4.3	PSY-GUD	Shows-how	PER,D-BED,CBL,D,L_VC

Unit 3 نخالیہ حزازی ولائکن مسطح Nakhāliyyā Hazāzī wa Lichen Musattah (Pityriasis Lichenoid and Lichen Planus)

4.3.1. نخالیہ حزازی (Pityriasis Lichenoid)

4.3.2. لائکن مسطح مع اقسام (Lichen Planus & its varinats): Annular, Actinic, Linear, Follicular, Hypertrophic, Pigmentosus & Bullous LP

References: 1,3,10,12,18

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4	Illustrate variants, causes, and pathogenesis of lichen planus & pityriasis lichenoid.	3	Lecture	CAN	Knows-how	L_VC,L&PPT
CO2,CO3, CO4,CO6	Demonstrate clinical features, point out differential diagnoses, and formulate Usul-i Ilaj and Ilaj for pityriasis lichenoid & lichen planus.	6	Practical4.4	PSY-GUD	Shows-how	PER,DIS,D-BED,CBL,D
CO3,CO4, CO6	Perform clinical examination and develop management plan for lichen planus.	3	Experiential-Learning4.4	PSY-ORG	Does	PER,DIS,SIM,CBL,D-BED
CO3,CO4, CO6	Perform clinical examination and create management plan for palmpoplantar psoriasis.	2	Practical4.5	CC	Does	DIS,PER,W
CO2,CO3, CO5,CO6	Conduct a systematic literature survey on lichen planus.	2	Experiential-Learning4.5	CAN	Does	LS

CO2,CO3, CO5,CO6	Analyze the introduction, methods, result, and discussion of a recent clinical trial on pityriasis lichenoid.	3	Experiential-Learning4.6	CE	Does	PER,LS,JC,DIS
Unit 4 نخالیہ حمراءشعری ونخالیہ وردیہ Nakhāliyyā Humra Sha'rī wa Nakhāliyyā Wardiyyā (Pityriasis Rubra Pilaris and Pityriasis Rosea) 4.4.1. نخالیہ حمراء شعری(Pityriasis Rubra Pilaris) 4.4.2. نخالیہ وردیہ(Pityriasis Rosea) **References:** 2,5,8,10						
3A	**3B**	**3C**	**3D**	**3E**	**3F**	**3G**
CO2,CO3, CO4,CO7	Discuss causes, predisposing factors, and pathogenesis for pityriasis rubra pilaris and pityriasis rosea.	3	Lecture	CAN	Knows-how	L_VC,L&PPT
CO2,CO3, CO4,CO6	Demonstrate clinical features, point out differential diagnoses, and formulate Usul-i Ilaj and Ilaj for pityriasis rosea.	2	Practical4.6	PSY-GUD	Shows-how	D,D-BED,CBL,DIS,SIM
CO2,CO3, CO4,CO6	Perform clinical examination and create management plan for pityriasis rosea.	3	Experiential-Learning4.7	PSY-ORG	Does	D-BED,PER,SIM,D,CBL
CO2,CO3, CO4,CO6	Analyze the introduction, methods, result, and discussion of a recent clinical trial on pityriasis rosea.	3	Experiential-Learning4.8	CE	Does	PER,JC,DIS,LS
CO2,CO3, CO4	Conduct a literature survey and execute the analyse of published literature on pityriasis rubra pilaris.	3	Experiential-Learning4.9	CS	Does	LS,PER,DIS
Practical Training Activity						

Practical Training 4.1 Taqashshur-i Jild
Total Learning Hours: 6 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will introduce and demonstrate Taqashshur-i Jild, explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 Minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 Minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension. The same steps will be followed up for Quba Mutaqash'shar and chronic plaque psoriasis for the duration 120 minutes each. **(4 Hours)**
Practical Training 4.2 Scalp Psoriasis
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (60 minutes) -** The teacher will introduce and demonstrate scalp psoriasis, explaining its clinical features, diagnostic methods, differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (45 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Practical Training 4.3 Pustular Psoriasis
Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 minutes) - The teacher will introduce and demonstrate pustular psoriasis, explaining its clinical features, diagnostic methods, differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning.

Step 2: Group Discussion (30 minutes) - Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding.

Step 3: Assessment & Feedback (15 minutes) - Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.

Practical Training 4.4 Pityriasis Lichenoid and Lichen Planus

Total Learning Hours: 6 Hours

Step 1: Introduction & Demonstration (75 Minutes) - The teacher will introduce and demonstrate pityriasis lichenoid, explaining its clinical features, diagnostic methods, differential diagnosis, and formulate Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning.

Step 2: Group Discussion (30 Minutes) - Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding.

Step 3: Assessment & Feedback (15 Minutes) - Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.

The same steps will be followed up for oral lichen planus and genital lichen planus for the duration 120 minutes each. **(4 Hours)**

Practical Training 4.5 Palmpoplantar Psoriasis

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (60 minutes) - The teacher will introduce and demonstrate palmpoplantar psoriasis, explaining its clinical features, diagnostic methods, differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning.

Step 2: Group Discussion (45 minutes) - Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension
Practical Training 4.6 Pityriasis rosea
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will introduce and demonstrate pityriasis rosea, explaining its clinical features, diagnostic methods, differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 Minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 Minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Experiential Learning Activity
Experiential-Learning Learning 4.1: Guttate Psoriasis
Total Learning Hours: 3 Hours **Step 1: Case selection (75 minutes)** - The student will be assigned a case of guttate psoriasis. He/she will take the complete history, conduct the thorough clinical examination, and gather all relevant details from real patient. In case of the patient's absence, a virtual case will be used. **Step 2: Case presentation (75 minutes)** - The student will present the case including detailed history and clinical examination findings, relevant investigations, differential diagnoses, final diagnosis, and comprehensive treatment plan including IBT procedures like Fasd, Hijama, Ta'liq, phototherapy, etc. as per applicability of Usul-i Ilaj. This presentation will take place in the presence of teachers and all department students.

Step 3: Discussion & Assessment (30 minutes) - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills .
Experiential-Learning Learning 4.2: Chronic Plaque Psoriasis
Total Learning Hours: 3 Hours **Step 1: Literature Review Assignment (120 minutes): T**he teacher will assign books authored by notable classical physicians to two postgraduate (PG) scholars. Each student will conduct a comprehensive literature review on chronic plaque psoriasis based on their assigned texts. **Step 2: Presentation of Findings (40 minutes) -** After thoroughly studying their allotted books, students will structure and organize their findings in a well-formatted PowerPoint presentation. Each student will deliver a 20-minute presentation, detailing key insights, and contents of chronic plaque psoriasis. Total time for presentations is 40 minutes. **Step 3: Discussion & Interactive Session (20 minutes) -** Following the presentations, there will be a 20-minute discussion and Q&A session, where peers and teachers will engage in critical analysis and intellectual exchange. **Step 4: Project Submission:** The structured content from each student's presentation will be compiled and submitted as a formal project report to the concerned teacher.
Experiential-Learning Learning 4.3: Inverse Psoriasis
Total Learning Hours: 3 Hour **Step 1: Literature Search & Paper Selection (75 minutes)** - Student will be assigned the topic of inverse psoriasis for journal club presentation. He/she will search for recently published clinical trial articles on inverse psoriasis and, in consultation with the assigned teacher, finalize one paper for presentation. **Step 2: Journal Club Presentation (75 minutes)** - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement.

Step 3: Discussion & Assessment (30 minutes) - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based on checklist.
Experiential-Learning Learning 4.4: Lichen Planus
Total Learning Hours: 3 Hours **Step 1: Case selection (75 minutes)** - The student will be assigned a case of lichen planus. He/she will take the complete history, conduct the thorough clinical examination, and gather all relevant details from real patient. In case of the patient's absence, a virtual case will be used. **Step 2: Case presentation (75 minutes)** - The student will present the case including detailed history and clinical examination findings, relevant investigations, differential diagnoses, final diagnosis, and comprehensive treatment plan including IBT procedures like Fasd, Hijama, Ta'liq etc. as per applicability of Usul-i Ilaj. This presentation will take place in the presence of teachers and all department students. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills .
Experiential-Learning Learning 4.5: Lichen planus
Total Learning Hours: 2 Hours **Step 1: Literature Search & Review (75 minutes)** - The student will be assigned the topic of lichen planus for the literature survey. He/she will conduct an extensive review using conventional medical books, online resources, and other relevant references to gather comprehensive and up-to-date information on the topic. **Step 2: Content Organization & Presentation (30 minutes) -** After collecting the necessary information, the student will organize the content in a structured manner, ensuring the inclusion of recent advancements in diagnosis and management. They will then present their findings to the teachers and all department students, fostering academic discussion and knowledge sharing. **Step 3: Discussion & Assessment (15 minutes)** - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills.

Experiential-Learning Learning 4.6: Pityriasis Lichenoid
Total Learning Hours: 3 Hour **Step 1: Literature Search & Paper Selection (75 minutes)** - Student will be assigned the topic of pityriasis lichenoid for journal club presentation. He/she will search for recently published clinical trial articles on pityriasis lichenoid and, in consultation with the assigned teacher, finalize one paper for presentation. **Step 2: Journal Club Presentation (75 minutes)** - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based on checklist.
Experiential-Learning Learning 4.7: Pityriasis rosea
Total Learning Hours: 3 Hours **Step 1: Case selection (75 minutes)** - The student will be assigned a case of pityriasis rosea. He/she will take the complete history, conduct the thorough clinical examination, and gather all relevant details from real patient. In case of the patient's absence, a virtual case will be used. **Step 2: Case presentation (75 minutes)** - The student will present the case including detailed history and clinical examination findings, relevant investigations, differential diagnoses, final diagnosis, and comprehensive treatment plan including IBT procedures like Fasd, Hijama, Ta'liq etc. as per applicability of Usul-i Ilaj. This presentation will take place in the presence of teachers and all department students. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills .
Experiential-Learning Learning 4.8: Pityriasis rosea
Total Learning Hours: 3 Hour

Step 1: Literature Search & Paper Selection (75 minutes) - Student will be assigned the topic of pityriasis rosea for journal club presentation. He/she will search for recently published clinical trial articles on pityriasis rosea and, in consultation with the assigned teacher, finalize one paper for presentation. **Step 2: Journal Club Presentation (75 minutes)** - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based on checklist.
Experiential-Learning Learning 4.9: Pityriasis Rubra Pilaris
Total Learning Hours: 3 Hours **Step 1: Literature Search & Review (75 minutes)** - The student will be assigned the topic of pityriasis rubra pilaris for the literature survey. He/she will conduct an extensive review using classical and conventional medical books, online resources, and other relevant references to gather comprehensive and up-to-date information on the topic. **Step 2: Content Organization & Presentation (75 minutes) -** After collecting the necessary information, the student will organize the content in a structured manner, ensuring the inclusion of recent advancements in diagnosis and management. They will then present their findings to the teachers and all department students, fostering academic discussion and knowledge sharing. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills based on checklist.
Modular Assessment

Assessment	**Hour**

Instructions – Conduct a structured modular assessment that carries **50 Marks**. Keep a record of the structured marking pattern using different assessment methods applicable to the module of the semester concerned, and calculate the modular grade point as shown in **Table 6C**. **1. Case-based assessment - (25 marks)** -This assessment involves history taking, systemic and cutaneous examination, recommending investigations, confirming diagnosis, ruling out differential diagnoses, and providing treatment plans and prescriptions. • History Taking (5 Marks) • Systemic and Cutaneous Examination (5 Marks) • Diagnosis and Marks Differential Diagnosis (5 Marks) • Investigation and Interpretation (5 Marks) • Treatment Plan and Prescription (5 Marks) 2. **Peer Teaching (25 Marks) -** Students will engage in a Peer Teaching session on Papulosquamous Disorders, presenting key concepts to their peers to demonstrate their understanding and teaching abilities. Assessment will be based on the following criteria: • Content Mastery (5 Marks) • Presentation Skills (5 Marks) • Engagement and Interaction (5 Marks) • Application of Knowledge (5 Marks) • Critical Thinking and Reasoning (5 Marks) **Or** Any practical in converted form can be taken for assessment. (**25 Marks**) **and** Any experiential, such as portfolios/ reflection/ presentations, can be taken as an assessment. (**25 Marks**)	4
Semester No : 5	
Module 5 : امراض منفطہ Amraze Munaffitā (Vesiculo-bullous Disorders)	

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Describe definition, signs & symptoms, etio-pathogenesis, and treatment for vesiculo-bullous disorders.

2. Conduct the demonstration on clinical examination, diagnosis, and treatment of Vesiculo-bullous disorders

3. Identify and apply Unani preventive and therapeutic interventions for Vesiculo-bullous and integrate evidence-based practices and latest dermatological research information

Unit 1 امراض منفطہ کا عمومی جائزہ Amraze Munaffitā ka ʻUmūmī Jāyezā (Overview of bullous disorders)

5.1.1. امراض منفطہ کا عمومی جائزہ (Overview of Bullous disorders)

References: 3,13

3A	3B	3C	3D	3E	3F	3G
CO2,CO3	Describe an overview of bullous disorders.	1	Lecture	CC	Know	L,L&PPT

Unit 2 داءالفقاع اور اسکی اقسام Dā' al-Fūqā' aur Uski Aqsām (Pemphigus & its types)

5.2.1. داءالفقاع کی درجہ بندی (Classification of Pemphigus)

5.2.2. داءالفقاع عمومی (Pemphigus vulgaris)

5.2.3. داءالفقاع قرطاسی (Pemphigus foliaceus)

5.2.4. داءالفقاع نظیرۃ الاعراض الورمیۃ (Paraneoplastic pemphigus)

5.2.5. داءالفقاع تنبتی (Pemphigus vegetans)

5.2.6. داءالفقاع احمراری (Pemphigus erythematosus)

5.2.7. داءالفقاع دوائی (Drug-induced pemphigus)

References: 1,3,10,18

3A	3B	3C	3D	3E	3F	3G

CO2,CO3, CO5	Illustrate causes, factors, and pathogenesis of pemphigus & its types	1	Lecture	CAN	Knows-how	L_VC,L&PPT ,FC
CO2,CO3, CO5	Demonstrate clinical features, point out differential diagnoses, and prescribe management of pemphigus vulgaris.	2	Practical5.1	PSY-GUD	Shows-how	CBL,SIM,D-BED,DIS,D
CO2,CO3, CO5	Analyse the introduction, methodology, result, and discussion of a recent clinical trial on pemphigus.	3	Experiential-Learning5.1	CE	Does	JC,DIS,PER,LS

Unit 3 فقاعیہ اور اسکی اقسام Fuqāiyyā aur Uski Aqsām (Pemphigoid & its types)

5.3.1. فقاعیہ نفاطی (Bullous pemphigoid)

5.3.2. فقاعیہ ندبی (Cicatricial pemphigoid)

References: 1,2,18

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4	Describe causes, factors, and pathogenesis of pemphigoid & its types.	1	Lecture	CAN	Knows-how	L&PPT ,BS
CO1,CO3, CO6	Demonstrate clinical features, make differential diagnoses, and construct management plan for bullous pemphigoid cases.	2	Practical5.2	PSY-GUD	Shows-how	D-BED,PER,DIS,CBL,SIM
CO2,CO4, CO5	Perform clinical examination and create management plan for pemphigoid.	2	Experiential-Learning5.2	PSY-ADT	Does	DIS,SIM,D-BED,CBL,PER
CO2,CO3, CO6	Analyse the introduction, methodology, result, and discussion of a recent clinical trial on cicatricial pemphigoid.	3	Experiential-Learning5.3	CE	Does	DIS,PER,LS,JC

Unit 4 Iltihāb-i Jild Harbasiyya al-Shakl

5.4.1. التهاب جلد هربسية الشكل (Dermatitis herpetiformis)

References: 1,4,15,20

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO6	Illustrate causes, factors, and pathogenesis of dermatitis herpetiformis.	1	Lecture	CAN	Knows-how	L&PPT ,L_VC
CO1,CO3, CO4	Demonstrate clinical features, make differential diagnoses, and construct treatment plan for dermatitis herpetiformis.	2	Practical5.3	PSY-GUD	Shows-how	CBL,PER,DIS,D-BED
CO1,CO3, CO6	Review and analyse the published literature on dermatitis herpetiformis.	3	Experiential-Learning5.4	CE	Does	LS,DIS,PER

Unit 5 انحلال البشره فقاعی Inhilāl al-Bashrā Fuqā'ī (Epidermolysis bullosa)

5.5.1. انحلال البشره فقاعی (Epidermolysis bullosa)

References: 2,3

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO5	Illustrate causes, factors, and pathogenesis of epidermolysis bullosa.	1	Lecture	CAN	Knows-how	FC,L&PPT ,L_VC
CO2,CO3, CO4	Demonstrate clinical features, make differential diagnoses, and construct management plan for epidermolysis bullosa.	2	Practical5.4	PSY-GUD	Shows-how	DIS,SIM,CBL,D-BED,PER
CO3,CO4, CO7	Perform clinical examination and create management plan for epidermolysis bullosa.	2	Experiential-Learning5.5	PSY-ORG	Does	CBL,SIM,PER,DIS,D-BED

CO2,CO3, CO5,CO7	Demonstrate clinical features, make differential diagnoses, and construct treatment plan for pemphigus vegetans.	2	Practical5.5	CE	Does	PER,SIM,D-BED,CBL

Practical Training Activity

Practical Training 5.1 Pemphigus vulgaris

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 Minutes) - The teacher will introduce and demonstrate pemphigus vulgaris, explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning.

Step 2: Group Discussion (30 Minutes) - Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding.

Step 3: Assessment & Feedback (15 Minutes) - Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.

Practical Training 5.2 Bullous pemphigoid

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 Minutes) - The teacher will introduce and demonstrate bullous pemphigoid, explaining its clinical features, diagnostic methods, differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning.

Step 2: Group Discussion (30 Minutes) - Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding.

Step 3: Assessment & Feedback (15 Minutes) - Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.

Practical Training 5.3 Dermatitis herpetiformis
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 minutes) -** The teacher will introduce and demonstrate dermatitis herpetiformis, explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Practical Training 5.4 Epidermolysis bullosa
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 minutes) -** The teacher will introduce and demonstrate epidermolysis bullosa, explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Practical Training 5.5 Pemphigus Vegetans
Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 Minutes) - The teacher will introduce and demonstrate pemphigus vegetans, explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 Minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 Minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Experiential Learning Activity
Experiential-Learning Learning 5.1: Pemphigus
Total Learning Hours: 3 Hours **Step 1: Literature Search & Paper Selection (75 minutes)** - Student will be assigned the topic of pemphigus and its types for journal club presentation. He/she will search for recently published clinical trial articles on pemphigus and its types and, in consultation with the assigned teacher, finalize one paper for presentation. **Step 2: Journal Club Presentation (75 minutes)** - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based on checklist.
Experiential-Learning Learning 5.2: Pemphigoid
Total Learning Hours: 2 Hour

Step 1: Case selection & Examination **(75 minutes)** - The student will be assigned a case of bullous pemphigoid. He/she will take the complete history, conduct the thorough clinical examination, and gather all relevant details from real patient. In case of the patient's absence, a virtual case will be used.

Step 2: Case presentation (30 minutes) - The student will present the case including detailed history and clinical examination findings, relevant investigations, differential diagnoses, final diagnosis, and comprehensive treatment plan including IBT procedures like Fasd, Hijama, Ta'liq etc. as per applicability of Usul-i Ilaj. This presentation will take place in the presence of teachers and all department students.

Step 3: Discussion & Assessment (15 minutes) - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills .

Experiential-Learning Learning 5.3: Cicatricial Pemphigoid

Total Learning Hours: 3 Hours

Step 1: Literature Search & Paper Selection (75 minutes) - Student will be assigned the topic of cicatricial pemphigoid for journal club presentation. He/she will search for recently published clinical trial articles on cicatricial pemphigoid and, in consultation with the assigned teacher, finalize one paper for presentation.

Step 2: Journal Club Presentation (75 minutes) - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement.

Step 3: Discussion & Assessment (30 minutes) - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based on checklist.

Experiential-Learning Learning 5.4: Dermatitis herpetiformis

Total Learning Hours: 3 Hours

Step 1: Literature Search & Review (75 minutes) - The student will be assigned the topic of dermatitis herpetiformis for the literature survey. He/she will conduct an extensive review using classical and conventional medical books, online resources, and other relevant references to gather comprehensive and up-to-date information on the topic.

Step 2: Content Organization & Presentation (75 minutes) - After collecting the necessary information, the student will organize the content in a structured manner, ensuring the inclusion of recent advancements in diagnosis and management. They will then present their findings to the teachers and all department students, fostering academic discussion and knowledge sharing. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills based on checklist.	
Experiential-Learning Learning 5.5: Epidermolysis bullosa	
Total Learning Hours: 2 Hours **Step 1: Case selection (75 minutes)** - The student will be assigned a case of epidermolysis bullosa. He/she will take the complete history, conduct the thorough clinical examination, and gather all relevant details from real patient. In case of the patient's absence, a virtual case will be used. **Step 2: Case presentation (30 minutes)** - The student will present the case including detailed history and clinical examination findings, relevant investigations, differential diagnoses, final diagnosis, and comprehensive treatment plan including IBT procedures like Fasd, Hijama, Ta'liq etc. as per applicability of Usul-i Ilaj. This presentation will take place in the presence of teachers and all department students.\ **Step 3: Discussion & Assessment (15 minutes)** - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills .	
Modular Assessment	
Assessment	**Hour**
Instructions – Conduct a structured modular assessment that carries **25 Marks**. Keep a record of the structured marking pattern using different assessment methods applicable to the module of the semester concerned, and calculate the modular grade point as shown in **Table 6C**. **1. Multiple-Choice Questions (15 Marks):** 15 MCQs (1 mark each) covering key topics related to Vesiculobullous Disorders, including etiology, clinical features, diagnosis, management, and differential diagnosis.	2

2. Short Answer Questions (10 Marks) : 2 Short Answer Questions (5 marks each) requiring concise explanations or listing key points on topics such as the classification, pathophysiology, diagnostic criteria, or treatment approaches of Vesiculobullous Disorders. **Or** Any practical in converted form can be taken for assessment. (**25 Marks**) **or** Any experiential, such as portfolios/ reflection/ presentations, can be taken as an assessment. (**25 Marks**)	

Module 6 : امراض عروقی جلدی Amraze ʻUrūqī Jildī (Vascular skin disorders)

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Describe definition, signs & symptoms, etio-pathogenesis, and treatment for vascular skin disorders.
2. Conduct the demonstration on clinical examination, diagnosis, and treatment of vascular skin disorders.
3. Identify and apply Unani preventive and therapeutic interventions for vascular skin disorders and integrate evidence-based practices and latest dermatological research information

Unit 1 امراض عروقی جلدی کا عمومی جائزہ Amraze ʻUrūqī Jildī ka ʻUmūmī Jāyezā (Overview of vascular skin diseases)

6.1.1. امراض عروقی جلدی کی درجہ بندی (Classification of Vascular Skin diseases)

6.1.2. تفتیشات برائے امراض عروقی جلدی (Diagnostics of Vascular Skin diseases)

References: 2,3

3A	3B	3C	3D	3E	3F	3G
CO6,CO7	Describe an overview of vascular skin disorders	1	Lecture	CC	Knows-how	PER,L&PPT

Unit 2 مرض کواسکی Marz-i Kawasakī (Kawasaki disease)

6.2.1. مرض کواسکی (Kawasaki disease)

References: 2,3

3A	3B	3C	3D	3E	3F	3G
CO6,CO7	Illustrate causes, predisposing factors, and etiopathogenesis of Kawasaki disease	2	Lecture	CAN	Knows-how	L_VC,L&PPT
CO6,CO7	Demonstrate clinical features, point out differential diagnoses, and prescribe Usul-i Ilaj and Ilaj for Kawasaki disease.	2	Practical6.1	PSY-GUD	Shows-how	PER,CBL,D-BED,SIM,DIS
CO1,CO3, CO6,CO7	Analyze the introduction, methodology, result, and discussion of a recent clinical trial on Kawasaki disease.	3	Experiential-Learning6.1	CE	Does	DIS,JC,LS,PER

Unit 3 قروح: قرحہ وریدی، قروح مزمنہ قرحہ قطاۃ، قروح بلخیہ، تشلج، قرحہ عصبی و قرحہ التہاب عروق Qurūh: Qarha Warīdī, Qurūh Muzmina, Qarha Qatāt, Qurūh -i Balkhiyya, Taslīj, Qarha ‘Asbī wa Qarha Iltihāb-i ‘Urūq (Ulcers: venous ulcer, non-healing ulcer, bed sore, oriental sore, chilblain, neuropathic ulcer & vasculitic ulcer)

6.3.1. قرحہ کی درجہ بندی (Classification of Qarha)

6.3.2. قرحہ وریدی و اسکیمی (Venous & Ischemic Ulcer)

6.3.3. قرحہ غیر مندمل (Non-healing Ulcer)

6.3.4. قرحہ قطاۃ (Bed Sore)

6.3.5. قروح بلخیہ (Oriental Sore)

6.3.6. تشلج (Chilblain / Frostbite)

6.3.7. قرحہ عصبی (Neuropathic Ulcer)

6.3.8. قرحہ التہاب عروق (Vasculitic Ulcer)

References: 1,2,3,8,17,18

3A	3B	3C	3D	3E	3F	3G

CO6,CO7	Illustrate causes, predisposing factors, and various types of ulcers	3	Lecture	CAN	Knows-how	L_VC,L&PPT
CO2,CO3, CO6,CO7	Demonstrate clinical features, point out differential diagnoses, and prescribe treatment for non-healing ulcer, venous ulcer and bed sore.	6	Practical6.2	PSY-GUD	Shows-how	DIS,CBL,PER,SIM,D-BED
CO2,CO6, CO7	Conduct clinical examination, and construct management plan for venous ulcer.	3	Experiential-Learning6.2	PSY-ORG	Does	DIS,CBL,SIM,D-M,D-BED
CO3,CO4, CO6	Conduct a systematic literature survey and perform analysis of the published data on Qarha.	3	Experiential-Learning6.3	CS	Does	LS,PER,DIS
CO2,CO4, CO5	Analyze the introduction, methodology, result, and discussion of a recent clinical trial on stasis ulcer.	3	Experiential-Learning6.4	CE	Does	SIM,DIS,JC,LS

Unit 4 التہاب عروق جلدی اور فرفریہ Iltihāb-i ʻUrūq Jildi aur Furfuriyyā (Cutaneous vasculitis & purpura)

6.4.1. التہاب عروق جلدی کی درجہ بندی (Classification of Cutaneous Vasculitis)

6.4.2. التہاب عروق جلدی صغیر (Cutaneous Small Vessel Vasculitis)

6.4.3. التہاب عروق جلدی متوسط (Cutaneous Medium Vessel Vasculitis)

6.4.4. التہاب عروق جلدی کبیر (Cutaneous Large Vessel Vasculitis)

6.4.5. فرفریہ کی درجہ بندی (Classification of Purpura)

6.4.6. فرفریہ قلۃ الصفیحات (Throbocytopenic Purpura)

6.4.7. فرفریۃ صفیحات بلاقلت (Non-throbocytopenic Purpura)

References: 1,3,12,20,25

3A	3B	3C	3D	3E	3F	3G

CO6,CO7	Illustrate causes, predisposing factors, and pathogenesis of cutaneous vasculitis	2	Lecture	CAN	Knows-how	L&PPT ,L_VC
CO6,CO7	Demonstrate clinical features, point out differential diagnoses, and prescribe Usul-i Ilaj and Ilaj for cutaneous small vessel vasculitis & purpura.	4	Practical6.3	PSY-GUD	Shows-how	D-M,SIM,D-BED
CO2,CO6, CO7	Conduct clinical examination, and compose management plan for medium vessel vasculitis.	3	Experiential-Learning6.5	PSY-ORG	Does	DIS,D-BED,CBL,PER,SIM
CO2,CO4, CO6	Analyze the introduction, methodology, result, and discussion of a recent clinical trial on purpura.	3	Experiential-Learning6.6	CE	Does	JC,DIS,PER,LS

Unit 5 شریٰ وتمددا وعیہ شعریہ Sharā wa Tamaddud-i Awʿiya Shaʿrīyya (Urticaria & telangiectasia)

6.5.1. شریٰ وتمددا وعیہ شعریہ کی درجہ بندی (Classification of Urticaria & Telangiectasia)

6.5.2. شریٰ دموی وصفراوی (Sharā Damvi & Safravi)

6.5.3. بنات اللیل (Banat al-Layl)

6.5.4. شریٰ حاد (Hypersensitivity & Idiopathic Acute Urticaria)

6.5.5. شریٰ مزمن (Chronic urticaria: Chronic Spontaneous Urticaria, Physical Urticaria, Contact Urticaria & Inherited Urticaria)

6.5.6. تمددا وعیہ شعریہ (Telangiectasia)

6.5.7. تزرق شبکی (Livedo reticularis)

References: 3,4,8,10,15,18

3A	3B	3C	3D	3E	3F	3G
CO6,CO7	Illustrate causes, predisposing factors and etiopathogenesis of urticaria	1	Lecture	CK	Knows-how	L_VC,L&PPT

CO6,CO7	Demonstrate clinical features, point out differential diagnoses, and prescribe Usul-i Ilaj and Ilaj for Shara	2	Practical6.4	PSY-GUD	Shows-how	DIS,PER,CBL,SIM,D-BED
CO2,CO6, CO7	Conduct literature survey and perform analysis of the published data on Banat al-Layl	2	Experiential-Learning6.7	PSY-MEC	Does	PER,LS,DIS
CO2,CO4, CO5,CO7	Analyze the introduction, methodology, result, and discussion of a recent clinical trial on telengiectasia.	3	Experiential-Learning6.8	CE	Does	JC,LS,DIS,PER
CO2,CO3, CO5	Demonstrate clinical features, point out differential diagnoses, and prescribe Usul-i Ilaj and Ilaj for livedo reticularis.	2	Practical6.5	PSY-GUD	Shows-how	D-BED,DIS,CBL,SIM,PER

Unit 6 التہاب وریدی Iltihāb-i Warīdī (Phlebitis)

6.6.1. خثار الورید سطحی و عمیق (Superficial & Deep Vein Thrombosis)

6.6.2. التہاب ورید خثاری (Thrombophlebitis)

References: 2,3,13

3A	3B	3C	3D	3E	3F	3G
CO6,CO7	Illustrate causes, predisposing factors, and pathogenesis of phlebitis.	1	Lecture	CAN	Knows-how	L&PPT ,L_VC
CO2,CO6, CO7	Demonstrate clinical features, point out differential diagnoses, and prescribe Usul-i Ilaj and Ilaj for superficial & deep vein thrombosis.	4	Practical6.6	PSY-GUD	Shows-how	D-BED,CBL,DIS,PER
CO1,CO3, CO6,CO7	Conduct clinical examination, and construct management plan for deep vein thrombosis.	3	Experiential-Learning6.9	PSY-ORG	Does	LS,D-BED,D-M

Practical Training Activity
Practical Training 6.1 Kawasaki disease
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will introduce and demonstrate Kawasaki disease, explaining its clinical features, diagnostic methods, differential diagnosis, Usul-i Ilaj and Ilaj . A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Practical Training 6.2 Non-healing Ulcer, Venous Ulcer and Bed Sore
Total Learning Hours: 6 Hours **Step 1: Introduction & Demonstration (75 minutes) -** The teacher will introduce and demonstrate non-healing ulcer, explaining its clinical features, diagnostic methods, differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension. The same steps will be followed up for venous ulcer and bed sore for the duration 120 minutes each. **(4 Hours)**
Practical Training 6.3 Cutaneous Small Vessel Vasculitis and Purpura

Total Learning Hours: 4 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will introduce and demonstrate cutaneous small vessel vasculitis, explaining its clinical features, diagnostic methods, differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 Minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 Minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension. The same steps will be followed up for throbocytopenic purpura for the duration 120 minutes. **(2 Hours)**
Practical Training 6.4 Shara
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will introduce and demonstrate a case of Shara i.e., Damvi or Safravi explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 Minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 Minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Practical Training 6.5 Livedo reticularis
Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 Minutes) - The teacher will introduce and demonstrate a case of livedo reticularis explaining its clinical features, diagnostic methods, and differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 Minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 Minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Practical Training 6.6 Superficial and Deep Vein Thrombosis
Total Learning Hours: 4 Hours **Step 1: Introduction & Demonstration (75 minutes) -** The teacher will introduce and demonstrate a case of superficial vein thrombosis, explaining its clinical features, scoring systems, diagnostic methods, differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension. The same steps will be followed up for deep vein thrombosis for the duration **120 minutes. (2 Hours)**
Experiential Learning Activity
Experiential-Learning Learning 6.1: Kawasaki disease
Total Learning Hours: 3 Hour

Step 1: Literature Search & Paper Selection (75 minutes) - Student will be assigned the topic of Kawasaki disease for journal club presentation. He/she will search for recently published clinical trial articles on Kawasaki disease and, in consultation with the assigned teacher, finalize one paper for presentation.

Step 2: Journal Club Presentation (75 minutes) - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement.

Step 3: Discussion & Assessment (30 minutes) - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based on checklist.

Experiential-Learning Learning 6.2: Venous Ulcer

Total Learning Hours: 3 Hours

Step 1: Case selection (75 minutes) - The student will be assigned a case of venous ulcer. He/she will take the complete history, conduct the thorough clinical examination, and gather all relevant details from real patient. In case of the patient's absence, a virtual case will be used.

Step 2: Case presentation (75 minutes) - The student will present the case including detailed history and clinical examination findings, relevant investigations, differential diagnoses, final diagnosis, and comprehensive treatment plan including IBT procedures like Fasd, Hijama, Ta'liq, negative pressure wound therapy, skin grafting and flap surgery etc. as per applicability of Usul-i Ilaj. This presentation will take place in the presence of teachers and all department students.

Step 3: Discussion & Assessment (30 minutes) - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills .

Experiential-Learning Learning 6.3: Qarha

Total Learning Hours: 3 Hours

Step 1: Literature Search & Review (120 minutes) - The student will be assigned the topic of Qarha for the literature survey. He/she will conduct an extensive review using classical and conventional medical books, online resources, and other relevant references to gather comprehensive and up-to-date information on the topic.

Step 2: Content Organization & Presentation (45 minutes) - After collecting the necessary information, the student will organize the content in a structured manner, ensuring the inclusion of recent advancements in diagnosis and management. They will then present their findings to the teachers and all department students, fostering academic discussion and knowledge sharing. **Step 3: Discussion & Assessment (15 minutes)** - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills based on checklist.
Experiential-Learning Learning 6.4: Stasis Ulcer
Total Learning Hours: 3 Hours **Step 1: Literature Search & Paper Selection (75 minutes)** - Student will be assigned the topic of stasis ulcer for journal club presentation. He/she will search for recently published clinical trial articles on stasis ulcer and, in consultation with the assigned teacher, finalize one paper for presentation. **Step 2: Journal Club Presentation (75 minutes)** - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based on checklist.
Experiential-Learning Learning 6.5: Medium Vessel Vasculitis
Total Learning Hours: 3 Hours **Step 1: Introduction & Demonstration (75 minutes)** - The teacher will introduce and demonstrate medium vessel vasculitis explaining its clinical features, diagnostic methods, differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning.

Step 2: Group Discussion (75 minutes) - Students will engage in small-group discussions, with the teacher facilitating, addressing doubts, and reinforcing key diagnostic and therapeutic concepts to enhance understanding.

Step 3: Assessment & Feedback (30 minutes) - Students' knowledge and practical learning will be evaluated through direct questioning, and constructive feedback will be given to finetune their clinical and therapeutic reasoning and comprehension.

Experiential-Learning Learning 6.6: Purpura

Total Learning Hours: 3 Hours

Step 1: Literature Search & Paper Selection (75 minutes) - Student will be assigned the topic of purpura for journal club presentation. He/she will search for recently published clinical trial articles on purpura and, in consultation with the assigned teacher, finalize one paper for presentation.

Step 2: Journal Club Presentation (75 minutes) - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement.

Step 3: Discussion & Assessment (30 minutes) - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based on checklist.

Experiential-Learning Learning 6.7: Banat al-Layl

Total Learning Hours: 2 Hours

Step 1: Literature Search & Review (75 minutes) - The student will be assigned the topic of Banat al-Layl for the literature survey. He/she will conduct an extensive review using classical and conventional medical books, online resources, and other relevant references to gather comprehensive and up-to-date information on the topic.

Step 2: Content Organization & Presentation (30 minutes) - After collecting the necessary information, the student will organize the content in a structured manner, ensuring the inclusion of recent advancements in diagnosis and management. They will then present their findings to the teachers and all department students, fostering academic discussion and knowledge sharing.

Step 3: Discussion & Assessment (15 minutes) - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills based on checklist.

Experiential-Learning Learning 6.8: Telengiectasia

Total Learning Hours: 3 Hours

Step 1: Literature Search & Paper Selection (75 minutes) - Student will be assigned the topic of telengiectasia for journal club presentation. He/she will search for recently published clinical trial articles on telengiectasia and, in consultation with the assigned teacher, finalize one paper for presentation.

Step 2: Journal Club Presentation (75 minutes) - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement.

Step 3: Discussion & Assessment (30 minutes) - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based on checklist.

Experiential-Learning Learning 6.9: Deep Vein Thrombosis

Total Learning Hours: 3 Hours

Step 1: Case selection (75 minutes) - The student will be assigned a case of deep vein thrombosis. He/she will take the complete history, conduct the thorough clinical examination, and gather all relevant details from real patient. In case of the patient's absence, a virtual case will be used.

Step 2: Case presentation (75 minutes) - The student will present the case including detailed history and clinical examination findings, relevant investigations, differential diagnoses, final diagnosis, and comprehensive treatment plan including IBT procedures like IBT regimes like Fasd, Hijama, Ta'liq etc. as per applicability of Usul-i Ilaj. This presentation will take place in the presence of teachers and all department students.

Step 3: Discussion & Assessment (30 minutes) - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills .

Modular Assessment	
Assessment	**Hour**
Instructions – Conduct a structured modular assessment that carries **50 Marks**. Keep a record of the structured marking pattern using different assessment methods applicable to the module of the semester concerned, and calculate the modular grade point as shown in **Table 6C**. **1. Case-based assessment - (25 marks)** -This assessment involves history taking, systemic and cutaneous examination, recommending investigations, confirming diagnosis, ruling out differential diagnoses, and providing treatment plans and prescriptions. • History Taking (5 Marks) • Systemic and Cutaneous Examination (5 Marks) • Diagnosis and Marks Differential Diagnosis (5 Marks) • Investigation and Interpretation (5 Marks) • Treatment Plan and Prescription (5 Marks) **2. Oral Viva – (15 Marks):** Evaluate understanding of clinical features, diagnosis, pathophysiology, and management of Vascular Skin Disorders. **3. Quiz – (10 Marks):** 10 questions (1 mark each) covering key concepts, diagnosis, and treatment approaches. **Or** Any practical in converted form can be taken for assessment. (**25 Marks**) **and** Any experiential, such as portfolios/ reflection/ presentations, can be taken as an assessment. (**25 Marks**)	4
Module 7 : امراض اظفار، غدہ عرقیہ ودہنیہ Amraze Azfār, Ghudda Araqiyyā wa Duhniyya (Disorders of nail, sebaceous and sweat glands)	
Module Learning Objectives (At the end of the module, the students should be able to) 1. Describe definition, signs & symptoms, etio-pathogenesis, and treatment for nail, sebaceous and sweat gland disorders.	

2. Conduct the demonstration on clinical examination, diagnosis, and treatment of nail, sebaceous and sweat gland disorders

3. Identify and apply Unani preventive and therapeutic interventions for nail, sebaceous and sweat gland disorders and integrate evidence-based practices and latest dermatological research information

Unit 1 امراض اظفار، غدہ عرقیہ ودہنیہ کا عمومی جائزہ Amraze Azfār, Ghudda Araqiyyā wa Duhniyya ka ‘Umūmī Jāyezā (Overview of nail, sweat and sebaceous gland disorders)

7.1.1. امراض اظفار، غدہ عرقیہ ودہنیہ کا عمومی جائزہ (Overview of Nail, Sweat and Sebaceous Gland Disorders)

References: 3,4,10,20

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO7	Describe an overview of nail, sebaceous and sweat gland disorders.	1	Lecture	CC	Knows-how	L,L&PPT

Unit 2 امراض اظفار Amraze Azfār (Disorders of nails)

7.2.1. حالت مرض میں ناخن کی علامات (Nail Signs in diseases)

7.2.2. برص اظفار، ظفرہ طلقیہ، نمش اظفار، تشقق اظفار و جذام اظفار Baras-i Azfār, Zufra Talaqiyya, Namash-i Azfār, Tashaqquq-i Azfār wa Juzām-i Azfār

7.2.3. ناخن کی شکل، جسامت اور خمیدگی میں تبدیلی (Alteration of Nail Shape, Size and Curvature)

7.2.4. ناخن کی پلیٹ میں تبدیلی (Alteration of Nail Plate)

7.2.5. ناخن کے رنگ میں تبدیلی (Chnages in Nail Color)

7.2.6. ناخن کے اردگرد کے بافتوں میں تبدیلیاں (Changes of Periungual Tissue)

7.2.7. ناخن کے چوٹ اور ظفر ناشب (Nail Trauma & Ingrown Nail)

7.2.8. امراض اظفار کا جراحتی علاج (Surgical Management of Nail Disorders)

References: 2,3,10,13

3A	3B	3C	3D	3E	3F	3G

CO2,CO3, CO6	Illustrate causes, predisposing factors, and pathogenesis of nail disorders	2	Lecture	CAN	Knows-how	BS,L&PPT ,L_VC
CO2,CO3, CO4	Demonstrate clinical features, point out differential diagnoses and formulate Usul-i Ilaj and Ilaj for Dakhis and Zufra Talaqiyya.	4	Practical7.1	PSY-GUD	Shows-how	SIM,PER,D-BED,CBL
CO3,CO4, CO6	Perform clinical examination and prescribe treatment for ingrown nail.	3	Experiential-Learning7.1	PSY-SET	Does	CBL,D-M
CO2,CO3, CO5	Analyse the introduction, methodology, result, and discussion of a recent clinical trial on nail disorders.	3	Experiential-Learning7.2	CE	Does	JC,DIS,LS,PER

Unit 3 امراض غدہ عرقیہ ودہنیہ Amraze Ghudda Araqiyyā wa Duhniyya (Disorders of sweat and sebaceous glands)

7.3.1. بثور لبنیہ واقسام (Acne vulgaris & its types)

7.3.2. بادشنام (Rosacea)

7.3.3. کثرت عرق (Hyperhidrosis)

7.3.4. قلت عرق (Hypohidrosis)

7.3.5. بطلان عرق (Anhidrosis)

7.3.6. عرق منتن (Bromhidrosis)

7.3.7. حصف (Miliaria)

7.3.8. التہاب غدد عرقیہ قیحی (Hidradenitis suppurativa)

References: 2,3,8,10,17

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4	Illustrate causes, predisposing factors, and pathogenesis of sebaceous and sweat gland disorders	2	Lecture	CAN	Knows-how	L&PPT ,L_VC

CO3,CO5, CO7	Demonstrate clinical features, point out differential diagnoses and formulate Usul-i Ilaj and Ilaj for acne vulgaris.	2	Practical7.2	PSY-GUD	Shows-how	CBL,DIS,SIM,PER,D-BED
CO1,CO3, CO5	Perform clinical examination and prescribe treatment for hydradenitis suppurativa.	3	Experiential-Learning7.3	PSY-ORG	Does	D-BED,CBL,PBL,PER
CO2,CO3, CO5	Demonstrate clinical features, refine differential diagnoses, and formulate Usul-i Ilaj and Ilaj for miliaria.	2	Practical7.3	PSY-GUD	Does	PER,DIS,SIM,D-BED,CBL
CO2,CO3, CO6	Demonstrate clinical features, refine differential diagnoses, and formulate Usul-i Ilaj and Ilaj for rosacea.	2	Practical7.4	CE	Does	DIS,D-BED,PER,SIM,CBL
CO2,CO3, CO5	Review and analyse the published literature on sebaceous and sweat gland disorders.	4	Experiential-Learning7.4	CS	Does	LS,DIS,PER

Practical Training Activity

Practical Training 7.1 Dakhis and Zufra Talaqiyya

Total Learning Hours: 4 Hours

Step 1: Introduction & Demonstration (75 minutes) - The teacher will introduce and demonstrate Dakhis explaining its clinical features, diagnostic methods, differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning.

Step 2: Group Discussion (30 minutes) - Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding.

Step 3: Assessment & Feedback (15 minutes) - Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension. The same steps will be followed up for Zufra Talaqiyya for the duration 120 minutes. **(2 Hours)**
Practical Training 7.2 Acne vulgaris.
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 minutes) -** The teacher will introduce and demonstrate acne vulgaris, explaining its clinical features, recent investigations, diagnostic methods, differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Student Examination & Group Discussion (30 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. Students will conduct the clinical examination under supervision, identifying key clinical signs and discussing differential diagnoses. They will engage in an interactive discussion on the recent developments in investigations and cosmetological therapeutics. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through CBA, direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Practical Training 7.3 Miliaria
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (45 minutes) -** The teacher will introduce and demonstrate miliaria explaining its clinical features, diagnostic methods, differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (45 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (30 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.

Practical Training 7.4 Rosacea
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 minutes) -** The teacher will introduce and demonstrate rosacea, explaining its clinical features, recent investigations, diagnostic methods, differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Student Examination & Group Discussion (30 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. Students will conduct the clinical examination under supervision, identifying key clinical signs and discussing differential diagnoses. They will engage in an interactive discussion on the recent developments in investigations and cosmetological therapeutics. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through CBA, direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Experiential Learning Activity
Experiential-Learning Learning 7.1: Ingrown Nail
Total Learning Hours: 3 Hours **Step 1: Case selection** & Examination **(75 minutes)** - The student will be assigned a case of nail trauma or ingrown nail. He/she will take the complete history, conduct the thorough clinical examination, and gather all relevant details from real patient. In case of the patient's absence, a virtual case will be used. **Step 2: Case presentation (75 minutes)** - The student will present the case including detailed history and clinical examination findings, relevant investigations, differential diagnoses, final diagnosis, and comprehensive treatment plan including IBT procedures like Fasd, Hijama, Ta'liq, relevant surgical procedures etc. as per applicability of Usul-i Ilaj. This presentation will take place in the presence of teachers and all department students. **Step 3: Discussion & Assessment (30 minutes)** - An interactive discussion will follow the presentation, allowing students and faculty to analyze key clinical aspects of the case. The teacher will assess the student's understanding, diagnostic reasoning, and presentation skills based on Mini CEX, OSCE, OSPE, and CBA, providing constructive feedback for improvement.

Experiential-Learning Learning 7.2: Nail Disorders
Total Leaning Hours: 3 Hour **Step 1: Literature Search & Paper Selection (75 minutes)** - Student will be assigned the topic of any disease pertaining to the alteration of nail shape, size and curvature for journal club presentation. He/she will search for recently published clinical trial articles on alteration of nail shape, size and curvature and, in consultation with the assigned teacher, finalize one paper for presentation. **Step 2: Journal Club Presentation (75 minutes)** - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based on checklist.
Experiential-Learning Learning 7.3: Hydradenitis Suppurativa
Total Learning Hours: 3 Hours **Step 1: Case Assignment & Clinical Examination (75 minutes)** – The student will be assigned a case of hydradenitis suppurativa for presentation. They will take a comprehensive patient history, perform a thorough clinical examination, and document relevant findings. If a patient is unavailable, a virtual case or pre-recorded clinical scenario will be utilized to achieve the learning objectives. **Step 2: Case Presentation & Analysis (60 minutes)** – The student will present the case, covering **detailed history, clinical examination findings, relevant investigations, differential diagnoses, and final diagnosis**. This presentation will take place in the presence of teachers and department students, encouraging academic discussion and critical thinking. **Step 3: Discussion & Assessment (45 minutes)** – A post-presentation discussion will follow, where doubts will be addressed, and missing points will be clarified to ensure a deeper understanding of **Senile Pruritus**. Students' clinical skills and reasoning will be assessed through direct questioning, with constructive feedback provided for improvement.

Experiential-Learning Learning 7.4: Sebaceous and Sweat Gland Disorders.

Total Learning Hours: 4 Hours

Step 1: Literature Search & Review (180 minutes) - The student will be assigned the topic of sebaceous and sweat gland disorders for the literature survey. He/she will conduct an extensive review using classical and conventional medical books, online resources, and other relevant references to gather comprehensive and up-to-date information on the topic.

Step 2: Content Organization & Presentation (45 minutes) - After collecting the necessary information, the student will organize the content in a structured manner, ensuring the inclusion of recent advancements in diagnosis and management. They will then present their findings to the teachers and all department students, fostering academic discussion and knowledge sharing.

Step 3: Discussion & Assessment (15 minutes) - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills based on checklist.

Modular Assessment

Assessment	**Hour**
Instructions – Conduct a structured modular assessment that carries **25 Marks**. Keep a record of the structured marking pattern using different assessment methods applicable to the module of the semester concerned, and calculate the modular grade point as shown in **Table 6C**. **1. Objective Structured Practical Examination (25 Marks):** The OSPE will assess students' practical skills and clinical understanding of **Disorders of Nail, Sebaceous, and Sweat Glands** through structured steps. Each step will evaluate a specific competency. Assessment will be based on the following criteria: • History Taking and Clinical Examination (5 Marks) • Diagnosis and Differential Diagnosis (5 Marks) • Investigations and Interpretation (5 Marks) • Management and Treatment Plan (5 Marks)	2

- Communication and Counseling Skills (5 Marks)

Or

Any practical in converted form can be taken for assessment. (**25 Marks**)

or

Any experiential, such as portfolios/ reflection/ presentations, can be taken as an assessment. (2**5 Marks**)

Semester No : 6

Module 8 : امراض شعر Amraze Sha'r (Trichology)

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Describe definition, signs & symptoms, etio-pathogenesis, and treatment for hair disorders.

2. Conduct the demonstration on clinical examination, diagnosis, and treatment for hair disorders

3. Identify and apply Unani preventive and therapeutic interventions for hair disorders and integrate evidence-based practices and latest research information on trichology.

Unit 1 انتشار شعر Intisāre Sha'r (Hair loss/baldness)

8.1.1. مردوں میں گنج پن (Male pattern hair loss)

8.1.2. عورتوں میں گنج پن (Female pattern hair loss)

8.1.3. تساقط شعر کربی (Telogen effluvium)

8.1.4. التہاب جریبات صالع (Folliculitis decalvans)

References: 3,4,17,18,20

3A	3B	3C	3D	3E	3F	3G

CO2,CO3, CO6	Illustrate classification, causes, predisposing factors, and pathogenesis of hair loss	2	Lecture	CAN	Knows-how	L_VC,BL
CO4,CO5, CO7	Demonstrate clinical features, point out differential diagnoses, and prescribe Usul-i Ilaj and Ilaj of hair loss	2	Practical8.1	PSY-GUD	Shows-how	PER,SIM,CBL,D-BED
CO2,CO3, CO6	Perform clinical examination and apply Unani therapeutics in telogen effluvium.	3	Experiential-Learning8.1	PSY-ORG	Does	D-BED,DIS,PER,CBL
CO2,CO3, CO5	Analyse the introduction, methodology, result and discussion of a recent clinical trial on female pattern hair loss	3	Experiential-Learning8.2	CE	Does	PER,JC,DIS,LS
CO2,CO3, CO5	Review and analyse the classical Unani literature and deliver a seminar presentation on Intisār-i Shaʿr.	3	Experiential-Learning8.3	CS	Does	PER,LS,DIS

Unit 2 صلع Sala' (Alopecia)

8.2.1. داءالثعلب (Alopecia areata)

8.2.2. صلع کلی (Alopecia totalis)

8.2.3. صلعہ ندبیہ (Cicatricial alopecia)

References: 2,4,10,13,15

3A	3B	3C	3D	3E	3F	3G
CO1,CO3, CO4	Illustrate classification, causes, predisposing factors, and pathogenesis of alopecia areata, alopecia totalis, and cicatricial alopecia.	2	Lecture	CAN	Knows-how	L_VC,FC

CO1,CO3, CO4	Demonstrate clinical features, point out differential diagnoses, and prescribe Usul-i Ilaj and Ilaj of cicatricial alopecia	4	Practical8.2	PSY-GUD	Knows-how	D,CBL,D-BED,SIM,D-M
CO2,CO4, CO5	Perform clinical examination and apply Unani therapeutics on alopecia areata.	3	Experiential-Learning8.4	PSY-ORG	Does	PER,CBL,D-BED,DIS
CO2,CO4, CO5	Demonstrate clinical features, point out differential diagnoses and formulate Usul-i Ilaj and Ilaj for Illa al-Nuʿāma.	2	Practical8.3	PSY-GUD	Shows-how	SIM,PER,CBL,DIS,D-BED
CO2,CO4, CO5	Review and analyse the classical Unani literature on Salaʿ.	3	Experiential-Learning8.5	CS	Does	LS,PER,DIS
CO1,CO3, CO7	Demonstrate clinical features, differential diagnoses, and formulate Usul-i Ilaj and Mamulat-i Matab on alopecia areata.	2	Practical8.4	PSY-GUD	Shows-how	D-BED,DIS,PER,CBL

Unit 3 امراض ساق الشعر Amraze Sāq al- Sha'r (Hair shaft disorders)

8.3.1. امراض ساق الشعر کی درجہ بندی (Classification of Hair Shaft disorders)

8.3.2. حس شعری (Trichoclasis)

8.3.3. تشقق شعر (Trichoschisis)

8.3.4. تریش شعر (Trichoptilosis)

8.3.5. تقصف شعر (Trichorrhexis)

8.3.6. تعقد شعری (Trichonodosis)

8.3.7. بالوں پر ماحولیات کے اثرات (Environmental Effect on Hairs)

References: 3,4,8,10

3A	3B	3C	3D	3E	3F	3G

CO2,CO3, CO7	Illustrate classification, causes, predisposing factors, and pathogenesis of hair shaft disorders	2	Lecture	CAN	Knows-how	L_VC,L&PPT
CO2,CO3, CO6	Demonstrate clinical features, point out differential diagnoses and formulate Usul-i Ilaj and Ilaj for trichorrhexis	2	Practical8.5	PSY-GUD	Shows-how	CD,D-BED,SIM,CBL
CO2,CO3, CO6	Perform clinical examination and apply Unani therapeutics in folliculitis decalvans	2	Practical8.6	PSY-ORG	Shows-how	CBL,D-BED,PER,SIM
CO3,CO4, CO5	Demonstrate clinical features, differential diagnoses, and formulate Usul-i Ilaj and Ilaj for trichoptilosis.	2	Practical8.7	PSY-GUD	Shows-how	PER,SIM,CBL,D-BED

Unit 4 شیبShayb (Premature greying of hair)

8.4.1. شیب (Premature Greying of Hair)

References: 2,4,10,18,20

3A	3B	3C	3D	3E	3F	3G
CO2,CO3	Illustrate classification, causes, predisposing factors, and pathogenesis of canities	2	Lecture	CAN	Knows-how	DIS,L&PPT
CO2,CO3, CO7	Demonstrate clinical features, point out differential diagnoses, and prescribe Usul-i Ilaj and Ilaj of premature greying of hair	2	Practical8.8	PSY-GUD	Shows-how	SIM,CBL
CO3,CO4, CO5	Perform clinical examination and apply Unani therapeutics in premature greying of hair.	2	Experiential-Learning8.6	PSY-ORG	Does	JC,LS,CBL
CO2,CO4, CO5	Review and analyse Unani literature on Shayb.	3	Experiential-Learning8.7	CS	Does	DIS,LS,PER

Unit 5 کثرت شعر، سعفہ، داء الحیہ وعلۃ النعامہ Kasrat-i Sha'r, Sa'fa, Dā' al-Hayya wa 'Illa al-Nu'āma (Hypertrichosis, favus, Da' al-Hayya & Illa al-Nu'āma)

8.5.1. کثرت شعر (Hypertrichosis & Hirsutism)

8.5.2. سعفہ واقسام (Favus & its types)

8.5.3. داء الحیہ Da' al-Hayya

8.5.4. علۃ النعامہ Illa al-Nu'āma

References: 3,4,8,13,15

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO6	Illustrate causes, predisposing factors, and pathogenesis of hypertrichosis, favus, Da' al-Hayya & Illa al-Nu'āma	2	Lecture	CAN	Knows-how	BL,L&PPT
CO2,CO3, CO7	Demonstrate clinical features, point out differential diagnoses, and prescribe Usul-i Ilaj and Ilaj of Da' al-Hayya.	2	Practical8.9	PSY-GUD	Shows-how	CD,SIM,CBL,D-BED
CO2,CO3, CO4	Analyse the introduction, methodology, result, and discussion of a recent clinical trial on favus.	3	Experiential-Learning8.8	CE	Does	DIS,PER,JC
CO3,CO4, CO6	Review and analyse the classical Unani literature on Sa'fa	3	Experiential-Learning8.9	CS	Does	LS,PER,DIS

Practical Training Activity

Practical Training 8.1 Male-Pattern Hair Loss

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 minutes) -The teacher will introduce and explain male-pattern hair loss, covering its clinical features, scales, diagnostic methods, differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, models, videos, or presentations will be used to ensure effective learning. **Step 2: Group Discussion (30 minutes) -**Students will engage in small-group discussions guided by the teacher to clarify doubts and reinforce key diagnostic and therapeutic concepts, enhancing their understanding. **Step 3: Assessment & Feedback (15 minutes) -**Students' knowledge will be assessed through direct questioning, and constructive feedback will be provided to enhance the clinical and therapeutic reasoning and comprehension of the student.
Practical Training 8.2 Cicatricial alopecia
Total Learning Hours: 4 Hours **Step 1: Introduction & Demonstration (180 minutes)-**The teacher will introduce and demonstrate any disease from types of cicatricial alopecia explaining its clinical features, diagnostic methods, differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (45 minutes)-**Students will engage in **small-group discussions**, with the teacher facilitating, addressing doubts, and reinforcing key diagnostic and therapeutic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and practical learning will be evaluated through direct questioning, and constructive feedback will be given to finetune their clinical and therapeutic reasoning and comprehension.
Practical Training 8.3 Illa al-Nuʿāma
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 minutes):** The teacher will begin with a brief introduction to the clinical features, Usul-i Ilaj and Ilaj of Illa al-Nuʿāma. A real patient will be examined to demonstrate the clinical features, including diagnostic methods and differentiation from other similar conditions. In case a patient is unavailable, alternative instructional methods such as models, instructional videos, or PowerPoint presentations will be used to ensure comprehensive learning.

Step 2: Group Discussion & Interactive Learning (30 minutes): Students will be divided into small groups to discuss key aspects of the assigned topic. The teacher will facilitate discussions, clarifying doubts and reinforcing clinical findings and diagnostic and therapeutic points. **Step 3: Assessment & Evaluation (15 minutes):** Following the group discussion, the teacher will evaluate students' understanding through direct questioning, ensuring that learning objectives are met effectively.
Practical Training 8.4 Alopecia areata
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 minutes):** The teacher will begin with a brief introduction to the clinical features of alopecia areata. A real patient will be examined to demonstrate these clinical features, including diagnostic methods and differentiation from other similar conditions. In case a patient is unavailable, alternative instructional methods such as models, instructional videos, or PowerPoint presentations will be used to ensure comprehensive learning. **Step 2: Group Discussion & Interactive Learning (30 minutes):** Students will be divided into small groups to discuss key aspects of the topic. The teacher will facilitate discussions, clarifying doubts and reinforcing clinical findings and diagnostic points. **Step 3: Assessment & Evaluation (15 minutes):** Following the group discussion, the teacher will evaluate students' understanding through direct questioning, ensuring that learning objectives are met effectively.
Practical Training 8.5 Trichorrhexis
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will introduce and demonstrate a case of trichorrhexis explaining its clinical features, diagnostic methods, and differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 Minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 Minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.

Practical Training 8.6 Folliculitis Decalvans
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 minutes) -**The teacher will introduce and explain folliculitis decalvans, covering its clinical features, diagnostic methods, differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, models, videos, or presentations will be used to ensure effective learning. **Step 2: Group Discussion (30 minutes) -**Students will engage in small-group discussions guided by the teacher to clarify doubts and reinforce key diagnostic and therapeutic concepts, enhancing their understanding. **Step 3: Assessment & Feedback (15 minutes) -**Students' knowledge will be assessed through direct questioning, and constructive feedback will be provided to enhance the clinical and therapeutic reasoning and comprehension of the student.
Practical Training 8.7 Trichoptilosis
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will introduce and demonstrate a case of trichoptilosis explaining its clinical features, diagnostic methods, and differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 Minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 Minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Practical Training 8.8 Premature Greying of Hair
Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 minutes): The teacher will begin with a brief introduction to the clinical features of premature greying of hair. A real patient will be examined to demonstrate these clinical features, including diagnostic methods and differentiation from other similar conditions. If patient is not available, alternative instructional methods such as models, instructional videos, or PowerPoint presentations will be used to ensure comprehensive learning. **Step 2: Group Discussion & Interactive Learning (30 minutes):** Students will be divided into small groups to discuss key aspects of the topic. The teacher will facilitate discussions, clarifying doubts and reinforcing clinical findings and diagnostic points. **Step 3: Assessment & Evaluation (15 minutes):** Following the group discussion, the teacher will evaluate students' understanding through direct questioning, ensuring that learning objectives are effectively met.
Practical Training 8.9 Da' al-Hayya.
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 minutes):** The teacher will begin with a brief introduction to the clinical features, Usul-i Ilaj and Ilaj of Da' al-Hayya. A real patient will be examined to demonstrate the clinical features, including diagnostic methods and differentiation from other similar conditions. In case a patient is unavailable, alternative instructional methods such as models, instructional videos, or PowerPoint presentations will be used to ensure comprehensive learning. **Step 2: Group Discussion & Interactive Learning (30 minutes):** Students will be divided into small groups to discuss key aspects of the assigned topic. The teacher will facilitate discussions, clarifying doubts and reinforcing clinical findings and diagnostic and therapeutic points. **Step 3: Assessment & Evaluation (15 minutes):** Following the group discussion, the teacher will evaluate students' understanding through direct questioning, ensuring that learning objectives are met effectively.
Experiential Learning Activity
Experiential-Learning Learning 8.1: Telogen Effluvium
Total Learning Hours: 3 Hours **Step 1: History taking & clinical examination (75 minutes)-** The student will be assigned a case of telogen effluvium for presentation. He/she will take the complete history, conduct thorough clinical examination, and gather all relevant details from a real patient. In case of non-availability, a virtual case will be taken.

Step 2: Case presentation (75 minutes) - The student will present the case, including detailed history and findings of clinical examination, relevant investigations, differential diagnoses, final diagnosis and comprehensive treatment plan including IBT regimes like Fasd, Hijama, Ta'liq etc as per applicability of Usul-i Ilaj. This presentation will take place in presence of the teachers and all department students. **Step 3: Discussion & Assessment (30 Minutes)** - A post-presentation discussion will follow, addressing any doubts and clarifying missing points to ensure a deeper understanding of telogen effluvium. Students' clinical skills and reasoning will be assessed through direct questioning. Constructive feedback will be provided to enhance their diagnostic and therapeutic approach.
Experiential-Learning Learning 8.2: Female Pattern Hair Loss
Total Learning Hours: 3 Hour **Step 1: Literature Search & Paper Selection (75 minutes)** - Student will be assigned the topic of female hair loss for journal club presentation. He/she will search for recently published clinical trial articles on female hair loss and, in consultation with the assigned teacher, finalize one paper for presentation. **Step 2: Journal Club Presentation (75 minutes)** - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based on checklist.
Experiential-Learning Learning 8.3: Intisār-i Shaʿr
Total Learning Hours: 3 Hours **Step 1: Topic Assignment, Literature Search & Review (75 minutes)** – The teacher will assign the topic Intisār-i Shaʿr to the student. The student will then conduct an in-depth literature review by exploring classical Unani literature and relevant published clinical studies They will utilize credible academic sources to gather comprehensive information on pathogenesis, diagnostic approaches, treatment strategies, and emerging therapies for Intisār-i Shaʿr.

Step 2: Content Organization & Seminar Presentation (75 minutes) – After compiling relevant data, the student will develop a structured seminar presentation using PowerPoint (PPT) slides to effectively communicate their findings. The seminar will be delivered to faculty and fellow students, encouraging academic discussions and interactive engagement regarding the clinical challenges and management of Intisār-i Shaʿr. **Step 3: Discussion, Interaction & Assessment (30 minutes)** – A **structured discussion session** will follow the seminar, allowing students to ask questions, clarify concepts, and critically analyze key aspects of Intisār-i Shaʿr. The teacher will assess students' understanding, presentation clarity, and research depth using a structured checklist and interactive engagement techniques. Constructive feedback will be provided to enhance their communication skills, analytical thinking, and overall grasp of the topic.
Experiential-Learning Learning 8.4: Alopecia areata
Total Learning Hours: 3 Hours **Step 1: Case selection (75 minutes)** - The student will be assigned a case of alopecia areata. He/she will take the complete history, conduct the thorough clinical examination, and gather all relevant details from real patient. In case of the patient's absence, a virtual case will be used. **Step 2: Case presentation (75 minutes)** - The student will present the case including detailed history and clinical examination findings, relevant investigations, differential diagnoses, final diagnosis, and comprehensive treatment plan including IBT procedures like Fasd, Hijama, Ta'liq etc. as per applicability of Usul-i Ilaj. This presentation will take place in the presence of teachers and all department students. **Step 3: Discussion & Assessment (30 minutes)** - A post-presentation discussion will follow, addressing any doubts and clarifying missing points to ensure a deeper understanding of alopecia areata. Students' clinical skills and reasoning will be assessed through direct questioning. Constructive feedback will be provided to enhance their diagnostic and therapeutic approach.
Experiential-Learning Learning 8.5: Salaʿ
Total Learning Hours: 3 Hours **Step 1: Literature Search & Review (75 minutes)** - The student will be assigned the topic of Salaʿ for the literature survey. He/she will conduct an extensive review using classical and conventional medical books, online resources, and other relevant references to gather comprehensive and up-to-date information on the topic.

Step 2: Content Organization & Presentation (75 minutes) - After collecting the necessary information, the student will organize the content in a structured manner, ensuring the inclusion of recent advancements in diagnosis and management. They will then present their findings to the teachers and all department students, fostering academic discussion and knowledge sharing. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills based on checklist.
Experiential-Learning Learning 8.6: Premature Greying of Hair
Total Learning Hours: 2 Hours **Step 1: Case selection (75 minutes)** - The student will be assigned a case of premature greying of hair. He/she will take the complete history, conduct the thorough clinical examination, and gather all relevant details from real patient. In case of the patient's absence, a virtual case will be used. **Step 2: Case presentation (30 minutes)** - The student will present the case including detailed history and clinical examination findings, relevant investigations, differential diagnoses, final diagnosis, and comprehensive treatment plan including IBT procedures like Fasd, Hijama, Ta'liq etc. as per applicability of Usul-i Ilaj. This presentation will take place in the presence of teachers and all department students. **Step 3: Discussion & Assessment (15 minutes)** - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills.
Experiential-Learning Learning 8.7: Shayb
Total Learning Hours: 3 Hours **Step 1: Literature Search & Review (75 minutes)** - The student will be assigned the topic of Shayb for the literature survey. He/she will conduct an extensive review using classical and conventional medical books, online resources, and other relevant references to gather comprehensive and up-to-date information on the topic. **Step 2: Content Organization & Presentation (75 minutes) -** After collecting the necessary information, the student will organize the content in a structured manner, ensuring the inclusion of recent advancements in diagnosis and management. They will then present their findings to the teachers and all department students, fostering academic discussion and knowledge sharing.

Step 3: Discussion & Assessment (30 minutes) - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills ,based on checklist.
Experiential-Learning Learning 8.8: Favus
Total Learning Hours: 3 Hours **Step 1: Literature Search & Paper Selection (75 minutes)** - Student will be assigned the topic of favus for journal club presentation. He/she will search for recently published clinical trial articles on favus and, in consultation with the assigned teacher, finalize one paper for presentation. **Step 2: Journal Club Presentation (75 minutes)** - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based checklist.
Experiential-Learning Learning 8.9: Sa‘fa
Total Learning Hours: 3 Hours **Step 1: Literature Search & Review (75 minutes)** - The student will be assigned the topic of Sa‘fa for the literature survey. He/she will conduct an extensive review using classical and conventional medical books, online resources, and other relevant references to gather comprehensive and up-to-date information on the topic. **Step 2: Content Organization & Presentation (75 minutes) -** After collecting the necessary information, the student will organize the content in a structured manner, ensuring the inclusion of recent advancements in diagnosis and management. They will then present their findings to the teachers and all department students, fostering academic discussion and knowledge sharing.

Step 3: Discussion & Assessment (30 minutes) - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills based checklist	
Modular Assessment	
Assessment	**Hour**
Instructions – Conduct a structured modular assessment that carries **50 Marks**. Keep a record of the structured marking pattern using different assessment methods applicable to the module of the semester concerned, and calculate the modular grade point as shown in **Table 6C**. 1. **Observed Structured Clinical Examination (OSCE) on Hair Disorders – (25 Marks):** The OSCE will assess students' practical skills and clinical understanding of **Hair Disorders** through structured stations. Each station will evaluate a specific competency. Assessment will be based on the following criteria: • History Taking and Clinical Examination (5 Marks) • Diagnosis and Differential Diagnosis (5 Marks) • Investigations and Interpretation (5 Marks) • Management and Treatment Plan (5 Marks) • Communication and Counseling Skills (5 Marks) **2. Multiple-Choice Questions (MCQs) – (15 Marks):** 15 MCQs (1 mark each) covering key topics related to Hair Disorders, including etiology, clinical features, diagnosis, management, and differential diagnosis. **3. Oral Viva – (10 Marks) :** Assess the student's understanding of Hair Disorders through an oral examination, focusing on case scenarios, treatment approaches, and theoretical concepts. **Or** Any practical in converted form can be taken for assessment. (**25 Marks**) **and**	4

Any experiential, such as portfolios/ reflection/ presentations, can be taken as an assessment. (**25 Marks**)	

Module 9 : امراض جلد طواریAmraze Jild Tawārī (Emergency in dermatology)

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Describe definition, signs & symptoms, etio-pathogenesis, and treatment for emergency medical conditions in dermatology

2. Conduct the demonstration on clinical examination, diagnosis, and treatment for emergency medical conditions in dermatology

3. Identify and apply Unani preventive and therapeutic interventions for emergency medical conditions in dermatology and integrate evidence-based practices and latest dermatological research information

Unit 1 انحلال بشرہی و متلازمہ جلد مسموط عنقودی Inhilāl-i Bashra Sammī wa Mutalazimā Jild Masmūt (Toxic epidermal necrolysis & staphylococcal scalded skin syndrome)

9.1.1. انحلال بشرہ ہی (Toxic Epidermal Necrolysis)

9.1.2. متلازمہ جلد مسموط عنقودی (Staphylococcal Scalded Skin Syndrome)

References: 3,4,8,13

3A	3B	3C	3D	3E	3F	3G
CO1,CO3, CO6,CO7	Illustrate causes, predisposing factors, and pathogenesis of toxic epidermal necrolysis and staphylococcal scalded skin syndrome	2	Lecture	CAN	Knows-how	L&PPT ,L_VC
CO1,CO3, CO6,CO7	Demonstrate clinical features, point out differential diagnoses, and prescribe Usul-i Ilaj and Ilaj of toxic epidermal necrolysis and staphylococcal scalded skin syndrome	4	Practical9.1	PSY-GUD	Shows-how	CBL,PER,SIM,D-BED,D
CO1,CO2, CO6,CO7	Review and analyse the published literature and deliver a seminar presentation on toxic epidermal necrolysis	3	Experiential-Learning9.1	CE	Does	PER,LS,REC,DIS

CO1,CO2, CO6,CO7	Demonstrate clinical features, carry out differential diagnoses, and formulate Usul-i Ilaj and Ilaj of angiodema.	2	Practical9.2	PSY-GUD	Shows-how	SIM,DIS,PER,D-BED,D
Unit 2 صدمہ سمی واحمرار جلد Sadma Sammi wa Ihmirār-i Jild (Toxic shock syndrome & erythroderma) 9.2.1. صدمہ سمی(Toxic Shock Syndrome) 9.2.2. احمرار جلد(Erythroderma) **References:** 1,2						
3A	**3B**	**3C**	**3D**	**3E**	**3F**	**3G**
CO1,CO3, CO6,CO7	Illustrate causes, predisposing factors, and pathogenesis of toxic shock syndrome & erythroderma	2	Lecture	CAN	Knows-how	L_VC,L&PPT
CO1,CO3, CO6,CO7	Demonstrate clinical features, point out differential diagnoses, and prescribe Usul-i Ilaj and Ilaj of toxic shock syndrome & erythroderma	4	Practical9.3	PSY-GUD	Shows-how	CBL,D,DIS,D-BED,SIM
CO1,CO2, CO6,CO7	Demonstrate clinical features, carry out differential diagnoses, and formulate Usul-i Ilaj and Ilaj of erythroderma.	3	Experiential-Learning9.2	PSY-ADT	Does	SIM,CBL,D-BED,PER,D
CO2,CO3, CO6,CO7	Analyse the introduction, methodology, results, and discussion of a recent clinical trial on toxic shock syndrome.	3	Experiential-Learning9.3	CE	Does	LS,DIS,PER,JC
Unit 3 جلدی منفی اثرات واوذیمہ عروقی Jildi Manfi Asrāt wa Ūdhīma ‘Urūqī (Cutaneous adverse drug reactions & angioedema) 9.3.1. جلدی منفی اثرات(Cutaneous Adverse Drug Reactions) 9.3.2. اوذیمہ عروقی(Angioedema) **References:** 2,3,4						
3A	**3B**	**3C**	**3D**	**3E**	**3F**	**3G**

CO1,CO2, CO6,CO7	Illustrate causes, predisposing factors, and pathogenesis of cutaneous adverse drug reactions and angioedema	2	Lecture	CE	Knows-how	L&PPT ,L_VC
CO1,CO2, CO6,CO7	Demonstrate clinical features, point out differential diagnoses, and prescribe Usul-i Ilaj and Ilaj of cutaneous adverse drug reactions	2	Practical9.4	PSY-GUD	Shows-how	PER,SIM,D,D-BED
CO1,CO2, CO6,CO7	Review and analyse the published literature on cutaneous adverse drug reactions and angioedema.	3	Experiential-Learning9.4	CE	Does	LS,REC,PER,DIS
CO2,CO5, CO6	Demonstrate clinical features, point out differential diagnoses, and formulate Usul-i Ilaj and Ilaj for Steven Johson Syndrome	3	Experiential-Learning9.5	PSY-ADT	Does	PER,DIS,SIM,D, D-BED

Unit 4 اسٹیون جونسن سنڈروم اور تاکل انسجہ بشریہ Steven Johson Syndrome wa Ta'akkul-i Ansijā Bashriyyā (Steven Johson Syndrome & necrotizing fasciitis)

9.4.1. اسٹیون جونسن سنڈروم (Steven Johson Syndrome)

9.4.2. تاکل انسجہ بشریہ (Necrotizing Fasciitis)

References: 3,4

3A	3B	3C	3D	3E	3F	3G
CO1,CO3, CO6,CO7	Illustrate causes, predisposing factors, and pathogenesis of Steven Johson Syndrome & necrotizing fasciitis	2	Lecture	CAN	Knows-how	L_VC,FC,L&PPT
CO1,CO3, CO6,CO7	Demonstrate clinical features, point out differential diagnoses, and prescribe Usul-i Ilaj and Ilaj of Steven Johson Syndrome & necrotizing fasciitis.	4	Practical9.5	PSY-GUD	Shows-how	D-M,CBL
CO1,CO2, CO6,CO7	Review and analyse the published literature on Steven Johson Syndrome & necrotizing fasciitis	3	Experiential-Learning9.6	CAN	Does	LS,DIS,PER

CO1,CO2, CO6,CO7	Analyse the introduction, methodology, result and discussion of a recent clinical trial on necrotizing fasciitis.	2	Experiential-Learning9.7	CE	Does	DIS,JC,LS,PER
Unit 5 حمامی متعدد الاشکال وڈریس سنڈروم Humāmi Muta'ddid al-Ashkāl wa Dress syndrome (Erythema multiforme & DRESS Syndrome) 9.5.1. حمامی متعدد الاشکال (Erythema multiforme) 9.5.2. ڈریس سنڈروم DRESS (Drug Reaction with Eosinophilia and Systemic Symptoms) Syndrome **References:** 2,4						
3A	**3B**	**3C**	**3D**	**3E**	**3F**	**3G**
CO1,CO2, CO6,CO7	Evaluate causes, predisposing factors, and pathogenesis of erythema multiforme and DRESS syndrome	2	Lecture	CE	Knows-how	L_VC,BS,L&PPT
CO1,CO2, CO6,CO7	Demonstrate clinical features, point out differential diagnoses, and prescribe Usul-i Ilaj and Ilaj of erythema multiforme and DRESS syndrome	4	Practical9.6	PSY-GUD	Shows-how	SIM,CBL,D-M
CO1,CO2, CO6,CO7	Review and analyse the published literature on erythema multiforme and DRESS syndrome.	3	Experiential-Learning9.8	CS	Does	LS,PER
CO1,CO2, CO6,CO7	Analyse the introduction, methodology, result and discussion of a recent clinical trial on erythema multiforme.	3	Experiential-Learning9.9	CE	Does	JC,SIM,LS,DIS
Practical Training Activity						
Practical Training 9.1 Toxic Epidermal Necrolysis and Staphylococcal Scalded Skin Syndrome						
Total Learning Hours: 4 Hours						

Step 1: Introduction & Demonstration (75 minutes) - The teacher will introduce and demonstrate toxic epidermal necrolysis, explaining its clinical features, diagnostic methods, differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension. The same steps will be followed up for staphylococcal scalded skin syndrome for the duration 120 minutes. **(2 Hours)**
Practical Training 9.2 Angiodema
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (45 minutes) -** The teacher will introduce and demonstrate a case of angiodema explaining its clinical features, diagnostic methods, differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (45 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (30 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Practical Training 9.3 Toxic Shock Syndrome and Erythroderma
Total Learning Hours: 4 Hours **Step 1: Introduction & Demonstration (75 minutes) -** The teacher will introduce and demonstrate toxic shock syndrome, explaining its clinical features, diagnostic methods, differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning.

Step 2: Group Discussion (30 minutes) - Students will engage in **small-group discussions**, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension. The same steps will be followed up for erythroderma for the duration 120 minutes. **(2 Hours)**
Practical Training 9.4 Cutaneous Adverse Drug Reactions
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 minutes) -** The teacher will introduce and demonstrate cutaneous adverse drug reactions, explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Practical Training 9.5 Steven Johson Syndrome and Necrotizing Fasciitis
Total Learning Hours: 4 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will introduce and demonstrate Steven Johson Syndrome, explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 Minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding.

Step 3: Assessment & Feedback (15 Minutes) - Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension. The same steps will be followed up for necrotizing fasciitis for the duration 120 minutes. **(2 Hours)**
Practical Training 9.6 Erythema multiforme and DRESS syndrome
Total Learning Hours: 4 Hours **Step 1: Introduction & Demonstration (75 minutes) -** The teacher will introduce and demonstrate erythema multiforme, explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension. The same steps will be followed up for DRESS syndrome for the duration 120 minutes. **(2 Hours)**
Experiential Learning Activity
Experiential-Learning Learning 9.1: Toxic Epidermal Necrolysis
Total Learning Hours: 3 Hours Step 1: Topic Assignment, Literature Search & Review **(75 Minutes)** – The teacher will assign the topic toxic epidermal necrolysis to the student. The student will then conduct an in-depth literature review by exploring recent clinical studies, guidelines, and research articles. They will utilize credible academic sources to gather comprehensive information on pathogenesis, diagnostic approaches, treatment strategies, and emerging therapies for toxic epidermal necrolysis.

Step 2: Content Organization & Seminar Presentation **(75 Minutes)** – After compiling relevant data, the student will develop a structured seminar presentation using PowerPoint (PPT) slides to effectively communicate their findings. The seminar will be delivered to faculty and fellow students, encouraging academic discussions and interactive engagement regarding the clinical challenges and management of toxic epidermal necrolysis. Step 3: Discussion, Interaction & Assessment **(30 Minutes)** – A structured discussion session will follow the seminar, allowing students to ask questions, clarify concepts, and critically analyze key aspects of toxic epidermal necrolysis. The teacher will assess students' understanding, presentation clarity, and research depth using a structured checklist and interactive engagement techniques. Constructive feedback will be provided to enhance their communication skills, analytical thinking, and overall grasp of the topic.
Experiential-Learning Learning 9.2: Erythroderma
Total Learning Hours: 3 Hours **Step 1: Case Assignment & Clinical Examination (75 minutes)** - The student will be assigned a case of erythroderma for presentation. They will take a comprehensive patient history, perform a thorough clinical examination, and document relevant findings. If a patient is unavailable, a virtual case or pre-recorded clinical scenario will be utilized to achieve the learning objectives. **Step 2: Case Presentation & Analysis (75 minutes)** - The student will present the assigned case, covering detailed history, clinical examination findings, relevant investigations, and differential diagnoses. The presentation will take place in the presence of teachers and department students, fostering academic discussion and critical thinking about the condition and its progression. **Step 3: Discussion & Assessment (30 minutes)** - A post-presentation discussion will follow, addressing any doubts and clarifying missing points to ensure a deeper understanding of erythroderma. Students' clinical skills and reasoning will be assessed through direct questioning. Constructive feedback will be provided to enhance their diagnostic and therapeutic approach.
Experiential-Learning Learning 9.3: Toxic Shock Syndrome.
Total Learning Hours: 3 Hours **Step 1: Literature Search & Paper Selection (75 minutes)** - Student will be assigned the topic of toxic shock syndrome for journal club presentation. He/she will search for recently published clinical trial articles on toxic shock syndrome and, in consultation with the assigned teacher, finalize one paper for presentation.

Step 2: Journal Club Presentation (75 minutes) - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based on checklist.
Experiential-Learning Learning 9.4: Cutaneous Adverse Drug Reactions
Total Learning Hours: 3 Hours **Step 1: Literature Search & Review (75 minutes)** - The student will be assigned the topic of cutaneous adverse drug reactions for the literature survey. He/she will conduct an extensive review using classical and conventional medical books, online resources, and other relevant references to gather comprehensive and up-to-date information on the topic. **Step 2: Content Organization & Presentation (75 minutes) -** After collecting the necessary information, the student will organize the content in a structured manner, ensuring the inclusion of recent advancements in diagnosis and management. They will then present their findings to the teachers and all department students, fostering academic discussion and knowledge sharing. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills based on an structured checklist.
Experiential-Learning Learning 9.5: Steven Johson Syndrome
Total Learning Hours: 3 Hours **Step 1: Case selection & Examination (75 minutes)** - The student will be assigned a case of Steven Johson Syndrome. He/she will take the complete history, conduct the thorough clinical examination, and gather all relevant details from real patient. In case of the patient's absence, a virtual case will be used.

Step 2: Case presentation (75 minutes) - The student will present the case including detailed history and clinical examination findings, relevant investigations, differential diagnoses, final diagnosis, and comprehensive treatment plan. This presentation will take place in the presence of teachers and all department students. **Step 3: Discussion & Assessment (30 minutes)** - An interactive discussion will follow the presentation, allowing students and faculty to analyze key clinical aspects of the case. The teacher will assess the student's understanding, diagnostic reasoning, and presentation skills based on Mini CEX, OSCE, OSPE, and CBA, providing constructive feedback for improvement.
Experiential-Learning Learning 9.6: Steven Johson Syndrome
Total Learning Hours: 3 Hours **Step 1: Literature Search & Review (75 minutes)** - The student will be assigned the topic of Steven Johson Syndrome for the literature survey. He/she will conduct an extensive review using classical and conventional medical books, online resources, and other relevant references to gather comprehensive and up-to-date information on the topic. **Step 2: Content Organization & Presentation (75 minutes) -** After collecting the necessary information, the student will organize the content in a structured manner, ensuring the inclusion of recent advancements in diagnosis and management. They will then present their findings to the teachers and all department students, fostering academic discussion and knowledge sharing. **Step 3: Discussion & Assessment (30 minutes)** - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills based on an structured checklist.
Experiential-Learning Learning 9.7: Necrotizing Fasciitis
Total Learning Hours: 2 Hours **Step 1: Literature Search & Paper Selection (75 minutes)** - Student will be assigned the topic of necrotizing fasciitis for journal club presentation. He/she will search for recently published clinical trial articles on Steven Johson Syndrome and, in consultation with the assigned teacher, finalize one paper for presentation.

Step 2: Journal Club Presentation (30 minutes) - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement.

Step 3: Discussion & Assessment (15 minutes) - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based on an structured checklist.

Experiential-Learning Learning 9.8: Erythema multiforme and DRESS syndrome

Total Learning Hours: 3 Hours

Step 1: Literature Search & Review (60 minutes) - The student will be assigned the topic of erythema multiforme for the literature survey. He/she will conduct an extensive review using classical and conventional medical books, online resources, and other relevant references to gather comprehensive and up-to-date information on the topic.

Step 2: Content Organization & Presentation (20 minutes) - After collecting the necessary information, the student will organize the content in a structured manner, ensuring the inclusion of recent advancements in diagnosis and management. They will then present their findings to the teachers and all department students, fostering academic discussion and knowledge sharing.

Step 3: Discussion & Assessment (10 minutes) - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills.

The same steps will be adopted for DRESS syndrome for the duration of **90 minutes.**

Experiential-Learning Learning 9.9: Erythema multiforme

Total Learning Hours: 3 Hours

Step 1: Literature Search & Paper Selection (75 minutes) - Student will be assigned the topic of erythema multiforme for journal club presentation. He/she will search for recently published clinical trial articles on erythema multiforme and, in consultation with the assigned teacher, finalize one paper for presentation.

Step 2: Journal Club Presentation (75 minutes) - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement.

Step 3: Discussion & Assessment (30 minutes) - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion based on an structured checklist.

Modular Assessment

Assessment	**Hour**
Instructions – Conduct a structured modular assessment that carries **50 Marks**. Keep a record of the structured marking pattern using different assessment methods applicable to the module of the semester concerned, and calculate the modular grade point as shown in **Table 6C**. **1. Education Plan for Emergencies in Dermatology – (25 Marks):** Students will develop a structured **Education Plan** to provide guidance on recognizing and managing dermatological emergencies. The plan should be designed for patients, caregivers, or healthcare staff, focusing on early identification and appropriate action. Assessment will be based on the following criteria: • Identification and Understanding (5 Marks) • Response and Management Guidelines (5 Marks) • Target Audience Relevance (5 Marks • Presentation and Clarity (5 Marks) • Practicality and Implementation (5 Marks) **2. Multiple-Choice Questions (MCQs) – (15 Marks):** 15 MCQs (1 mark each) covering key concepts related to Dermatological Emergencies, including identification, clinical features, diagnosis, and management. **3. Short Answer Questions (SAQs) – (10 Marks):** 2 Short Answer Questions (5 marks each) requiring concise explanations on topics such as the pathophysiology, emergency management protocols, or differential diagnosis of Dermatological Emergencies.	4

Or Any practical in converted form can be taken for assessment. (**25 Marks**) **and** Any experiential, such as portfolios/ reflection/ presentations, can be taken as an assessment. (**25 Marks**)	

Paper No : 2 متعدی امراض جلد، جلدی امراض طفولت و شیخوخت Muta'ddi Amraze Jild, Jildi Amraze Tufulat wa Shaikhokhat (Infectious Skin Disorders, Pediatric & Geriatric Dermatology)

Semester No : 3

Module 10 : امراض جرثومیہ Amrāze Jursūmiyyā (Bacterial Infections)

Module Learning Objectives

(At the end of the module, the students should be able to)

1 Describe the etiology, pathogenesis, clinical presentation, diagnosis & management of different Bacterial Diseases.

2 Conduct a thorough evaluation of patients by means of clinical assessment (history taking & Dermatological examinations) and applications of relevant investigations.

3 Identify tools for diagnosis and comprehensive management of these diseases along with literature survey for evidence based latest studies and recent advancements.

Unit 1 التہاب جریبی، خراج، دمل Iltihāb-i Jūraybī, Khurāj, Dummal (Folliculitis, furuncle, and furunculosis)

10.1.1 التہاب جریبی (Folliculitis)

10.1.2 خراج (Furuncle)

10.1.3 دمل (Furunculosis)

References: 2,3,5,8,10,13,18,24,30,31

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO2,CO3, CO4,CO5	Illustrate etiology, pathogenesis, clinical presentation, diagnosis & Usoole Ilaj wa Ilaj of Folliculitis & Furuncle.	1	Lecture	CAN	Knows-how	L&PPT ,L,PER
CO2,CO3, CO4,CO5	Illustrate the etiopathogenesis, clinical features, diagnosis & differential diagnosis, and Usoole Ilaj wa Ilaj of Furunculosis	1	Lecture	CAP	Knows-how	L&PPT
CO2,CO3, CO4,CO5	Demonstrate various Clinical manifestations and methods of diagnosis of Folliculitis & Furuncle.	2	Practical10.1	PSY-GUD	Shows-how	D-M,CBL,D
CO2,CO3, CO4,CO5	Discuss the Clinical features, diagnosis and Usoole Ilaj wa Ilaj of Furunculosis.	2	Practical10.2	PSY-SET	Shows-how	CD,D-M,D-BED,CBL
CO2,CO3, CO4,CO5	Conduct and organize the case Presentation of Folliculitis, Furuncle & Furunculosis.	3	Experiential-Learning10.1	AFT-SET	Does	DIS,PER,CD,CBL ,D-M
CO2,CO3, CO4,CO5	Conduct a comprehensive literature search of the published data about Folliculitis, Furuncle & Furunculosis.	3	Experiential-Learning10.2	AFT-SET	Does	PER,LS,PrBL,DIS

Unit 2 قوبامنطقیہ،قوبامنطقیہ فقاعیہ،اکثیمہ Qubā Mantaqiyā, Qubā Mantaqiyā Fuqāyiyā, Aksimā (Impetigo, bullous impetigo, and ecthyma)

10.2.1 قوبامنطقیہ (Impetigo)

10.2.2 قوباءمنطقیہ فقاعیہ (Bullous impetigo)

10.2.3 اکثیمہ (Ecthyma)

References: 2,3,5,8,10,13,18,24,31

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4,CO5	Illustrate etiology, pathogenesis, clinical presentation, diagnosis & Usoole Ilaj wa Ilaj of Impetigo & Bullous Impetigo	1	Lecture	CAN	Knows-how	L,L&PPT
CO2,CO3, CO4,CO5	Describe the etiopathogenesis, clinical features, diagnosis & differential diagnosis and Usoole Ilaj wa Ilaj of Ecthyma.	1	Lecture	CAP	Knows-how	L_VC,L,L&PPT
CO2,CO3, CO4,CO5	Demonstrate various Clinical manifestations and methods of diagnosis of Impetigo & Bullous Impetigo.	2	Practical10.3	PSY-GUD	Shows-how	D,D-BED,CD,D-M,DIS
CO2,CO3, CO4,CO5	Discuss, diagnose, and manage the cases of of Ecthyma through unani mode of interventions	2	Practical10.4	PSY-GUD	Shows-how	D-BED,CBL,D-M,CD,L_VC
CO2,CO3, CO4,CO5	Perform and organize the case presentation along with unani treatment strategies for the management of Impetigo & Bullous Impetigo & Ecthyma.	3	Experiential-Learning10.3	AFT-CHR	Does	CD,D-BED,D

CO2,CO3, CO4,CO5	Analyse the introduction, methodology, results, and discussion of a recent clinical trial on Impetigo.	3	Experiential-Learning10.4	CAN	Does	PER,LS,JC,PrBL

Unit 3 جمرہ،ماشری Jamra, Māsharā (Carbuncle and erysipelas)

10.3.1جمرہ(Carbuncle)

10.3.2 ماشری(Erysipelas)

References: 2,3,5,8,10,13,18,24,30,31

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4,CO5	Describe the causes , pathogenesis, clinical findings, diagnosis & Usoole Ilaj wa Ilaj of Carbuncle.	1	Lecture	CAN	Knows-how	L&PPT ,L
CO2,CO3, CO4,CO5	Illustrate the etiopathogenesis, types , clinical features, diagnosis & differential diagnosis and Usoole Ilaj wa Ilaj of Erysipelas.	1	Lecture	CK	Knows-how	L&PPT ,L_VC
CO2,CO3, CO4,CO5	Demonstrate and point out the Clinical manifestations and differential diagnosis of Carbuncle.	2	Practical10.5	PSY-GUD	Shows-how	PT,CBL,D-BED,D-M,CD
CO2,CO3, CO4,CO5	Discuss, diagnose and manage the cases of Erysipelas through unani mode of interventions	2	Practical10.6	PSY-SET	Shows-how	CD,D-BED,CBL,DIS,D-M

CO2,CO3, CO4,CO5	Organize the case presentation along with precise unani treatment strategies for the management of Carbuncle & Erysipelas.	3	Experiential-Learning10.5	AFT-SET	Does	D-M,CD,CBL,PL,D-BED
CO2,CO3, CO4,CO5	Conduct a systemic literature survey and analysis of the recent published research articlesabout Carbuncle & Erysipelas	3	Experiential-Learning10.6	CE	Does	LS,PrBL,PER,DIS

Unit 4 فرفریہ خاطفہ،وذح Furfuriyyā Khātifā, Wazah (Purpura fulminans and erythrasma)

10.4.1 فرفریہ خاطفہ (Purpura Fulminans)

10.4.2 وذح (Erythrasma)

References: 2,3,8,18,24,31

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4,CO5	Describe etiology, pathogenesis, clinical presentation, diagnosis & Usoole Ilaj wa Ilaj of Purpura fulminans & Erythrasma	2	Lecture	CC	Knows-how	L&PPT ,FC
CO2,CO3, CO4,CO5	Demonstrate various Clinical manifestations and diagnosis of Purpura fulminans	2	Practical10.7	PSY-GUD	Shows-how	D-BED,CD,CBL,PER,D-M
CO2,CO3, CO4,CO5	Discuss and demonstrate the Clinical features, diagnosis and Usoole Ilaj wa Ilaj of Erythrasma.	2	Practical10.8	PSY-GUD	Shows-how	D-M,PT,DIS,CD,D-BED

CO2,CO3, CO4,CO5	Perform and organize the case presentation of Purpura fulminans & Erythrasma.	3	Experiential-Learning10.7	AFT-CHR	Does	DIS,D,CBL,PER, CD
CO2,CO3, CO4,CO5	Conduct a literature survey and execute a seminar presentation on dermatological manifestations of Purpura fulminans & Erythrasma.	3	Experiential-Learning10.8	CS	Does	LS,DIS,PER,PL,JC
Unit 5 قوباشعریابطی،انحلال جلد مشقق Qūbā Shā'ri Ibtī, Inhīlāl-i Jild Mushaqqaq (Trichomycosis axillaris and pitted keratolysis) قوباشعری ابطی (Trichomycosis Axillaris) انحلال جلد مشقق (Pitted Keratolysis) **References:** 2,3,5,18,23,24,31						
3A	**3B**	**3C**	**3D**	**3E**	**3F**	**3G**
CO2,CO3, CO4,CO5	Illustrate the etiopathogenesis, clinical features, diagnosis & differential diagnosis of Trichomycosis Axillaris & Pitted Keratolysis.	2	Lecture	CAP	Knows-how	L,TUT
CO2,CO3, CO4,CO5	Demonstrate various symptoms and signs, diagnosis & Usoole Ilaj wa Ilaj of Trichomycosis Axillaris	2	Practical10.9	PSY-GUD	Shows-how	D-BED,D-M,CD,CBL,DIS
CO2,CO3, CO4,CO5	Discuss, demonstrate, diagnose, and manage the cases of Pitted Keratolysis through unani mode of interventions	2	Practical10.10	PSY-GUD	Shows-how	D-BED,CD,D-M,CBL
CO2,CO3, CO4,CO5	Analyze the introduction, methodology, result, and discussion of a recent clinical trial on Trichomycosis Axillaris	2	Experiential-Learning10.9	CAN	Does	PrBL,LS,DIS,PER
Practical Training Activity						

Practical Training 10.1 Folliculitis and Furuncle
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (60 Minutes)** – The teacher will introduce Folliculitis and Furuncle, discussing their clinical features, diagnostic methods, and differentiating points from other similar conditions. A clinical examination will be demonstrated on a patient in OPD/IPD. If a patient is unavailable, models, videos, or case-based discussions will be used as alternatives. **Step 2: Student Examination & Group Discussion (45 Minutes)** – Students will be divided into groups to examine clinical cases under supervision. They will identify key diagnostic features and discuss differential diagnoses with the teacher. An interactive discussion will follow to help reinforce understanding and retention of diagnostic points. **Step 3: Assessment & Feedback (15 Minutes)** – Students' comprehension and diagnostic skills will be assessed through checklists, direct questioning, or Mini-CEX. Constructive feedback will be provided to enhance their clinical proficiency.
Practical Training 10.2 Furunculosis
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (60 Minutes)** – The teacher will introduce Furunculosis, discussing its clinical features, diagnostic methods, and key differentiating points from other similar conditions. A clinical examination will be demonstrated on a patient in OPD/IPD. If a patient is unavailable, models, videos, or case-based discussions will be used as alternatives. **Step 2: Student Examination & Group Discussion (45 Minutes)** – Students will be divided into groups to examine clinical cases under supervision. They will identify key diagnostic features and discuss differential diagnoses with the teacher. An interactive discussion will follow to help reinforce understanding and retention of diagnostic points. **Step 3: Assessment & Feedback (15 Minutes)** – Students' comprehension and diagnostic skills will be assessed through **OSCE, OSPE, Mini-CEX, and direct questioning**. Constructive feedback will be provided to enhance their clinical proficiency.
Practical Training 10.3 Impetigo and Bullous Impetigo

Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (60 Minutes)** – The teacher will introduce Impetigo and Bullous Impetigo, discussing their clinical features, diagnostic methods, and key differentiating points from other similar conditions. A clinical examination will be demonstrated on a patient in OPD/IPD. If a patient is unavailable, models, videos, or case-based discussions will be used as alternatives. **Step 2: Student Examination & Group Discussion (45 Minutes)** – Students will be divided into groups to examine clinical cases under supervision. They will identify key diagnostic features and discuss differential diagnoses with the teacher. An interactive discussion will follow to help reinforce understanding and retention of diagnostic points. **Step 3: Assessment & Feedback (15 Minutes)** – Students' comprehension and diagnostic skills will be assessed through **OSCE, OSPE, Mini-CEX, and direct questioning**. Constructive feedback will be provided to enhance their clinical proficiency.
Practical Training 10.4 Ecthyma
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (60 Minutes)** – The teacher will introduce Ecthyma, explaining its clinical presentation, diagnostic approaches, and distinguishing features from similar skin infections. A live clinical examination will be conducted on a patient in OPD/IPD. If a patient is unavailable, alternative methods such as models, video demonstrations, or **case-based learning** will be utilized. **Step 2: Student Examination & Group Discussion (45 Minutes)** – Students will be organized into small groups to assess clinical cases under supervision. They will identify key diagnostic findings and engage in discussions with the teacher regarding differential diagnoses. An interactive session will follow to strengthen their understanding and recall of essential clinical points. **Step 3: Assessment & Feedback (15 Minutes)** – Students' diagnostic abilities and understanding will be evaluated through **OSCE, OSPE, Mini-CEX, and direct questioning**. Constructive feedback will be provided to refine their clinical skills and decision-making.
Practical Training 10.5 Carbuncle
Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (60 Minutes) – The teacher will introduce **Carbuncle**, explaining its clinical presentation, diagnostic approach, and distinguishing features from similar conditions. A live clinical examination will be conducted on a patient in OPD/IPD. If a patient is unavailable, alternative methods such as models, video demonstrations, or **case-based learning** will be utilized. **Step 2: Student Examination & Group Discussion (45 Minutes)** – Students will be divided into groups to examine clinical cases under supervision. They will identify key diagnostic findings and discuss differential diagnoses with the teacher. An interactive session will follow to reinforce their understanding and retention of clinical concepts. **Step 3: Assessment & Feedback (15 Minutes)** – Students' diagnostic skills and comprehension will be evaluated through **OSCE, OSPE, Mini-CEX, and direct questioning**. Constructive feedback will be provided to enhance their clinical proficiency.
Practical Training 10.6 Erysipelas
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (60 Minutes)** – The teacher will introduce **Erysipelas**, explaining its clinical presentation, diagnostic approach, and distinguishing features from similar skin infections. A live clinical examination will be conducted on a patient in OPD/IPD. If a patient is unavailable, alternative methods such as models, video demonstrations, or **case-based learning** will be utilized. Additionally, the session will include an overview of **Erysipelas management through Unani medicine**. **Step 2: Student Examination & Group Discussion (45 Minutes)** – Students will be divided into groups to examine clinical cases under supervision. They will identify key diagnostic findings and discuss differential diagnoses with the teacher. An interactive discussion will follow to reinforce their understanding of both conventional and Unani management approaches for Erysipelas. **Step 3: Assessment & Feedback (15 Minutes)** – Students' diagnostic skills and comprehension will be evaluated through **OSCE, OSPE, Mini-CEX, and direct questioning**. Constructive feedback will be provided to enhance their clinical proficiency, with a focus on integrating Unani medicine into patient care where applicable.
Practical Training 10.7 Purpura Fulminans

Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (60 Minutes)** – The teacher will introduce **Purpura Fulminans**, explaining its clinical presentation, diagnostic approach, and distinguishing features from other similar conditions. A live clinical examination will be conducted on a patient in OPD/IPD. If a patient is unavailable, alternative methods such as models, video demonstrations, or **case-based learning** will be utilized. **Step 2: Student Examination & Group Discussion (45 Minutes)** – Students will be divided into groups to examine clinical cases under supervision. They will identify key diagnostic findings and discuss differential diagnoses with the teacher. An interactive discussion will follow to reinforce their understanding of the disease presentation and progression. **Step 3: Assessment & Feedback (15 Minutes)** – Students' diagnostic skills and comprehension will be evaluated through **OSCE, OSPE, Mini-CEX, and direct questioning**. Constructive feedback will be provided to enhance their clinical proficiency.
Practical Training 10.8 Erythrasma
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (60 Minutes)** – The teacher will introduce **Erythrasma**, explaining its clinical presentation, diagnostic approach, and distinguishing features from other similar skin conditions. A live clinical examination will be conducted on a patient in OPD/IPD. If a patient is unavailable, alternative methods such as models, video demonstrations, or **case-based learning** will be utilized. The session will also cover **the management of Erythrasma**. **Step 2: Student Examination & Group Discussion (45 Minutes)** – Students will be divided into groups to examine clinical cases under supervision. They will identify key diagnostic findings and discuss differential diagnoses with the teacher. An interactive discussion will follow to reinforce their understanding of both the disease and its treatment strategies. **Step 3: Assessment & Feedback (15 Minutes)** – Students' diagnostic skills and comprehension will be evaluated through **OSCE, OSPE, Mini-CEX, and direct questioning**. Constructive feedback will be provided to enhance their clinical proficiency.
Practical Training 10.9 Trichomycosis Axillaris
Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (60 Minutes) – The teacher will introduce **Trichomycosis Axillaris**, explaining its clinical presentation, diagnostic approach, and distinguishing features from other similar conditions. A live clinical examination will be conducted on a patient in OPD/IPD. If a patient is unavailable, alternative methods such as models, video demonstrations, or **case-based learning** will be utilized. **Step 2: Student Examination & Group Discussion (45 Minutes)** – Students will be divided into groups to examine clinical cases under supervision. They will identify key diagnostic findings and discuss differential diagnoses with the teacher. An interactive discussion will follow to reinforce their understanding of the disease presentation and progression. **Step 3: Assessment & Feedback (15 Minutes)** – Students' diagnostic skills and comprehension will be evaluated through **OSCE, OSPE, Mini-CEX, and direct questioning**. Constructive feedback will be provided to enhance their clinical proficiency.
Practical Training 10.10 Pitted Keratolysis
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (60 Minutes)** – The teacher will introduce **Pitted Keratolysis**, explaining its clinical presentation, diagnostic approach, and distinguishing features from other similar conditions. A live clinical examination will be conducted on a patient in OPD/IPD. If a patient is unavailable, alternative methods such as models, video demonstrations, or **case-based learning** will be utilized. The session will also include a brief discussion on **management**, covering hygiene measures, topical treatments, and preventive strategies. **Step 2: Student Examination & Group Discussion (45 Minutes)** – Students will be divided into groups to examine clinical cases under supervision. They will identify key diagnostic findings and discuss differential diagnoses with the teacher. An interactive discussion will follow to reinforce their understanding of the disease and its treatment strategies. **Step 3: Assessment & Feedback (15 Minutes)** – Students' diagnostic skills and comprehension will be evaluated through **OSCE, OSPE, Mini-CEX, and direct questioning**. Constructive feedback will be provided to enhance their clinical proficiency.
Experiential Learning Activity
Experiential-Learning Learning 10.1: Folliculitis, Furuncle and Furunculosis

Total Learning Hours: 3 Hours **Step 1: Case Assignment & Clinical Examination (60 Minutes) -**The student will be assigned a case of Folliculitis, Furuncle, or Furunculosis for presentation. They will take a comprehensive patient history, perform a thorough clinical examination, and document relevant findings. If a patient is unavailable, a virtual case or pre-recorded clinical scenario will be utilized to achieve the learning objectives. **Step 2: Case Presentation & Analysis (60 Minutes) -** The student will present the assigned case, covering detailed history, clinical examination findings, relevant investigations, differential diagnoses, and final diagnosis. The presentation will take place in the presence of teachers and department students, fostering academic discussion and critical thinking about the condition, its progression, and treatment options. **Step 3: Discussion & Assessment (60 Minutes) -** A post-presentation discussion will follow, addressing any doubts and clarifying missing points to ensure a deeper understanding of Folliculitis, Furuncle, and Furunculosis. Students' clinical skills and reasoning will be assessed through direct questioning. Constructive feedback will be provided to enhance their diagnostic and therapeutic approach, ensuring a strong grasp of clinical management strategies for these conditions.
Experiential-Learning Learning 10.2: Folliculitis, Furuncle & Furunculosis
Total Learning Hours: 3 Hours **Step 1: Topic Assignment & Research (75 Minutes)** – The teacher will assign the topic "Folliculitis, Furuncle & Furunculosis" for a literature survey. Students will conduct an extensive search using textbooks, scientific journals, and credible online sources to gather information on the epidemiology, pathogenesis, clinical features, and diagnostic approaches of these bacterial skin infections. **Step 2: Content Compilation & Presentation (75 Minutes)** – Students will analyze and structure the collected data into a comprehensive format. They will prepare a PowerPoint presentation summarizing their findings and compile a written review to present to peers and faculty, fostering discussion and knowledge exchange. **Step 3: Discussion & Evaluation (30 Minutes)** – Following the presentation, a **discussion session** will be held where students will engage in critical analysis and comparative evaluation of Folliculitis, Furuncle, and Furunculosis. The teacher will assess students' understanding, scientific accuracy, and presentation clarity using a structured checklist and interactive engagement techniques, while also providing **constructive feedback** to enhance their analytical and research skills.
Experiential-Learning Learning 10.3: Impetigo, Bullous Impetigo and Ecthyma
Total Learning Hours: 3 Hours

Step 1: Case Assignment & Clinical Examination (60 Minutes)

The student will be assigned a case of Impetigo, Bullous Impetigo, or Ecthyma for presentation. They will take a comprehensive patient history, perform a thorough clinical examination, and document relevant findings. If a patient is unavailable, a virtual case or pre-recorded clinical scenario will be utilized to achieve the learning objectives.

Step 2: Case Presentation & Analysis (60 Minutes)

The student will present the assigned case, covering detailed history, clinical examination findings, relevant investigations, differential diagnoses, and final diagnosis. The presentation will take place in the presence of teachers and department students, fostering academic discussion and critical thinking about the condition, its progression, and treatment options.

Step 3: Discussion & Assessment (60 Minutes)

A post-presentation discussion will follow, addressing any doubts and clarifying missing points to ensure a deeper understanding of Impetigo, Bullous Impetigo, and Ecthyma. Students' clinical skills and reasoning will be assessed through direct questioning. Constructive feedback will be provided to enhance their diagnostic and therapeutic approach.

Experiential-Learning Learning 10.4: Impetigo

Total Learning Hours: 3 Hours

Step 1: Literature Search & Paper Selection (75 Minutes) – The teacher will assign the topic "Impetigo" for the Journal Club. Students will search for recent clinical studies related to Impetigo, focusing on its causative factors, clinical presentation, diagnostic techniques, and management strategies. In consultation with the teacher, they will finalize one relevant research paper for detailed review and presentation.

Step 2: Presentation & Critical Analysis (75 Minutes) – Students will present the selected research paper, covering key sections such as journal details, introduction, methodology, results, discussion, and clinical implications. The session will involve a critical appraisal of the study design, findings, and relevance to clinical practice, encouraging interactive discussions with peers and faculty.

Step 3: Discussion & Assessment (30 Minutes) – A structured discussion will follow, focusing on the study's limitations, practical applications, and potential future research directions. The teacher will assess students' analytical skills, engagement in discussion, and comprehension of the topic using a structured checklist and interactive participation techniques, while providing constructive feedback for improvement.
Experiential-Learning Learning 10.5: Carbuncle & Erysipelas
Total Learning Hours: 3 Hours **Step 1: Case Assignment & Clinical Examination (60 Minutes) -** The student will be assigned a case of Carbuncle or Erysipelas for presentation. They will take a comprehensive patient history, perform a thorough clinical examination, and document relevant findings. If a patient is unavailable, a virtual case or pre-recorded clinical scenario will be utilized to achieve the learning objectives. **Step 2: Case Presentation & Analysis (60 Minutes) -** The student will present the assigned case, covering detailed history, clinical examination findings, relevant investigations, differential diagnoses, and final diagnosis. The presentation will take place in the presence of teachers and department students, fostering academic discussion and critical thinking about the condition, its progression, and treatment options. Unani treatment strategies for Carbuncle and Erysipelas will also be discussed, including Ilaj bil Ghiza (dietotherapy), Ilaj bil Dawa (pharmacotherapy), Ilaj bil Tadbeer (regimenal therapy), and Ilaj bil Jarahat (surgical management). **Step 3: Discussion & Assessment (60 Minutes) -**A post-presentation discussion will follow, addressing any doubts and clarifying missing points to ensure a deeper understanding of Carbuncle and Erysipelas. Students' clinical skills and reasoning will be assessed through direct questioning. Constructive feedback will be provided to enhance their diagnostic and therapeutic approach.
Experiential-Learning Learning 10.6: Carbuncle and Erysipelas
Total Learning Hours: 3 Hours **Step 1: Topic Assignment & Research (75 Minutes)** – The teacher will assign the topic "Carbuncle & Erysipelas" for a literature survey. Students will conduct an extensive search using textbooks, scientific journals, and credible online sources to gather information on the epidemiology, pathogenesis, clinical features, and diagnostic approaches of these bacterial skin infections.

Step 2: Content Compilation & Presentation (75 Minutes) – Students will analyze and structure the collected data into a comprehensive format. They will prepare a PowerPoint presentation summarizing their findings and compile a written review to present to peers and faculty, encouraging discussion and knowledge exchange. **Step 3: Discussion, Interaction & Assessment (30 Minutes)** – Following the presentation, a **structured discussion** session will be held where students will engage in **critical analysis and comparative evaluation** of Carbuncle & Erysipelas. The teacher will assess students' understanding, scientific accuracy, and presentation clarity using a structured checklist and interactive engagement techniques while providing constructive feedback.
Experiential-Learning Learning 10.7: Purpura Fulminans and Erythrasma.
Total Learning Hours: 3 Hours **Step 1: Case Assignment & Clinical Examination (75 Minutes)** - The student will be assigned a case of Purpura Fulminans or Erythrasma for presentation. They will take a comprehensive patient history, perform a thorough clinical examination, and document relevant findings. If a patient is unavailable, a virtual case or pre-recorded clinical scenario will be utilized to achieve the learning objectives. **Step 2: Case Presentation & Analysis (75 Minutes)** - The student will present the assigned case, covering detailed history, clinical examination findings, relevant investigations, and differential diagnoses. The presentation will take place in the presence of teachers and department students, fostering academic discussion and critical thinking about the condition and its progression. **Step 3: Discussion & Assessment (30 Minutes)** - A post-presentation discussion will follow, addressing any doubts and clarifying missing points to ensure a deeper understanding of Purpura Fulminans and Erythrasma. Students' clinical skills and reasoning will be assessed through direct questioning. Constructive feedback will be provided to enhance their diagnostic and therapeutic approach.
Experiential-Learning Learning 10.8: Purpura Fulminans and Erythrasma
Total Learning Hours: 3 Hours **Step 1: Topic Assignment, Literature Search & Review (75 Minutes)** – The teacher will assign the topic "Purpura Fulminans & Erythrasma" for the seminar. Students will conduct an in-depth literature review by exploring recent clinical studies, guidelines, and research articles. They will gather comprehensive information on pathogenesis, clinical features, diagnostic methods, and treatment approaches for both conditions using credible academic sources.

Step 2: Content Organization & Seminar Presentation (75 Minutes) – After compiling relevant data, students will develop a structured seminar presentation using PowerPoint (PPT) slides to effectively communicate their findings. The seminar will be delivered to faculty and fellow students, encouraging academic discussions and interactive engagement regarding the clinical challenges and management of Purpura Fulminans & Erythrasma. **Step 3: Discussion, Interaction & Assessment (30 Minutes)** – A structured discussion will follow the seminar, allowing students to ask questions, clarify concepts, and critically analyze key aspects of Purpura Fulminans & Erythrasma. The teacher will assess students' understanding, presentation clarity, and research depth using a structured checklist and interactive participation techniques. Constructive feedback will be provided to enhance their communication skills, analytical thinking, and overall grasp of the topic.
Experiential-Learning Learning 10.9: Trichomycosis Axillaris
Total Learning Hours: 2 Hours **Step 1: Literature Search & Paper Selection (45 Minutes)** – The teacher will assign the topic "Trichomycosis Axillaris", and students will search for recent clinical studies related to its epidemiology, pathogenesis, clinical features, and treatment strategies. In consultation with the teacher, they will finalize one relevant research paper for detailed review and presentation. **Step 2: Presentation & Critical Analysis (45 Minutes)** – Students will present the selected research paper, covering key sections such as journal information, introduction, methodology, results, discussion, and key takeaways. The session will involve critical appraisal of study design, findings, and clinical significance, encouraging interactive discussions with peers and faculty. **Step 3: Discussion, Interaction & Assessment (30 Minutes)** – A structured discussion will follow, focusing on the study's limitations, implications for clinical practice, and potential future research directions. The teacher will evaluate students' analytical skills, engagement in discussion, and depth of understanding using a structured checklist while providing constructive feedback to enhance their research interpretation and critical thinking abilities.
Modular Assessment

Assessment	**Hour**

Instructions – Conduct a structured modular assessment that carries **50 Marks**. Keep a record of the structured marking pattern using different assessment methods applicable to the module of the semester concerned, and calculate the modular grade point as shown in **Table 6C**. **1. Case-based assessment - (25 marks)** -This assessment involves history taking, systemic and cutaneous examination, recommending investigations, confirming diagnosis, ruling out differential diagnoses, and providing treatment plans and prescriptions. • History Taking (5 Marks) • Systemic and Cutaneous Examination (5 Marks) • Diagnosis and Marks Differential Diagnosis (5 Marks) • Investigation and Interpretation (5 Marks) • Treatment Plan and Prescription (5 Marks) **2. Oral Viva – (15 Marks):** Assess the student's understanding of Bacterial Infections of Skin through an oral examination, focusing on etiology, clinical features, diagnosis, management, and complications. 3. **Mini Clinical Evaluation Exercise – (10 Marks):** Evaluate the student's clinical competence through a Mini-CEX involving real or simulated scenarios. Assessment will cover: History Taking (2 Marks), Physical Examination (2 Marks), Diagnostic Reasoning (2 Marks), Management Planning (2 Marks), and Communication Skills (2 Marks). **Or** Any practical in converted form can be taken for assessment. (**25 Marks**) **and** Any experiential, such as portfolios/ reflection/ presentations, can be taken as an assessment. (**25 Marks**)	4
Module 11 : متفطرات عفویہ Mutafattirāt-i ‘Ufūniyyā (Mycobacterial Infections)	
Module Learning Objectives (At the end of the module, the students should be able to) 1 Describe the etiology, pathogenesis, clinical features, diagnosis & management of different mycobacterial skin disorders.	

2 Conduct a thorough evaluation of patients through history taking & dermatological examinations and applications of relevant investigations.

3 Identify various methods for diagnosis and plan a comprehensive management of these diseases along with literature survey for evidence based latest studies.

Unit 1 دق الجلد اور اسکی اقسام Diqq al-Jild aur Uski Aqsām (Cutaneous tuberculosis and its types)

11.1.1. دق الجلد کا عمومی بیان (General Description of Cutaneous Tuberculosis)

11.1.2 دق الجلد کی اقسام (Types of Cutaneous Tuberculosis)

References: 2,3,5,8,10,13,18,24,30,31

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4	Describe etiology, pathogenesis, clinical presentation, diagnosis & Usoole Ilaj wa Ilaj of Cutaneous Tuberculosis	1	Lecture	CC	Knows-how	L&PPT
CO2,CO3, CO4,CO5	Illustrate the types of Cutaneous Tuberculosis, their skin manifestations, differential diagnosis, and Usoole Ilaj wa Ilaj.	2	Lecture	CAP	Knows-how	L&PPT ,D-M
CO2,CO3, CO4,CO5	Demonstrate various Clinical manifestations and methods of diagnosis of Cutaneous Tuberculosis.	3	Practical11.1	PSY-GUD	Shows-how	L_VC,CD,DIS,D-M,D-BED
CO2,CO3, CO4,CO5	Discuss the types of Cutaneous Tuberculosis and its Usoole Ilaj wa Ilaj.	2	Practical11.2	PSY-GUD	Shows-how	CD,D,DIS,L_VC, CBL

CO2,CO3, CO4,CO5	Conduct and organize the case Presentation of Cutaneous Tuberculosis	3	Experiential-Learning11.1	PSY-ADT	Does	D,CBL,D-M,D-BED
CO2,CO3, CO4,CO5	Analyze the introduction, methodology, result, and discussion of a recent clinical trial on cutaneous manifestation of **Scrofuloderma.**	2	Experiential-Learning11.2	CAN	Does	JC,LS,PER,PrBL
CO2,CO3, CO4,CO5	Conduct a systemic literature survey and execute the analysis of the published research studies about Leprosy.	3	Experiential-Learning11.3	CAN	Does	DIS,LS,PER
CO2,CO3, CO4,CO5	Conduct a literature survey and execute seminar presentation on **Lupus Vulgaris**.	2	Experiential-Learning11.4	CAN	Does	LS,PrBL,PER

Unit 2 جذام اور اسکی اقسام Juzām aur Uski Aqsām (Leprosy and its types)

11.2.1 جذام کا عمومی بیان (General Description of Leprosy)

11.2.2 جذام کی اقسام (Types of Leprosy)

References: 2,3,5,8,10,13,18,24,30,31

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4,CO5	Describe etiology, pathogenesis, clinical presentation, diagnosis & Usoole Ilaj wa Ilaj of Leprosy.	1	Lecture	CC	Knows-how	L&PPT

CO2,CO3, CO4,CO5	Illustrate types of Leprosy, their skin manifestations, differential diagnosis, and Usoole Ilaj wa Ilaj	1	Lecture	CAP	Knows-how	L,PER
CO2,CO3, CO4,CO5	Demonstrate various Clinical manifestations, examination and methods of diagnosis of Leprosy	2	Practical11.3	PSY-ADT	Shows-how	CBL,D-M,D-BED,CD,DIS
CO2,CO3, CO4,CO5	Discuss types of Leprosy, diagnosis, and its Usoole Ilaj wa Ilaj	3	Practical11.4	PSY-ADT	Shows-how	Mnt,DIS
CO2,CO3, CO4,CO5	Perform the clinical examination and apply unani treatment strategies for the management of Leprosy	3	Experiential-Learning11.5	AFT-CHR	Does	D-BED,CD,PER,DIS,CBL

Practical Training Activity

Practical Training 11.1 Cutaneous Tuberculosis.

Total Learning Hours: 3 Hours

Step 1: Introduction & Demonstration (90 Minutes) – The teacher will introduce **Cutaneous Tuberculosis**, explaining its clinical presentation, diagnostic approach, and distinguishing features from other similar skin conditions. A live clinical examination will be conducted on a patient in OPD/IPD. If a patient is unavailable, alternative methods such as models, video demonstrations, or **case-based learning** will be utilized.

Step 2: Student Examination & Group Discussion (60 Minutes) – Students will be divided into groups to examine clinical cases under supervision. They will identify key diagnostic findings and discuss differential diagnoses with the teacher. An interactive discussion will follow to reinforce their understanding of the disease presentation and progression.

Step 3: Assessment & Feedback (30 Minutes) – Students' diagnostic skills and comprehension will be evaluated through **OSCE, OSPE, Mini-CEX, and direct questioning**. Constructive feedback will be provided to enhance their clinical proficiency.

Practical Training 11.2 Cutaneous Tuberculosis
Total Learning Hours: 2 Hours **Step 1: Introduction & Discussion (60 Minutes)** – The teacher will introduce the **types of Cutaneous Tuberculosis**, explaining their clinical presentations, diagnostic approaches, and distinguishing features. The discussion will include different forms such as Lupus Vulgaris, Scrofuloderma, Tuberculous Chancre, and others. Case-based learning, images, and video demonstrations will be used to enhance understanding. The session will also cover **management**, including diagnostic confirmation, treatment strategies, and preventive measures. **Step 2: Interactive Group Discussion (45 Minutes)** – Students will be divided into groups to discuss clinical cases and key diagnostic points under the teacher's supervision. They will analyze different types of Cutaneous Tuberculosis, their progression, and their response to treatment. An interactive discussion will follow to reinforce their understanding. **Step 3: Assessment & Feedback (15 Minutes)** – Students' knowledge and diagnostic abilities will be assessed through **OSPE and direct questioning**. Constructive feedback will be provided to enhance their clinical reasoning and understanding of disease management.
Practical Training 11.3 Leprosy
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (60 Minutes)** – The teacher will introduce **Leprosy**, explaining its clinical presentation, diagnostic approach, and distinguishing features from other similar conditions. A live clinical examination will be conducted on a patient in OPD/IPD. If a patient is unavailable, alternative methods such as models, video demonstrations, or **case-based learning** will be utilized. **Step 2: Student Examination & Group Discussion (45 Minutes)** – Students will be divided into groups to examine clinical cases under supervision. They will identify key diagnostic findings and discuss differential diagnoses with the teacher. An interactive discussion will follow to reinforce their understanding of the disease presentation and progression. **Step 3: Assessment & Feedback (15 Minutes)** – Students' diagnostic skills and comprehension will be evaluated through **OSCE, OSPE, Mini-CEX, and direct questioning**. Constructive feedback will be provided to enhance their clinical proficiency.
Practical Training 11.4 Leprosy

Total Learning Hours: 3 Hours

Step 1: Introduction & Discussion (90 Minutes) – The teacher will introduce the **types of Leprosy**, explaining their clinical presentations, classification (indeterminate, tuberculoid, borderline, lepromatous, and pure neuritic), diagnostic approach, and distinguishing features. Case-based learning, images, and video demonstrations will be used to enhance understanding. The session will also cover **management**, including diagnostic confirmation, treatment protocols, and preventive strategies.

Step 2: Interactive Group Discussion (60 Minutes) – Students will be divided into groups to analyze clinical cases under the teacher's supervision. They will discuss different types of Leprosy, disease progression, and treatment responses. An interactive session will follow to reinforce their understanding of both diagnosis and management.

Step 3: Assessment & Feedback (30 Minutes) – Students' knowledge and diagnostic abilities will be assessed through **OSPE and direct questioning**. Constructive feedback will be provided to enhance their clinical reasoning and understanding of Leprosy management.

Experiential Learning Activity

Experiential-Learning Learning 11.1: Cutaneous Tuberculosis

Total Learning Hours: 3 Hours

Step 1: Case Assignment & Clinical Examination (75 Minutes) - The student will be assigned a case of **Cutaneous Tuberculosis** for presentation. They will take a **comprehensive patient history**, perform a **thorough clinical examination**, and document **relevant findings**. If a patient is unavailable, a **virtual case or pre-recorded clinical scenario** will be utilized to achieve the learning objectives.

Step 2: Case Presentation & Analysis (75 Minutes) - The student will present the assigned case, covering **detailed history, clinical examination findings, relevant investigations, and differential diagnoses**. The presentation will take place in the presence of **teachers and department students**, fostering **academic discussion and critical thinking** about the condition and its progression.

Step 3: Discussion & Assessment (30 Minutes) - A **post-presentation discussion** will follow, addressing any **doubts and clarifying missing points** to ensure a deeper understanding of **Cutaneous Tuberculosis**. Students' **clinical skills and reasoning** will be assessed through **direct questioning**. **Constructive feedback** will be provided to **enhance their diagnostic and therapeutic approach**.

Experiential-Learning Learning 11.2: **Scrofuloderma**
Total Learning Hours: 2 Hours **Step 1: Literature Search & Paper Selection (45 Minutes)** – The teacher will assign the topic **"Scrofuloderma"**, and students will search for **recent clinical studies, case reports, or research articles** related to its **epidemiology, pathogenesis, clinical features, diagnostic methods, and treatment approaches**. In consultation with the teacher, they will finalize one relevant research paper for **detailed review and presentation**. **Step 2: Presentation & Critical Analysis (45 Minutes)** – Students will present the **selected research paper**, covering key sections such as **journal details, introduction, methodology, results, discussion, and clinical implications**. The session will involve a **critical appraisal of study design, findings, and treatment strategies**, encouraging **interactive discussions with peers and faculty**. **Step 3: Discussion, Interaction & Assessment (30 Minutes)** – A **structured discussion** will follow, focusing on the **study's limitations, clinical relevance, and future research directions**. The teacher will assess students' **analytical skills, engagement in discussion, and understanding of the topic** using a **structured checklist and interactive engagement techniques**, while providing **constructive feedback**.
Experiential-Learning Learning 11.3: Leprosy
Total Learning Hours: 3 Hours **Step 1: Topic Assignment & Research (75 Minutes)** – The teacher will assign the topic **"Leprosy"** for a literature survey. Students will conduct an extensive search using **textbooks, scientific journals, and credible online sources** to gather information on its **epidemiology, pathogenesis, clinical features, diagnostic approaches, and treatment modalities**. **Step 2: Content Compilation & Presentation (75 Minutes)** – Students will analyze and structure the collected data into a **comprehensive format**. They will prepare a **PowerPoint presentation** summarizing their findings and compile a **written review** to present to peers and faculty, fostering **discussion and knowledge exchange**. **Step 3: Discussion, Interaction & Assessment (30 Minutes)** – Following the presentation, a **structured discussion session** will be held where students will engage in **critical analysis** and comparative evaluation of **different aspects of Leprosy**. The teacher will assess their **understanding, scientific accuracy, and presentation clarity** using a **structured checklist and interactive engagement techniques**, while providing **constructive feedback**.
Experiential-Learning Learning 11.4: **Lupus Vulgaris**

Total Learning Hours: 2 Hours

Step 1: Topic Assignment, Literature Search & Review (45 Minutes) – The teacher will assign the topic **"Lupus Vulgaris"** to the student. The student will then conduct an **in-depth literature review** by exploring **recent clinical studies, guidelines, and research articles**. They will utilize **credible academic sources** to gather comprehensive information on **pathogenesis, diagnostic approaches, treatment strategies, and emerging therapies** for Lupus Vulgaris.

Step 2: Content Organization & Seminar Presentation (45 Minutes) – After compiling relevant data, the student will develop a **structured seminar presentation** using **PowerPoint (PPT) slides** to effectively communicate their findings. The seminar will be delivered to **faculty and fellow students**, encouraging **academic discussions and interactive engagement** regarding the **clinical challenges and management** of Lupus Vulgaris.

Step 3: Discussion, Interaction & Assessment (30 Minutes) – A **structured discussion session** will follow the seminar, allowing students to **ask questions, clarify concepts, and critically analyze key aspects** of Lupus Vulgaris. The teacher will assess students' **understanding, presentation clarity, and research depth** using a **structured checklist and interactive engagement techniques**. **Constructive feedback** will be provided to enhance their **communication skills, analytical thinking, and overall grasp of the topic**.

Experiential-Learning Learning 11.5: Leprosy

Total Learning Hours: 3 Hours

Step 1: Case Assignment & Clinical Examination (75 Minutes) - The student will be assigned a case of **Leprosy** for presentation. They will take a **comprehensive patient history**, perform a **thorough clinical examination**, and document **relevant findings**. If a patient is unavailable, a **virtual case or pre-recorded clinical scenario** will be utilized to achieve the learning objectives.

Step 2: Case Presentation & Analysis (75 Minutes) - The student will present the assigned case, covering **detailed history, clinical examination findings, relevant investigations, and differential diagnoses**. The presentation will take place in the presence of **teachers and department students**, fostering **academic discussion and critical thinking** about the condition and its progression.

Step 3: Discussion & Assessment (30 Minutes) - A **post-presentation discussion** will follow, addressing any **doubts and clarifying missing points** to ensure a deeper understanding of **Leprosy**. Students' **clinical skills and reasoning** will be assessed through **direct questioning**. **Constructive feedback** will be provided to **enhance their diagnostic and therapeutic approach**.

Modular Assessment	
Assessment	**Hour**
Instructions – Conduct a structured modular assessment that carries **25 Marks**. Keep a record of the structured marking pattern using different assessment methods applicable to the module of the semester concerned, and calculate the modular grade point as shown in **Table 6C**. **1. Observed Structured Clinical Examination – (25 Marks) :** The OSCE will assess students' practical skills and clinical understanding of Mycobacterial Infections of Skin through structured stations. Each station will evaluate a specific competency. Assessment will cover: • History Taking and Clinical Examination (5 Marks) • Diagnosis and Differential Diagnosis (5 Marks) • Investigations and Interpretation (5 Marks) • Management and Treatment Plan (5 Marks) • Communication and Counseling Skills (5 Marks) **Or** Any practical in converted form can be taken for assessment. (**25 Marks**) **Or** Any experiential, such as portfolios/ reflection/ presentations, can be taken as an assessment. (**25 Marks**)	2
Semester No : 4	
Module 12 : امراض ویروسی عفونی Amraze wayrūsī ʻUfūni (Viral infections)	
Module Learning Objectives (At the end of the module, the students should be able to) 1 Describe the etiology, pathogenesis, clinical presentation, diagnosis & management of different Viral Skin Diseases.	

2 Conduct a thorough evaluation of patients by means of clinical assessment (history taking & Dermatological examinations) and applications of relevant investigations.

3 Identify tools for diagnosis and adapt a comprehensive management of these diseases along with literature survey for evidence based studies and recent advancements.

Unit 1 پوکس وائرس (Pox virus)

12.1.1 ملیساء معدیۃ (Molluscum Contagiosum)

12.1.2 جدری البقر (Cowpox)

12.1.3 جدری القرد (Monkey Pox)

12.1.4 عُقَیداتِ الحلاّبین (Milkers Nodule)

12.1.5 إکثیمۃ مُعدیۃ (Ecthyma Contagiosum)

References: 2,3,5,18,23,24,30

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3,CO5	Describe etiology, pathogenesis, clinical presentation, diagnosis & Usoole Ilaj wa Ilaj of Molluscum contagiosum	1	Lecture	CK	Knows-how	L&PPT
CO1,CO2, CO3,CO5	Illustrate the epidemology, etiopathogenesis, clinical features, diagnosis & differential diagnosis, and Usoole Ilaj wa Ilaj of Cowpox & Monkey Pox	1	Lecture	CAP	Knows-how	L&GD

CO1,CO2, CO3,CO5	Prepare the clinical evaulation and interpret the Usoole Ilaj wa Ilaj of Milkers Nodule & Ecthyma Contagiosum	1	Lecture	CAN	Knows-how	L&GD,DIS
CO1,CO2, CO3,CO5	Demonstrate various Clinical manifestations and replicate the modes of diagnosis along with Usoole Ilaj wa Ilaj of Molluscum contagiosum, Cowpox & Monkey Pox	3	Practical12.1	PSY-GUD	Shows-how	CBL,D-M,CD,D-BED
CO1,CO2, CO3,CO5	Discuss and demonstrate the Clinical features, diagnosis and adapt a precise treatment plan for Ecthyma Contagiosum and Milkers Nodule based on Unani Usoole Ilaj.	3	Practical12.2	PSY-GUD	Shows-how	CD,D-M,CBL
CO2,CO3, CO5	Demonstrate the case presentation of Molluscum contagiosum & Ecthyma Contagiosum.	4	Experiential-Learning12.1	PSY-ADT	Does	CD,PER,D,CBL
CO1,CO2, CO4,CO5	Analyze the introduction, methodology, result, and discussion of a recent clinical trial on cutaneous manifestation of Molluscum contagiosum & Ecthyma Contagiosum	4	Experiential-Learning12.2	CAN	Does	PrBL,JC,ML,PER,LS

Unit 2 نملہ،ویریسیلااورایپسٹن بارواِئرس Namlā, Vericellā aur Epstin barr virus (Herpes, Vericella and Epstin barr virus)

12.2.1نملہ سادج(Herpes Simplex)

12.2.2نملہ منطقیہ(Herpes Zoster)

12.2.3جدری(Chickenpox)

12.2.4 کَثرۃُ الوَحَیِدات عَدوائیّۃ (Infectious Mononucleosis)

References: 2,3,5,18,24,30,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO4,CO5	Illustrate the epideomology, etiopathogenesis, clinical features, diagnosis & Usoole Ilaj wa Ilaj of Herpes Simplex & Herpes zoster	2	Lecture	CAP	Knows-how	L&PPT
CO1,CO2, CO3,CO5	Describe the etiopathogenesis, clinical features, diagnosis & differential diagnosis and Usoole Ilaj wa Ilaj of Chickenpox & Infectious mononucleosis	1	Lecture	CAP	Knows-how	PER,L
CO1,CO2, CO3,CO5	Demonstrate the Clinical manifestations and share the modes of diagnosis along with Usoole Ilaj wa Ilaj of Herpes Simplex & Herpes zoster	3	Practical12.3	PSY-MEC	Shows-how	CD,D-BED,CBL
CO1,CO2, CO3,CO5	Discuss, demonstrate, diagnose, and manage the cases of Chickenpox & Infectious mononucleosis through unani mode of interventions	3	Practical12.4	PSY-GUD	Shows-how	CD,D-M,D-BED,CBL
CO1,CO2, CO4,CO5	Perform the case presentation of Herpes Simplex, Herpes zoster, Chickenpox & Infectious mononucleosis.	4	Experiential-Learning12.3	PSY-SET	Does	D-M,DIS,D-BED,PBL,PER
CO1,CO2, CO4,CO5	Conducr a systemic literature survey and deliver a seminar presentation of the published research studies about Herpes zoster & Chickenpox	4	Experiential-Learning12.4	CAN	Does	TBL,LS,TPW,DIS

Unit 3 ویروس ورم حلیمی بشری و پیرامکسووائرس Vairus-i waram-i Hulaimi Bashari wa Para-myxo virus (Human papilloma virus & para-myxo virus)

12.3.1ثآلیل(Waārts)

12.3.2حصبہ(Measles)

12.3.3ورم غدہ نکفیہ(Mumps)

References: 2,3,5,8,10,18,24,30,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3,CO5	Appraise the causes , pathogenesis, clinical findings, diagnosis & Usoole Ilaj wa Ilaj of Warts	1	Lecture	CE	Knows-how	L&PPT
CO3,CO4, CO5	Illustrate the etiopathogenesis, clinical features, diagnosis & differential diagnosis and Usoole Ilaj wa Ilaj of Measles & Mumps	2	Lecture	CAN	Knows-how	L&PPT
CO1,CO2, CO5	Demonstrate and point out the Clinical manifestations and differential diagnosis of Warts.	3	Practical12.5	PSY-GUD	Shows-how	D,D-BED,CD,CBL,PT
CO2,CO3, CO5	Conduct evaluation & diagnosis of Measles & Mumps and manage the cases through unani mode of interventions	3	Practical12.6	PSY-GUD	Shows-how	CBL,CD,DIS,D-BED
CO2,CO3, CO4	Perform clinical examination and adapt unani treatment strategies for the management of Measles & Mumps	4	Experiential-Learning12.5	PSY-SET	Does	PT,D-M,CBL,D,CD

CO2,CO4, CO5	Conduct a literature survey and complete the analysis of the published research studies about Warts & Mumps	4	Experiential-Learning12.6	CAN	Does	ML,LS,PrBL,PER

Unit 4 پیکورناوائرس (Picorna virus)

12.4.1 داءالیدوالقدموالوجہ(Hand -foot & Mouth disease)

12.4.2 حمی طفحیہ ویروسیہ(Viral Exanthems)

12.4.3 خناق حلائی (Herpangina)

References: 2,3,5,6,18,20,24,30,31,75,76

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4	Appraise the etiopathogenesis, clinical presentation, diagnosis & Usoole Ilaj wa Ilaj of Hand -foot & mouth disease	1	Lecture	CE	Knows-how	L&PPT ,FC
CO2,CO3	Illustrate the etiopathogenesis, clinical features, diagnosis & Usoole Ilaj wa Ilaj of viral Exanthems & Herpangia	2	Lecture	CAN	Knows-how	L&PPT ,L&GD
CO2,CO3, CO4	Demonstrate various Clinical manifestations and diagnosis of Hand -foot & mouth disease	3	Practical12.7	PSY-GUD	Shows-how	CD,CBL,PT,D-BED
CO2,CO3, CO5	Discuss and demonstrate the Clinical features, diagnosis and replicate the Usoole Ilaj wa Ilaj of viral Exanthems.	3	Practical12.8	PSY-MEC	Shows-how	D-BED,DIS,CBL,D, D-M

CO2,CO3, CO4,CO5	Demonstrate the examination, diagnosis and formulate unani treatment strategies for the management of Hand - foot & mouth disease & viral Exanthems	4	Experiential-Learning12.7	AFT-SET	Does	CBL,D-BED,D,CD,PER
CO2,CO3, CO4,CO5	Analyze the introduction, methodology, result, and discussion of a recent clinical trial on cutaneous manifestation of Hand - foot & mouth disease.	4	Experiential-Learning12.8	CAN	Does	DIS,PER,LS,JC

Unit 5 پارڈوائرس،ٹوگاوائرس اورامراض ویروسیہ کے جلدی ظواہرات Parvo virus, toga virus aur Amrãdh-i Wairusiyã ke jildi zawãhirãt (Parvo virus, toga virus, and cutaneous manifestations of viral outbreaks)

12.5.1 حمامی عدوائیہ (Erythema Infectiosum)

12.5.2 حصبہ مانیہ (German measles (Rubella)

12.5.3 امراض ویروسیہ کے جلدی ظواہرات (Cutaneous Manifestations of Viral Outbreaks)

References: 2,3,5,18,30,31

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4,CO5	Illustrate the etiopathogenesis, symptoms and signs, diagnosis & differential diagnosis & Usoole Ilaj wa Ilaj of Erythema infectiosum & German measles (Rubella)	1	Lecture	CAN	Knows-how	TUT,L&PPT
CO2,CO3, CO4	Summarise and compare the Cutaneous manifestations of viral outbreaks.	2	Lecture	CE	Knows-how	L_VC,L&GD

CO2,CO3, CO4	Demonstrate and point out the Clinical manifestations and differential diagnosis of Erythema infectiosum & German measles (Rubella)	3	Practical12.9	PSY-MEC	Shows-how	CBL,L_VC,CD,D-BED,D-M
CO2,CO3, CO4,CO5	Demonstrate & analyse the Cutaneous manifestations of viral outbreaks.	3	Practical12.10	PSY-GUD	Shows-how	D-BED,D-M,CBL,D,DIS
CO2,CO3, CO4	Demonstrate the clinical features & examination, and present the cases of Erythema infectiosum & German measles (Rubella) alog with unani treatment strategies for their management.	4	Experiential-Learning12.9	PSY-MEC	Does	REC,D-M,D-BED,ML,CBL
CO3,CO4, CO5	Conduct a systemic book review about Erythema infectiosum & German measles (Rubella).	3	Experiential-Learning12.10	CE	Does	PrBL,PL,PER,TPW,DIS

Practical Training Activity

Practical Training 12.1 Molluscum contagiosum, Cowpox & Monkey Pox

Total Learning Hours: 3 Hours

Step 1: Introduction & Demonstration (30 minutes): The teacher will begin with a brief introduction to the clinical features of Molluscum contagiosum. A real patient will be examined to demonstrate the clinical features, including diagnostic methods and differential diagnosis from other similar conditions. In case a patient is unavailable, alternative instructional methods such as models, instructional videos, or PowerPoint presentations will be used to ensure comprehensive learning.

Step 2: Group Discussion & Interactive Learning (15 minutes): Students will be divided into small groups to discuss key aspects of the assigned topic. The teacher will facilitate discussions, clarifying doubts and reinforcing clinical findings and diagnostic and therapeutic points including detailed Usoole Ilaj wa Ilaj.

Step 3: Assessment & Evaluation (15 minutes): Following the group discussion, the teacher will evaluate students' understanding through direct questioning, ensuring that learning objectives are met effectively.

Note: The same procedure will be followed up for Cowpox & Monkey Pox and each topic will be allocated 60 minutes. **(1 Hour)**

Practical Training 12.2 Ecthyma Contagiosum and Milkers Nodule
Total Learning Hours: 3 Hours **Step 1: Introduction & Demonstration (45 minutes):** The teacher will begin with a brief introduction to the clinical features of Ecthyma Contagiosum. A real patient will be examined to demonstrate the clinical features, including diagnostic methods and differential diagnosis from other similar conditions. In case a patient is unavailable, alternative instructional methods such as models, instructional videos, or PowerPoint presentations will be used to ensure comprehensive learning. **Step 2: Group Discussion & Interactive Learning (30 minutes):** Students will be divided into small groups to discuss key aspects of the assigned topic. The teacher will facilitate discussions, clarifying doubts and reinforcing clinical findings, diagnostic as well as therapeutic points including detailed Usoole Ilaj wa Ilaj. **Step 3: Assessment & Evaluation (15 minutes):** Following the group discussion, the teacher will evaluate students' understanding through OSCE, OSPE or direct questioning, ensuring that learning objectives are met effectively. Note: The same procedure will be adopted for Milkers Nodule and this topic will be allocated **90 minutes. (1.5 hours)**
Practical Training 12.3 Herpes Simplex & Herpes zoster
Total Learning Hours: 3 Hours **Step 1: Introduction & Demonstration (45 minutes):** The teacher will begin with a brief introduction to the clinical features of Herpes Simplex. A real patient will be examined to demonstrate the clinical features, including diagnostic methods and differential diagnosis and formulate its Usoole Ilaj wa Ilaj. In case a patient is unavailable, alternative instructional methods such as models, instructional videos, or PowerPoint presentations will be used to ensure comprehensive learning. **Step 2: Group Discussion & Interactive Learning (30 minutes):** Students will be divided into small groups to discuss key aspects of the assigned topic. The teacher will facilitate discussions, clarifying doubts and reinforcing clinical findings and diagnostic and therapeutic points of Usoole Ilaj wa Ilaj. **Step 3: Assessment & Evaluation (15 minutes):** Following the group discussion, the teacher will evaluate students' understanding through direct questioning, ensuring that learning objectives are met effectively. Note. The same procedure will be followed up for Herpes Zoster and the topic will be allocated same duration **90 minutes. (1.5 Hours)**
Practical Training 12.4 Chickenpox & Infectious mononucleosis

Total Learning Hours: 3 Hours **Step 1: Introduction & Demonstration (Duration: 45 Minutes)**-The teacher will introduce and demonstrate Chickenpox, explaining its clinical features, diagnostic methods, differential diagnosis and plan comprehensive unani mode of treatment. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (Duration: 30 Minutes)-**Students will engage in small-group discussions, with the teacher facilitating, addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback ((Duration: 15 Minutes)-** Students' knowledge and learning will be evaluated through OSCE, OSPE questions or quizzes, with constructive feedback provided to refine their clinical reasoning and comprehension. Note: The same procedure will be adopted for Infectious mononucleosis and the topic will be allocated 90 minutes. **(1.5 Hours)**
Practical Training 12.5 Warts
Total Learning Hours: 3 Hours **Step 1: Introduction & Demonstration (Duration: 90 minutes):** The teacher will begin with a brief introduction of Warts. A real patient will be examined to demonstrate the clinical features, including diagnostic methods and differential diagnosis. In case a patient is unavailable, alternative instructional methods such as models, instructional videos, or PowerPoint presentations will be used to ensure comprehensive learning. **Step 2: Group Discussion & Interactive Learning (Duration:60 minutes):** Students will be divided into small groups to discuss key aspects of the assigned topic. The teacher will facilitate discussions, clarifying doubts and reinforcing clinical findings and diagnostic and therapeutic points. **Step 3: Assessment & Evaluation (Duration:30 minutes):** Following the group discussion, the teacher will evaluate students' understanding through direct questioning, ensuring that learning objectives are met effectively.
Practical Training 12.6 Measles & Mumps
Total Learning Hours: 3 Hours

Step 1: Introduction & Demonstration (Duration: 45 Minutes)-The teacher will provide an overview of Measles, covering its clinical features, diagnostic methods, and differential diagnosis and formulate its Usoole Ilaj wa Ilaj. A real patient will be examined to illustrate key findings. If unavailable, alternative instructional tools such as models, videos, or presentations will be used to ensure effective learning. **Step 2: Group Discussion (30 Minutes)-** Students will participate in small-group discussions, guided by the teacher to clarify doubts, reinforce diagnostic concepts, and enhance understanding. **Step 3: Assessment & Feedback (15 Minutes)-** Students' comprehension will be assessed through OSCE, OSPE, quizzes, or direct questioning, with constructive feedback provided to strengthen their clinical reasoning skills. **Note**: The same procedure will be adopted for Mumps and the topic will be allocated 90 minutes. **(1.5 Hours)**
Practical Training 12.7 Hand -foot & Mouth disease
Total Learning Hours: 3 Hours **Step 1: Introduction & Demonstration (Duration: 90 minutes):** The teacher will begin with a brief introduction of Hand - foot & mouth disease. A real patient will be examined to demonstrate the clinical features, including diagnostic methods, differential diagnosis and management. In case a patient is unavailable, alternative instructional methods such as models, instructional videos, or PowerPoint presentations will be used to ensure comprehensive learning. **Step 2: Group Discussion & Interactive Learning (Duration:60 minutes):** Students will be divided into small groups to discuss key aspects of the assigned topic. The teacher will facilitate discussions, clarifying doubts and reinforcing clinical findings and diagnostic and therapeutic points. **Step 3: Assessment & Evaluation (Duration:30 minutes):** Following the group discussion, the teacher will evaluate students' understanding through direct questioning, ensuring that learning objectives are met effectively.
Practical Training 12.8 Viral Exanthems.
Total Learning Hours: 3 Hours **Step 1: Introduction & Demonstration (90 Minutes)** – The teacher will introduce Viral Exanthems, explaining their clinical presentations, diagnostic approach, and distinguishing features from other rash-causing conditions. A live clinical examination will be conducted on a patient in OPD/IPD. If a patient is unavailable,

alternative methods such as models, video demonstrations, or case-based learning will be utilized. The session will also cover management, including symptomatic treatment, supportive care, and preventive measures such as vaccination and infection control. **Step 2: Student Examination & Group Discussion (60 Minutes)** – Students will be divided into groups to examine clinical cases under supervision. They will identify key diagnostic findings and discuss differential diagnoses with the teacher. An interactive discussion will follow to reinforce their understanding of disease patterns and management strategies. **Step 3: Assessment & Feedback (30 Minutes)** – Students' diagnostic skills and comprehension will be evaluated through OSCE, OSPE, Mini-CEX, and direct questioning. Constructive feedback will be provided to enhance their clinical proficiency, with a focus on integrating both diagnosis and management approaches.
Practical Training 12.9 Erythema infectiosum & German measles
Total Learning Hours: 3 Hours **Step 1: Introduction & Demonstration (Duration: 45 Minutes)-**The teacher will provide an overview of German Measles, covering its clinical features, diagnostic methods, and differential diagnosis and formulate its Usoole Ilaj wa Ilaj. A real patient will be examined to illustrate key findings. If unavailable, alternative instructional tools such as models, videos, or presentations will be used to ensure effective learning. **Step 2: Group Discussion (30 Minutes)-** Students will participate in small-group discussions, guided by the teacher to clarify doubts, reinforce diagnostic concepts, and enhance understanding. **Step 3: Assessment & Feedback (15 Minutes)-** Students' comprehension will be assessed through OSCE, OSPE, quizzes or direct questioning, with constructive feedback provided to strengthen their clinical reasoning skills and comprehension Note: The same procedure will be adopted for Erythema infectiosum and the topic will be allocated 90 minutes. **(1.5 Hours)**
Practical Training 12.10 Cutaneous manifestations of Viral Outbreaks.
Total Learning Hours: 3 Hours **Step 1: Introduction & Demonstration (90 Minutes)** – The teacher will introduce Viral Exanthems, explaining their clinical presentations, diagnostic approach, and distinguishing features from other rash-causing conditions. A live clinical examination will be conducted on a patient in OPD/IPD. If a patient is unavailable,

alternative methods such as models, video demonstrations, or case-based learning will be utilized. The session will also cover management, including symptomatic treatment, supportive care, and preventive measures such as vaccination and infection control. **Step 2: Student Examination & Group Discussion (60 Minutes)** – Students will be divided into groups to examine clinical cases under supervision. They will identify key diagnostic findings and discuss differential diagnoses with the teacher. An interactive discussion will follow to reinforce their understanding of disease patterns and management strategies. **Step 3: Assessment & Feedback (30 Minutes)** – Students' diagnostic skills and comprehension will be evaluated through OSCE, OSPE, Mini-CEX, and direct questioning. Constructive feedback will be provided to enhance their clinical proficiency, with a focus on integrating both diagnosis and management approaches.
Experiential Learning Activity
Experiential-Learning Learning 12.1: Molluscum Contagiosum & Ecthyma Contagiosum.
Total Learning Hours: 4 Hours **Step 1: Case Assignment & Clinical Examination (45 Minutes)** - The student will be assigned a case of **Molluscum Contagiosum** for presentation. They will take a **comprehensive patient history**, perform a **thorough clinical examination**, and document **relevant findings**. If a patient is unavailable, a **virtual case or pre-recorded clinical scenario** will be utilized to achieve the learning objectives. **Step 2: Case Presentation & Analysis (45 Minutes)** - The student will present the assigned case, covering **detailed history, clinical examination findings, relevant investigations, and differential diagnoses**. The presentation will take place in the presence of **teachers and department students**, fostering **academic discussion and critical thinking** about the condition and its progression. **Step 3: Discussion & Assessment (30 Minutes)** - A **post-presentation discussion** will follow, addressing any **doubts and clarifying missing points** to ensure a deeper understanding of **Molluscum Contagiosum**. Students' **clinical skills and reasoning** will be assessed through **direct questioning**. **Constructive feedback** will be provided to **enhance their diagnostic and therapeutic approach**. Note: The same procedure will follow for CP of Ecthyma Contagiosum in 2 hrs. **(120 Minutes)**
Experiential-Learning Learning 12.2: Molluscum Contagiosum & Ecthyma Contagiosum

Total Learning Hours: 4 Hours

Step 1: Literature Search & Paper Selection (45 Minutes) – The teacher will assign the topic **"Molluscum Contagiosum,"** and students will search for **recent clinical trials** related to the disease. In consultation with the teacher, they will finalize **one relevant research paper** for detailed review and presentation.

Step 2: Presentation & Critical Analysis (45 Minutes) – Students will present the selected research paper, covering key sections such as **journal information, introduction, methodology, results, discussion, and take-home message**. The session will involve **a critical appraisal of study design, findings, and clinical relevance**, encouraging **interactive discussions** with peers and faculty.

Step 3: Discussion, Interaction & Assessment (30 Minutes) – A **structured discussion** will follow, focusing on the study's **limitations, implications for clinical practice, and potential future research directions**. The teacher will assess students' **analytical skills, engagement in discussion, and understanding of the topic** using a **structured checklist and interactive engagement techniques** while providing **constructive feedback**.

Note: The same procedure will be followed up for Ecthyma Contagiosum and the topic will be allocated 120 minutes. **(2 Hours)**

Experiential-Learning Learning 12.3: Herpes Simplex, Herpes zoster, Chickenpox & Infectious mononucleosis

Total Learning Hours: 4 Hours

Step 1: Case Assignment & Clinical Examination (45 Minutes) - The student will be assigned a case of **Herpes Simplex or Herpes Zoster** for presentation. They will take a **comprehensive patient history**, perform a **thorough clinical examination**, and document **relevant findings**. If a patient is unavailable, a **virtual case or pre-recorded clinical scenario** will be utilized to achieve the learning objectives.

Step 2: Case Presentation & Analysis (45 Minutes) - The student will present the assigned case, covering **detailed history, clinical examination findings, relevant investigations, and differential diagnoses**. The presentation will take place in the presence of **teachers and department students**, fostering **academic discussion and critical thinking** about the condition and its progression.

Step 3: Discussion & Assessment (30 Minutes) - A **post-presentation discussion** will follow, addressing any **doubts and clarifying missing points** to ensure a deeper understanding of **Herpes Simplex and Herpes Zoster**. Students' **clinical skills and reasoning** will be assessed through **direct questioning**. **Constructive feedback** will be provided to **enhance their diagnostic and therapeutic approach**.

Note: The same procedure will be followed for Chickenpox / Infectious mononucleosis in 2 hrs. **(120 Minutes)**

Experiential-Learning Learning 12.4: Chickenpox & Herpes zoster
Total Learning Hours: 4 Hours **Step 1: Topic Assignment, Literature Search & Review (45 Minutes)** – The teacher will assign the topic **"Chicken Pox"** to the student. The student will conduct an **in-depth review** by exploring recent **clinical studies, guidelines, and research articles**. They will utilize credible academic sources to gather **comprehensive information** on the **pathogenesis, diagnostic approaches, treatment strategies, and emerging therapies** for Chicken Pox. **Step 2: Content Organization & Seminar Presentation (45 Minutes)** – After compiling relevant data, the student will develop a **structured seminar presentation** using **PowerPoint (PPT) slides** to effectively communicate their findings. The seminar will be delivered to **faculty and fellow students**, encouraging **academic discussions and interactive engagement** regarding the **clinical challenges and management of Chicken Pox**. **Step 3: Discussion, Interaction & Assessment (30 Minutes)** – A **structured discussion session** will follow the seminar, allowing students to **ask questions, clarify concepts, and critically analyze key aspects** of Chicken Pox. The teacher will assess students' **understanding, presentation clarity, and research depth** using a **structured checklist** and **interactive engagement techniques**. **Constructive feedback** will be provided to enhance their **communication skills, analytical thinking, and overall grasp of the topic**. Note: The same procedure will be followed up for the Herpes zoster will be allocated 120 minutes. **(2 Hours)**
Experiential-Learning Learning 12.5: Measles & Mumps
Total Learning Hours:4 Hours **Step 1: Case Assignment & Clinical Examination (45 Minutes)** - The student will be assigned a case of **Measles** for presentation. They will take a **comprehensive patient history**, perform a **thorough clinical examination**, and document **relevant findings**. If a patient is unavailable, a **virtual case or pre-recorded clinical scenario** will be utilized to achieve the learning objectives. **Step 2: Case Presentation & Analysis (45 Minutes)** - The student will present the assigned case, covering **detailed history, clinical examination findings, relevant investigations, and differential diagnoses**. The presentation will take place in the presence of **teachers and department students**, fostering **academic discussion and critical thinking** about the condition and its progression. The session will also cover **Unani management strategies** to support recovery and symptom relief.

Step 3: Discussion & Assessment (30 Minutes) - A **post-presentation discussion** will follow, addressing any **doubts and clarifying missing points** to ensure a deeper understanding of **Measles**. Students' **clinical skills and reasoning** will be assessed through **direct questioning**. **Constructive feedback** will be provided to **enhance their diagnostic and therapeutic approach**.

Note: The same steps will be followed for Mumps with 120 minutes allocated for each topic to ensure comprehensive learning. **(2 Hours)**

Experiential-Learning Learning 12.6: Warts & Mumps

Total Learning Hours: 4 Hours

Step 1: Topic Assignment & Research (45 Minutes) – The teacher will assign the topic **"Warts"** for a literature review. Students will conduct an **extensive search** using **textbooks, scientific journals, and credible online sources** to gather information on the **epidemiology, pathogenesis, clinical features, diagnostic methods, and treatment approaches** for different types of warts.

Step 2: Content Compilation & Presentation (45 Minutes) – Students will **analyze and structure** the collected data into a **comprehensive format**. They will prepare a **PowerPoint presentation summarizing their findings** and compile a **written review** to present to peers and faculty, encouraging **discussion and knowledge exchange**.

Step 3: Discussion & Evaluation (30 Minutes) – Following the presentation, a **discussion session** will be held where students will engage in **critical analysis and comparative evaluation** of different wart types, their clinical relevance, and treatment challenges. The teacher will assess their **understanding, scientific accuracy, and presentation clarity** using a **structured checklist** while providing **constructive feedback**.

Note: The same steps will be followed for **Mumps**, with 2 hours allocated time. (120 Minutes)

Experiential-Learning Learning 12.7: Hand - foot & mouth disease & Viral Exanthems

Total Learning Hours: 4 Hours

Step 1: Case Assignment & Clinical Examination (45 Minutes) - The student will be assigned a case of **Hand-Foot-and-Mouth Disease (HFMD)** for presentation. They will take a **comprehensive patient history**, perform a **thorough clinical examination**, and document **relevant findings**. If a patient is unavailable, a **virtual case or pre-recorded clinical scenario** will be utilized to achieve the learning objectives.

Step 2: Case Presentation & Analysis (45 Minutes) - The student will present the assigned case, covering **detailed history, clinical examination findings, relevant investigations, and differential diagnoses**. The presentation will take place in the presence of **teachers and department students**, fostering **academic discussion and critical thinking** about the condition and its progression. The session will also cover **Unani management strategies** to support recovery and symptom relief. **Step 3: Discussion & Assessment (30 Minutes)** - A **post-presentation discussion** will follow, addressing any **doubts and clarifying missing points** to ensure a deeper understanding of **Hand-Foot-and-Mouth Disease**. Students' **clinical skills and reasoning** will be assessed through **direct questioning**. **Constructive feedback** will be provided to **enhance their diagnostic and therapeutic approach**. Note: The same steps will be followed for viral Exanthems with 120 minutes allocated for complete demonstration, presentation and discussion to ensure comprehensive learning. **(2 Hours)**
Experiential-Learning Learning 12.8: Hand - foot & Mouth disease
Total Learning Hours: 4 Hours **Step 1: Literature Search & Paper Selection (90 Minutes)** – The teacher will assign the topic **"Hand-Foot-and-Mouth Disease"**, and students will search for **recent clinical trials** related to its **epidemiology, pathogenesis, diagnosis, and management**. In consultation with the teacher, they will finalize **one relevant research paper** for a **detailed review and presentation**. **Step 2: Presentation & Critical Analysis (90 Minutes)** – Students will present the **selected research paper**, covering key sections such as **journal information, introduction, methodology, results, discussion, and clinical significance**. The session will include a **critical appraisal of the study design, findings, and real-world applicability**, fostering **interactive discussions** with peers and faculty. **Step 3: Discussion & Assessment (60 Minutes)** – A **structured discussion** will follow, focusing on the **study's limitations, clinical implications, and potential areas for future research**. The teacher will assess students' **analytical skills, engagement in discussion, and depth of understanding** using a **structured checklist** and interactive feedback. Constructive input will be provided to **enhance their ability to critically evaluate dermatological research** and apply it to **clinical practice**.
Experiential-Learning Learning 12.9: Erythema infectiosum & German measles
Total Learning Hours: 4 Hours

Step 1: Case Assignment & Clinical Examination (45 Minutes) - The student will be assigned a case of Erythema Infectiosum for presentation. They will take a comprehensive patient history, perform a thorough clinical examination, and document relevant findings. If a patient is unavailable, a virtual case or pre-recorded clinical scenario will be utilized to achieve the learning objectives.

Step 2: Case Presentation & Analysis (45 Minutes) - The student will present the assigned case, covering detailed history, clinical examination findings, relevant investigations, and differential diagnoses. The presentation will take place in the presence of teachers and department students, fostering academic discussion and critical thinking about the condition and its progression. The session will also cover Unani management strategies to support recovery and symptom relief.

Step 3: Discussion & Assessment (30 Minutes) - A post-presentation discussion will follow, addressing any doubts and clarifying missing points to ensure a deeper understanding of Erythema Infectiosum. Students' clinical skills and reasoning will be assessed through direct questioning. Constructive feedback will be provided to enhance their diagnostic and therapeutic approach.

Note: The same steps will be followed for German measles with 120 minutes allocated for complete demonstration, presentation and discussion to ensure comprehensive learning. **(2 Hours)**

Experiential-Learning Learning 12.10: Erythema infectiosum & German measles (Rubella).

Total Learning Hours: 3 Hours

Step 1: Literature Review Assignment (Duration: 1 Hour) -The teacher will assign books authored by eminent classical physicians along with notable modern texts to postgraduate scholars. Each student will conduct a comprehensive literature review on *Erythema infectiosum* and *German measles* based on their assigned readings.

Step 2: Presentation of Findings (Duration: 1 Hour) -After thoroughly studying their allotted books, students will compile and organize their findings into a well-structured PowerPoint presentation. Each student will deliver a presentation detailing key insights and essential content related to their assigned topic.

Step 3: Discussion, Interactive Session & Project Submission (Duration: 45 minute) -Following the presentations, a structured discussion and Q&A session will take place, allowing peers and teachers to engage in critical analysis and intellectual exchange. Additionally, the structured content from each student's presentation will be compiled and submitted as a formal project report to the concerned teacher.

Step 4: Assessment & Feedback (Duration: 15 Minutes) -The assessment will be conducted using a structured **checklist**, evaluating key aspects such as content accuracy, depth of analysis, presentation quality, and engagement during discussion. Following the assessment, the teacher will provide feedback, highlighting strengths and suggesting areas for improvement to enhance students' research and presentation skills.	
Modular Assessment	
Assessment	**Hour**
Instructions – Conduct a structured modular assessment that carries **75 Marks**. Keep a record of the structured marking pattern using different assessment methods applicable to the module of the semester concerned, and calculate the modular grade point as shown in **Table 6C**. **1. Case-based assessment - (25 marks)** -This assessment involves history taking, systemic and cutaneous examination, recommending investigations, confirming diagnosis, ruling out differential diagnoses, and providing treatment plans and prescriptions. • History Taking (5 Marks) • Systemic and Cutaneous Examination (5 Marks) • Diagnosis and Marks Differential Diagnosis (5 Marks) • Investigation and Interpretation (5 Marks) • Treatment Plan and Prescription (5 Marks) 2. **Short Answer Questions – (30 Marks) :** 6 Short Answer Questions (5 Marks each) covering key concepts related to Viral Infections of Skin, including etiology, clinical features, diagnosis, management, and complications. **3. Scenario-Based Discussion – (20 Marks) :** Engage students in a Scenario-Based Discussion to assess their clinical reasoning and decision-making skills. The discussion will focus on real or simulated cases of Viral Skin Infections, evaluating the student's approach to diagnosis, management, and patient counseling. **Or** Any practical in converted form can be taken for assessment. (**35 Marks**)	6

and Any experiential, such as portfolios/reflections/ presentations, can be taken as an assessment. (**40 Marks**)	

Module 13 : امراض فطاری عفونی Amrāze Futāri Ufuni (Fungal infections)

Module Learning Objectives

(At the end of the module, the students should be able to)

1 Describe the epidemiology, Mahiyat (etiolathogenesis), Alamaat (Synptoms & Signs), Tashkhees (diagnosis) & Usoole Ilaj wa Ilaj of different Fungal Skin Disorders.

2 Conduct a thorough demonstration on history taking, clinical assessment and modes of diagnosis and treatment for various types of fungal infections.

3 Identify and apply relevant investigations for diagnosis and adapt a comprehensive management plan (Preventive and Curative) for these diseases along with integration of evidence based practices and recent mycological advancements.

Unit 1 قوبااور اسکی اقسام Quba aur uski aqsām(Dermatophytosis & its types)

13.1.1 قوبا کی اقسام (Classification of Dermatophytosis)

13.1.2 قوبا کی مختلف اقسام کی تشخیص فارقہ (Differential diagnosis of various Dermatophytosis)

13.1.3 قوبا کی فطاری تفتیشات (Mycological investigations for Dermatophytosis)

References: 2,3,5,8,10,11,13,18,24,30,31

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4,CO5	Describe the causes, predisposing factors, pathogenesis, and classification of Dermatophytosis.	1	Lecture	CAN	Knows-how	L,L&PPT

CO2,CO3, CO4,CO5	Illustrate the clinical features, diagnosis & differential diagnosis, and Usoole Ilaj wa Ilaj wa Ilaj of Dermatophytosis.	2	Lecture	CAP	Knows-how	L,L&PPT
CO2,CO3, CO4,CO5	Demonstrate the clinical examination of various types of Dermatophytosis and apply relevant mycological investigations for diagnosis & treatment based on Unani Usoole Ilaj	2	Practical13.1	PSY-GUD	Shows-how	CBL,D-BED,PT,DIS,D-M
CO2,CO3, CO4,CO5	Discuss and demonstrate the Clinical features, and diagnosis and point out differential diagnosis of Dermatophytosis.	2	Practical13.2	PSY-GUD	Shows-how	CD,PT,D-BED,CBL
CO2,CO3, CO4,CO5	Perform the dermatological examination and conduct the case presentation of Dermatophytosis with emphasis on unani therapeutic strategies for its management.	3	Experiential-Learning13.1	PSY-ADT	Does	PER,CBL,D-BED
CO3,CO4, CO5	Analyze the introduction, methodology, result, and discussion of a recent clinical trial on cutaneous manifestation of dermatophtosis.	3	Experiential-Learning13.2	CS	Does	LS,PrBL,PER,JC

Unit 2 سطحی فطاری امراض Satahi Futāri Amraz (Superficial fungal infections)

13.2.1 بہق ابیض (Pityriasis Versicolor)

13.2.2 بہق اسود (Tinea Nigra)

References: 2,3,5,8,13,17,18,23,24,30

3A	3B	3C	3D	3E	3F	3G

CO2,CO3, CO4	Illustrate the epideomology, etiopathogenesis, clinical features, classification, diagnosis & Usoole Ilaj wa Ilaj of Superficial fungal infections (Pityriasis versicolor & Tinea Nigra)	2	Lecture	CAN	Knows-how	L&PPT
CO2,CO3, CO5	Demonstrate the Clinical manifestations and diagnosis & differential diagnosis of Superficial fungal infections (Pityriasis versicolor)	2	Practical13.3	PSY-GUD	Shows-how	D-BED,PER,CD,CBL,PT
CO2,CO3, CO4	Describe the mycological investigations of Superficial fungal infections (Pityriasis versocolor) and prescribe Usoole Ilaj wa Ilaj	2	Practical13.4	PSY-GUD	Shows-how	D-BED,CD,CBL
CO2,CO3, CO4	Perform clinical examination and formulate unani treatment strategies for the management of Superficial fungal infections	3	Experiential-Learning13.3	PSY-GUD	Does	D-BED,CBL,PER
CO3,CO5	Conduct a literature review and perform the analysis of Superficial fungal infections	3	Experiential-Learning13.4	CS	Shows-how	PER,LS

Unit 3 امراض فطاری غائرہ Amraze Futãri Ghãyirã (Deep fungal infections (mycosis)

13.3.1 امراض فطاری غائرہ کی اقسام (Types of Deep fungal infections)

13.3.2 امراض فطاری غائرہ کی تفتیشات (Mycological investigations of Deep fungal infections)

13.3.3 امراض فطاری غائرہ کی مختلف اقسام کی تشخیص فارقہ (Differential diagnosis of various Deep fungal infections)

References: 1,2,3,5,18,24,30

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4,CO5	Illustrate the epideomology, causes, pathogenesis, types diagnosis & Usoole Ilaj wa Ilaj of Deep fungal infections	2	Lecture	CAN	Knows-how	L_VC,L
CO2,CO3, CO4	Demonstrate the Clinical manifestations and diagnosis & differential diagnosis of Deep fungal infections	2	Practical13.5	PSY-MEC	Shows-how	CD,D-M,D-BED,CBL
CO2,CO3, CO4	Demonstrate the evaluation & mycological investigations of Deep fungal infections and prescribe Usoole Ilaj wa Ilaj	2	Practical13.6	PSY-GUD	Shows-how	DIS,D-M,CBL,D-BED
CO2,CO3, CO4	Perform clinical examination and apply unani treatment strategies for the management of Deep fungal infections	3	Experiential-Learning13.5	PSY-ADT	Does	PER,DIS,CBL,D-M
CO3,CO4, CO5	Conduct a literature survey on deep fungal infections, analyze the findings, and present a seminar to peers.	3	Experiential-Learning13.6	CS	Does	PER,LS,JC

Unit 4 Futār-i Afni / Siyāh fafund (Mucormycosis/black fungus)فطار عفنی/سیاہ پھپھوند

13.4.1 سیاہ پھپھوند کے اسباب وعلامات(Causes and Clinical presentation of Mucormycosis)

13.4.2 سیاہ پھپھوند کے علاج کا یونانی طریقہ کار(Unani treatment strategies for the management of Mucormycosis)

References: 1,2,3,5,18,24,30,31,68,69,70

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4	Appraise the epidemiology etiopathogenesis, clinical presentation, diagnosis & Usoole Ilaj wa Ilaj of Mucormycosis	2	Lecture	CE	Knows-how	FC,L&PPT
CO2,CO3, CO4	Demonstrate the Clinical manifestations , diagnosis & differential diagnosis of Mucormycosis	2	Practical13.7	PSY-MEC	Shows-how	PER,CBL,D-M,L_VC
CO2,CO3, CO4	Initiate the clinical evaluation & investigations of Mucormycosis and prescribe Usoole Ilaj wa Ilaj	2	Practical13.8	PSY-GUD	Shows-how	L_VC,D
CO2,CO4	Perform clinical examination and organize the case presentation of Mucormycosis	3	Experiential-Learning13.7	PSY-SET	Does	D-M,PER,D-BED,CBL
CO2,CO3, CO4,CO5	Conduct a systemic literature survey and perform the analysis of the published research studies about Mucormycosis.	3	Experiential-Learning13.8	CAN	Does	LS,PER,PL,JC

Unit 5 داءالمبيضات Dãul Mubyazzãt (Candidiasis)

13.5.1 داءالمبيضات Dãul Mubyazzãt (Candidiasis)

References: 2,3,5,6,8,13,17,18,30,31

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4,CO5	Illustrate the causes, pathogenesis, symptoms and signs & formulate Usoole Ilaj wa Ilaj of Candidiasis	1	Lecture	CE	Knows-how	TUT,L&PPT

CO2,CO3, CO4,CO5	Demonstrate the clinical features, carry out the mycological examination and refine the differential diagnosis, and formulate a comprehensive treatment plan for Candidiasis.	4	Practical13.9	PSY-GUD	Shows-how	CD,PT,CBL,D-BED,D-M
CO2,CO3, CO4,CO5	Demonstrate and organize the case presentation of Candidiasis.	1	Experiential-Learning13.9	PSY-ORG	Does	D-M,PER,CBL,D-BED
CO2,CO3, CO4,CO5	Analyse the introduction, methodology, result, and discussion of a recent clinical trial on Candidiasis.	1	Experiential-Learning13.10	CAN	Does	JC,LS,PER,Mnt

Practical Training Activity

Practical Training 13.1 Dermatophytosis

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (Duration: 75 Minutes)-The teacher will provide an overview of Dermatophytosis and demonstrate the calssification, clinical examination of various types of Dermatophytosis and their clinical features. Teacher apply relevant mycological investigations including Skin Scrapping for KOH examination, Woods Lamp Examination, Skin Biopsy and elucidate step wise procedures for proper diagnosis. A real patient will be examined to illustrate key findings. If unavailable, alternative instructional tools such as **models, videos, or presentations** will be used to ensure effective learning.

Step 2: Group Discussion (Duration: 30 Minutes)- Students will participate in **small-group discussions**, guided by the teacher to clarify doubts, reinforce diagnostic concepts, and enhance understanding.

Step 3: Assessment & Feedback (Duration: 15 Minutes)- Students' comprehension will be assessed through **direct questioning**, with **constructive feedback** provided to strengthen their **clinical reasoning skills**.

Practical Training 13.2 Dermatophytosis

Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (Duration: 75 Minutes)-**The teacher will discuss the clinical features, point out differential diagnosis and share a precise management plan (Usoole Iilaj & Ilaj) of Dermatophytosis through CBL or alternative instructional tools such as **models / charts, videos, or presentations** will be used to ensure effective learning. **Step 2: Group Discussion (Duration: 30 Minutes)-** Students will participate in **small-group discussions**, guided by the teacher to clarify doubts, reinforce diagnostic concepts, and enhance understanding. **Step 3: Assessment & Feedback (Duration: 15 Minutes)-** Students' comprehension will be assessed through **direct questioning**, with **constructive feedback** provided to strengthen their **clinical reasoning skills.**
Practical Training 13.3 Pityriasis versicolor
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (Duration: 75 Minutes)-**The teacher will provide an overview of Pityriasis versicolor and demonstrate its clinical examination, modes of diagnosis (Skin Scrapping for KOH examination) and differential diagnoses . A real patient will be examined to illustrate the cardinal symptoms and signs. If unavailable, alternative instructional tools such as **models, videos, or presentations** will be used to ensure effective learning. **Step 2: Group Discussion (Duration: 30 Minutes)-** Students will participate in **small-group discussions**, guided by the teacher to clarify doubts, reinforce diagnostic concepts, and enhance understanding. **Step 3: Assessment & Feedback (Duration: 15 Minutes)-** Students' comprehension will be assessed through **direct questioning**, with **constructive feedback** provided to strengthen their **clinical reasoning skills**.
Practical Training 13.4 Pityriasis versocolor
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (Duration: 75 Minutes)-**The teacher will provide an overview of mycological investigations for proper diagnosis and will demonstrate step wise procedures of Skin Scrapping for KOH examination, Woods Lamp Exaination Skin Biopsy, whichever is applicabe. The procedure shall

be conducted on a real patient to illustrate key findings and prescribe Usoole Ilaj wa Ilaj. If unavailable, alternative instructional tools such as **models, videos, or presentations** will be used to ensure effective learning. **Step 2: Group Discussion (Duration: 30 Minutes)-** Students will participate in **small-group discussions**, guided by the teacher to clarify doubts, reinforce diagnostic concepts, and enhance understanding. **Step 3: Assessment & Feedback (Duration: 15 Minutes)-** Students' comprehension will be assessed through OSPE **or direct questioning**, with **constructive feedback** provided to strengthen their **clinical reasoning skills**.
Practical Training 13.5 Deep fungal infections
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (Duration: 75 Minutes)-**The teacher will provide an overview of Deep fungal infections and demonstrate the clinical examination of various types of Deep fungal infections and their dermatological manifestations. Teacher will apply relevant mycological investigations including Skin Scrapping for KOH examination, Woods Lamp Exaination, Skin Biopsy and elucidate step wise procedures for proper diagnosis and differential diagnosis on a real patient either in OPD or IPD. If unavailable, alternative instructional tools such as **models, videos, or presentations** will be used to ensure effective learning. **Step 2: Group Discussion (Duration: 30 Minutes)-** Students will participate in **small-group discussions**, guided by the teacher to clarify doubts, reinforce diagnostic concepts, and enhance understanding. **Step 3: Assessment & Feedback (Duration: 15 Minutes)-** Students' comprehension will be assessed through **direct questioning**, with **constructive feedback** provided to strengthen their **clinical reasoning skills**.
Practical Training 13.6 Deep fungal infections
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (Duration: 75 Minutes)-**The teacher will initiate the clinical evaluation and will provide an overview of mycological investigations for proper diagnosis of Deep fungal infections by demonstrating the step wise procedures of Skin Scrapping for KOH examination, Woods Lamp Exaination Skin Biopsy, whichever is applicabe. The procedure shall be conducted on a real patient to illustrate key findings and prescribe Usoole Ilaj wa Ilaj. If unavailable, alternative instructional tools such as **models, videos, or presentations** will be used to ensure effective learning.

Step 2: Group Discussion (Duration: 30 Minutes)- Students will participate in **small-group discussions**, guided by the teacher to clarify doubts, reinforce diagnostic concepts, and enhance understanding. **Step 3: Assessment & Feedback (Duration: 15 Minutes)-** Students' comprehension will be assessed through OSPE, Mini-CEX, **or direct questioning**, with **constructive feedback** provided to strengthen their **clinical reasoning skills**
Practical Training 13.7 Mucormycosis
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (Duration: 75 Minutes)-**The teacher will provide an overview of Mucormycosis and demonstrate its clinical examination,, dermatological manifestations and point out modes of diagnosis and differential diagnoses by virtue of CBL or alternative instructional tools such as **models / charts, videos, PPT or presentations** will be used to ensure effective learning. **Step 2: Group Discussion & Interactive Learning (Duration: 30 minutes):** Students will be divided into small groups to discuss key aspects of the assigned topic. The teacher will facilitate discussions, clarifying doubts and reinforcing clinical findings and diagnostic and therapeutic points. **Step 3: Assessment & Evaluation (Duration: 15 minutes):** Following the group discussion, the teacher will evaluate students' understanding through direct questioning, ensuring that learning objectives are met effectively.
Practical Training 13.8 Mucormycosis
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (Duration: 75 Minutes)-**The teacher will initiate the clinical evaluation by providing an overview of Mucormycosis and demonstrating the appropriate diagnostic procedures/ investigations such as Skin Scrapping for KOH examination, Woods Lamp Exaination , Dermoscopy , Skin Biopsy etc whichever is applicabe. The procedure shall be conducted on a real patient to illustrate key findings and prescribe Usoole Ilaj wa Ilaj. If unavailable, alternative instructional tools such as **models, videos, or presentations** will be used to ensure effective learning. **Step 2: Group Discussion (Duration: 30 Minutes)-** Students will participate in **small-group discussions**, guided by the teacher to clarify doubts, reinforce diagnostic concepts, and enhance understanding.

Step 3: Assessment & Feedback (Duration: 15 Minutes)- Students' comprehension will be assessed through OSPE **or direct questioning**, with **constructive feedback** provided to strengthen their **clinical reasoning skills**.
Practical Training 13.9 Candidiasis.
Total Learning Hours: 4 Hours **Step 1: Introduction & Demonstration (Duration: 120 Minutes)-**The teacher will provide an overview of Candidiasis and demonstrate the dermatological examination & clinical manifestations. He will conduct the mycological investigations including Skin Scrapping for KOH examination, Woods Lamp Exaination, Skin Biopsy and elucidate step wise procedures for proper diagnosis and differential diagnosis from other similar conditions. This demonstration shall be conducted on a real patient to illustrate key findings and prescribe Usoole Ilaj wa Ilaj. If unavailable, alternative instructional tools such as **models, videos, or presentations** will be used to ensure effective learning. **Step 2: Group Discussion & Interactive Learning (Duration: 75 Minutes):** Students will be divided into small groups to discuss key aspects of the assigned topic. The teacher will facilitate discussions, clarifying doubts and reinforcing clinical findings and diagnostic and therapeutic points. **Step 3: Assessment & Evaluation (Duration: 45 Minutes):** Following the group discussion, the teacher will evaluate students' understanding through direct questioning, ensuring that learning objectives are met effectively.
Experiential Learning Activity
Experiential-Learning Learning 13.1: Dermatophytosis
Total Learning Hours: 3 Hours **Step 1: History taking & clinical examination (Duration: 75 minutes)-** The student will be assigned a case of Dermatophytosis for presentation. He will take the complete history, conduct thorough clinical & mycological examination (KoH Examination, Woods Lamp examination) for proper diagnosis & differential diagnosis , and gather all relevant details from a real patient. In case of non-availability, a virtual case will be taken. **Step 2: Case presentation (Duration:75 minutes)** - The student will present the case, including detailed history and findings of clinical examination, relevant investigations, diagnosis and formulate comprehensive treatment strategies including Ilaj-bil-Ghiza (Dietary Management) and Ilaj-bil-Tadbeer (Regimenal

Therapy) and Ilaj-bil-Dawa (Pharmacotherapy) as per applicability of Usul-e Ilaj. This presentation will take place in presence of the teachers and all department students. **Step 3: Discussion & Assessment (30 Minutes)** - A **post-presentation discussion** will follow, addressing any **doubts and clarifying missing points** to ensure a deeper understanding of **Dermatophytosis**. Students' **clinical skills and reasoning** will be assessed through **direct questioning**. **Constructive feedback** will be provided to **enhance their diagnostic and therapeutic approach**.
Experiential-Learning Learning 13.2: Dermatophytosis
Total Learning Hours: 3 Hours **Step 1: Literature Search & Paper Selection (75 Minutes)** – The teacher will assign the topic **"Dermatophytosis"**, and students will search for **recent clinical trials** related to its **diagnosis and management**. In consultation with the teacher, they will finalize **one relevant research paper** for a **detailed review and presentation**. **Step 2: Presentation & Critical Analysis (75 Minutes)** – Students will present the **selected research paper**, covering key sections such as **journal information, introduction, methodology, results, discussion, and clinical significance**. The session will include a **critical appraisal of the study design, findings, and real-world applicability**, fostering **interactive discussions** with peers and faculty. **Step 3: Discussion & Assessment (30 Minutes)** – A **structured discussion** will follow, focusing on the **study's limitations, clinical implications, and potential areas for future research**. The teacher will assess students' **analytical skills, engagement in discussion, and depth of understanding** using a **structured checklist** and interactive feedback. Constructive input will be provided to **enhance their ability to critically evaluate dermatological research** and apply it to **clinical practice**.
Experiential-Learning Learning 13.3: Superficial fungal infections
Total Learning Hours: 3 Hours **Step 1: Case Assignment & Clinical Examination (60 Minutes)** - The student will be assigned a case of **Superficial Fungal Infection** for presentation. They will take a **comprehensive patient history**, perform a **thorough clinical examination**, and document **relevant findings**. If a patient is unavailable, a **virtual case or pre-recorded clinical scenario** will be utilized to achieve the learning objectives. **Step 2: Case Presentation & Analysis (60 Minutes)** - The student will present the assigned case, covering **detailed history, clinical examination findings, relevant investigations, and differential diagnoses**. The presentation will take place in the presence of **teachers and department students**, fostering **academic discussion**

and critical thinking about the condition and its progression. The session will also cover **Unani management strategies** for treating superficial fungal infections, emphasizing traditional approaches alongside modern interventions. **Step 3: Discussion & Assessment (60 Minutes)** - A **post-presentation discussion** will follow, addressing any **doubts and clarifying missing points** to ensure a deeper understanding of **Superficial Fungal Infections**. Students' **clinical skills and reasoning** will be assessed through **direct questioning**. **Constructive feedback** will be provided to **enhance their diagnostic and therapeutic approach**.
Experiential-Learning Learning 13.4: Superficial fungal infections
Total Learning Hours: 3 Hours **Step 1: Topic Assignment, Literature Search & Review (75 Minutes)** – The teacher will assign the topic **"Superficial Fungal Infections"** for a literature review. Students will conduct an in-depth search using **textbooks, scientific journals, and credible online sources** to gather information on the **epidemiology, pathogenesis, clinical features, diagnostic methods, and treatment approaches** for superficial fungal infections. **Step 2: Content Compilation, Organization & Presentation (75 Minutes)** – Students will analyze and structure the collected data into a **comprehensive format**. They will prepare a **PowerPoint (PPT) presentation** summarizing their findings and compile a **written review** to present to peers and faculty, encouraging **discussion and knowledge exchange**. This step will help facilitate **critical analysis and academic discussion** regarding the **prevalence, risk factors, and management strategies** of superficial fungal infections. **Step 3: Discussion, Interaction & Assessment (30 Minutes)** – A **structured discussion session** will be conducted, allowing students to **engage in interactive dialogue, address doubts, and refine their understanding** of the topic. The teacher will assess their **research quality, clarity of presentation, and depth of analysis** using a **structured checklist** and **interactive engagement methods**. Constructive feedback will be provided to enhance their **literature review skills, analytical reasoning, and comprehension of superficial fungal infections**.
Experiential-Learning Learning 13.5: Deep fungal infections
Total Learning Hours: 3 Hours

Step 1: Case Assignment & Clinical Examination (60 Minutes) - Each student will be assigned a case of **Deep Fungal Infection** for presentation. They will conduct a **detailed patient history**, perform a **comprehensive clinical examination**, and document **key findings**. In cases where a patient is unavailable, a **virtual case study or pre-recorded clinical scenario** will be used to meet the learning objectives.

Step 2: Case Presentation & Analysis (60 Minutes) - The student will present their case, covering **history, clinical examination findings, relevant investigations, differential diagnoses, and final diagnosis**. The presentation will take place in the presence of **faculty and peers**, encouraging **in-depth discussions and analytical thinking**. Additionally, the session will explore **Unani treatment strategies** for deep fungal infections, integrating traditional regimens with modern therapeutic approaches.

Step 3: Discussion & Assessment (60 Minutes) - A **post-presentation discussion** will follow, focusing on addressing queries and clarifying important concepts to ensure a **thorough understanding of deep fungal infections**. Students' **clinical reasoning and skills** will be assessed using **direct questioning**, with **constructive feedback** provided to refine their **diagnostic and management strategies**.

Experiential-Learning Learning 13.6: Deep fungal infections

Total Learning Hours: 3 Hours

Step 1: Topic Assignment, Literature Search & Review (75 Minutes) – The teacher will assign the topic **"Deep Fungal Infections"** to the student. The student will then conduct an in-depth review by exploring **recent clinical studies, guidelines, and research articles**. They will utilize **credible academic sources** to gather comprehensive information on **pathogenesis, diagnostic approaches, treatment strategies, and emerging therapies** for deep fungal infections.

Step 2: Content Organization & Seminar Presentation (75 Minutes) – After compiling relevant data, the student will develop a **structured seminar presentation** using **PowerPoint (PPT) slides** to effectively communicate their findings. The seminar will be delivered to **faculty and fellow students**, encouraging **academic discussions and interactive engagement** regarding the **clinical challenges and management of deep fungal infections**.

Step 3: Discussion, Interaction & Assessment (30 Minutes) – A **structured discussion session** will follow the seminar, allowing students to **ask questions, clarify concepts, and critically analyze key aspects** of deep fungal infections. The teacher will assess students' **understanding, presentation clarity, and research depth** using a **structured checklist** and **interactive engagement techniques**. Constructive feedback will be provided to enhance their **communication skills, analytical thinking, and overall grasp of the topic**.

Experiential-Learning Learning 13.7: Mucormycosis
Total Learning Hours: 3 Hours **Step 1: Case Assignment & Clinical Examination (75 Minutes)** - Each student will be assigned a case of **Mucormycosis** for presentation. They will take a **detailed patient history**, perform a **thorough clinical examination**, and document **key findings**. If a patient is unavailable, a **virtual case study or pre-recorded clinical scenario** will be provided to meet the learning objectives. **Step 2: Case Presentation & Analysis (75 Minutes)** - The student will present their case, covering **history, clinical examination findings, relevant investigations, differential diagnoses, and final diagnosis**. The presentation will be conducted in the presence of **faculty and peers**, fostering **critical discussions and analytical thinking**. The session will also highlight **Unani management approaches** for Mucormycosis, including traditional herbal remedies, detoxification therapies, and dietary recommendations. **Step 3: Discussion & Assessment (30 Minutes)** - A **post-presentation discussion** will follow, addressing key concerns and clarifying missing points to ensure a **comprehensive understanding of Mucormycosis**. Students' **clinical reasoning and diagnostic skills** will be assessed through **direct questioning**, with **constructive feedback** provided to refine their **therapeutic and management strategies**.
Experiential-Learning Learning 13.8: Mucormycosis.
Total Learning Hours: 3 Hours **Step 1: Topic Assignment & Research (75 Minutes)** – The teacher will assign the topic **"Mucormycosis"** for a literature review. Students will conduct an extensive search using **textbooks, scientific journals, and credible online sources** to gather information on the **epidemiology, pathogenesis, clinical features, and diagnostic approaches** of Mucormycosis. **Step 2: Content Compilation & Presentation (75 Minutes)** – Students will analyze and structure the collected data into a **comprehensive format**. They will prepare a **PowerPoint presentation summarizing their findings** and compile a **written review** to present to peers and faculty, encouraging **discussion and knowledge exchange**. **Step 3: Discussion, Interaction & Evaluation (30 Minutes)** – A **post-presentation discussion** will be conducted, fostering **interactive engagement** where students can ask questions, clarify concepts, and critically analyze different aspects of **Mucormycosis**. The teacher will assess students' **understanding, scientific accuracy,**

and presentation clarity using a **structured checklist** and **direct interaction**. Constructive feedback will be provided to refine their **research methodology, analytical thinking, and presentation skills**.
Experiential-Learning Learning 13.9: Candidiasis
Total Learning Hours: 1 Hour **Step 1: Case Assignment & Clinical Examination (20 Minutes)** - Each student will be assigned a case of **Candidiasis** for presentation. They will take a **detailed patient history**, conduct a **clinical examination**, and document **key findings**. If a patient is unavailable, a **virtual case study or pre-recorded clinical scenario** will be utilized to achieve the learning objectives. **Step 2: Case Presentation & Analysis (30 Minutes)** - The student will present their case, covering **history, clinical examination findings, relevant investigations, differential diagnoses, and final diagnosis**. The presentation will take place in the presence of **faculty and peers**, fostering **critical discussions and analytical thinking**. The session will also explore **Unani management strategies** for Candidiasis, including dietary modifications, herbal remedies, and detoxification therapies. **Step 3: Discussion & Assessment (10 Minutes)** - A **post-presentation discussion** will follow, clarifying key concepts and addressing doubts to ensure a **comprehensive understanding of Candidiasis**. Students' **clinical reasoning and diagnostic skills** will be assessed through **direct questioning**, with **constructive feedback** provided to refine their **therapeutic and management strategies**.
Experiential-Learning Learning 13.10: Candidiasis
Total Learning Hours: 1 Hour **Step 1: Literature Search & Paper Selection (30 minutes)** - Student will be assigned the topic of Candidiasis for journal club presentation. He/she will search for recently published clinical studies on Candidiasis and, in consultation with the assigned teacher, finalize one such research article for presentation. **Step 2: Journal Club Presentation (20 minutes)** - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including general information about the concerned journal , title of the article, introduction, methodology, results, discussion, and take-home message. The presentation will be delivered to peers and teachers to encourage academic discussion and engagement.

Step 3: Discussion & Assessment (10 minutes) - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion through a checklist.	
Modular Assessment	
Assessment	**Hour**
Instructions – Conduct a structured modular assessment that carries **50 Marks.** Keep a record of the structured marking pattern using different assessment methods applicable to the module of the semester concerned, and calculate the modular grade point as shown in **Table 6C**. **1. Observed Structured Clinical Examination – (25 Marks):** The OSCE will assess students' practical skills and clinical understanding of Fungal Infections of Skin through structured stations. Assessment will cover: • History Taking and Clinical Examination (5 Marks) • Diagnosis and Differential Diagnosis (5 Marks) • Investigations and Interpretation (5 Marks) • Management and Treatment Plan (5 Marks) • Communication and Counseling Skills (5 Marks) **2. Oral Viva – (10 Marks):** Evaluate the student's understanding of Fungal Infections of Skin through an Oral Viva, focusing on etiology, pathophysiology, diagnosis, management, and complications. **3. Short Answer Questions – (15 Marks):** 3 Short Answer Questions (5 Marks each) covering topics such as classification, diagnostic approaches, treatment modalities, and prevention of Fungal Infections of Skin. **Or** Any practical in converted form can be taken for assessment. (**25 Marks**) **and** Any experiential, such as portfolios/ reflection/ presentations, can be taken as an assessment. (**25 Marks**)	4

Semester No : 5

Module 14 : امراض طفیلی واوالی Amrāze Tufaili wa Awãli (Parasitic & Protozoal infections)

Module Learning Objectives

(At the end of the module, the students should be able to)

1 Describe the epidemiology, Mahiyat (etiolathogenesis), Alamaat (Synptoms & Signs), Tashkhees (diagnosis) & Usoole Ilaj wa Ilaj of different Parasitic & Protozoal Skin Disorders.

2 Conduct a thorough demonstration on history taking, clinical examination, and modes of diagnosis and treatment for various types of Parasitic & Protozoal infections.

3 Identify and apply relevant investigations for diagnosis and formulate a comprehensive management plan (Preventive and Curative) for these diseases along with integration of evidence based practices and recent dermatological research information.

Unit 1 جرب، قمل وداءالدویدیات Jarb, qumul wa Dã' al dawiwiyãt (Scabies, pediculosis, and demodicosis)

14.1.1 جرب (Scabies)

14.1.2 قمل (Pediculosis)

14.1.3 داءالدویدیات (Demodicosis)

References: 2,3,5,8,10,13,18,24,30,31

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4,CO5	Describe etiopathogenesis, clinical features, diagnosis & Differential diagnosis and effective integrated management of scabies.	1	Lecture	CAP	Knows-how	L,L&PPT

CO2,CO3, CO4,CO5	Demonstrate the clinical examination, diagnosis, and differential diagnosis of Scabies.	2	Practical14.1	PSY-GUD	Shows-how	CBL,D,DIS,D-BED,D-M
CO2,CO3, CO4,CO5	Develop a detailed case diagnosis of Scabies and effectively present it to peers for discussion and analysis.	3	Experiential-Learning14.1	PSY-ADT	Does	D-BED,D,CBL
CO2,CO3, CO4,CO5	Illustrate etiopathogenesis, clinical features, diagnosis & Differential diagnosis and effective integrated management of Pediculosis and Demodicosis.	1	Lecture	CAP	Knows-how	L&PPT ,L,L&GD
CO2,CO3, CO4,CO5	Demonstrate the clinical examination, diagnosis, and differential diagnosis of Pediculosis.	2	Practical14.2	PSY-GUD	Shows-how	CBL,D-BED,D
CO2,CO3, CO4,CO5	Conduct a literature survey and perform an analysis of published work on Pediculosis & Demodicosis.	3	Experiential-Learning14.2	CAN	Does	LS,DIS,PER

Unit 2 مفصلیات سے منتقل ہونے والے جلدی امراض Mafsiliyāt se muntaqil hone wāle jildi Amrāz (Arthropod-born dermatoses)

14.2.1 مفصلیات سے منتقل ہونے والے جلدی امراض کی درجہ بندی (Classification of Arthropod-born Dermatoses)

14.2.2 مفصلیات سے منتقل ہونے والے جلدی امراض کی تشخیص و تشخیص فارقہ (Diagnosis and Differential diagnosis of Arthropod-born Dermatoses)

References: 1,2,18,24,30,31

3A	3B	3C	3D	3E	3F	3G

CO2,CO3, CO4,CO5	Classify and describe the Arthropod-born Dermatoses.	1	Lecture	CK	Knows-how	L,L&PPT
CO2,CO3, CO4,CO5	Demonstrate the Clinical manifestations and diagnosis & differential diagnosis of Arthropod-born Dermatoses.	2	Practical14.3	PSY-GUD	Shows-how	D-BED,CBL,D,PER, D-M
CO2,CO3, CO4,CO5	Conduct a literature survey and execute a seminar presentation on evidence-based management of Arthropod-born Dermatoses	3	Experiential-Learning14.3	CS	Does	DIS,LS,PrBL,PER
CO2,CO3, CO4,CO5	Illustrate epideomology, etiology, clinical features, diagnosis & Usoole Ilaj wa Ilaj of Arthropod-born Dermatoses.	1	Lecture	CAP	Knows-how	L&PPT ,L
CO2,CO3, CO4,CO5	Discuss the classification of Arthropod-born Dermatoses and prescribe its Usoole Ilaj wa Ilaj.	2	Practical14.4	PSY-ADT	Shows-how	DIS,CBL,BS
CO2,CO3, CO4,CO5	Analyze the introduction, methodology, results, and discussion of a recent clinical trial of **Chagas Disease**.	3	Experiential-Learning14.4	CS	Shows-how	LS,DIS,PrBL,JC, CBL

Unit 3 قرادہ اور رکیتسیہ سے لاحق ہونے والے امراض Qurãdah aur rickettsiã se lãhaq hone wãle Amrãz (Tick-induced disorders & rickettsial infections)

14.3.1 قرادہ سے لاحق ہونے والے امراض کی درجہ بندی (Classification of Tick-induced disorders)

14.3.2 رکیتسیہ سے لاحق ہونے والے امراض کی درجہ بندی (Classification of Rickettsial infections)

14.3.3 قرادہ سے لاحق ہونے والے امراض کی تشخیص و تشخیص فارقہ (Diagnosis and Differential diagnosis of Tick-induced Disorders)

14.3.4 رکیتسیہ سے لاحق ہونے والے امراض کی تشخیص و تشخیص فارقہ (Diagnosis and Differential diagnosis of Rickettsial infections.)

References: 2,3,18,24,30,31

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4,CO5	Classify and describe Tick-induced Disorders & Rickettsial infections.	1	Lecture	CAN	Knows-how	L&PPT ,L
CO2,CO3, CO4,CO5	Demonstrate the Clinical manifestations and diagnosis & differential diagnosis of Tick-induced Disorders.	2	Practical14.5	PSY-GUD	Shows-how	D,CBL
CO2,CO3, CO4,CO5	Conduct a case diagnosis of **Rocky Mountain Spotted Fever** and present it to peers for discussion and analysis.	3	Experiential-Learning14.5	PSY-ADT	Does	PER,CBL,D
CO2,CO3, CO4,CO5	Illustrate the etiopathogenesis, clinical features, and Usoole Ilaj wa Ilaj of Tick-induced Disorders &Rickettsial infections.	1	Lecture	CAN	Knows-how	L,L&PPT
CO2,CO3, CO4,CO5	Demonstrate the Clinical manifestations and diagnosis & differential diagnosis of Rickettsial infections.	3	Practical14.6	PSY-GUD	Shows-how	D,CBL
CO2,CO3, CO4,CO5	Analyze the introduction, methodology, results, and discussion of a recent clinical trial on Mediterranean Spotted Fever	3	Experiential-Learning14.6	CAN	Does	PrBL,LS,PER,JC

Unit 4 داءالبورلیات/مرض لایم، مرض غابات کیاسانور Dā'ul boriliyāt / Maradh-i lyme, Maradh-i Ghābāt-i Kyasānur (Borreliosis/Lyme Disease, Kysanur Forest disease)

14.4.1 داءالبورلیات/مرض لایم(Borreliosis / Lyme Disease)

14.4.2 مرض غابات کیاسانور((Kysanur Forest disease)

References: 1,2,3,18,24,30,31

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4,CO5	Appraise the epidemiology etiopathogenesis, clinical presentation, diagnosis & Usoole Ilaj wa Ilaj of Borreliosis (Lyme Disease) & Kysanur Forest Disease	2	Lecture	CE	Knows-how	L,L&PPT
CO2,CO3, CO4,CO5	Demonstrate clinical features, diagnosis, and differential diagnosis of Kysanur Forest Disease.	2	Practical14.7	PSY-GUD	Shows-how	DIS,D,CBL,D-M
CO2,CO3, CO4,CO5	Demonstrate clinical evaluation, diagnosis, and differential diagnosis of Borreliosis (Lyme Disease).	2	Practical14.8	PSY-GUD	Shows-how	CBL,DIS,D-M,D,D-BED
CO2,CO3, CO4,CO5	Perform clinical examination, set diagnosis and differential diagnosis of Borreliosis (Lyme Disease) and present it to peers.	2	Experiential-Learning14.7	PSY-ADT	Does	PER,D,CBL
CO2,CO3, CO4,CO5	Conduct a literature survey and analyse the published studies on Kysanur Forest Disease.	2	Experiential-Learning14.8	CAN	Does	PrBL,PER,LS
Unit 5 اوالیات عفونیہ Awaliyāt-i Ufuniyā (Protozoal infections)						

14.5.1 جلدی کالازار(Cutaneous Leishmaniasis)

14.5.2 داءالفیل(Elephantiasis)

14.5.3 داءہجرۃالیرکات جلدی(Cutaneous Larva migrans)

References: 1,2,17,18,24,31

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4,CO5	Describe the causes, pathogenesis, symptoms and signs, & of Cutaneous Leishmaniasis	1	Lecture	CE	Knows-how	L&PPT ,L
CO2,CO3, CO4,CO5	Summarise the etiopathogenesis, clinical features and formulate Usoole Ilaj wa Ilaj of Elephantiasis & Cutaneous larva migrans.	1	Lecture	CE	Knows-how	L,L&PPT
CO2,CO3, CO4,CO5	Demonstrate the clinical examination of skin with differential diagnosis, and formulate a Comprehensive treatment plan for Cutaneous Leishmaniasis & Elephantiasis.	3	Practical14.9	PSY-GUD	Shows-how	CBL,D-BED
CO2,CO3, CO4,CO5	Prepare a comprehensive case study on Elephantiasis and present it to peers.	2	Experiential-Learning14.9	PSY-ADT	Does	D,CBL

CO2,CO3, CO4,CO5	Analyze the introduction, methodology, results, and discussion of a recent published clinical trial on Cutaneous Leishmaniasis.	2	Experiential-Learning14.10	CS	Does	DIS,LS,JC

Practical Training Activity

Practical Training 14.1 Scabies

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (45 Minutes) – The teacher will introduce scabies, covering relevant history, clinical features, diagnostic approach, and differentiation from other pruritic dermatoses. A thorough skin examination will be demonstrated on a patient in OPD or IPD. If a patient is unavailable, models, images, or videos will be used for effective learning.

Step 2: Student Examination & Group Discussion (45 Minutes) – Students will perform the skin examination under supervision, identifying key clinical signs such as burrows, papules, and excoriations. They will participate in a guided discussion on the epidemiology, transmission, and preventive strategies for scabies.

Step 3: Assessment & Feedback (30 Minutes) – Students' clinical examination skills and understanding will be assessed through OSCE, OSPE, or Mini-CEX. Constructive feedback will be provided to enhance their diagnostic reasoning and practical application of knowledge.

Practical Training 14.2 Pediculosis

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (60 Minutes) – The teacher will introduce Pediculosis, covering its etiology, types (head lice, body lice, pubic lice), mode of transmission, clinical features, and diagnostic approach. A live demonstration will be conducted on a patient in OPD or IPD, if available. In the absence of a patient, models, videos, or case-based discussions will be used to illustrate the identification of lice and nits through clinical examination and dermoscopy.

Step 2: Student Examination & Group Discussion (45 Minutes) – Under supervision, students will examine a patient or simulated case to identify the clinical signs of Pediculosis. They will discuss differential diagnoses and associated complications.

Step 3: Assessment & Feedback (15 Minutes) – Students' clinical examination skills, diagnostic approach, and understanding will be assessed through direct questioning. Constructive feedback will be provided to enhance their clinical proficiency and critical thinking.
Practical Training 14.3 Arthropod-born Dermatoses
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (60 Minutes)** – The teacher will introduce arthropod-borne dermatoses, discussing relevant history, clinical features, diagnostic approach, and differentiation from other skin conditions. A clinical examination will be demonstrated on a patient in OPD or IPD. If a patient is unavailable, models, videos, or case-based discussions will be used as alternatives. **Step 2: Student Examination & Group Discussion (45 Minutes)** – Under supervision, students will perform skin examinations, identify key clinical signs, and discuss differential diagnoses. An interactive discussion will follow to reinforce their understanding of disease presentations. **Step 3: Assessment & Feedback (15 Minutes)** – Students' comprehension and diagnostic skills will be assessed through direct questioning. Constructive feedback will be provided to enhance their clinical proficiency.
Practical Training 14.4 Arthropod-born Dermatoses
Total Learning Hours: 2 Hours **Step 1: Topic Introduction & Classification (45 Minutes)** – The teacher will introduce arthropod-borne dermatoses, explaining their classification based on causative agents such as mites, lice, fleas, ticks, and mosquitoes. The discussion will focus on clinical presentations and distinguishing features of different arthropod-related skin conditions. **Step 2: Management Strategies Discussion (45 Minutes)** – Students will engage in an interactive discussion on the management of arthropod-borne dermatoses, including conventional and Unani approaches. The discussion will cover diagnostic methods, symptomatic relief, and prevention strategies. **Step 3: Case-Based Discussion & Assessment (30 Minutes)** – Students will analyze clinical cases to apply their understanding of classification and management. The session will conclude with an assessment through direct questioning or Mini-CEX, with feedback provided to enhance critical thinking and clinical decision-making skills.

Practical Training 14.5 Tick-induced Disorders
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (60 Minutes)** – The teacher will introduce tick-induced disorders, covering relevant history, clinical features, diagnostic approach, and differentiation from other vector-borne dermatoses. A patient with tick-related skin manifestations will be examined in OPD or IPD. If no patient is available, case studies, models, or video demonstrations will be used. **Step 2: Student Examination & Discussion (45 Minutes)** – Under supervision, students will perform a clinical examination to identify characteristic skin findings. A guided discussion will follow, emphasizing pathophysiology, differential diagnoses, and clinical implications of tick-borne dermatoses. **Step 3: Assessment & Feedback (15 Minutes)** – Students will be assessed through direct questioning. Constructive feedback will be provided to enhance their diagnostic and clinical reasoning skills.
Practical Training 14.6 Rickettsial infections
Total Learning Hours: 3 Hours **Step 1: Introduction & Case Demonstration (75 Minutes)** – The teacher will introduce Rickettsial infections, outlining their clinical presentation, relevant history, diagnostic approach, and differentiation from other vector-borne diseases. A patient in OPD or IPD will be examined to demonstrate key dermatological findings. If a patient is unavailable, alternative teaching methods such as case-based discussions, models, or video demonstrations will be used. **Step 2: Student Examination & Interactive Discussion (75 Minutes)** – Under supervision, students will conduct a clinical examination to identify characteristic skin manifestations. This will be followed by an in-depth discussion covering disease classification, pathophysiology, differential diagnoses, and clinical implications. **Step 3: Assessment & Feedback (30 Minutes)** – Students will be assessed through direct questioning. Constructive feedback will be provided to refine their diagnostic skills and clinical reasoning.
Practical Training 14.7 Kysanur Forest Disease
Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 Minutes) - The teacher will introduce *Kysanur Forest Disease (KFD)*, discussing its clinical presentation, mode of transmission, diagnostic approach, and differentiation from other viral hemorrhagic fevers. A live patient demonstration will be conducted to highlight key clinical features. If a patient is unavailable, alternative instructional methods such as models, videos, or presentations will be utilized to ensure comprehensive learning.

Step 2: Student Examination & Group Discussion (30 Minutes) - Students will repeat the examination process to strengthen their clinical skills and understanding. This will be followed by a guided discussion on the differential diagnosis and management of KFD. The teacher will facilitate the discussion, address queries, and emphasize crucial concepts related to the disease.

Step 3: Assessment & Feedback (15 Minutes) - Students' knowledge and clinical competence will be assessed through **direct questioning**. Constructive feedback will be provided to enhance their diagnostic reasoning and practical application of knowledge.

Practical Training 14.8 Borreliosis (Lyme Disease)

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 Minutes) -The teacher will introduce *Borreliosis (Lyme Disease)*, covering its clinical features, stages of progression, diagnostic methods, and differentiation from other vector-borne diseases. A live patient demonstration will be conducted to highlight key clinical findings. If a patient is unavailable, alternative teaching methods such as models, videos, or presentations will be used to ensure effective learning.

Step 2: Student Examination & Group Discussion (30 Minutes) - Students will repeat the examination process to reinforce their clinical skills and understanding. This will be followed by a structured discussion on the differential diagnosis and management of Lyme Disease. The teacher will facilitate the discussion, address queries, and emphasize important aspects of diagnosis and treatment.

Step 3: Assessment & Feedback (15 Minutes) - Students' knowledge and clinical competence will be evaluated through **direct questioning**. Constructive feedback will be provided to enhance their diagnostic reasoning and practical application of knowledge.

Practical Training 14.9 Cutaneous Leishmaniasis and Elephantiasis

Total Learning Hours: 3 Hours

Step 1: Introduction, History Taking & Demonstration (75 Minutes) - The teacher will introduce the clinical features, etiology, and pathophysiology of Cutaneous Leishmaniasis and Elephantiasis. Relevant history-taking techniques will be discussed, diagnostic approaches and differential diagnoses will be emphasized. A

clinical demonstration will be conducted on a real patient in the OPD or IPD to illustrate the characteristic skin lesions and disease progression. If no patient is available, alternative instructional tools such as clinical models, videos, or case-based discussions will be used to achieve the learning objectives.

Step 2: Student Practice & Group Discussion (75 Minutes) - Students will practice focused history-taking and clinical examination techniques under supervision. They will learn to identify key findings, differentiate between Cutaneous Leishmaniasis, Elephantiasis, and other dermatological conditions. Following this, a guided group discussion will cover the pathophysiology, differential diagnosis, treatment options, and preventive strategies. The teacher will facilitate the discussion, encourage critical thinking, and address any doubts.

Step 3: Assessment & Feedback (30 Minutes) - Students' understanding will be assessed using direct questioning, case-based evaluations, Mini Clinical Evaluation Exercise (Mini CEX), or Objective Structured Clinical Examination (OSCE) stations focusing on Cutaneous Leishmaniasis and Elephantiasis. Constructive feedback will be provided to reinforce clinical reasoning, diagnostic proficiency, and management strategies.

Experiential Learning Activity

Experiential-Learning Learning 14.1: Scabies

Total Learning Hours: 3 Hours

Step 1: Case Assignment & Data Collection (75 Minutes) – The teacher will assign a case of scabies for presentation. The student will take a detailed history, perform a comprehensive clinical examination, and document key findings from a real patient. If a patient is unavailable, a virtual case will be utilized to achieve the learning objectives.

Step 2: Case Presentation & Discussion (75 Minutes) – The student will present the case, covering history, clinical findings, relevant investigations, differential diagnoses, and final diagnosis. The presentation will take place in the presence of teachers and fellow students, fostering interactive discussion, critical analysis, and collaborative learning.

Step 3: Assessment & Feedback (30 Minutes) – The student's case analysis and presentation skills will be evaluated using OSCE, OSPE, or Mini-CEX. Constructive feedback will be provided to enhance diagnostic proficiency and clinical reasoning.

Experiential-Learning Learning 14.2: Pediculosis & Demodicosis

Total Learning Hours: 3 Hours **Step 1: Topic Assignment & Research (75 Minutes)** – The teacher will assign the topic "Pediculosis & Demodicosis" for a literature review. Students will conduct an extensive search using textbooks, scientific journals, and credible online sources to gather information on the epidemiology, pathogenesis, clinical features, and diagnostic approaches of these parasitic infestations. **Step 2: Content Compilation & Presentation (60 Minutes)** – Students will analyze and structure the collected data into a comprehensive format. They will prepare a PowerPoint presentation summarizing their findings and compile a written review to present to peers and faculty, fostering discussion and knowledge exchange. **Step 3: Discussion & Evaluation (45 Minutes)** – Following the presentation, a discussion session will be held where students will engage in critical analysis and comparative evaluation of Pediculosis and Demodicosis. The teacher will assess their understanding, scientific accuracy, and presentation clarity while providing constructive feedback.
Experiential-Learning Learning 14.3: Arthropod-born Dermatoses
Total Learning Hours: 3 Hours **Step 1: Topic Assignment, Literature Search & Review (75 Minutes) -** The teacher will assign the topic "Evidence-Based Management of Arthropod-Borne Dermatoses" to the student. The student will then conduct an in-depth review by exploring recent clinical studies, guidelines, and research articles. They will utilize credible academic sources to gather comprehensive information on diagnostic approaches, treatment strategies, and emerging therapies. **Step 2: Content Organization & PPT Presentation (75 Minutes) -** After compiling relevant data, the student will develop a PowerPoint (PPT) presentation to effectively communicate their findings. The presentation will be delivered to faculty and fellow students, encouraging academic discussions and the exchange of knowledge. **Step 3: Discussion & Assessment (30 Minutes) -** Following the presentation, a structured discussion session will take place to analyze key aspects of the topic. The teacher will evaluate the student's performance based on research depth, clarity of presentation, communication skills, and level of engagement in discussions.
Experiential-Learning Learning 14.4: **Chagas Disease**
Total Learning Hours: 3 Hours

Step 1: Literature Search & Paper Selection (75 Minutes) – The teacher will assign the topic "Chagas Disease," and students will search for recent clinical trials related to its dermatological and systemic manifestations. In consultation with the teacher, they will finalize one relevant research paper for detailed review and presentation. **Step 2: Presentation & Critical Analysis (60 Minutes)** – Students will present the selected clinical trial, covering key sections such as journal information, introduction, methodology, results, discussion, and take-home message. The session will involve a critical appraisal of study design, findings, and clinical relevance, encouraging interactive discussions with peers and faculty. **Step 3: Discussion & Assessment (45 Minutes)** – A structured discussion will follow, focusing on the study's limitations, implications for clinical practice, and potential future research directions. The teacher will assess students' analytical skills, engagement in discussion, and understanding of the topic while providing constructive feedback.
Experiential-Learning Learning 14.5: **Rocky Mountain Spotted Fever**
Total Learning Hours: 3 Hours **Step 1: Case Assignment & Data Collection (75 Minutes)** – The teacher will assign a case of Rocky Mountain Spotted Fever to the student. The student will take a detailed history, perform a thorough clinical examination, and gather relevant patient data. If a real patient is unavailable, a virtual case will be used to ensure comprehensive learning. **Step 2: Case Presentation & Discussion (75 Minutes)** – The student will present the case, covering history, clinical findings, relevant investigations, differential diagnoses, and the final diagnosis. The presentation will take place in the presence of faculty and peers, fostering critical analysis and discussion. **Step 3: Assessment & Feedback (30 Minutes)** – Students will be evaluated through structured assessment methods such as OSCE, OSPE, or Mini-CEX. Constructive feedback will be provided to refine their case analysis, diagnostic reasoning, and presentation skills.
Experiential-Learning Learning 14.6: Mediterranean Spotted Fever
Total Learning Hours: 3 Hours

Step 1: Topic Assignment & Research (75 Minutes) – The teacher will assign the topic "Mediterranean Spotted Fever" for the Journal Club session. Students will search for recent clinical trials on this topic, ensuring the selected research is relevant and scientifically accurate. They will thoroughly analyze the study's introduction, methodology, results, and discussion. **Step 2: Presentation & Discussion (75 Minutes) –** Students will present the selected research article, critically evaluating key sections, including journal details, introduction, methodology, results, discussion, and take-home message. The presentation will be delivered to peers and faculty, promoting academic engagement, critical thinking, and evidence-based discussion. **Step 3: Critical Appraisal & Assessment (30 Minutes) –** A detailed discussion will follow, allowing students to explore the study's findings, limitations, and clinical implications. The teacher will assess students based on their depth of understanding, analytical skills, and ability to engage in scholarly discussion. Constructive feedback will be provided to refine their research appraisal and presentation skills.
Experiential-Learning Learning 14.7: Borreliosis
Total Learning Hours: 2 Hours **Step 1: Case Assignment & Clinical Examination (45 Minutes) –** The student will be assigned a case of Borreliosis for presentation. They will take a comprehensive patient history, perform a thorough clinical examination, and document relevant findings. If a patient is unavailable, a virtual case or pre-recorded clinical scenario will be utilized to achieve the learning objectives. **Step 2: Case Presentation & Analysis (45 Minutes) –** The student will present the case, covering detailed history, clinical examination findings, relevant investigations, differential diagnoses, and final diagnosis. This presentation will take place in the presence of teachers and department students, encouraging academic discussion and critical thinking. **Step 3: Discussion & Assessment (30 Minutes) –** A post-presentation discussion will follow, where doubts will be addressed, and missing points will be clarified to ensure a deeper understanding of Senile Pruritus. Students' clinical skills and reasoning will be assessed through direct questioning, with constructive feedback provided for improvement.
Experiential-Learning Learning 14.8: Kysanur Forest Disease.
Total Learning Hours: 2 Hours

Step 1: Literature Search & Review (45 Minutes) - The student will conduct a comprehensive review of *Kysanur Forest Disease* by exploring recently published research articles, clinical studies, and epidemiological data. They will use credible sources, including medical journals and academic databases, to gather the latest insights on the disease's pathology, clinical features, diagnosis, and management. **Step 2: PPT Preparation & Presentation (45 Minutes) -** Based on the gathered information and its anlysis, the student will create a PowerPoint (PPT) presentation summarizing key findings. The presentation will be delivered to faculty and peers, fostering academic discussion and knowledge-sharing. **Step 3: Discussion & Assessment (30 Minutes) -** An interactive discussion session will follow the presentation, allowing for deeper exploration of key concepts, recent advancements, and potential research gaps. The teacher will evaluate the student's research depth, analytical approach, presentation skills, and engagement in the discussion.
Experiential-Learning Learning 14.9: Elephantiasis
Total Learning Hours: 2 Hours **Step 1: Case Assignment & Clinical Examination (45 Minutes) -** The student will be assigned a case of Elephantiasis for presentation. They will take a comprehensive patient history, conduct a thorough clinical examination, and document key findings. If a patient is unavailable, a virtual case or pre-recorded clinical scenario will be used to achieve the learning objectives. **Step 2: Case Presentation & Analysis (45 Minutes) -** The student will present the case, covering detailed history, clinical examination findings, relevant investigations, differential diagnoses, and final diagnosis. This presentation will be conducted in the presence of faculty and department students to encourage academic discussion and critical thinking. **Step 3: Discussion & Assessment (30 Minutes) -** A structured discussion will follow the presentation, where any doubts will be addressed, and missing points will be clarified to enhance understanding. The student's clinical skills, diagnostic reasoning, and presentation clarity will be assessed through direct questioning, with constructive feedback provided for improvement.
Experiential-Learning Learning 14.10: Cutaneous Leishmaniasis
Total Learning Hours: 2 Hours

Step 1: Literature Search & Paper Selection (45 Minutes) -The student will be assigned the topic "Cutaneous Leishmaniasis" for the Journal Club. They will conduct an extensive search for recently published clinical trial articles related to the topic and, in consultation with the assigned teacher, finalize one paper for presentation. **Step 2: Journal Club Presentation (45 Minutes) -** After selecting the paper, the student will lead the Journal Club session, critically analyzing key sections of the article, including journal details, topic introduction, methodology, results, discussion, and key takeaways. The presentation will be delivered to peers and faculty members, fostering academic discussion and knowledge exchange. **Step 3: Discussion & Assessment (30 Minutes) -** A structured discussion will follow the presentation, allowing students to explore the article's key points in depth. The teacher will evaluate the student's performance based on research depth, analytical skills, clarity of presentation, and engagement in discussions. Constructive feedback will be provided to enhance learning and critical thinking.	
Modular Assessment	
Assessment	**Hour**
Instructions – Conduct a structured modular assessment that carries **50 Marks**. Keep a record of the structured marking pattern using different assessment methods applicable to the module of the semester concerned, and calculate the modular grade point as shown in **Table 6C**. **1. Case-based assessment - (25 marks)** -This assessment involves history taking, systemic and cutaneous examination, recommending investigations, confirming diagnosis, ruling out differential diagnoses, and providing treatment plans and prescriptions. • History Taking (5 Marks) • Systemic and Cutaneous Examination (5 Marks) • Diagnosis and Marks Differential Diagnosis (5 Marks) • Investigation and Interpretation (5 Marks) • Treatment Plan and Prescription (5 Marks)	4

2. Peer Teaching on Parasitic & Protozoal Infections – (25 Marks): Students will conduct a Peer Teaching session on Parasitic & Protozoal Infections, presenting key concepts to their peers to demonstrate their understanding and teaching abilities. Assessment will be based on the following criteria: • Content Mastery (5 Marks) • Presentation Skills (5 Marks) • Engagement and Interaction (5 Marks) • Application of Knowledge (5 Marks) • Critical Thinking and Reasoning (5 Marks) **Or** Any practical in converted form can be taken for assessment. (**25 Marks**) **and** Any experiential, such as portfolios/ reflection/ presentations, can be taken as an assessment. (**25 Marks**)	
Module 15 : امراض منتقلہ جنسیہ Amrãdh-i Muntaqilã Jinsiyã (Sexually Transmitted Diseases (STDs))	
Module Learning Objectives (At the end of the module, the students should be able to) 1 Describe the epidemiology, Mahiyat (etiolathogenesis), Alamaat (Synptoms & Signs), Tashkhees (diagnosis) & Usoole Ilaj wa Ilaj of Sexually Transmitted Diseases. 2 Conduct a thorough demonstration on history taking, clinical examination, and modes of diagnosis and treatment for various types of Sexually Transmitted Diseases.. 3 Identify and apply relevant investigations for diagnosis and formulate a comprehensive management plan (Preventive and Curative) for these diseases along with integration of evidence based practices and recent dermatological research information.	
Unit 1 مرض ایڈز Maradh-i AIDS (Aquired immuno-deficiency syndrome (AIDS))	

15.1.1 مرض ایڈز: اسباب، علامات، علاج (Etiopathology, Clinical Presentation and Management of AIDS)

15.1.2 مرض ایڈز کے جلدی ظواہرات (Cutaneous Manifestations of AIDS)

References: 1,2,3,18,22,24,30,31

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4,CO5	Illustrate the causes, and cutaneous manifestations of AIDs & illustrate its Usoole Ilaj wa Ilaj wa Ilaj.	1	Lecture	CAN	Knows-how	L,L&PPT
CO2,CO3, CO4,CO5	Demonstrate the clinical examination, diagnosis and point differential diagnosis of Cutaneous manifestation of AIDs.	2	Practical15.1	PSY-GUD	Shows-how	D,CBL,D-BED
CO2,CO3, CO4,CO5	Conduct a case diagnosis of of cutaneous manifestations of AIDs and present it to peers for discussion and analysis.	1	Experiential-Learning15.1	PSY-GUD	Does	D-BED,D,CBL,PrBL
CO2,CO3, CO4,CO5	Perform a literature survey and present a seminar on evidence-based management of cutaneous manifestation of AIDs.	1	Experiential-Learning15.2	CAN	Does	DIS,PrBL,LS

Unit 2 آتشک وسوزاک Aatishk wa Sozãk (Syphilis and gonorrhoea)

15.2.1 آتشک (Syphilis)

15.2.2 سوزاک (Gonorrhoea)

References: 2,3,5,8,10,13,18,22,30,31

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4,CO5	Describe the Clinical manifestations, diagnosis & differential diagnosis & and treatment of syphilis and Gonorrhoea.	1	Lecture	CAP	Knows-how	L&PPT ,L
CO2,CO3, CO4,CO5	Demonstarte the clinical examination, diagnosis and differential diagnosis of Syphilis.	2	Practical15.2	PSY-GUD	Shows-how	D,CBL
CO2,CO3, CO4,CO5	Analyze the introduction, methodology, results, and discussion of a recent clinical trial of Syphilis.	2	Experiential-Learning15.3	PSY-ADT	Does	DIS,LS,JC,PER, RP
CO2,CO3, CO4,CO5	Conduct a literature survey and perform analysis of published work on Gonorrhoea.	1	Experiential-Learning15.4	PSY-ADT	Does	PER,PrBL,LS,L& PPT

Unit 3 ورم حبیبی لمفاوی زھری Waram-i Hubaibi limfāwi Zahri (Lymphogranuloma venerum)

15.3.1 ورم حبیبی لمفاوی زھری: اسباب، علامات و علاج (Etiopathology, Clinical Presentation and Management of Lymphogranuloma Venerum)

15.3.2 ورم حبیبی لمفاوی زھری کی تشخیص فارقہ و تشخیص (Diagnosis and Differential diagnosis of Lymphogranuloma Venerum)

References: 2,3,18,22,24,30,31

3A	3B	3C	3D	3E	3F	3G

CO2,CO3, CO4,CO5	Describe the etioathogenesis, clinical features, diagnosis & Usoole Ilaj wa Ilaj of Lymphogranuloma venerum.	1	Lecture	CAN	Knows-how	L,L&PPT
CO2,CO3, CO4,CO5	Demonstrate the clinical evaluation, diagnosis and differential diagnosis of Lymphogranuloma venerum.	2	Practical15.3	PSY-GUD	Shows-how	CBL,D
CO2,CO3, CO4,CO5	Demonstrate clinical examination, diagnosis and differential diagnosis Lymphogranuloma venerum.	2	Experiential-Learning15.5	PSY-ADT	Does	CBL,RP,D
CO2,CO3, CO4,CO5	Conduct a literature survey and execute a seminar presentation on Lymphogranuloma venerum.	1	Experiential-Learning15.6	CS	Does	PER,DIS,LS

Unit 4 نملہ تناسلی وثالیل زھراویہ Namlã Tanãsuli wa Sã'leel Zahrãwiyã (Genital herpes and venereal wart)

15.4.1 نملہ تناسلی (Genital Herpes)

15.4.2 ثالیل زھراویہ (Venereal Wart)

References: 2,3,5,8,10,13,18,22,30,31

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4,CO5	Describe the causes, clinical manifestations, diagnosis & and differential diagnosis of Genital Herpes and Veneral warts	1	Lecture	CE	Knows-how	L&PPT ,L,FC

CO2,CO3, CO4,CO5	Demonstrate the clinical examination, diagnosis and differential diagnosis of Genital Herpes.	2	Practical15.4	PSY-MEC	Shows-how	D,CBL
CO2,CO3, CO4,CO5	Analyze the introduction, methodology, results, and discussion of a recent clinical trial of Genital Herpes	2	Experiential-Learning15.7	CAN	Does	LS,PER,DIS,JC
CO2,CO3, CO4,CO5	Conduct a literature survey and prepare a review of the published studies about Venereal warts.	1	Experiential-Learning15.8	CE	Shows-how	LS,PER

Unit 5 ورم حبیبی اربی Waram-i Hubaibi Urbi (Donovanosis (granuloma inguinale)

15.5.1 ورم حبیبی اربی: اسباب علامات و علاج (Etiopathology, Clinical Presentation and Management of Granuloma inguinale)

15.5.2 ورم حبیبی اربی کی تشخیص و تشخیص فارقہ (Diagnosis and Differential Diagnosis of Granuloma inguinale)

References: 1,2,10,18,22,24,30,31

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4,CO5	Summarise the etiopathogenesis, clinical features and formulate Usoole Ilaj wa Ilaj of Donovanosis	1	Lecture	CE	Knows-how	L&PPT ,L
CO2,CO3, CO4,CO5	Demonstrate the clinical features, carry out the dermatological examination and refine the differential diagnosis of Donovanosis.	2	Practical15.5	PSY-GUD	Shows-how	D-BED,CBL,D

CO2,CO3, CO4,CO5	Conduct a literature survey and execute a seminar presentation on Donovanosis.	2	Experiential-Learning15.9	CE	Does	LS,PER,DIS

Practical Training Activity

Practical Training 15.1 Cutaneous Manifestation of AIDS

Total Learning Hours: 2 Hours

Step 1: Introduction, History Taking & Demonstration (75 Minutes) - The teacher will introduce the cutaneous manifestations of AIDS, covering relevant history, common skin conditions associated with HIV/AIDS, diagnostic approaches, and how to differentiate these manifestations from other dermatological conditions. A clinical demonstration will be conducted on a real patient in the OPD or IPD to illustrate key findings. If a patient is unavailable, alternative instructional tools such as models, videos, or case-based discussions will be used to achieve learning objectives.

Step 2: Student Practice & Group Discussion (30 Minutes) - Students will practice history-taking and examination techniques under supervision, with an emphasis on recognizing cutaneous manifestations of AIDS. Students will participate in a guided discussion on differential diagnosis, the pathophysiology behind cutaneous manifestations, preventive measures, and management strategies for HIV-related skin conditions. The teacher will facilitate the discussion, clarify doubts, and reinforce essential concepts.

Step 3: Assessment & Feedback (15 Minutes) - Students' comprehension will be evaluated through direct questioning, case-based assessment, Mini CEX, OSCE focusing on cutaneous manifestations of AIDS. Constructive feedback will be provided to strengthen their clinical reasoning, diagnostic skills, and understanding of the management of these skin conditions.

Practical Training 15.2 Syphilis

Total Learning Hours: 2 Hours

Step 1: Introduction, History Taking & Demonstration (45 Minutes) - The teacher will introduce **Syphilis**, covering relevant history, its clinical features, diagnostic approaches, and how to differentiate it from other sexually transmitted infections and dermatological conditions. A clinical demonstration will be conducted on a real patient in the OPD or IPD to illustrate key findings. If a patient is unavailable, alternative instructional tools such as models, videos, or case-based discussions will be used to achieve learning objectives. **Step 2: Student Practice & Group Discussion (45 Minutes) -**Students will practice **history-taking** and **examination techniques** under supervision. They will participate in a guided discussion on differential diagnosis. The teacher will facilitate the discussion, clarify doubts, and reinforce essential concepts. **Step 3: Assessment & Feedback (30Minutes) -**Students' comprehension will be evaluated through **direct questioning** or a **case-based assessment**. Constructive feedback will be provided to strengthen their clinical reasoning and diagnostic skills.
Practical Training 15.3 Lymphogranuloma Venerum
Total Learning Hours: 2 Hours **Step 1: Introduction, History Taking & Demonstration (75 Minutes) -**The teacher will introduce **Lymphogranuloma Venereum (LGV)**, covering relevant history, its clinical features, diagnostic approaches, and how to differentiate it from other sexually transmitted infections and dermatological conditions. A clinical demonstration will be conducted on a real patient in the OPD or IPD to illustrate key findings. If a patient is unavailable, alternative instructional tools such as models, videos, or case-based discussions will be used to achieve learning objectives. **Step 2: Student Practice & Group Discussion (30 Minutes) -** Students will practice **history-taking** and **examination techniques** under supervision. They will participate in a guided discussion on differential diagnosis. The teacher will facilitate the discussion, clarify doubts, and reinforce essential concepts. **Step 3: Assessment & Feedback (15 Minutes) -**Students' comprehension will be evaluated through **direct questioning** or a **case-based assessment**. Constructive feedback will be provided to strengthen their clinical reasoning and diagnostic skills.
Practical Training 15.4 Genital Herpes
Total Learning Hours: 2 Hours **Step 1: Introduction, History Taking & Demonstration (45 Minutes) -** The teacher will introduce **Genital Herpes**, covering its relevant history, clinical signs, diagnostic methods, and how to distinguish it from other sexually transmitted infections and skin conditions. A live clinical demonstration will be conducted on an

actual patient in the OPD or IPD to highlight key findings. If a patient is not available, alternative teaching tools such as models, videos, or case-based discussions will be utilized to achieve the learning objectives. **Step 2: Student Practice & Group Discussion (45 Minutes) -** Students will practice **history-taking** and **physical examination techniques** under guidance. They will then engage in a group discussion on differential diagnoses. The instructor will facilitate the discussion, address questions, and emphasize key concepts. **Step 3: Assessment & Feedback (30 Minutes) -** Students will be assessed through **direct questioning** or a **case-based evaluation**. Constructive feedback will be provided to enhance their clinical judgment and diagnostic abilities.
Practical Training 15.5 Donovanosis
Total Learning Hours: 2 Hours **Step 1: Introduction, History Taking & Demonstration (75 Minutes) -** The instructor will introduce **Donovanosis**, covering its relevant history, clinical presentation, diagnostic techniques, and how to differentiate it from other genital ulcerative conditions. A clinical demonstration will be conducted on a real patient in the OPD or IPD to showcase key findings. If a patient is unavailable, alternative educational tools such as models, videos, or case-based discussions will be used to achieve the learning objectives. **Step 2: Student Practice & Group Discussion (30 Minutes) -** Students will practice **history-taking** and **physical examination techniques** under supervision. Following this, they will participate in a group discussion focused on differential diagnoses. The instructor will guide the discussion, answer questions, and reinforce important concepts. **Step 3: Assessment & Feedback (15 Minutes) -** Students will be evaluated through **direct questioning** or a **case-based assessment**. Constructive feedback will be provided to help improve their clinical reasoning and diagnostic skills.
Experiential Learning Activity
Experiential-Learning Learning 15.1: Cutaneous Manifestations of AIDS
Total Learning Hours: 1 Hours

Step 1: Case Assignment & Clinical Examination (30 Minutes) – The student will be assigned a case of cutaneous manifestations of AIDs for presentation. They will take a comprehensive patient history, perform a thorough clinical examination, and document relevant findings. If a patient is unavailable, a virtual case or pre-recorded clinical scenario will be utilized to achieve the learning objectives. **Step 2: Case Presentation & Analysis (20 Minutes) –** The student will present the case, covering detailed history, clinical examination findings, relevant investigations, differential diagnoses, and final diagnosis. This presentation will take place in the presence of teachers and department students, encouraging academic discussion and critical thinking. **Step 3: Discussion & Assessment (10 Minutes) –** A post-presentation discussion will follow, where doubts will be addressed, and missing points will be clarified to ensure a deeper understanding of Senile Pruritus. Students' clinical skills and reasoning will be assessed through direct questioning, with constructive feedback provided for improvement.
Experiential-Learning Learning 15.2: Cutaneous Manifestation of AIDS
Total Learning Hours: 1 Hours **Step 1: Topic Assignment & Research -** The teacher will assign the topic **"Evidence-Based Management of Cutaneous Manifestations of AIDS"** to students. They will conduct an in-depth study using scientific journals, academic databases, and online resources to gather relevant, evidence-based information on the topic. **Step 2: Seminar Presentation & Discussion (45 Minutes) -** Students will organize and analyze the information they have gathered into a clear and structured format. They will create a PowerPoint presentation and present their findings to peers and faculty. The session will encourage interactive discussions, with students engaging in knowledge exchange and peer learning. **Step 3: Critical Discussion & Assessment (15 Minutes) -** A structured discussion will follow the presentations, where students will respond to queries, analyze key points, and clarify any doubts. The teacher will assess students based on the accuracy of the content, the effectiveness of their presentation skills, and their level of engagement in the academic discussion. Constructive feedback will be provided to help enhance their critical thinking and presentation abilities.
Experiential-Learning Learning 15.3: Syphilis
Total Learning Hours: 2 Hours

Step 1: Literature Search & Paper Selection (45 Minutes) – The teacher will assign the topic "Syphilis" for the Journal Club session. Students will conduct a thorough search for recent clinical trials on syphilis, focusing on advancements in diagnosis, treatment, and management. In consultation with the teacher, they will select a relevant research article for detailed review. **Step 2: Journal Club Presentation (45 Minutes)** – Students will present the selected clinical trial, critically analyzing key sections, including journal information, introduction, methodology, results, discussion, and take-home message. The presentation will be delivered to peers and faculty, fostering critical thinking and evidence-based discussion. **Step 3: Discussion & Assessment (30 Minutes)** – A structured discussion will follow, exploring the study's findings, limitations, and clinical implications. Students will engage in academic discourse, and the teacher will assess their analytical skills, depth of understanding, and ability to interpret research data, providing constructive feedback.
Experiential-Learning Learning 15.4: Gonorrhoea
Total Learning Hours: 1 Hours **Step 1: Topic Assignment & Research** – The teacher will assign the topic "Gonorrhoea" for a literature review. Students will conduct an in-depth search using textbooks, scientific journals, and credible online resources to gather relevant information on its epidemiology, pathogenesis, clinical presentation, diagnosis, and treatment approaches. **Step 2: Content Compilation & Presentation (45 Minutes)** – Students will analyze and organize the collected data into a structured format. They will prepare a PowerPoint presentation summarizing key findings and present it to peers and faculty, encouraging discussion and knowledge exchange. **Step 3: Discussion & Assessment (15 Minutes)** – A discussion session will follow the presentation, where students will address queries and engage in critical thinking regarding recent advancements and challenges in Gonorrhoea management. The teacher will assess the depth of understanding and provide constructive feedback.
Experiential-Learning Learning 15.5: Lymphogranuloma Venerum
Total Learning Hours: 2 Hours

Step 1: Case Assignment & Clinical Examination (45 Minutes) – The student will be assigned a case of cutaneous manifestations of Lymphogranuloma venerum for presentation. They will take a comprehensive patient history, perform a thorough clinical examination, and document relevant findings. If a patient is unavailable, a virtual case or pre-recorded clinical scenario will be utilized to achieve the learning objectives.

Step 2: Case Presentation & Analysis (45 Minutes) – The student will present the case, covering detailed history, clinical examination findings, relevant investigations, differential diagnoses, and final diagnosis. This presentation will take place in the presence of teachers and department students, encouraging academic discussion and critical thinking.

Step 3: Discussion & Assessment (30 Minutes) – A post-presentation discussion will follow, where doubts will be addressed, and missing points will be clarified to ensure a deeper understanding of Senile Pruritus. Students' clinical skills and reasoning will be assessed through direct questioning, with constructive feedback provided for improvement.

Experiential-Learning Learning 15.6: Lymphogranuloma Venerum

Total Learning Hours: 1 Hours

Step 1: Topic Assignment & Research - The teacher will assign the topic **"Lymphogranuloma Venereum (LGV)"** to students for the seminar presentation. Students will conduct an in-depth study using scientific journals, academic resources, and reputable online platforms to gather relevant information about LGV, including its clinical presentation, diagnostic methods, and treatment strategies.

Step 2: Seminar Presentation & Discussion (45 Minutes) - Students will organize the gathered information into a well-structured format, focusing on the clinical features, diagnostic approaches, and management of LGV. They will prepare a PowerPoint presentation and present their findings to peers and faculty. The session will facilitate interactive discussion, promoting knowledge exchange and deeper understanding of LGV.

Step 3: Critical Discussion & Assessment (15 Minutes) - After the presentation, a structured discussion will follow. Students will address questions, analyze key concepts, and refine their understanding of LGV. The teacher will assess students based on the accuracy of their content, the clarity of their presentation, and their active participation in the discussion. Constructive feedback will be provided to enhance students' critical thinking, presentation skills, and overall comprehension of the topic.

Experiential-Learning Learning 15.7: Genital Herpes

Total Learning Hours: 2 Hours **Step 1: Literature Search & Paper Selection (45 Minutes)** – The teacher will assign the topic "Genital Herpes" for the Journal Club session. Students will search for recent clinical trials focusing on the diagnosis, treatment, and management of genital herpes. In consultation with the teacher, they will finalize a relevant research article for detailed review. **Step 2: Journal Club Presentation (45 Minutes)** – Students will critically analyze and present the selected clinical trial, covering journal information, introduction, methodology, results, discussion, and take-home message. The presentation will be conducted before peers and faculty, encouraging evidence-based discussion and critical appraisal. **Step 3: Discussion & Assessment (30 Minutes)** – A structured discussion will follow, evaluating the study's findings, limitations, and clinical relevance. The teacher will assess students' comprehension, analytical skills, and ability to interpret research data, providing constructive feedback for improvement.
Experiential-Learning Learning 15.8: Venereal warts
Total Learning Hours: 1 Hours **Step 1: Topic Assignment & Research** – The teacher will assign the topic "Venereal Warts" for a literature review. Students will conduct an in-depth search using textbooks, scientific journals, and credible online resources to gather relevant information on epidemiology, pathogenesis, clinical features, and current management approaches. **Step 2: Content Compilation & Presentation (45 Minutes)** – Students will analyze and organize the collected data into a structured format. They will prepare a PowerPoint presentation summarizing key findings and compile a written review to present to peers and faculty, encouraging discussion and knowledge exchange. **Step 3: Discussion & Assessment (15 Minutes)** – A structured discussion will follow, where students will engage in critical analysis of the literature. The teacher will assess their understanding, research skills, and ability to synthesize information, providing constructive feedback for improvement.
Experiential-Learning Learning 15.9: Donovanosis
Total Learning Hours: 2 Hours

Step 1: Topic Assignment & Research (45 Minutes) - The teacher will assign the topic **"Donovanosis"** to students for the seminar presentation. Students will conduct an in-depth study using scientific journals, academic resources, and reputable online platforms to gather comprehensive information about Donovanosis, including its clinical presentation, diagnosis, and treatment options.

Step 2: Seminar Presentation & Discussion (45 Minutes) - Students will organize the information they have gathered into a structured format, focusing on the clinical features, diagnostic methods, and management strategies of Donovanosis. They will prepare a PowerPoint presentation and present their findings to peers and faculty. This session will encourage an interactive discussion, allowing for knowledge exchange and fostering a deeper understanding of the topic among participants.

Step 3: Critical Discussion & Assessment (30 Minutes) - Following the presentations, a structured discussion will take place. Students will address questions, analyze key concepts, and refine their understanding of Donovanosis. The teacher will assess students based on the accuracy of their content, clarity of presentation, and active engagement in the academic discussion. Constructive feedback will be provided to help enhance their critical thinking, presentation skills, and overall understanding of the topic.

Modular Assessment

Assessment	**Hour**
Instructions – Conduct a structured modular assessment that carries **25 Marks**. Keep a record of the structured marking pattern using different assessment methods applicable to the module of the semester concerned, and calculate the modular grade point as shown in **Table 6C**. **1. Structured Long Answer Question – (25 Marks):** Students will answer a Structured Long Answer Question (LAQ) designed to assess their comprehensive understanding of Parasitic & Protozoal Infections. Assessment will be based on the following criteria: • Introduction and Background (5 Marks) • Etiology and Pathophysiology (5 Marks) • Clinical Features and Diagnosis (5 Marks) • Management and Treatment (5 Marks) • Conclusion and Critical Analysis (5 Marks)	2

Or

Any practical in converted form can be taken for assessment. (**25 Marks**)

or

Any experiential, such as portfolios/ reflection/ presentations, can be taken as an assessment. (2**5 Marks**)

Semester No : 6

Module 16 : جلدی امراض اطفال Jildi Amrãze Atfãl (Paediatric Dermatology)

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Describe the etiopathogenesis, clinical presentation, diagnosis & management of different diseases in Neonates, Infants and children.

2. Conduct a thorough evaluation of patients by means of clinical assessment (history taking & Dermatological examinations) and applications of relevant investigations.

3. Identify tools for diagnosis and comprehensive integrated management of diseases along with literature survey for evidence based latest studies and recent advancements.

Unit 1 بچوں کو لاحق ہونے والے جلدی امراض Bachchon ko lãhaq hone wãle ãam Jildi Amrãz (Common paediatric dermatoses)

16.1.1 بچوں کو لاحق ہونے والے جلدی امراض کا عمومی جائزہ (Overview of Common Paediatric Dermatoses)

References: 1,2,3,11,12,30,31,75,76

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4	Ilustrate overview of common pediatric dermatoses in detail.	1	Lecture	CC	Knows-how	L,L&PPT ,BL

CO2,CO3, CO4,CO5	Plan and formulate a multidisciplinary approach for the prevention and management of common pediatric dermatoses.	3	Experiential-Learning16.1	PSY-ADT	Does	JC,PER,PrBL,LS
Unit 2 بچوں کے جلد کی نگہداشت Bachchon ke jild ki nigahdãsht (Paediatric skin care) 16.2.1 بچوں کے جلد کی نگہداشت (Paediatric Skin Care) **References:** 1,8,9,18,30,31						
3A	**3B**	**3C**	**3D**	**3E**	**3F**	**3G**
CO2,CO3, CO4,CO5	Describe general pediatric skin care	1	Lecture	CK	Knows-how	L&PPT
CO2,CO3, CO4,CO5	Discuss and demonstrate general skin care principles, common concerns, and preventive measures of pediatric dermatoses.	2	Practical16.1	PSY-GUD	Shows-how	D-BED,D,PER,DIS
CO2,CO3, CO4,CO5	Review and analyze the published literature on Pediatric skin care.	2	Experiential-Learning16.2	CAN	Does	PrBL,PER,LS
Unit 3 نومولود کو لاحق ہونے والے جلدی امراض Naumaulud ko Lãhaq hone wãle Jildi Amrãz (Neonatal dermatoses) 16.3.1 شور ئلانی نومولودی (Neonatal Pustular Melanosis) 16.3.2 شور لبنیہ صبیانی (Infantile Acne)						

16.3.3 وردیہ صبیانی(Roseola Infantum)

16.3.4 التہاب جلد حفاظی(Diaper Dermatitis)

16.3.5 داء المُبیضّات صبیانی(Infantile Candidiasis)

References: 1,2,3,4,8

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4,CO5	Ilustrate etiopathogenesis, clinical findings, diagnosis & Usoole Ilaj wa Ilaj of Neonatal Pustular melanosis.	1	Lecture	CK	Knows-how	L&PPT
CO2,CO3, CO4,CO5	Describe etiopathogenesis, types, clinical features, diagnosis & differential diagnosis, and Usoole Ilaj wa Ilaj of Infantile Candidiasis and diaper dermatitis.	1	Lecture	CAP	Knows-how	L&PPT
CO2,CO3, CO4,CO5	Demonstrate clinical features, relevant history, diagnosis and differential diagnosis of Infantile acne.	2	Practical16.2	PSY-GUD	Shows-how	CBL,D,DIS,D-BED,D-M
CO2,CO3, CO4,CO5	Demonstrate clinical features, relevant history, diagnosis and differential diagnosis of Roseola infantum.	2	Practical16.3	PSY-GUD	Shows-how	D,CBL,D-BED,DIS
CO2,CO3, CO4,CO5	Demonstrate clinical manifestations, clinical diagnosis & differential diagnosis of Diaper Dermatitis.	2	Practical16.4	PSY-GUD	Shows-how	CBL,DIS,D,D-M,D-BED

CO2,CO3, CO4,CO5	Conduct a case diagnosis of Infantile acne and present it to peers	3	Experiential-Learning16.3	PSY-GUD	Does	CBL,D-BED,D
CO2,CO3, CO4,CO5	Analyze the introduction, methodology, results, and discussion of a recent clinical trial of Neonatral Pustural Melanosis.	2	Experiential-Learning16.4	CAN	Does	LS,PrBL,CBL,JC, PER
CO2,CO3, CO4,CO5	Conduct a literature survey and execute a seminar presentation on Roseola infantum.	3	Experiential-Learning16.5	CC	Does	DIS,PER,LS,PrBL

Unit 4 بچوں کو لاحق ہونے والے جلدی امراض Bachchon ko Lãhaq hone wãle Jildi Amrãz (Paediatric dermatoses)

16.4.1 التہاب جلد اخمصی یافع (Juvenile Planter Dermatitis)

16.4.2 التہاب جلد باطراف منافذ (Periorificial Dermatitis)

16.4.3 التہاب جلد طفحی فی اصابع البعیدہ (Blistering Distal Dactylitis)

16.4.4 ورم حبیبی اصفر یافع (Juvenile Xanthogranuloma)

16.4.5 دُخَینات و طفحات حراری (Milaria and Milia)

16.4.6 التہاب شفوی زاوی (Angular Cheilitis)

16.4.7 حزاز ساطع و حزاز مُخطّط (Lichen Nitidus and Lichen Striatus)

16.4.8 مزمن امراض فقاعی طفولی (Chronic Bullous Disease of Childhood)

16.4.9 مرض خامس (Fifth Disease)

16.4.10 التہاب جلد ہربسیہ طفولی (Childhood Dermatitis Herpetiformis)

16.4.11 تکاثر الخلایا جلدیہ (Cutaneous Mastocytosis)

16.4.12 التہاب جلد عقدی باطراف مقعد (Perianal Streptococcal Dermatitis)

References: 1,3,18,24,30,31,75,76

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4,CO5	Describe etiopathogenesis, clinical presentation, diagnosis and integrated Usule Ilaj wa Ilaj of Juvenile Planter Dermatitis, Periorificial Dermatitis, and Blistering Distal Dactylitis.	1	Lecture	CAN	Knows-how	L,L&PPT
CO2,CO3, CO4,CO5	Describe etilopathogenesis clinical Presentation, diagnosis and managment of Juvenile Xanthogranuloma.	1	Lecture	CAP	Knows-how	L,L&PPT
CO2,CO3, CO4,CO5	Discuss the Clinical features, diagnosis and Usoole Ilaj wa Ilaj of Milaria and Milia.	1	Lecture	CAP	Knows-how	L&PPT

CO2,CO3, CO4,CO5	Describe etiopathogenesis, clinical presentation, clinical diagnosis & Usoole Ilaj wa integrated Ilaj of Angular Cheilitis.	1	Lecture	CAP	Knows-how	L&PPT
CO2,CO3, CO4,CO5	Illustrate etiopathogenesis, clinical presentation, clinical diagnosis & Usoole Ilaj wa integrated Ilaj of Lichen nitidus and Lichen striatus.	1	Lecture	CAP	Knows-how	L,L&PPT
CO2,CO3, CO4,CO5	Discuss etiopathogenesis, clinical presentation, diagnosis & Usoole Ilaj wa integrated Ilaj of Chronic Bullous Disease of Childhood & Fifth Disease.	1	Lecture	CAP	Knows-how	L&PPT ,L
CO2,CO3, CO4	Describe etiopathogenesis, clinical presentation, diagnosis & Usoole Ilaj wa integrated Ilaj of Childhood Dermatitis Herpetiformis.	1	Lecture	CAN	Knows-how	L&PPT ,L
CO2,CO3, CO4,CO5	Describe etiopathogenesis, clinical presentation, diagnosis & Usoole Ilaj wa integrated Ilaj of Cutaneous Mastocytosis.	1	Lecture	CAP	Knows-how	L&PPT ,L
CO2,CO3, CO4,CO5	Illustrate etiopathogenesis, clinical features, diagnosis, differential diagnosis and applying integrated treatment strategies for Perianal Streptococcal Dermatitis.	1	Lecture	CAN	Knows-how	L&GD,L,L&PPT
CO2,CO3, CO4,CO5	Demonstrate Clinical manifestations, diagnosis and differential diagnosis of Blistering Distal Dactylitis.	2	Practical16.5	PSY-GUD	Shows-how	DIS,CBL,D-M,D-BED,D
CO2,CO3, CO4,CO5	Demonstrate the clinical presentation, diagnosis and D/D of Juvenile Xanthogranuloma.	2	Practical16.6	PSY-GUD	Knows-how	D-M,D-BED,DIS,CBL,D
CO2,CO3, CO4,CO5	Demonstrate Clinical features, diagnosis and Differnetial daignosi of Miliaria.	2	Practical16.7	PSY-GUD	Shows-how	D,CBL,D-BED

CO2,CO3, CO4,CO5	Demonstrate the clinical presentation, diagnosis & differential Diagnosis of Angular Cheilitis.	2	Practical16.8	PSY-GUD	Shows-how	DIS,DL,PT,CBL,D
CO2,CO3, CO4,CO5	Demonstrate clinical presentation, diagnosis & differntial diagnosis of Lichen nitidus.	2	Practical16.9	PSY-GUD	Shows-how	D,DIS,D-BED,D-M,CBL
CO2,CO3, CO4,CO5	Demonstrate clinical manifestations, clinical diagnosis & differential diagnosis of Chronic Bullous Disease of Childhood.	2	Practical16.10	PSY-GUD	Shows-how	CBL,DIS,D-M,D-BED,D
CO2,CO3, CO4,CO5	Demonstrate clinical presentation, clinical diagnosis & differential diagnosis of Childhood Dermatitis Herpetiformis.	2	Practical16.11	PSY-GUD	Shows-how	CBL,D-M,DIS,D,D-BED
CO2,CO3, CO4,CO5	Demonstrate clinical presentation, clinical diagnosis & differential diagnosis of Cutaneous Mastocytosis.	2	Practical16.12	PSY-GUD	Shows-how	D-BED,DIS,D-M,CBL,D
CO2,CO3, CO4,CO5	Demonstrate clinical examination, diagnosis and differential diagnosis of Perianal Streptococcal Dermatitis.	2	Practical16.13	PSY-GUD	Shows-how	D-M,D,DIS,D-BED,CBL
CO2,CO3, CO4,CO5	Analyse the introduction, methodology, result, and discussion of a recent clinical trial on Blistering Distal Dactylitis.	3	Experiential-Learning16.6	CAN	Does	PER,JC,LS,PrBL
CO2,CO3, CO4,CO5	Review and analyze the published work on Juvenile Xanthogranuloma.	3	Experiential-Learning16.7	CAN	Does	PrBL,PER,LS

CO2,CO3, CO4,CO5	Develop case diagnosis of Milia and effectively present it to peers for discussion and analysis.	3	Experiential-Learning16.8	PSY-ADT	Does	DIS,PER,CBL
CO2,CO3, CO4,CO5	Conduct a comprehensive literature survey and deliver a seminar presentation on Senile Rosacea Angular Cheilitis.	2	Experiential-Learning16.9	CAP	Does	CBL,DIS,PER,LS
CO2,CO3, CO4,CO5	Analyse the introduction, methodology, result, and discussion of a recent clinical trial on Lichen striatus.	3	Experiential-Learning16.10	CAN	Does	JC,DIS,LS,PER, CBL
CO2,CO3, CO4,CO5	Perform a literature survey and present a seminar on Fifth Disease, discussing its pathophysiology, clinical features, diagnosis, and management.	3	Experiential-Learning16.11	CC	Does	LS,PER,DIS
CO2,CO3, CO4,CO5	Develop case diagnosis of Child hood Dermatitis Herpetiformis and effectively present it to peers for discussion and analysis.	2	Experiential-Learning16.12	PSY-ADT	Does	PER,LS,CD,CBL
CO2,CO3, CO4,CO5	Review and analyze the published work onCutaneous Mastocytosis.	2	Experiential-Learning16.13	CAN	Does	PrBL,PER,DIS,LS
CO2,CO3, CO4,CO5	Develop case diagnosis of Perianal Streptococcal Dermatitis and effectively present it to peers for discussion and analysis.	2	Experiential-Learning16.14	PSY-ADT	Does	CBL,PER,DIS,PrBL

Unit 5 امراض شعر Amrãze Shã'r (Disorders of hair)

16.5.1 صلع تمددی (Traction Alopecia)

16.5.2 متلازمہ انحلال شعر متنامی (Loose Anagen Syndrome)

References: 2,3,18,21,24,30,31,77

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4,CO5	Describe etiopathogenesis, clinical features, diagnosis & differential diagnosis and integrated management of Traction Alopecia.	1	Lecture	CE	Knows-how	L,L&PPT
CO2,CO3, CO4,CO5	Discuss pathophysiology, clinical features, types, diagnosis and Integrated Ilaj of Loose anagen Syndrome.	1	Lecture	CC	Knows-how	L,L&PPT
CO2,CO3, CO4,CO5	Demonstrate clinical examination, diagnosis, and differential diagnosis of Traction Alopecia.	2	Practical16.14	PSY-GUD	Shows-how	D-BED,DIS,D,CBL
CO2,CO3, CO4,CO5	Demonstrate clinical features and diagnosis of Loose anagen Syndrome.	2	Practical16.15	PSY-GUD	Shows-how	DIS,D-BED,CBL,D
CO2,CO3, CO4,CO5	Develop a case diagnosis of Traction Alopecia and effectively present it to peers for discussion and analysis.	2	Experiential-Learning16.15	PSY-ADT	Does	CBL,CD

CO2,CO3, CO4,CO5	Conduct literature survey and deliver a seminar presentation on Loose Anagen Syndrome.	1	Experiential-Learning16.16	PSY-ADT	Does	PER,DIS,CBL

Practical Training Activity

Practical Training 16.1 Pediatric Dermatoses

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (60 Minutes) – The teacher will introduce pediatric dermatoses, emphasizing essential aspects of skin care and prevention. A demonstration will be conducted on a patient in OPD or IPD to illustrate proper skin care techniques. If a patient is unavailable, models, videos, or case-based discussions will be used.

Step 2: Hands-on Practice & Discussion (45 Minutes) – Students will practice skin care techniques under supervision, including appropriate cleansing, moisturization, and protective measures. A guided discussion will follow, focusing on evidence-based skin care approaches for pediatric patients, considering both conventional and Unani practices.

Step 3: Assessment & Feedback (15 Minutes) – Students' understanding and practical skills will be assessed through direct observation, questioning, or Mini-CEX. Constructive feedback will be provided to improve their clinical application and patient care strategies.

Practical Training 16.2 Infantile Acne

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (60 Minutes) – The teacher will introduce Infantile Acne, covering relevant history, clinical features, diagnostic approach, and differentiation from other pediatric dermatological conditions. A thorough skin examination will be demonstrated on a patient in OPD or IPD. If a patient is unavailable, alternative instructional methods such as models, videos, or case-based discussions will be used.

Step 2: Student Examination & Group Discussion (45 Minutes) – Students will perform the clinical examination under supervision, identifying key clinical signs and discussing differential diagnoses. They will engage in an interactive discussion on diagnostic criteria, contributing factors, and appropriate management strategies in both conventional and Unani medicine. **Step 3: Assessment & Feedback (15 Minutes)** – Students' understanding will be assessed through direct observation, OSCE, OSPE, or Mini-CEX. Constructive feedback will be provided to enhance their clinical reasoning and practical skills.
Practical Training 16.3 Roseola infantum
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (60 Minutes)** – The teacher will introduce Roseola Infantum, covering its relevant history, clinical features, diagnostic approach, and differentiation from other exanthematous illnesses in children. A thorough skin examination will be demonstrated on a patient in OPD or IPD. If a patient is unavailable, alternative instructional methods such as models, videos, or case-based discussions will be used. **Step 2: Student Examination & Group Discussion (45 Minutes)** – Students will conduct the clinical examination under supervision, identifying key clinical signs and discussing differential diagnoses. They will engage in an interactive discussion on the characteristic rash, associated symptoms, and disease progression. **Step 3: Assessment & Feedback (15 Minutes)** – Students' understanding will be assessed through direct observation, OSCE, OSPE, or Mini-CEX. Constructive feedback will be provided to refine their diagnostic skills and clinical application.
Practical Training 16.4 Diaper Dermatitis
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (60 Minutes)** – The teacher will introduce Diaper Dermatitis, covering its relevant history, clinical features, diagnostic approach, and differentiation from other common pediatric rashes. A detailed skin examination will be demonstrated on a patient in OPD or IPD. If a patient is unavailable, models, videos, or case-based discussions will be used as alternative instructional methods. **Step 2: Student Examination & Group Discussion (45 Minutes)** – Students will conduct a supervised clinical examination, identifying key signs and contributing factors of Diaper Dermatitis. They will participate in a guided discussion on risk factors, prevention, and skin care strategies.

Step 3: Assessment & Feedback (15 Minutes) – Students' understanding will be assessed through direct observation, OSCE, OSPE, or Mini-CEX. Constructive feedback will be provided to enhance their diagnostic skills and clinical application.
Practical Training 16.5 Blistering Distal Dactylitis
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will introduce **Blistering Distal Dactylitis**, covering its clinical features, diagnostic methods, and differentiation from similar conditions. A demonstration will be conducted with a real patient to illustrate key clinical findings. If a patient is unavailable, alternative instructional methods such as models, videos, or presentations will be used to ensure effective learning. **Step 2: Student Examination & Group Discussion (30 Minutes) -** Students will **repeat the examination process** to reinforce their clinical skills and understanding. Following this, they will engage in guided discussions on the differential diagnosis of **Blistering Distal Dactylitis**. The teacher will facilitate discussions, clarify doubts, and emphasize key concepts related to diagnosis and management. **Step 3: Assessment & Feedback (15 Minutes) -** Students' understanding will be assessed through **direct questioning**. Constructive feedback will be provided to enhance their clinical reasoning and application of knowledge.
Practical Training 16.6 Juvenile Xanthogranuloma
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes) -**The teacher will introduce **Juvenile Xanthogranuloma**, covering its clinical features, diagnostic approach, and differentiation from similar conditions. A demonstration will be conducted with a real patient to highlight key clinical findings. If a patient is unavailable, alternative instructional methods such as models, videos, or presentations will be used to ensure effective learning. **Step 2: Student Examination & Group Discussion (30 Minutes) -** Students will **repeat the examination process** to reinforce their clinical skills and understanding. Following this, they will participate in a guided discussion on the differential diagnosis of **Juvenile Xanthogranuloma**. The teacher will facilitate discussions, clarify doubts, and emphasize essential concepts related to diagnosis and management. **Step 3: Assessment & Feedback (15 Minutes) -** Students' understanding will be evaluated through **OSCE, OSPE, DOAP, Mini-CEX, or direct questioning**. Constructive feedback will be provided to enhance their clinical reasoning and application of knowledge.

Practical Training 16.7 Miliaria
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes)** The teacher will introduce **Miliaria**, covering its clinical presentation, causes, diagnostic approach, and differentiation from similar conditions. A demonstration will be conducted with a real patient to highlight key clinical findings. If a patient is unavailable, alternative instructional methods such as models, videos, or presentations will be used to ensure effective learning. **Step 2: Student Examination & Group Discussion (30 Minutes)** Students will **repeat the examination process** to reinforce their clinical skills and understanding. Following this, they will participate in a guided discussion on the differential diagnosis of **Miliaria**. The teacher will facilitate discussions, clarify doubts, and emphasize key concepts related to diagnosis and management. **Step 3: Assessment & Feedback (15 Minutes)** Students' understanding will be assessed through **direct questioning**. Constructive feedback will be provided to enhance their clinical reasoning and application of knowledge.
Practical Training 16.8 Angular Cheilitis
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will introduce **Angular Cheilitis**, covering its clinical presentation, etiology, diagnostic methods, and differentiation from similar conditions. A demonstration will be conducted with a real patient to highlight key clinical findings. If a patient is unavailable, alternative instructional methods such as models, videos, or presentations will be used to ensure effective learning. **Step 2: Student Examination & Group Discussion (30 Minutes) -** Students will **repeat the examination process** to reinforce their clinical skills and understanding. Following this, they will engage in a guided discussion on the differential diagnosis of **Angular Cheilitis**. The teacher will facilitate discussions, clarify doubts, and emphasize key concepts related to diagnosis and management. **Step 3: Assessment & Feedback (15 Minutes) -** Students' understanding will be assessed through **OSCE, OSPE, DOPS, Mini-CEX, or direct questioning**. Constructive feedback will be provided to enhance their clinical reasoning and application of knowledge.

Practical Training 16.9 Lichen nitidus
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes)** The teacher will introduce **Lichen Nitidus**, explaining its clinical presentation, etiology, diagnostic approach, and differentiation from similar conditions. A demonstration will be conducted with a real patient to illustrate key clinical findings. If a patient is unavailable, alternative instructional methods such as models, videos, or presentations will be used to ensure effective learning. **Step 2: Student Examination & Group Discussion (30 Minutes)** Students will **repeat the examination process** to reinforce their clinical skills and understanding. Following this, they will engage in a guided discussion on the differential diagnosis of **Lichen Nitidus**. The teacher will facilitate discussions, clarify doubts, and highlight key aspects of diagnosis and management. **Step 3: Assessment & Feedback (15 Minutes)** Students' understanding will be assessed through **direct questioning**. Constructive feedback will be provided to enhance their clinical reasoning and application of knowledge.
Practical Training 16.10 Chronic Bullous Disease of Childhood
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will introduce **Chronic Bullous Disease of Childhood**, discussing its clinical presentation, underlying causes, diagnostic approach, and differentiation from other blistering disorders. A live patient demonstration will be conducted to highlight key clinical findings. If a patient is unavailable, alternative teaching methods such as models, videos, or presentations will be utilized to ensure effective learning. **Step 2: Student Examination & Group Discussion (30 Minutes) -** Students will **repeat the examination process** to strengthen their clinical skills and understanding. This will be followed by a structured discussion on the differential diagnosis of **Chronic Bullous Disease of Childhood**. The teacher will guide the discussion, address queries, and emphasize important aspects of diagnosis and management. **Step 3: Assessment & Feedback (15 Minutes) -** Students' knowledge and clinical competence will be evaluated through **direct questioning**. Constructive feedback will be provided to enhance their diagnostic reasoning and practical application of knowledge.

Practical Training 16.11 Childhood Dermatitis Herpetiformis
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes)** – The teacher will introduce **Childhood Dermatitis Herpetiformis**, covering its clinical presentation, underlying causes, diagnostic approach, and differentiation from other similar dermatological conditions. A live patient demonstration will be conducted to highlight key clinical findings. If a patient is unavailable, alternative instructional methods such as models, videos, or presentations will be used to ensure effective learning. **Step 2: Student Examination & Group Discussion (30 Minutes)** – Students will repeat the examination process to reinforce their clinical skills and understanding. This will be followed by a structured discussion on the differential diagnosis of **Childhood Dermatitis Herpetiformis**. The teacher will facilitate the discussion, address queries, and emphasize key aspects of diagnosis and management. **Step 3: Assessment & Feedback (15 Minutes)** – Students' knowledge and clinical competency will be evaluated through **direct questioning**. Constructive feedback will be provided to enhance their diagnostic reasoning and practical application of knowledge.
Practical Training 16.12 Cutaneous Mastocytosis
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes)** – The teacher will introduce **Cutaneous Mastocytosis**, discussing its clinical presentation, underlying causes, diagnostic techniques, and how it differs from other similar skin conditions. A live patient demonstration will be conducted to highlight key clinical features. If a patient is unavailable, alternative teaching methods such as models, videos, or presentations will be utilized to ensure effective learning. **Step 2: Student Examination & Group Discussion (30 Minutes)** – Students will repeat the examination process to reinforce their clinical skills and understanding. This will be followed by a structured discussion focusing on the differential diagnosis of **Cutaneous Mastocytosis**. The teacher will guide the discussion, clarify doubts, and emphasize critical aspects of diagnosis and management. **Step 3: Assessment & Feedback (15 Minutes)** – Students' knowledge and clinical competence will be assessed through **direct questioning**. Constructive feedback will be provided to strengthen their diagnostic reasoning and practical application of knowledge.
Practical Training 16.13 Perianal Streptococcal Dermatitis

Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes)** – The teacher will introduce **Perianal Streptococcal Dermatitis**, covering its clinical features, underlying causes, diagnostic approach, and differentiation from similar dermatological conditions. A live patient demonstration will be conducted to illustrate key clinical findings. If a patient is unavailable, alternative instructional methods such as models, videos, or presentations will be used to ensure effective learning. **Step 2: Student Examination & Group Discussion (30 Minutes)** – Students will repeat the examination process to reinforce their clinical skills and understanding. This will be followed by a structured discussion on the differential diagnosis of **Perianal Streptococcal Dermatitis**. The teacher will facilitate discussions, address queries, and highlight essential aspects of diagnosis and management. **Step 3: Assessment & Feedback (15 Minutes)** – Students' knowledge and clinical competence will be evaluated through **direct questioning**. Constructive feedback will be provided to enhance their diagnostic reasoning and practical application of knowledge.
Practical Training 16.14 Traction Alopecia
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes)** – The teacher will introduce Traction Alopecia, explaining its clinical presentation, underlying causes, diagnostic approach, and differentiation from other types of hair loss. A live patient demonstration will be conducted to highlight key clinical findings. If a patient is unavailable, alternative teaching methods such as models, videos, or presentations will be used to ensure effective learning. **Step 2: Student Examination & Group Discussion (30 Minutes)** – Students will repeat the examination process to reinforce their clinical skills and understanding. This will be followed by a structured discussion on the differential diagnosis of Traction Alopecia. The teacher will guide the discussion, address queries, and emphasize key aspects of diagnosis and management. **Step 3: Assessment & Feedback (15 Minutes)** – Students' knowledge and clinical competency will be evaluated through direct questioning. Constructive feedback will be provided to enhance their diagnostic reasoning and practical application of knowledge.
Practical Training 16.15 Loose Anagen Syndrome
Total Learning Hours: 2 Hour

Step 1: Introduction & Demonstration (45 Minutes) – The teacher will introduce Loose Anagen Syndrome, explaining its clinical presentation and diagnostic approach. A live patient demonstration will be conducted to highlight key clinical findings. If a patient is unavailable, alternative teaching methods such as models, videos, or presentations will be used to facilitate learning. **Step 2: Student Examination & Group Discussion (45 Minutes)** – Students will repeat the examination process to reinforce their clinical skills and understanding. This will be followed by a structured discussion on the diagnosis of Loose Anagen Syndrome. The teacher will guide the discussion, address queries, and emphasize essential aspects of diagnosis and management. **Step 3: Assessment & Feedback (30 Minutes)** – Students' knowledge and clinical competency will be evaluated through direct questioning. Constructive feedback will be provided to enhance their diagnostic reasoning and practical application of knowledge.
Experiential Learning Activity
Experiential-Learning Learning 16.1: Common Pediatric Dermatoses
Total Learning Hours: 3 Hours **Step 1: Topic Assignment & Research (75 Minutes)** – The teacher will assign the project on "Management of Common Pediatric Dermatoses." Students will conduct in-depth research using textbooks, scientific journals, and online resources to explore treatment approaches in both conventional and Unani medicine. **Step 2: Project Compilation & Presentation (75 Minutes)** – Students will analyze and organize the gathered information into a structured format. They will prepare a **PowerPoint presentation** to present their findings and compile a written report detailing treatment strategies, preventive measures, and patient counseling techniques. The presentation will be delivered to peers and faculty to encourage interactive discussions and knowledge sharing. **Step 3: Discussion & Assessment (30 Minutes)** – Following the presentation, a discussion session will be conducted to address doubts and enhance understanding. The teacher will assess the depth of research, scientific accuracy, and presentation quality while providing constructive feedback for improvement.
Experiential-Learning Learning 16.2: Pediatric Skin Care
Total Learning Hours: 2 Hours

Step 1: Topic Assignment & Research (45 Minutes) – The teacher will assign the topic "Pediatric Skin Care" for a literature review. Students will conduct an in-depth search using textbooks, scientific journals, and credible online resources to gather relevant information on pediatric skin physiology, care practices, preventive measures, and management approaches.

Step 2: Content Compilation & Presentation (45 Minutes) – Students will analyze and organize the collected data into a structured format. They will prepare a PowerPoint presentation summarizing key findings and compile a written review to present to peers and faculty, encouraging discussion and knowledge exchange.

Step 3: Discussion & Evaluation (30 Minutes) – Following the presentation, a discussion session will be conducted to address key insights, clarify concepts, and enhance understanding. The teacher will assess students based on content depth, scientific accuracy, and presentation clarity while providing constructive feedback for improvement.

Experiential-Learning Learning 16.3: Infantile acne

Total Learning Hours: 3 Hours

Step 1: Case Assignment & Data Collection (75 Minutes) – The teacher will assign a case of Infantile Acne for presentation. The student will take a detailed history, perform a thorough clinical examination, and gather all relevant patient information. In the absence of a real patient, a virtual case or recorded clinical scenario will be provided.

Step 2: Case Presentation & Discussion (60 Minutes) – The student will present the case, including history, clinical findings, relevant investigations, differential diagnoses, and final diagnosis. The presentation will take place in the presence of faculty and peers, fostering an interactive discussion.

Step 3: Assessment & Feedback (45 Minutes) – The teacher will assess students' diagnostic approach, clinical reasoning, and presentation skills through direct questioning, OSCE, Mini-CEX, or case-based discussions. Constructive feedback will be provided to improve clinical competency.

Experiential-Learning Learning 16.4: Neonatral Pustural Melanosis

Total Learning Hours: 2 Hours

Step 1: Topic Assignment & Research (45 Minutes) – The teacher will assign the topic "Neonatal Pustular Melanosis" for the Journal Club session. Students will search for recent clinical trials on the topic using reputable scientific journals and online databases, ensuring they gather the latest evidence-based information.

Step 2: Critical Analysis & Presentation (45 Minutes) – Students will critically analyze key sections of the selected research article, including journal information, introduction, methodology, results, discussion, and take-home message. They will present their findings to faculty and peers, fostering academic discussion and critical thinking. **Step 3: Discussion & Assessment (30 Minutes)** – A structured discussion will follow, encouraging students to debate the study's findings, limitations, and clinical implications. The teacher will assess students' understanding and analytical skills through direct questioning and case-based discussions while providing constructive feedback for improvement.
Experiential-Learning Learning 16.5: Roseola infantum
Total Learning Hours: 3 Hours **Step 1: Topic Assignment & Research (75 Minutes)** – The teacher will assign the topic "Roseola Infantum" for the seminar presentation. Students will conduct thorough research using textbooks, scientific journals, and credible online sources to gather information on its etiology, clinical features, diagnosis, and management. **Step 2: Presentation & Discussion (75 Minutes)** – Students will present their findings in a structured manner, covering the key aspects of Roseola Infantum. They will deliver their presentation to faculty and peers, encouraging an interactive discussion to enhance understanding and clarify doubts. **Step 3: Assessment & Feedback (30 Minutes)** – The teacher will assess students based on content depth, scientific accuracy, clarity of presentation, and engagement in discussion. Constructive feedback will be provided to refine their presentation and knowledge application.
Experiential-Learning Learning 16.6: Blistering Distal Dactylitis
Total Learning Hours: 3 Hours **Step 1: Literature Search & Paper Selection (75 Minutes) -** The student will be assigned the topic **"Blistering Distal Dactylitis"** for the Journal Club. They will conduct an extensive search for recently published clinical trial articles on the topic and, in consultation with the assigned teacher, finalize one paper for presentation.

Step 2: Journal Club Presentation (75 Minutes) - After selecting the paper, the student will lead the Journal Club session, critically analyzing key sections of the article, including journal details, topic introduction, methodology, results, discussion, and key takeaways. The presentation will be delivered to peers and faculty members, encouraging academic discussion and engagement.

Step 3: Discussion & Assessment (30 Minutes) - A structured discussion will follow the presentation, allowing students to delve deeper into the article's key points. The teacher will evaluate the student's performance based on research depth, analytical skills, clarity of presentation, and level of participation in the discussion.

Experiential-Learning Learning 16.7: Juvenile Xanthogranuloma

Total Learning Hours: 3 Hours

Step 1: Literature Search & Review (75 Minutes) - The student will conduct an in-depth literature review on *Juvenile Xanthogranuloma*, utilizing academic resources such as journal articles, textbooks, and reputable online databases. The goal is to gather comprehensive and up-to-date information on its clinical presentation, pathophysiology, diagnosis, and management.

Step 2: Compilation & PPT Preparation (75 Minutes) - After collecting relevant data, the student will organize their findings into a well-structured PowerPoint (PPT) presentation. The presentation should include key sections such as an introduction, clinical features, pathogenesis, diagnostic methods, treatment options, and recent research findings. The slides should be concise, visually engaging, and informative.

Step 3: Discussion & Assessment (30 Minutes) - A discussion session will follow, where the student will present their PPT to peers and faculty members. The teacher will evaluate the student's performance based on research quality, analytical depth, clarity of explanation, presentation skills, and engagement in the discussion.

Experiential-Learning Learning 16.8: Milia

Total Learning Hours: 3 Hours

Step 1: Case Selection & Research (75 Minutes) - The student will be assigned a clinical case on *Milia* for presentation. They will gather relevant patient history, clinical findings, diagnostic approaches, and management strategies from medical literature, case studies, and academic resources to prepare a comprehensive case report.

Step 2: Case Presentation (75 Minutes) -The student will present the case, including patient history, clinical examination, differential diagnosis, investigations, and treatment options. The presentation will be delivered to faculty members and peers, fostering an interactive discussion on the case. **Step 3: Discussion & Evaluation (30 Minutes) -** After the presentation, a structured discussion will take place, focusing on diagnostic challenges and treatment strategies. The teacher will assess the student's understanding, clinical reasoning, and presentation skills while providing constructive feedback to enhance learning.
Experiential-Learning Learning 16.9: Angular Cheilitis
Total Learning Hours: 2 Hours **Step 1: Literature Search & Content Preparation (45 Minutes) -** The student will be assigned the topic *Angular Cheilitis* for a seminar presentation. They will conduct thorough research using library resources, online academic materials, and other credible references to gather the most recent and relevant information on the topic. **Step 2: Presentation & Knowledge Sharing (45 Minutes) -** After compiling and organizing the information, the student will prepare and deliver a PowerPoint (PPT) presentation to teachers and fellow students. The presentation will cover the clinical features, diagnostic approach, and management of Angular Cheilitis, fostering academic discussion and knowledge exchange. **Step 3: Discussion & Assessment (30 Minutes) -** Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. The teacher will assess the student's performance based on research quality, presentation skills, clarity of communication, and engagement in the discussion.
Experiential-Learning Learning 16.10: Lichen striatus
Total Learning Hours: 3 Hours **Step 1: Literature Search & Paper Selection (75 Minutes)** – The student will be assigned the topic *Lichen Striatus* for the Journal Club. They will conduct an extensive search for recently published clinical trial articles on the topic and, in consultation with the assigned teacher, finalize one paper for presentation.

Step 2: Journal Club Presentation (75 Minutes) – After selecting the paper, the student will lead the Journal Club session, critically analyzing key sections of the article, including journal details, topic introduction, methodology, results, discussion, and key takeaways. The presentation will be delivered to peers and faculty members, encouraging academic discussion and engagement.

Step 3: Discussion & Assessment (30 Minutes) – A structured discussion will follow the presentation, allowing students to delve deeper into the article's key points. The teacher will evaluate the student's performance based on research depth, analytical skills, clarity of presentation, and level of participation in the discussion.

Experiential-Learning Learning 16.11: Fifth Disease

Total Learning Hours: 3 Hours

Step 1: Literature Search & Content Preparation (75 Minutes)

The student will be assigned the topic *Fifth Disease* for a seminar presentation. They will conduct in-depth research using library resources, online academic journals, and other credible references to collect the latest and most relevant information on the topic.

Step 2: Presentation & Knowledge Sharing (75 Minutes)

After gathering and organizing the necessary information, the student will create a structured PowerPoint (PPT) presentation to effectively communicate their findings. The presentation will be delivered to teachers and fellow students, encouraging academic discussion and knowledge exchange.

Step 3: Discussion & Assessment (30 Minutes)

Following the presentation, a structured discussion will be conducted to explore key aspects of *Fifth Disease*. The teacher will assess the student's performance based on research depth, presentation clarity, analytical skills, and active engagement in the discussion.

Experiential-Learning Learning 16.12: Child hood Dermatitis Herpetiformis

Total Learning Hours: 2 Hours

Step 1: Case Selection & Research (45 Minutes) - The student will be assigned a clinical case on *Childhood Dermatitis Herpetiformis* for presentation. They will gather relevant patient history, clinical features, diagnostic approaches, and management strategies using academic resources, medical literature, and case reports to develop a well-structured case study.

Step 2: Case Presentation (45 Minutes) - The student will present the case, covering patient history, clinical examination findings, differential diagnosis, investigations, and treatment options. The presentation will be delivered to faculty members and peers to demonstrate their clinical understanding. **Step 3: Discussion & Assessment (30 Minutes) -** An interactive discussion will follow the presentation, where students and faculty will analyze key clinical aspects of the case. The teacher will assess the student's understanding, diagnostic reasoning, and presentation skills, providing constructive feedback for improvement.
Experiential-Learning Learning 16.13: Cutaneous Mastocytosis
Total Learning Hours: 2 Hours **Step 1: Literature Search & Review (45 Minutes) -** The student will conduct a focused literature review on *Cutaneous Mastocytosis*, utilizing academic sources such as journal articles, textbooks, and reputable online databases. The review will cover its clinical presentation, pathophysiology, diagnostic methods, and management strategies. **Step 2: Compilation & PPT Preparation (45 Minutes) -** After gathering relevant information, the student will organize their findings into a structured PowerPoint (PPT) presentation. The PPT should include key aspects such as an introduction, classification, clinical features, histopathology, diagnostic approaches, treatment options, and recent advancements. It should be well-structured, visually engaging, and informative. **Step 3: Discussion & Assessment (30 Minutes) -** Following the presentation, a discussion session will be held with peers and faculty. The teacher will evaluate the student's performance based on research quality, depth of analysis, clarity of explanation, presentation skills, and active engagement in the discussion.
Experiential-Learning Learning 16.14: Perianal Streptococcal Dermatitis
Total Learning Hours: 2 Hours **Step 1: Case Selection & Research (45 Minutes) -** The student will be assigned a clinical case on *Perianal Streptococcal Dermatitis* for presentation. They will gather relevant patient history, clinical features, diagnostic methods, and treatment strategies using academic resources, medical literature, and case reports to develop a structured case study. **Step 2: Case Presentation (45 Minutes) -** The student will present the case, covering patient history, clinical examination findings, differential diagnosis, investigations, and management approaches. The presentation will be delivered to faculty members and peers to demonstrate their clinical understanding.

Step 3: Discussion & Assessment (30 Minutes) - An interactive discussion will follow the presentation, allowing students and faculty to analyze key clinical aspects of the case. The teacher will assess the student's understanding, diagnostic reasoning, and presentation skills, providing constructive feedback for improvement.
Experiential-Learning Learning 16.15: Traction Alopecia
Total Learning Hours: 2 Hours **Step 1: Case Selection & Research (45 Minutes) -** The student will be assigned a clinical case on *Traction Alopecia* for presentation. They will gather relevant patient history, clinical features, diagnostic approaches, and management strategies using medical literature, case reports, and academic resources to develop a structured case study. **Step 2: Case Presentation (45 Minutes) -** The student will present the case, covering patient history, clinical examination findings, differential diagnosis, investigations, and treatment options. The presentation will be delivered to faculty members and peers to enhance clinical understanding and discussion. **Step 3: Discussion & Assessment (30 Minutes) -** An interactive discussion will follow, where students and faculty will analyze key clinical aspects of the case. The teacher will assess the student's diagnostic reasoning, clarity of presentation, and overall understanding, providing constructive feedback for improvement.
Experiential-Learning Learning 16.16: Loose Anagen Syndrome
Total Learning Hours: 1 Hour **Step 1: Topic Assignment & Research -** The teacher will assign the topic *Loose Anagen Syndrome* to the student, who will conduct brief but focused research using credible sources to gather relevant information on its clinical presentation, diagnosis, and management. **Step 2: Seminar Presentation (45 Minutes) -** The student will deliver a structured seminar presentation, effectively summarizing their findings and explaining key aspects of *Loose Anagen Syndrome* to their peers and faculty members. The presentation may include visual aids such as PowerPoint slides for better understanding. **Step 3: Discussion & Assessment (15 Minutes) -** A discussion session will follow the presentation, where students and faculty will engage in Q&A to clarify concepts and enhance understanding. The teacher will assess the student based on their research depth, presentation skills, clarity of communication, and engagement in the discussion.

Modular Assessment	
Assessment	**Hour**
Instructions – Conduct a structured modular assessment that carries **75 Marks**. Keep a record of the structured marking pattern using different assessment methods applicable to the module of the semester concerned, and calculate the modular grade point as shown in **Table 6C**. 1. **Objective Structured Practical Examination – (25 Marks):** Assess students' practical skills and clinical understanding of Pediatric Dermatology through structured stations. Assessment will cover: • History Taking and Clinical Examination (5 Marks) • Diagnosis and Differential Diagnosis (5 Marks) • Investigations and Interpretation (5 Marks) • Management and Treatment Plan (5 Marks) • Communication and Counseling Skills (5 Marks) 2. **Oral Viva – (25Marks):** Evaluate the student's understanding of Pediatric Dermatology through an Oral Viva, focusing on clinical presentation, diagnosis, management, and complications. 3. **Short Answer Questions – (25 Marks):** 5 Short Answer Questions (5 Marks each) covering key topics related to the diagnosis, pathophysiology, management, and prevention of Pediatric Dermatological Conditions. **Or** Any practical in converted form can be taken for assessment. (**35 Marks**) **and** Any experiential, such as portfolios/ reflection/ presentations, can be taken as an assessment. (**40 Marks**)	6
Module 17 : جلدی امراض شیخوخت Jildi Amrãze Shaikhukhat (Geriatric Dermatology)	
Module Learning Objectives (At the end of the module, the students should be able to)	

1 Describe the etiopathogenesis, clinical presentation, diagnosis & integrated management of skin diseases in Elderly.

2 Conduct a thorough evaluation of patients by means of clinical assessment (history taking & Dermatological examinations) and applications of relevant investigations.

3 Identify tools for diagnosis and comprehensive integrated management of diseases along with literature survey for evidence based latest studies and recent advancements

Unit 1 جلدی امراض شیخوخت کا عمومی جائزہ Jildi Amrãze Shaikhukhat kã Umumi Jayezã (Overview of geriatric dermatoses)

17.1.1 جلدی امراض شیخوخت کا عمومی جائزہ (Overview of Geriatric Dermatoses)

References: 1,2,18,74

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4	Illustrate the prevalence, clinical features, and contributing factors of common skin disorders in the geriatric population.	1	Lecture	CC	Knows-how	L&PPT ,L
CO2,CO3, CO4	Formulate and plan a multidisciplinary approach for the prevention and management of common skin disorders in the geriatric population	2	Experiential-Learning17.1	CAN	Does	LS,PrBL,DIS

Unit 2 معمر افراد کے جلد کی عام نگہداشت Mu'ammar Afrãd ke jild ki ãam Nigahdãsht (General geriatric skin care)

17.2.1 معمر افراد کے جلد کی عام نگہداشت (General Geriatric Skin Care)

References: 1,3,5,8,10,18,30,74

3A	3B	3C	3D	3E	3F	3G

CO2,CO3, CO4,CO5	Describe general skin care principles, common concerns, and preventive measures in the geriatric population.	1	Lecture	CC	Knows-how	L&PPT ,L
CO2,CO3, CO4,CO5	Review and analyze the published work on Geriatric Skin Care.	3	Experiential-Learning17.2	CAN	Does	DIS,PER,LS,PrBL

Unit 3 یبوست شیخوخی وکدم الجلد Yabusat-i Jild Shaikhukhi wa Razz-i Jild Shaikhukhi (Senile xerosis and Senile bruises)

17.3.1 یبوست شیخوخی (Senile Xerosis)

17.3.2 متلازمہ تکدم الجلد سہلی (Easy Bruising Syndrome)

17.3.3 متلازمہ تکدم الجلد متالم (Painful Bruising Syndrome)

References:

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4,CO5	Describe etiopathogenesis, clinical features, diagnosis and management of Senile Xerosis.	1	Lecture	CC	Knows-how	L&PPT ,L
CO2,CO3, CO4,CO5	Discuss etiopathogenesis, clinical features, diagnosis and management of Easy Bruising Syndrome and Painful Bruising Syndrome.	1	Lecture	CC	Knows-how	L&PPT ,L
CO2,CO3, CO4,CO5	Demonstrate clinical features, relevant history, diagnosis and differential diagnosis of Senile Xerosis.	2	Practical17.1	PSY-GUD	Shows-how	D-BED,CBL,D-M,D,DIS

CO2,CO3, CO4,CO5	Demonstrate clinical features, relevant history, diagnosis, differential diagnosis and management of Easy Bruising Syndrome.	2	Practical17.2	PSY-GUD	Shows-how	D,D-M,CBL,D-BED,DIS
CO2,CO3, CO4,CO5	Analyze the introduction, methodology, results, and discussion of a recent clinical trial on Senile Xerosis	2	Experiential-Learning17.3	CAN	Does	LS,JC,PrBL,PER
CO2,CO3, CO4,CO5	Perform a literature survey and present a seminar on Painful Bruising Syndrome, discussing its pathophysiology, clinical features, diagnosis, and management.	3	Experiential-Learning17.4	CAP	Does	PrBL,CBL,LS,DIS

Unit 4 فرفریہ شیخوخی،حکہ شیخوخی وورديہ شیخوخی Furfuriyã Sahaikhukhi, Hikkã Shaikhukhi wa Wardiyã Shaikhukhi(Senile purpura, senile pruritus, and senile rosacea)

17.4.1 فرفریہ شیخوخی (Senile Purpura)

17.4.2 حکہ شیخوخی (Senile Pruritus)

17.4.3 وورديہ شیخوخی (Senile Rosacea)

References: 2,3,5,8,10,13,18,24,31,74

3A	3B	3C	3D	3E	3F	3G

CO2,CO3, CO4,CO5	Describe etiopathogenesis, clinical findings, diagnosis & Usoole Ilaj wa Integrated Ilaj of Senile Purpura.	1	Lecture	CC	Knows-how	L,L&PPT
CO2,CO3, CO4,CO5	Describe etiopathogenesis, clinical features, diagnosis and Usoole Ilaj wa Ilaj of senile pruritus.	1	Lecture	CK	Knows-how	L,L&PPT
CO2,CO3, CO4,CO5	Describe etiopathogenesis, clinical features, diagnosis, differential diagnosis and Usoole Ilaj wa Ilaj of senile rosacea	1	Lecture	CK	Knows-how	L&PPT ,L
CO2,CO3, CO4,CO5	Demonstrate Clinical manifestations, clinical diagnosis and differential diagnosis of Senile Purpura.	2	Practical17.3	PSY-GUD	Shows-how	CBL,D-BED,D-M,DIS,D
CO2,CO3, CO4,CO5	Discuss and demonstrate the clinical features, diagnosis, Usul-e Ilaj, and management of Senile Pruritus.	3	Practical17.4	PSY-GUD	Shows-how	D,CBL,D-M,D-BED
CO2,CO3, CO4,CO5	Discuss and demonstrate clinical features, diagnosis, and differential Diagnosis of senile rosacea.	2	Practical17.5	PSY-GUD	Shows-how	D-M,D-BED,D,CBL,DIS
CO2,CO3, CO4,CO5	Develop a detailed case diagnosis of Senile Pruritus and effectively present it to peers for discussion and analysis.	3	Experiential-Learning17.5	PSY-ADT	Does	CD,D,CBL,D-BED,DIS
CO2,CO3, CO4,CO5	Evaluate and analyze critically the introduction, methodology, results, and discussion of a recent clinical trial on Senile Purpura.	2	Experiential-Learning17.6	CAN	Does	PER,DIS,PrBL,JC,LS

CO2,CO3, CO4,CO5	Conduct a comprehensive literature survey and deliver a seminar presentation on Senile Rosacea.	2	Experiential-Learning17.7	CC	Does	PER,LS,DIS,CBL

Unit 5 تخلخل جلد، تشمس جلد وبرش شیخوخی/البقعہ کبدیہ Takhalkhul-i Jild, Tashamus-i Jild, wa Barash-i Shaikhukhi / Buqã'-i Kabidiyã (Dermatoporosis, Dermatoheliosis, and lentigo senilis/ liver spots)

17.5.1 تخلخل جلد (Dermatoporosis (Chronic Cutaneous Fragile Syndrome))

17.5.2 تشمس جلد (Dermatoheliosis)

17.5.3 برش شیخوخی/البقعہ کبدیہ (Lentigo Senilis / Liver Spots)

References: 1,2,3,4,16,17,18,21,25,74

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4,CO5	Describe etiopathogenesis, clinical presentation, diagnosis, and integrated Usoole Ilaj wa Ilaj of Dermatoporosis.	1	Lecture	CC	Knows-how	L&PPT ,L
CO2,CO3, CO4,CO5	Describe etiopathogenesis, clinical presentation, diagnosis & Usool-e-Ilaj wa Ilaj of Dermatoheliosis.	1	Lecture	CE	Knows-how	L,L&PPT
CO2,CO3, CO4,CO5	Describe etiopathogenesis, clinical presentation, clinical diagnosis & Usool-e-Ilaj wa integrated Ilaj of lentigo senilis.	1	Lecture	CAP	Knows-how	CBL

CO2,CO3, CO4,CO5	Demonstrate and discuss etiopathogenesis, clinical presentation, clinical diagnosis & Usoole Ilaj wa integrated Ilaj of Dermatoporosis.	3	Practical17.6	PSY-GUD	Shows-how	D-BED,CBL,DIS,D-M,D
CO2,CO3, CO4,CO5	Discuss and demonstrate etiopathogenesis, clinical presentation, clinical diagnosis & Usoole Ilaj wa integrated Ilaj of Dermatoheliosis.	3	Practical17.7	PSY-GUD	Shows-how	D-M,D-BED,D,DIS,CBL
CO2,CO3, CO4	Discuss and demonstrate etiopathogenesis, clinical presentation, clinical diagnosis & Usoole Ilaj wa integrated Ilaj of lentigo senilis (Liver spots).	3	Practical17.8	PSY-GUD	Shows-how	CBL,D-M,D,D-BED,DIS
CO2,CO3, CO4,CO5	Evaluate critically, the introduction, methodology, results, and discussion of a recent clinical trial on Dermatoporosis.	3	Experiential-Learning17.8	CS	Does	PrBL,JC,LS
CO2,CO3, CO4,CO5	Conduct a literature survey and execute a seminar presentation on Dermatoheliosis.	3	Experiential-Learning17.9	PSY-ADT	Does	PER,DIS,PrBL,LS
CO2,CO3, CO4,CO5	Perform a clinical examination to diagnose the case of lentigo senilis (Liver spots) and present it to peers.	3	Experiential-Learning17.10	PSY-ADT	Does	CBL,D-BED,PER,CD,D
Practical Training Activity						
Practical Training 17.1 Senile Xerosis						
Total Learning Hours: 2 Hours						

Step 1: Introduction, History Taking & Demonstration (75 Minutes) – The teacher will introduce **Senile Xerosis**, covering relevant history, its clinical features, diagnostic approach, and differentiation from other xerotic conditions. A clinical demonstration will be conducted on a real patient in OPD or IPD to illustrate key findings. If a patient is unavailable, alternative instructional tools such as models, videos, or case-based discussions will be used to achieve learning objectives. **Step 2: Student Practice & Group Discussion (30 Minutes)** – Students will practice history-taking and examination techniques under supervision and participate in a guided discussion on differential diagnosis, preventive measures, and management strategies. The teacher will facilitate the discussion, clarify doubts, and reinforce essential concepts. **Step 3: Assessment & Feedback (15 Minutes)** – Students' comprehension will be evaluated through direct questioning or case-based assessment. Constructive feedback will be provided to strengthen their clinical reasoning and diagnostic skills.
Practical Training 17.2 Easy Bruising Syndrome
Total Learning Hours: 2 Hours **Step 1: Introduction, History Taking & Demonstration (75 Minutes)** – The teacher will introduce **Easy Bruising Syndrome**, discussing its relevant history, clinical presentation, diagnostic approach, and differentiation from other bleeding and vascular disorders. A clinical demonstration will be conducted on a real patient in OPD or IPD to highlight key findings. If a patient is unavailable, alternative teaching methods such as models, videos, or case-based discussions will be utilized to ensure effective learning. **Step 2: Student Practice & Group Discussion (30 Minutes)** – Students will practice history-taking and examination skills under supervision and engage in a guided discussion on differential diagnosis, contributing factors, and possible interventions. The teacher will facilitate the discussion, address queries, and reinforce critical concepts. **Step 3: Assessment & Feedback (15 Minutes)** – Students' knowledge and clinical skills will be evaluated through direct questioning or case-based assessments. Constructive feedback will be provided to enhance their diagnostic reasoning and clinical decision-making.
Practical Training 17.3 Senile Purpura
Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 Minutes) – The teacher will introduce **Senile Purpura**, covering relevant history, clinical features, diagnostic approach, and differentiation from other causes of purpura in the elderly. A clinical demonstration will be conducted using a real patient to highlight key findings. If a patient is unavailable, alternative instructional methods such as models, videos, or case-based discussions will be used. **Step 2: Hands-on Practice & Group Discussion (30 Minutes)** – Students will engage in performing the clinical examination under supervision and participate in a guided discussion on differential diagnosis, contributing factors, and preventive strategies. **Step 3: Assessment & Feedback (15 Minutes)** – Students' understanding will be evaluated through direct questioning. Constructive feedback will be provided to enhance clinical reasoning and diagnostic skills.
Practical Training 17.4 Senile pruritus
Total Learning Hours: 3 Hours **Step 1: Introduction & Demonstration (75 Minutes)** – The teacher will introduce **Senile Pruritus**, covering relevant history, clinical features, diagnostic approach, and differentiation from other pruritic conditions in the elderly. A clinical demonstration will be conducted using a real patient to highlight key findings. If a patient is unavailable, alternative instructional methods such as models, videos, or case-based discussions will be used. **Step 2: Hands-on Practice & Group Discussion (60 Minutes)** – Students will perform the clinical examination under supervision and participate in a guided discussion on differential diagnosis, contributing factors, and management strategies, including both **conventional and Unani approaches**. **Step 3: Assessment & Feedback (45 Minutes)** – Students' understanding will be evaluated through direct questioning. Constructive feedback will be provided to enhance clinical reasoning, diagnostic accuracy, and treatment planning.
Practical Training 17.5 Senile rosacea
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (45 Minutes)** – The teacher will introduce **Senile Rosacea**, covering relevant history, clinical features, diagnostic approach, and differentiation from other facial dermatoses in the elderly. A clinical demonstration will be conducted using a real patient to highlight key findings. If a patient is unavailable, alternative instructional methods such as models, videos, or case-based discussions will be used.

Step 2: Hands-on Practice & Group Discussion (45 Minutes) – Students will perform the clinical examination under supervision and participate in a guided discussion on differential diagnosis and contributing factors.

Step 3: Assessment & Feedback (30 Minutes) – Students' understanding will be evaluated through direct questioning. Constructive feedback will be provided to enhance clinical reasoning and diagnostic accuracy.

Practical Training 17.6 Dermatoporosis

Total Learning Hours: 3 Hours

Step 1: Introduction & Demonstration (75 Minutes) – The teacher will introduce **Dermatoporosis**, covering relevant history, clinical features, diagnostic approach, and differentiation from other conditions associated with skin atrophy. A thorough skin examination will be demonstrated on a patient in OPD or IPD. If a patient is unavailable, alternative instructional methods such as models or videos will be used to ensure effective learning.

Step 2: Student Examination & Group Discussion (75 Minutes) – Students will perform the skin examination under supervision, identifying key clinical signs and discussing differential diagnoses. They will engage in a guided discussion on **management strategies of Dermatoporosis in both Unani and conventional medicine**, focusing on preventive measures, treatment options, and patient education.

Step 3: Assessment & Feedback (30 Minutes) – Students' understanding will be assessed through **direct questioning**, with constructive feedback provided to enhance their clinical reasoning and application of knowledge.

Practical Training 17.7 Dermatoheliosis

Total Learning Hours: 3 Hours

Step 1: Introduction & Demonstration (75 Minutes) – The teacher will introduce **Dermatoheliosis**, covering relevant history, clinical features, diagnostic approach, and differentiation from other sun-induced skin disorders. A thorough skin examination will be demonstrated on a patient in OPD or IPD. If a patient is unavailable, alternative instructional methods such as models or videos will be used to ensure effective learning.

Step 2: Student Examination & Group Discussion (75 Minutes) – Students will perform the skin examination under supervision, identifying key clinical signs and discussing differential diagnoses. They will engage in a guided discussion on the **management strategies of Dermatoheliosis in both Unani and conventional medicine**, with a focus on **preventive strategies** to reduce disease progression and long-term complications.

Step 3: Assessment & Feedback (30 Minutes) – Students' understanding will be assessed through **direct questioning**, with constructive feedback provided to enhance their clinical reasoning and application of knowledge.
Practical Training 17.8 Lentigo Senilis
Total Learning Hours: 3 Hours **Step 1: Introduction & Demonstration (75 Minutes)** – The teacher will introduce **Lentigo Senilis**, discussing its relevant history, clinical features, diagnostic methods, and differentiation from other pigmentary disorders. A comprehensive skin examination will be demonstrated on a patient in OPD or IPD. If a patient is unavailable, alternative learning tools such as models or videos will be used to facilitate understanding. **Step 2: Student Examination & Group Discussion (75 Minutes)** – Under supervision, students will conduct a skin examination, identifying key clinical signs and exploring differential diagnoses. They will participate in a guided discussion on **management strategies for Lentigo Senilis in both Unani and conventional medicine**, emphasizing **preventive measures and available treatment options** for effective care. **Step 3: Assessment & Feedback (30 Minutes)** – Students' knowledge and skills will be evaluated through **direct questioning**, followed by constructive feedback to enhance clinical reasoning and practical application.
Experiential Learning Activity
Experiential-Learning Learning 17.1: Geriatric Skin Diseases
Total Learning Hours: 2 Hours **Step 1: Topic Assignment & Research (45 Minutes) -** The teacher will assign the project on "Multidisciplinary Approach for the Prevention and Management of Common Skin Disorders in the Geriatric Population." Students will conduct in-depth research using textbooks, scientific journals, and online resources to explore various aspects of geriatric dermatology. **Step 2: Project Compilation & Presentation (45 Minutes) -** Students will analyze and organize the gathered information into a structured format. They will prepare a PowerPoint presentation to present their findings and compile a written report detailing preventive strategies and management protocols. They will present their work to peers and faculty, encouraging interactive discussions and knowledge sharing.

Step 3: Submission & Evaluation (30 Minutes)- Following the presentation, students will submit the project in written form to the concerned teacher. The teacher will assess the content depth, scientific accuracy, and presentation quality while providing constructive feedback for improvement.

Experiential-Learning Learning 17.2: Geriatric Skin Care

Total Learning Hours: 3 Hours

Step 1: Topic Assignment & Research (75 Minutes) – The teacher will assign the topic "Geriatric Skin Care" for a literature review. Students will conduct an in-depth search using textbooks, scientific journals, and credible online resources to gather relevant information on aging-related skin changes, preventive measures, and management approaches.

Step 2: Content Compilation & Presentation (60 Minutes) – Students will analyze and organize the collected data into a structured format. They will prepare a PowerPoint presentation summarizing key findings and present their work to peers and faculty, encouraging discussion and knowledge exchange.

Step 3: Discussion & Assessment (45 Minutes) – A detailed discussion will follow the presentation, where students will engage in critical analysis of the topic. The teacher will assess their understanding, analytical skills, and presentation effectiveness while providing constructive feedback for improvement.

Experiential-Learning Learning 17.3: Senile Xerosis

Total Learning Hours: 2 Hours

Step 1: Literature Search & Paper Selection (45 Minutes) – The teacher will assign **Senile Xerosis** as the topic for the Journal Club session. Students will search for recent clinical studies, trials, or relevant research articles on the topic. In consultation with the teacher, they will finalize one research paper for detailed analysis and presentation.

Step 2: Journal Club Presentation & Discussion (45 Minutes) – Students will critically analyze the selected article, covering key sections such as journal information, introduction, methodology, results, discussion, and take-home message. They will present their findings to peers and faculty, fostering interactive discussions and evidence-based learning.

Step 3: Critical Appraisal & Assessment (30 Minutes) – A structured discussion will follow, focusing on the study's strengths, limitations, and clinical implications. The teacher will assess students' understanding, analytical skills, and engagement in scholarly discussion while providing constructive feedback.

Experiential-Learning Learning 17.4: Painful Bruising Syndrome
Total Learning Hours: 3 Hours **Step 1: Topic Assignment & Research (75 Minutes)** – The teacher will assign the topic **"Painful Bruising Syndrome"** to students. They will conduct an in-depth study using textbooks, scientific journals, and online resources, focusing on its **pathophysiology, clinical features, diagnosis, and management in both conventional and Unani medicine**. **Step 2: Seminar Presentation & Discussion (60 Minutes)** – Students will analyze and organize the gathered information into a structured format. They will prepare a PowerPoint presentation and present their findings to peers and faculty, encouraging interactive discussions and knowledge exchange. **Step 3: Critical Discussion & Assessment (45 Minutes)** – A structured discussion will follow the presentation, where students will address queries, analyze key points, and refine their understanding. The teacher will assess students based on content accuracy, presentation skills, and engagement in academic discussion while providing constructive feedback.
Experiential-Learning Learning 17.5: Senile Pruritus
Total Learning Hours: 3 Hours **Step 1: Case Assignment & Clinical Examination (75 Minutes)** – The student will be assigned a case of **Senile Pruritus** for presentation. They will take a comprehensive patient history, perform a thorough clinical examination, and document relevant findings. If a patient is unavailable, a virtual case or pre-recorded clinical scenario will be utilized to achieve the learning objectives. **Step 2: Case Presentation & Analysis (60 Minutes)** – The student will present the case, covering **detailed history, clinical examination findings, relevant investigations, differential diagnoses, and final diagnosis**. This presentation will take place in the presence of teachers and department students, encouraging academic discussion and critical thinking. **Step 3: Discussion & Assessment (45 Minutes)** – A post-presentation discussion will follow, where doubts will be addressed, and missing points will be clarified to ensure a deeper understanding of **Senile Pruritus**. Students' clinical skills and reasoning will be assessed through direct questioning, with constructive feedback provided for improvement.

Experiential-Learning Learning 17.6: Senile purpura
Total Learning Hours: 2 Hours **Step 1: Literature Search & Paper Selection (45 Minutes)** – The teacher will assign the topic **"Senile Purpura"** for the Journal Club session. The student will search for recent clinical research articles on the topic and, in consultation with the teacher, finalize a relevant journal article for review and presentation. **Step 2: Journal Club Presentation (45 Minutes)** – The student will present the selected article, critically analyzing key sections, including **journal information, introduction, methodology, results, discussion, and take-home message**. The presentation will be conducted in the presence of peers and faculty, encouraging academic engagement and evidence-based discussion. **Step 3: Discussion & Assessment (30 Minutes)** – A post-presentation discussion will be held to explore the findings, limitations, and clinical implications of the study. The teacher will assess the students' analytical and presentation skills, providing constructive feedback to enhance their critical appraisal abilities.
Experiential-Learning Learning 17.7: Senile rosacea.
Total Learning Hours: 2 Hours **Step 1: Topic Assignment & Research (45 Minutes)** – The teacher will assign the topic **"Senile Rosacea"** to students. They will conduct in-depth research using textbooks, scientific journals, and online resources to understand its pathophysiology, clinical features, diagnostic approach, differentiation from other similar conditions, and management strategies. **Step 2: Seminar Presentation (45 Minutes)** – Students will organize their findings into a structured format and prepare a PowerPoint presentation. They will present their work to peers and faculty, fostering interactive discussions and knowledge-sharing. **Step 3: Discussion & Assessment (30 Minutes)** – A post-presentation discussion will be conducted to clarify concepts and address queries. The teacher will assess students based on their understanding, presentation skills, and ability to engage in academic discussion, providing constructive feedback for improvement.
Experiential-Learning Learning 17.8: Dermatoporosis
Total Learning Hours: 3 Hours

Step 1: Literature Search & Paper Selection (75 Minutes) – The teacher will assign the topic **"Dermatoporosis"** for the Journal Club session. Students will search for **recent clinical trials** on the topic using scientific databases and reputable journals. In consultation with the teacher, they will finalize a relevant research paper for detailed review and discussion. **Step 2: Journal Club Presentation & Critical Analysis (75 Minutes)** – Students will present the selected clinical trial, critically analyzing key sections including **journal information, introduction, methodology, results, discussion, and key takeaways**. The session will encourage academic discussion, critical thinking, and an evidence-based approach to understanding **Dermatoporosis**. **Step 3: Discussion & Assessment (30 Minutes)** – A guided discussion will follow, focusing on the study's findings, limitations, and **clinical implications**. The teacher will assess students on their **depth of understanding, analytical skills, and engagement in scholarly discussion**, providing constructive feedback to enhance their research and presentation abilities.
Experiential-Learning Learning 17.9: Dermatoheliosis
Total Learning Hours: 3 Hours **Step 1: Topic Assignment & Research (75 Minutes)** – The teacher will assign the topic **"Dermatoheliosis"** for a seminar presentation. Students will conduct in-depth research using textbooks, scientific journals, and online resources to explore the clinical features, diagnostic approach, and management strategies, including **preventive measures**. **Step 2: Presentation & Discussion (75 Minutes)** – Students will present their findings to peers and faculty, covering **the clinical presentation, diagnosis, and management of Dermatoheliosis, with an emphasis on both conventional and preventive strategies**. Interactive discussions will be encouraged to enhance learning and critical thinking. **Step 3: Assessment & Feedback (30 Minutes)** – Following the presentation, the teacher will assess students based on their **content accuracy, presentation skills, and ability to engage in scholarly discussion**. Constructive feedback will be provided to refine their understanding and academic communication skills.
Experiential-Learning Learning 17.10: Lentigo Senilis
Total Learning Hours: 3 Hours

Step 1: Case Assignment & Clinical Evaluation (75 Minutes) – The teacher will assign a case of **Lentigo Senilis** for presentation. The student will take a **detailed patient history, conduct a thorough clinical examination, and document relevant findings**. If a patient is unavailable, a virtual case study will be used. **Step 2: Case Presentation & Discussion (75 Minutes)** – The student will present the case to peers and faculty, covering **history, clinical examination findings, relevant investigations, differential diagnoses, and final diagnosis**. This session will encourage interactive learning and clinical reasoning. **Step 3: Assessment & Feedback (30 Minutes)** – The teacher will assess students based on **case analysis, diagnostic accuracy, and presentation clarity**. Constructive feedback will be provided to enhance their clinical skills and understanding of **Lentigo Senilis**.	
Modular Assessment	
Assessment	**Hour**
Instructions – Conduct a structured modular assessment that carries **50 Marks.** Keep a record of the structured marking pattern using different assessment methods applicable to the module of the semester concerned, and calculate the modular grade point as shown in **Table 6C**. **1. Case-Based Assessment – (25 Marks):** Students will participate in a **Case-Based Assessment** to demonstrate their clinical reasoning and problem-solving skills in **Geriatric Dermatology**. Assessment will be based on the following criteria: • History Taking and Clinical Examination (5 Marks) • Diagnosis and Differential Diagnosis (5 Marks) • Investigations and Interpretation (5 Marks) • Management and Treatment Plan (5 Marks) • Communication and Counseling Skills (5 Marks) **2. Quiz – (15 Marks):** A Quiz consisting of 15 questions (1 mark each) covering key concepts, clinical features, diagnosis, management, and complications of Geriatric Dermatological Conditions. **3. Oral Viva – (10 Marks):** Evaluate the student's understanding through an Oral Viva focused on case scenarios, management strategies, differential diagnosis, and ethical considerations in Geriatric Dermatology.	4

Or Any practical in converted form can be taken for assessment. (**25 Marks**) **and** Any experiential, such as portfolios/ reflection/ presentations, can be taken as an assessment. (**25 Marks**)	

Paper No : 3 امراض نظامی کی جلدی علامات وسلعات Amrāze Nizāmī ki Jildi Alāmāt wa Sila'āt (Skin Manifestations of Systemic Diseases & Neoplasia)

Semester No : 3

Module 18 : نفسیاتی جلدی امراض Nafsiyāti Jildi Amrāz (Psychodermatology)

Module Learning Objectives

(At the end of the module, the students should be able to)

1 Describe etiopathology, clinical features and management of various Psycho-cutaneous Disorders.

2 Conduct a complete assessment of patients through history, examination, and investigations.

3 Identify the Unani Preventive and Therapeutic Dermatologic interventions and incorporate the knowledge with the latest researches and best dermatological practise.

Unit 1 نفسیاتی جلدی امراض کا عمومی جائزہ Nafsiyāti Jildi Amrāz kā Umumi Jāyezā (Overview of Psycho-cutaneous Disorders)

18.1.1 ابتدائی نفسیاتی جلدی امراض کی درجہ بندی (Classification of Primary Psycho-Cutaneous Disorders)

18.1.2 نفسیاتی جلدی امراض کا یونانی تصور (Unani Concept of Psycho-Cutaneous Disorders)

References: 1,2,3,4,5,8,10,18,30,31

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods

CO1	Describe the classification of primary psycho-cutaneous disorders and the dermatologist's role in such conditions.	1	Lecture	CC	Knows-how	L&PPT
CO1,CO2	Discuss and relate Unani aetiopathogenesis and the line of treatment of psycho-cutaneous disorders	1	Lecture	CAP	Knows-how	L&PPT
CO2,CO3, CO4	Conduct a literary search of psycho-cutaneous disorders in various Unani classical text.	6	Experiential-Learning18.1	CC	Does	PrBL,PER,LS, DIS

Unit 2 اضطرابات وہمیہ Izterābāte Wahmiya (Delusional Disorders)

18.2.1 اضطرابات وہمیہ کا عمومی جائزہ (Overview of Delusional Disorders)

18.2.2 مرض مورغیلونس (Morgellons disease)

18.2.3 اوہام الطفیلیات (Delusions of Parasitosis)

18.2.4 وہم رائحۃ الجسم (Body odour Delusion)

References: 1,2,3,4,5,8,10,18,30

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Discuss the overview of Delusional Disorders and their dermatological concern.	1	Lecture	CC	Knows-how	L&PPT

CO1,CO2, CO3	Describe etiopathology, clinical features, and management of Morgellons disease.	1	Lecture	CAP	Knows-how	L&PPT
CO3	Demonstrate the clinical findings and differential diagnosis of delusions of parasitosis	2	Practical18.1	PSY-GUD	Shows-how	CBL,PER,D,D-M,DIS
CO3	Demonstrate the clinical findings and differential diagnosis of body odour Delusion.	2	Practical18.2	PSY-GUD	Shows-how	D-M,DIS,CBL,D
CO2,CO3	Discuss the Unani preventive and Therapeutic strategies for delusions of parasitosis, Morgellons disease, and body odor delusion.	1	Practical18.3	PSY-GUD	Shows-how	PL,DIS,BS,PER
CO1,CO4, CO5	Review and analyse the published literature about Delusions of Parasitosis.	2	Experiential-Learning18.2	CAN	Does	LS,PER,DIS
CO1,CO4, CO5,CO7	Analyse the introduction, methodology, result, and discussion of a recent clinical trial on Morgellons disease.	2	Experiential-Learning18.3	CAN	Does	DIS,PER,LS,JC
CO6,CO7	Conduct an education plan for body odour delusion patients and family members.	1	Experiential-Learning18.4	AFT-SET	Does	W,CBL,PER,TBL,DIS

Unit 3 اضطرابات مفتعلہ Izterābāte Muftaélā (Factitious Disorder)

18.3.1 اضطرابات مفتعلہ کا عمومی جائزہ (Overview of Factitious Disorders)

18.3.2 التہاب جلد مفتعلہ (Dermatitis artefacta)

18.3.3 سحج عصبی (Neurotic excoriation)

18.3.4 تمارض (Malingering)

References: 1,2,3,4,5,8,10,11,12,18,30,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3,CO6	Discuss the overview of Factitious Disorders and their dermatological concern.	1	Lecture	CC	Knows-how	L&PPT
CO1,CO2, CO3	Describe etiopathology, clinical features and management of Dermatitis artefacta.	1	Lecture	CAP	Knows-how	L,L&PPT
CO3	Demonstrate the clinical findings and differential diagnosis of Neurotic excoriation (Skin picking).	2	Practical18.4	PSY-GUD	Shows-how	D-M,CBL,DIS,D
CO3	Demonstrate the clinical findings and differential diagnosis of Malingering.	2	Practical18.5	PSY-GUD	Shows-how	D,D-M,CBL
CO1,CO4, CO7	Discuss the Unani Preventive and Therapeutic strategies for Dermatitis artefacta, Neurotic excoriation and Malingering.	1	Practical18.6	PSY-GUD	Shows-how	DIS,TBL,PL,CBL,BS

CO4,CO7	Review and analyse the published literature of Dermatitis artefacta.	2	Experiential-Learning18.5	CAN	Does	PER,DIS,LS
CO1,CO4, CO7	Analyse the introduction, methodology, result and discussion of a recent clinical trial on Neurotic excoriation.	2	Experiential-Learning18.6	CAN	Does	PER,DIS,JC
CO1,CO6	Develop an education plan for patients and family members of Malingering patients.	1	Experiential-Learning18.7	AFT-SET	Does	PBL

Unit 4 اضطرابات جسدیۃ الشکل Izterābāte Jasadiyatush Shak'l (Somatoform Disorder)

18.4.1 اضطرابات جسدیۃ الشکل کا عمومی جائزہ (Overview of Somatoform disorders)

18.4.2 اضطراب تشوّہ الجسم (Body Dysmorphic Disorder)

18.4.3 ضعف حس جلدی (Cutaneous Dysesthesia)

References: 1,2,3,4,5,10,18,30,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3,CO6	Discuss the overview of somatoform disorders and their dermatological concern.	1	Lecture	CC	Knows-how	L&PPT ,L,L&GD

CO1,CO2, CO3	Describe etiopathology, clinical features, and management of Body dysmorphic Disorder & Cutaneous Dysesthesia.	1	Lecture	CAP	Knows-how	L&PPT ,L&GD,L
CO3	Demonstrate the clinical findings and differential diagnosis of Body dysmorphic disorder.	2	Practical18.7	PSY-GUD	Shows-how	D-M,D-BED,D,DIS,CBL
CO4,CO7	Review and analyse the published literature on Body dysmorphic Disorder.	2	Experiential-Learning18.8	CAN	Does	DIS,LS,PER
CO4,CO7	Analyse the introduction, methodology, result and discussion of a recent clinical trial on Cutaneous Dysesthesia.	2	Experiential-Learning18.9	CAN	Does	JC,PER
CO3	Demonstrate the clinical findings and differential diagnosis of cutaneous dysesthesia.	2	Practical18.8	PSY-GUD	Shows-how	D-M,PER,D,CBL
CO2,CO3, CO6	Discuss the Unani Preventive and Therapeutic strategies for body dysmorphic disorder & cutaneous dysesthesia.	1	Practical18.9	PSY-GUD	Shows-how	DIS,PL,BS
CO1,CO6	Develop an education plan for patient and family members of Body dysmorphic Disorder & Cutaneous Dysesthesia.	1	Experiential-Learning18.10	AFT-SET	Does	PBL,PER,W
Unit 5 اضطرابات وسواسی اجباری Izterābāte waswāsi Ijbari (Obsessive-compulsive disorder)						

18.5.1 اضطرابات وسواسی اجباری کا عمومی جائزہ (Overview of Obsessive-Compulsive Disorder)

18.5.2 اضطراب نتف الشعر (Trichotillomania)

18.5.3 ہوس نتشِ الاظفار (Onychotillomania)

18.5.4 حزاز بسیط مزمن (Lichen Simplex Chronicus)

References: 1,2,3,4,5,10,18,30

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Discuss the overview of Obsessive-compulsive disorder and their dermatological concern.	1	Lecture	CC	Knows-how	L,L&GD,L&PPT
CO1,CO2, CO3	Describe etiopathology, clinical features and management of Trichotillomania	1	Lecture	CAP	Knows-how	L&PPT ,L
CO3	Demonstrate the clinical findings and differential diagnosis of Onychotillomania.	2	Practical18.10	PSY-GUD	Shows-how	D,CBL,D-M,CD
CO3	Demonstrate the clinical findings and differential diagnosis of lichen simplex chronicus.	2	Practical18.11	PSY-GUD	Shows-how	D-BED,CBL,D-M,D
CO1,CO3	Discuss the Unani preventive and therapeutic strategies for trichotillomania, onychotillomania and lichen simplex chronicus.	1	Practical18.12	PSY-GUD	Shows-how	CBL,DIS,PER,BS,PL

CO4,CO7	Review and analyse the published literature on Trichotillomania.	2	Experiential-Learning18.11	CAN	Does	DIS,LS,PER
CO4,CO7	Analyse the introduction, methodology, results, and discussion of a recent clinical trial on trichotillomania.	2	Experiential-Learning18.12	CAN	Does	DIS,LS,JC
CO4,CO6, CO7	Develop an education plan for patient and family members of lichen simplex chronicus patient.	1	Experiential-Learning18.13	AFT-SET	Does	PER,PBL

Practical Training Activity

Practical Training 18.1 Delusions of Parasitosis

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 minutes): The teacher will provide a brief introduction to the clinical features of delusions of parasitosis, including its diagnostic methods and key differentiating factors from other similar conditions. A real patient will be examined to demonstrate these clinical features. If patient is unavailable, the learning objectives will be achieved using models, instructional videos, or PowerPoint presentations to ensure a comprehensive understanding.

Step 2: Group Discussion & Interactive Learning (30 minutes): Students will be divided into small groups for discussion on the topic. The teacher will actively engage with each group to reinforce clinical findings and key diagnostic points, ensuring better comprehension and retention.

Step 3: Assessment & Evaluation (15 Minutes): After the group discussion, the teacher will assess students' understanding through direct questioning.

Practical Training 18.2 Body Odour Delusion

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 minutes): The teacher will begin with a brief introduction to the clinical features of Body Odour Delusion. A real patient will be examined to demonstrate these clinical features, including diagnostic methods and differentiation from other similar conditions. In case a patient is unavailable, alternative instructional methods such as models, instructional videos, or PowerPoint presentations will be used to ensure comprehensive learning. **Step 2: Group Discussion & Interactive Learning (30 minutes):** Students will be divided into small groups to discuss key aspects of the topic. The teacher will facilitate discussions, clarifying doubts and reinforcing clinical findings and diagnostic points. **Step 3: Assessment & Evaluation (15 minutes):** Following the group discussion, the teacher will evaluate students' understanding through direct questioning, ensuring that learning objectives are met effectively.
Practical Training 18.3 Delusions of Parasitosis, Morgellons disease, and Body Odor Delusion
Total Learning Hours: 1 Hour **Step 1: Introduction & Discussion (20 Minutes)-**The teacher will describe and discuss the **Usul-e Ilaj (principles of treatment)** for **Delusions of Parasitosis, Morgellons Disease, and Body Odor Delusion**, providing an overview of their **Unani preventive and therapeutic strategies**. The session will focus on understanding the conditions, their causes, and their management in **Unani medicine**. **Step 2: Group Activity & Presentation (30 Minutes)-**Students will be divided into three groups, each assigned one condition. They will discuss and formulate an **appropriate treatment plan based on Unani approaches**. Each group will then present their plan to peers and the teacher, promoting **critical thinking and collaborative learning**. **Step 3: Assessment & Feedback (10 Minutes)** -Students' knowledge and learning will be evaluated through OSPE, peer assessment or direct questioning, and constructive feedback will be given to finetune their clinical and therapeutic reasoning and comprehension.
Practical Training 18.4 Neurotic excoriation
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes)-**The teacher will introduce and demonstrate **Neurotic Excoriation**, covering **clinical features, diagnosis, and differentiation from similar conditions**. A real patient will be examined, or if unavailable, alternative methods like models, videos, or PowerPoint presentations will be used.

Step 2: Group Discussion (30 Minutes)-Students will engage in **small-group discussions**, with the teacher facilitating, clarifying doubts, and reinforcing key diagnostic points.

Step 3: Assessment & Feedback (15 Minutes)-Students' understanding will be assessed through direct questioning, with feedback provided to enhance clinical reasoning and retention.

Practical Training 18.5 Malingering

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 Minutes)- The teacher will introduce and demonstrate Malingering, covering its clinical features, diagnostic methods, and differentiation diagnosis. A real patient will be examined, or if unavailable, alternative methods like models, videos, or presentations will ensure a comprehensive learning experience.

Step 2: **Group Discussion (30 Minutes)-** Students will be divided into small groups to discuss key aspects of the topic. The teacher will actively facilitate discussions, clarifying doubts, reinforcing clinical findings, and emphasizing key diagnostic points.

Step 3: Assessment & Feedback (15 Minutes)- Students' understanding and learning will be evaluated through direct questioning, with constructive feedback provided to refine knowledge and clinical reasoning.

Practical Training 18.6 Dermatitis artefacta, Neurotic excoriation and Malingering.

Total Learning Hours: 1 Hour

Step 1: Introduction & Discussion (20 Minutes) - The teacher will describe and discuss the **Usul-e Ilaj** (principles of treatment) for dermatitis **Artefacta, Neurotic Excoriation, and Malingering**. The session will provide an overview of their **Unani preventive and therapeutic strategies**, focusing on understanding these conditions, their causes, and their management in Unani medicine.

Step 2: Group Activity & Presentation (30 Minutes) - Students will be divided into groups, with each group assigned one of the discussed conditions. They will analyze and formulate an appropriate **Unani-based treatment plan**. Each group will then present their plan to peers and the teacher, promoting **critical thinking, collaborative learning, and application of Unani therapeutic principles**.

Step 3: Assessment & Feedback (10 Minutes) - Students' **knowledge and learning** will be evaluated through **OSPE (Objective Structured Practical Examination), peer assessment, or direct questioning**. Constructive feedback will be provided to **fine-tune their clinical and therapeutic reasoning**, ensuring a deeper comprehension of **Unani management strategies for these dermatological and psychosomatic conditions**.
Practical Training 18.7 Body dysmorphic disorder.
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes)-**The teacher will introduce and demonstrate **Body Dysmorphic Disorder**, covering its **clinical features, diagnostic methods, and differential diagnosis**. A real patient will be examined, or if unavailable, alternative methods such as **models, videos, or presentations** will be used for effective learning. **Step 2: Group Discussion (30 Minutes)-**Students will participate in **small-group discussions**, with the teacher facilitating, addressing doubts, and reinforcing key **diagnostic concepts** to enhance understanding. **Step 3: Assessment & Feedback (15 Minutes)-**Students' knowledge will be evaluated through **questions or quizzes**, with **constructive feedback** provided to refine their **clinical reasoning and comprehension**.
Practical Training 18.8 Cutaneous dysesthesia
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes) -**The teacher will introduce and explain **cutaneous dysesthesia**, covering its **clinical features, diagnostic methods, and differential diagnosis**. A real patient will be examined, or if unavailable, **models, videos, or presentations** will be used to ensure effective learning. **Step 2: Group Discussion (30 Minutes) -**Students will engage in **small-group discussions**, guided by the teacher, to clarify doubts and reinforce key **diagnostic concepts**, enhancing their understanding. **Step 3: Assessment & Feedback (15 Minutes) -**Students' knowledge will be assessed through direct questioning, with **constructive feedback** provided to improve **clinical reasoning and comprehension**.
Practical Training 18.9 Body Dysmorphic Disorder & Cutaneous Dysesthesia

Total Learning Hours: 1 Hour **Step 1: Introduction & Discussion (20 Minutes) -** The teacher will explain the **Usul-e Ilaj (principles of treatment)** for **Body Dysmorphic Disorder** and **Cutaneous Dysesthesia**, highlighting **Unani preventive and therapeutic strategies**. The session will cover the **causes, clinical features, and management** of these conditions within **Unani medicine**. **Step 2: Group Activity & Presentation (30 Minutes).** Students will be divided into two groups, each assigned one condition. They will **discuss, analyze, and develop** a treatment plan based on **Unani principles**. Each group will then present their plan to **peers and the teacher**, fostering **collaborative learning and critical thinking**. **Step 3: Assessment & Feedback (10 Minutes) -** Students' **knowledge and learning** will be evaluated through **OSPE (Objective Structured Practical Examination), peer assessment, or direct questioning**. Constructive feedback will be provided to **fine-tune their clinical and therapeutic reasoning**, ensuring a deeper comprehension of **Unani management strategies for these dermatological and psychosomatic conditions**.
Practical Training 18.10 Onychotillomania
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes)-**The teacher will introduce and demonstrate **Onychotillomania**, explaining its **clinical features, diagnostic methods, and differential diagnosis**. A real patient will be examined, or if unavailable, alternative teaching methods such as **models, videos, or presentations** will be used for effective learning. **Step 2: Group Discussion (30 Minutes)-**Students will engage in **small-group discussions**, with the teacher facilitating, addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 Minutes)** Students' knowledge and learning will be evaluated through direct questioning, with **constructive feedback** provided to refine their **clinical reasoning and comprehension**.
Practical Training 18.11 Lichen Simplex Chronicus
Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstion(75 Minutes)- The teacher will introduce and demonstrate lichen simplex chronicus, covering its clinical features, diagnostic methods, and differentiation diagnosis. A real patient will be examined, or if unavailable, alternative methods like models, videos, or presentations will ensure a comprehensive learning experience. **Step 2: Group Discussion (30 Minutes)-** Students will participate in **small-group discussions**, guided by the teacher to clarify doubts, reinforce diagnostic concepts, and enhance understanding. **Step 3: Assessment & Feedback (15 Minutes)-** Students' comprehension will be assessed through direct questioning, with **constructive feedback** provided to strengthen their **clinical reasoning skills**.
Practical Training 18.12 Trichotillomania, Onychotillomania and Lichen Simplex Chronicus
Total Learning Hours: 1 Hour **Step 1: Introduction & Discussion (20 Minutes) -**The teacher will explain the **Usul-e Ilaj (principles of treatment)** for **trichotillomania, onychotillomania, and lichen simplex chronicus**, focusing on **Unani preventive and therapeutic strategies**. The session will cover their **causes, clinical features, and management** within Unani medicine. **Step 2: Group Activity & Presentation (30 Minutes) -** Students will be divided into **three groups**, each assigned one condition. They will **discuss, analyze, and formulate a treatment plan** based on Unani principles. Each group will then **present their plan** to peers and the teacher, fostering **collaborative learning and critical thinking**. **Step 3: Assessment & Feedback (10 Minutes)** Students' **knowledge and learning** will be evaluated through **OSPE (Objective Structured Practical Examination), peer assessment, or direct questioning**. Constructive feedback will be provided to **fine-tune their clinical and therapeutic reasoning**, ensuring a deeper comprehension.
Experiential Learning Activity
Experiential-Learning Learning 18.1: Psycho-Cutaneous Disorders
Total Learning Hours: 6 Hours

Step 1: Literature Review Assignment: The teacher will assign books authored by notable classical physicians to six postgraduate (PG) scholars.Each student will conduct a comprehensive literature review on psycho-cutaneous disorders based on their assigned texts. **Step 2: Presentation of Findings:** After thoroughly studying their allotted books, students will structure and organize their findings in a well-formatted PowerPoint presentation. Each student will deliver a **45-minute presentation**, detailing key insights, and contents of psycho-cutaneous disorders. Total time for presentations-**4 hours and 30 minutes**. **Step 3: Discussion & Interactive Session:** Following the presentations, there will be a 15-minute discussion and Q&A session, where peers and teachers will engage in critical analysis and intellectual exchange. Total time for discussion and Q&A session-**1 hour and 30 minutes**. **Step 4: Project Submission:** The structured content from each student's presentation will be compiled and submitted as a formal project report to the concerned teacher.
Experiential-Learning Learning 18.2: Delusions of Parasitosis.
Total Learning Hours: 2 Hours **Step 1: Literature Search & Review (Duration: 45 Minutes):** The student will be assigned the topic **"Delusions of Parasitosis"** for a literature survey. They will conduct an extensive review using **classical and conventional medical books, online resources, and other relevant references** to gather comprehensive and up-to-date information on the topic. **Step 2: Content Organization & Presentation (Duration: 45 Minutes):** After collecting the necessary information, the student will organize the content in a structured manner, ensuring the inclusion of **recent advancements in diagnosis and management**. They will then present their findings to the teachers and all department students, fostering academic discussion and knowledge sharing. **Step 3: Discussion & Assessment (Duration: 30 Minutes) :** Following the presentation, a **discussion session** will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their **performance, depth of knowledge, and presentation skills**.
Experiential-Learning Learning 18.3: Morgellons disease

Total Learning Hours: 2 Hours **Step 1: Literature Search & Paper Selection (Duration: 45 Minutes) -**The student will be assigned the topic **"Morgellons Disease"** for the **Journal Club**. They will search for recently published **clinical trial articles** on Morgellons disease and, in consultation with the assigned teacher, finalize one paper for presentation. **Step 2: Journal Club Presentation (Duration: 45 Minutes)-** After finalizing the paper, the student will conduct the **Journal Club session**, critically analyzing key sections of the article, including **Journal Information, Topic, Introduction, Methodology, Results, Discussion, and Take-home Message**. The presentation will be delivered to peers and teachers to encourage academic discussion and engagement. **Step 3: Discussion & Assessment (Duration: 30 Minutes)-** Following the presentation, an **extensive discussion** will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will **assess students' performance, critical thinking, and knowledge** based on their presentation and engagement in the discussion.
Experiential-Learning Learning 18.4: Body Odour Delusion
Total Learning Hours: 1 Hour **Step 1: Topic Assignment & Research-** The teacher will assign the topic **"Education Plan for Body Odour Delusion"** to a group of two students. They will then gather relevant information through research. **Step 2: Designing & Conducting Educational Sessions (45 Minutes)-** Based on their research, the group will design an **educational awareness plan** and conduct **interactive training and educational sessions** for patients and their relatives. **If the presence of patients and their relatives is not possible, the plan will be presented in the form of a PowerPoint presentation.** **Step 3: Discussion & Assessment (15 Minutes)-** After the presentation, the teacher will interact with the group, ask questions, and assess their **knowledge, understanding, and performance** to ensure effective learning.
Experiential-Learning Learning 18.5: Dermatitis artefacta
Total Learning Hours: 2 Hours

Step 1: Literature Search & Review (45 Minutes)-The student will be assigned the topic **"Dermatitis Artefacta"** for a literature review. They will conduct an extensive review and analysis using classical and conventional medical books, online resources, and other relevant references to gather comprehensive and up-to-date information on the topic.

Step 2: Content Organization & Presentation (45 Minutes)- After collecting the necessary information, the student will organize the content in a structured manner, ensuring the inclusion of recent advancements in diagnosis and management. They will then present their findings to the teachers and all department students, fostering academic discussion and knowledge sharing.

Step 3: Discussion & Assessment (30 Minutes)

A **discussion session** will follow the presentation to address doubts, clarify key points, and enhance understanding. The teacher will simultaneously **assess students' performance, knowledge depth, and presentation skills**.

Experiential-Learning Learning 18.6: Neurotic excoriation

Total Learning Hours: 2 Hours

Step 1: Literature Search & Paper Selection (45 Minutes) -The student will be assigned the topic **"Neurotic Excoriation"** for the **Journal Club**. They will search for **recently published clinical trial articles** on the topic and, in consultation with the assigned teacher, finalize one paper for presentation.

Step 2: Journal Club Presentation (45 Minutes) -The student will conduct a **critical analysis** of the selected article, covering **Journal Information, Topic, Introduction, Methodology, Results, Discussion, and Take-home Message**. The presentation will be delivered to **peers and teachers**, fostering academic discussion and engagement.

Step 3: Discussion & Assessment (30 Minutes) -A **detailed discussion** will follow, allowing students to analyze key points in depth. The teacher will simultaneously **assess students' performance, critical thinking, and subject knowledge** based on their presentation and participation.

Experiential-Learning Learning 18.7: Malingering

Total Learning Hours: 1 Hour

Step 1: Topic Assignment & Research -The teacher will assign the topic **"Education Plan for Malingering"** to a group of two students, who will gather relevant information through research.

Step 2: Designing & Conducting Educational Sessions (45 Minutes) -Based on their research, the group will develop an **educational awareness plan** and conduct **interactive training sessions** for patients and their relatives. If their presence is not possible, the plan will be presented via **PowerPoint**.

Step 3: Discussion & Assessment (15 Minutes) -Following the presentation, the teacher will engage with the group through **questions and discussion**, assessing their **knowledge, understanding, and performance** to ensure effective learning.

Experiential-Learning Learning 18.8: Body Dysmorphic Disorder

Total Learning Hours: 2 Hours

Step 1: Literature Search & Review (45 Minutes)

The student will be assigned the topic "Body dysmorphic Disorder" for a literature review. He will conduct a **comprehensive literature review** on **Body Dysmorphic Disorder**, utilizing **classical and conventional medical texts, online resources, and relevant references** to gather **up-to-date** information.

Step 2: Content Organization & Presentation (45 Minutes)

The collected data will be **systematically structured**, incorporating recent advancements in **diagnosis and management**. The student will present their findings to **teachers and department students**, fostering **academic discussion and knowledge exchange**.

Step 3: Discussion & Assessment (30 Minutes)

A **discussion session** will follow to address **questions, clarify key points, and deepen understanding**. The teacher will **assess** students based on their **performance, knowledge depth, and presentation skills**.

Experiential-Learning Learning 18.9: Cutaneous Dysesthesia

Total Learning Hours: 2 Hours

Step 1: Literature Search & Paper Selection (45 Minutes) -The student will be assigned **"Cutaneous Dysesthesia"** for the **Journal Club** and will search for **recently published clinical trial articles on Cutaneous Dysesthesia**. In consultation with the assigned teacher, they will **finalize one paper** for presentation.

Step 2: Journal Club Presentation (45 Minutes)-The student will lead the **Journal Club session**, critically analyzing key sections of the article, including **Journal Information, Topic, Introduction, Methodology, Results, Discussion, and Take-home Message**. The presentation will be delivered to **peers and teachers**, encouraging **academic discussion and engagement**.

Step 3: Discussion & Assessment (30 Minutes)- A **comprehensive discussion** will follow, involving all students, to analyze **key points and critical aspects** of the article. The teacher will simultaneously **assess students' performance, critical thinking, and knowledge** based on their **presentation and participation**.
Experiential-Learning Learning 18.10: Body Dysmorphic Disorder & Cutaneous Dysesthesia.
Total Learning Hours: 1 Hour **Step 1: Topic Assignment & Research -** The teacher will assign the topic **"Education Plan for Body Dysmorphic Disorder & Cutaneous Dysesthesia"** to a group of two students, who will gather relevant information through research. **Step 2: Designing & Conducting Educational Sessions (45 Minutes) -** Based on their research, the group will develop an **educational awareness plan** and conduct **interactive training sessions** for patients and their relatives. If direct participation is not possible, the plan will be presented via **PowerPoint**. **Step 3: Discussion & Assessment (15 Minutes) -**Following the presentation, the teacher will engage with the group through **questions and discussion**, assessing their **knowledge, understanding, and performance** to ensure effective learning.
Experiential-Learning Learning 18.11: Trichotillomania
Total Learning Hours: 2 Hours **Step 1: Literature Search & Review (45 Minutes)-**The student will conduct an in-depth literature review on **Trichotillomania**, utilizing **classical and conventional medical texts, online resources, and relevant references** to gather the latest information. **Step 2: Content Organization & Presentation (45 Minutes)-**The gathered data will be **systematically structured**, incorporating recent advancements in **diagnosis and management**. The student will present their findings via a **PowerPoint (PPT) presentation** to teachers and department students, encouraging **academic discussion and knowledge exchange**. **Step 3: Discussion & Assessment (30 Minutes)-**A **discussion session** will follow to **address questions, clarify key points, and enhance understanding**. The teacher will assess students based on their **performance, knowledge depth, and presentation skills**.
Experiential-Learning Learning 18.12: Trichotillomania
Total Learning Hours: 2 Hours

Step 1: Literature Search & Paper Selection (45 Minutes)-The student will be assigned **"Trichotillomania"** for the **Journal Club** and will search for **recently published clinical trial articles** on the topic. With guidance from the assigned teacher, they will select one paper for presentation. **Step 2: Journal Club Presentation (45 Minutes)** The student will lead the **Journal Club session**, providing a critical analysis of key sections of the article, including **Journal Information, Topic, Introduction, Methodology, Results, Discussion, and Take-home Message**. The presentation will be delivered to **peers and teachers**, fostering academic engagement and discussion. **Step 3: Discussion & Assessment (30 Minutes)** An in-depth **discussion** will follow, where students will analyze key findings and critical aspects of the article. The teacher will assess the **student's performance, critical thinking, and understanding** based on their presentation and participation.
Experiential-Learning Learning 18.13: Lichen Simplex Chronicus
Total Learning Hours: 1 Hour **Step 1: Topic Assignment & Research -**A group of two students will be assigned the topic **"Education Plan for Lichen Simplex Chronicus"** and will research to gather relevant information. **Step 2: Developing & Delivering Educational Sessions (45 Minutes)** Using their research, the group will create an **educational awareness plan** and lead **interactive training sessions** for patients and their families. If direct participation is not feasible, the plan will be presented using **PowerPoint**. **Step 3: Discussion & Evaluation (15 Minutes)** After the presentation, the teacher will engage with the group through **questions and discussions**, assessing their **knowledge, comprehension, and presentation skills** to ensure effective learning.
Modular Assessment

Assessment	**Hour**

Instructions – Conduct a structured modular assessment, that carry **50 Marks**. Keep record of structured marking pattern using different assessment methods applicable to the module of the semester concern, and calculate modular grade point as shown in table 6 C. 1. **Presentation – (25 Marks):** Students will deliver a Presentation on a topic related to Psychodermatology. Assessment will be based on the following criteria: • Content and Understanding (5 Marks) • Clarity and Organization (5 Marks) • Use of Visual Aids (5 Marks) • Delivery and Communication (5 Marks) • Engagement and Response to Questions (5 Marks) 2. **Multiple-Choice Questions – (15 Marks):** A Quiz consisting of 15 MCQs (1 mark each) covering fundamental concepts of Psychodermatology, including psychosomatic skin disorders, diagnosis, management, and related psychiatric conditions. 3. **Open Book Test – (10 Marks)**: Exploring Hypopigmentary Disorders in Unani Classical Texts. Assessment will be based on the following criteria: • Effective Use of Resources (5 Marks) • Critical Analysis and Reasoning (5 Marks) Or Any practical in converted form can be taken for assessment. **(25 Marks)** and Any experiential, such as portfolios/ reflection/ presentations can be taken as an assessment. **(25 Marks)**	4
Module 19 : N مناعتی جلدی امراض Manā'ati Jildi AmrāZ (Immuno-dermatology)	
Module Learning Objectives (At the end of the module, the students should be able to)	

1 Describe etiopathology, clinical features and management of various Immuno-dermatological disorders

2 Conduct a complete assessment of patients through history, examination and investigations.

3 Discuss the Unani Preventive and Therapeutic Dermatologic interventions and incorporate the knowledge with the latest researches and best dermatological practise.

Unit 1 مناعتی جلدی امراض کا عمومی جائزہ Manā'ati Jildi Amrāz kā Umumi Jāyezā (Overview of Immuno-dermatology)

19.1.1 جلدی امراض کا مناعتی میکانیہ (Immunological Mechanisms in Skin Disease)

19.1.2 جلدی مناعتی مارا ض کی درجہ بندی (Classification of Immunologically-mediated Skin Disorders)

19.1.3 امیمینو تھیراپی اور امراض میں اس کا استعمال (Immunotherapy and it's application in dermatology)

References: 2,3,4,5,8,10,18,30,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Describe the role of immunological mechanisms in skin disease and its application	1	Lecture	CAN	Knows-how	L&GD,L&PPT
CO1,CO3	Demonstrate and discuss the classification of immunologically-mediated skin disorders	2	Practical19.1	PSY-MEC	Shows-how	PSM,DIS
CO4	Illustrate the role of Immunotherapy and it's application in dermatology	1	Experiential-Learning19.1	CAP	Does	PER,PBL

CO4,CO7	Conduct a literary search on Immuno-dermatological Disorders in various Unani Classical text	2	Experiential-Learning19.2	CC	Does	LS,PER
Unit 2 داءالذئبةالحمامية(Lupus erythematosus) 19.2.1 داءالذئبةالحمامية (Lupus Erythematosus) **References:** 2,3,4,5,8,10,18,30,31						
3A	**3B**	**3C**	**3D**	**3E**	**3F**	**3G**
CO1,CO2, CO3	Describe the epidemiology, etiopathology and classification of Lupus erythematosus	1	Lecture	CAN	Knows-how	L&PPT ,L&GD
CO3	Demonstrate the clinical findings and differential diagnosis of Lupus Erythematosus	1	Practical19.2	PSY-GUD	Shows-how	D-BED,CBL
CO2,CO3	Demonstrate and discuss the Unani Preventive and Therapeutic strategies for Lupus erythematosus	1	Practical19.3	CE	Shows-how	PER,DIS
CO1,CO4	Analyse the introduction, methodology, result and discussion of a recent clinical trial on Lupus erythematosus	2	Experiential-Learning19.3	CAN	Does	JC,PL
CO1,CO6	Develop a patient education plan for Lupus erythematosus	1	Experiential-Learning19.4	AFT-RES	Does	PER,PBL

Unit 3 التہاب العضلات والجلد Iltihāb-ul-Azalāt wal-Jild (Dermatomyositis)

19.3.1 التہاب العضلات والجلد (Dermatomyositis)

References: 2,3,4,5,8,10,18,30,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Illustrate the epidemiology, etiopathology and classification of Dermatomyositis	1	Lecture	CAN	Knows-how	L&PPT ,L&GD
CO2,CO3	Diagnose and differentiate Dermatomyositis from other Inflammatory myopathies	1	Practical19.4	PSY-GUD	Shows-how	D-BED,CBL
CO2,CO3	Demonstrate and discuss the Unani Preventive and Therapeutic strategies for Dermatomyositis	1	Practical19.5	CE	Shows-how	DIS,PrBL,PL
CO4	Conduct a comprehensive literature search and analyse published data on Dermatomyositis	2	Experiential-Learning19.5	CC	Does	JC,PL
CO1,CO6	Develop a multidisciplinary care plan for Dermatomyositis patients	1	Experiential-Learning19.6	AFT-RES	Does	PER,BS

Unit 4 حزاز متصلب وضموری Hazāz Mutasallib wa Dhamuri (Lichen Sclerosis et atrophicus)

19.4.1 حزاز متصلب وضموری (Lichen Sclerosis et atrophicus)

References: 2,3,4,5,8,10,18,30,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Illustrate the epidemiology, etiopathology and histopathological features of Lichen Sclerosis et atrophicus	1	Lecture	CAN	Knows-how	L&GD,L&PPT
CO3	Demonstrate the clinical findings and differential diagnosis of Lichen sclerosis et atrophicus	1	Practical19.6	PSY-GUD	Shows-how	CBL,D-M
CO2,CO3	Discuss Unani preventive and therapeutic strategies for Lichen sclerosis et atrophicus	1	Practical19.7	CE	Shows-how	PER,DIS
CO4	Conduct a comprehensive literature survey and perform analysis of the published data about Lichen Sclerosis et atrophicus	1	Experiential-Learning19.7	CC	Does	JC,PL
CO1,CO6	Develop a multidisciplinary care plan for Lichen sclerosis et atrophicus	1	Experiential-Learning19.8	AFT-RES	Does	PBL,PER

Unit 5 قُشَيْعَة Qushaiyya (Morphea)

19.5.1 قُشَيْعَة (Morphea)

References: 2,3,4,5,8,10,18,30,31

3A	3B	3C	3D	3E	3F	3G

CO1,CO2, CO3	Illustrate the epidemiology, etiopathology and histopathological features of Morphea	1	Lecture	CAN	Knows-how	L&PPT ,L&GD
CO3	Diagnose and differentiate Morphea from other Sclerotic disorders, and develop a treatment plan for Morphea	2	Practical19.8	PSY-GUD	Shows-how	CBL,D-BED
CO4	Conduct a comprehensive literature search and analyse the published data on Morphea	2	Experiential-Learning19.9	CC	Does	JC,PL

Practical Training Activity

Practical Training 19.1 Immunologically Mediated Skin Disorders

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 Minutes)- Teacher will provide an overview of immunologically-mediated disorders of the skin. Teacher will demonstrate and discuss the classification of immunologically-mediated skin disorders, highlighting clinical features, differential diagnoses, and management approaches through case-based learning, charts or video clips.

Step 2: **Group Discussion (30 Minutes)-** Students will be divided into small groups to discuss key aspects of the topic. The teacher will actively facilitate discussions, clarifying doubts, reinforcing different types of immunologically-mediated skin disorders.

Step 3: Assessment & Feedback (15 Minutes)- Students' understanding and learning will be evaluated through OSPE, Peer assessment or direct questioning, with constructive feedback provided to refine knowledge and clinical reasoning.

Practical Training 19.2 Lupus Erythematosus

Total Learning Hours: 1 Hour

Step 1: Introduction & Demonstration (40 Minutes)- The teacher will introduce and demonstrate Lupus Erythematosus , covering its clinical features, diagnostic

methods, and differentiation diagnosis. A real patient will be examined, or if unavailable, alternative methods like models, videos, or presentations will ensure a comprehensive learning experience. Step 2: **Group Discussion (10 Minutes)-** Students will be divided into small groups to discuss key aspects of the topic. The teacher will actively facilitate discussions, clarifying doubts, reinforcing clinical findings, and emphasizing key diagnostic points. **Step 3: Assessment & Feedback (10 Minutes)-** Students' understanding and learning will be evaluated through direct questioning, with constructive feedback provided to refine knowledge and clinical reasoning.
Practical Training 19.3 Lupus erythematosus
Total Learning Hours: 1 Hour **Step 1: Introduction & Discussion (45 Minutes) -** The teacher will explain the **Usul-e Ilaj (principles of treatment)** for Lupus erythematosus, highlighting **Unani preventive and therapeutic strategies** including ilaj-bil-Ghiza (Dietary Management) , Ilaj-bil-Tadbeer (Regimenal Therapy) and Ilaj-bil-Dawa (Pharmacotherapy). The session will cover the **causes, clinical features, and management** of Lupus erythematosus in **Unani medicine**. **Step 2: Group Discussion (15 Minutes) -** Students will participate in **small-group discussions**, guided by the teacher to clarify doubts, reinforce unani Preventive and Therapeutic strategies and enhance understanding.
Practical Training 19.4 Dermatomyositis from other Inflammatory myopathies
Total Learning Hours: 1 Hour **Step 1: Introduction & Demonstration (30 Minutes) -** The teacher will briefly introduce Dermatomyositis, covering its **clinical features, diagnostic methods, and differentiating it from other** inflammatory myopathies . A **demonstration** will be conducted with a real patient to illustrate key clinical findings. If a patient is unavailable, alternative instructional methods such as **models, videos, or presentations** will be used to ensure effective learning. **Step 2: Group Discussion (15 Minutes) -** Students will participate in **guided discussions** on the **differential diagnosis, preventive measures, and multidisciplinary management** of Dermatomyositis.The teacher will facilitate discussions, clarify doubts, and reinforce key concepts related to **diagnosis and treatment**. **Step 3: Assessment & Feedback (15 Minutes) -**Students' comprehension will be assessed through **direct questioning**. **Constructive feedback** will be provided to enhance their **clinical reasoning and application of knowledge**.

Practical Training 19.5 Dermatomyositis
Total Learning Hours: 1 Hour **Step 1: Introduction & Discussion (35 Minutes) -** The teacher will explain the **Usul-e Ilaj (principles of treatment)** for Dermatomyositis, highlighting **Unani preventive and therapeutic strategies** including ilaj-bil-Ghiza (Dietary Management) , Ilaj-bil-Tadbeer (Regimenal Therapy) and Ilaj-bil-Dawa (Pharmacotherapy). The session will cover the **causes, clinical features, and management** of Dermatomyositis in **Unani medicine**. **Step 2: Group Discussion (15 Minutes) -** Students will participate in **small-group discussions**, guided by the teacher to clarify doubts, reinforce unani Preventive and Therapeutic strategies and enhance understanding. **Step 3: Assessment & Feedback (10 Minutes) -** Students' **knowledge and learning** will be evaluated through **OSPE (Objective Structured Practical Examination), peer assessment, or direct questioning**. Constructive feedback will be provided to **fine-tune their clinical and therapeutic reasoning**, ensuring a deeper comprehension.
Practical Training 19.6 Lichen sclerosis et atrophicus
Total Learning Hours: 1 Hour **Step 1: Introduction & Demonstration (30 Minutes)**- The teacher will introduce and demonstrate Lichen sclerosis et atrophicus, covering its clinical features, diagnostic methods, and differentiation diagnosis. A real patient will be examined, or if unavailable, alternative methods like models, videos, or presentations will ensure a comprehensive learning experience. Step 2: **Group Discussion (15 Minutes)-** Students will be divided into small groups to discuss key aspects of the topic. The teacher will actively facilitate discussions, clarifying doubts, reinforcing clinical findings, and emphasizing key diagnostic points. **Step 3: Assessment & Feedback (15 Minutes)-** Students' understanding and learning will be evaluated through direct questioning, with constructive feedback provided to refine knowledge and clinical reasoning.
Practical Training 19.7 Lichen sclerosis et atrophicus
Total Learning Hours: 1 Hour

Step 1: Introduction & Discussion (40 Minutes) - The teacher will explain the **Usul-e Ilaj (principles of treatment)** for Lichen sclerosis et atrophicus, highlighting **Unani preventive and therapeutic strategies** including ilaj-bil-Ghiza (Dietary Management) , Ilaj-bil-Tadbeer (Regimenal Therapy) and Ilaj-bil-Dawa (Pharmacotherapy). The session will cover the **causes, clinical features, and management** of Lichen sclerosis et atrophicus in **Unani medicine**. **Step 2: Group Discussion (10 Minutes) -** Students will participate in **small-group discussions**, guided by the teacher to clarify doubts, reinforce unani Preventive and Therapeutic strategies and enhance understanding. **Step 3: Assessment & Feedback (10 Minutes)** Students' **knowledge and learning** will be evaluated through **OSPE (Objective Structured Practical Examination), peer assessment, or direct questioning**. Constructive feedback will be provided to **fine-tune their clinical and therapeutic reasoning**, ensuring a deeper comprehension.
Practical Training 19.8 Morphea
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will briefly introduce Morphea, covering its **clinical features, diagnostic methods, and differentiating it from** other sclerotic disorders . A **demonstration** will be conducted with a real patient to illustrate key clinical findings. If a patient is unavailable, alternative instructional methods such as **models, videos, or presentations** will be used to ensure effective learning. **Step 2: Group Discussion (30 Minutes) -** Students will participate in **guided discussions** on the **differential diagnosis, preventive measures, and multidisciplinary management** of Morphea.The teacher will facilitate discussions, clarify doubts, and reinforce key concepts related to **diagnosis and treatment**. **Step 3: Assessment & Feedback (15 Minutes) -**Students' comprehension will be assessed through **direct questioning**. **Constructive feedback** will be provided to enhance their **clinical reasoning and application of knowledge**.
Experiential Learning Activity
Experiential-Learning Learning 19.1: Immunotherapy in Dermatology
Total Learning Hours: 1 Hour

Step 1: Literature Search & Data Collection - The teacher will assign a project on the **"Role of Immunotherapy and Its Application in Dermatology."** Students will conduct research using books, journals, and online academic resources to gather relevant and up-to-date information on the topic.

Step 2: Compilation & Presentation (45 Minutes) - Students will analyze and organize their findings in a structured format and prepare a PowerPoint presentation. They will then present their work to peers and faculty members, facilitating knowledge sharing and discussion.

Step 3: Discussion, Submission & Assessment (15 Minutes) - Following the presentation, a discussion session will be held to clarify key concepts and address questions. Afterward, students will submit their project in written form to the concerned teacher. The teacher will assess their work based on research quality, presentation effectiveness, and depth of understanding while providing constructive feedback for improvement.

Experiential-Learning Learning 19.2: Immuno-dermatological Disorders

Total Learning Hours: 2 Hours

Step 1: Literature Search & Review (45 Minutes)- The teacher will assign books authored by notable classical physicians to six postgraduate (PG) scholars. Students will conduct a comprehensive literature review on Immuno-dermatological Disorders based on their assigned texts.

Step 2: Content Organization & Presentation (45 Minutes)- After thoroughly studying their allotted books, students will structure and organize their findings.The student will present their findings via a **PowerPoint (PPT) presentation** to teachers and department students, detailing key insights, and contents of Immuno-dermatological Disorders.

Step 3: Discussion & Assessment (30 Minutes)-A **discussion session** will follow to **address questions, clarify key points, and enhance understanding**. The teacher will assess students based on their **performance, knowledge depth, and presentation skills**.

Experiential-Learning Learning 19.3: Lupus erythematosus

Total Learning Hours: 2 Hours

Step 1: Literature Search & Paper Selection (45 Minutes)-The student will be assigned **"**Lupus erythematosus**"** for the **Journal Club** and will search for **recently published clinical trial articles** on the topic. With guidance from the assigned teacher, they will select one paper for presentation.

Step 2: Journal Club Presentation (45 Minutes)

The student will lead the **Journal Club session**, providing a critical analysis of key sections of the article, including **Journal Information, Topic, Introduction,**

Methodology, Results, Discussion, and Take-home Message. The presentation will be delivered to **peers and teachers**, fostering academic engagement and discussion. **Step 3: Discussion & Assessment (30 Minutes)** An in-depth **discussion** will follow, where students will analyze key findings and critical aspects of the article. The teacher will assess the **student's performance, critical thinking, and understanding** based on their presentation and participation.
Experiential-Learning Learning 19.4: Lupus erythematosus
Total Learning Hours: 1 Hour **Step 1: Topic Assignment & Research -**A group of two students will be assigned the topic **"Education Plan for** Lupus erythematosus**"** and will research to gather relevant information. **Step 2: Developing & Delivering Educational Sessions (45 Minutes)** Using their research, the group will create an **educational awareness plan** and lead **interactive training sessions** for patients and their families. If direct participation is not feasible, the plan will be presented using **PowerPoint**. **Step 3: Discussion & Evaluation (15 Minutes)** After the presentation, the teacher will engage with the group through **questions and discussions**, assessing their **knowledge, comprehension, and presentation skills** to ensure effective learning.
Experiential-Learning Learning 19.5: Dermatomyositis
Total Learning Hours: 2 Hours **Step 1: Literature Search & Paper Selection (45 Minutes)-**The student will be assigned **"**Dermatomyositis**"** for the **Journal Club** and will search for **recently published clinical trial articles** on the topic. With guidance from the assigned teacher, they will select one paper for presentation. **Step 2: Journal Club Presentation (45 Minutes)** The student will lead the **Journal Club session**, providing a critical analysis of key sections of the article, including **Journal Information, Topic, Introduction,**

Methodology, Results, Discussion, and Take-home Message. The presentation will be delivered to **peers and teachers**, fostering academic engagement and discussion.

Step 3: Discussion & Assessment (30 Minutes)

An in-depth **discussion** will follow, where students will analyze key findings and critical aspects of the article. The teacher will assess the **student's performance, critical thinking, and understanding** based on their presentation and participation.

Experiential-Learning Learning 19.6: Dermatomyositis

Total Learning Hours: 1 Hour

Step 1: Topic Assignment & Research -A group of two students will be assigned the topic **"**multidisciplinary care plan for Dermatomyositis patients**"** and will research to gather relevant information.

Step 2: Developing & Delivering Educational Sessions (45 Minutes)

Students will design a collaborative care plan for Dermatomyositis patients incorporating different specialties addressing the patient's symptoms, complications, and long-term care and present their plan in a structured manner (Medical, Rehabilitation, Skin care,Nutrition, Psychosocial). If direct participation is not feasible, the plan will be presented using **PowerPoint**.

Step 3: Discussion & Evaluation (15 Minutes)

After the presentation, the teacher will engage with the group through **questions and discussions**, assessing their **knowledge, comprehension, and presentation skills** to ensure effective learning.

Experiential-Learning Learning 19.7: Lichen sclerosis et atrophicus

Total Learning Hours: 1 Hour

Step 1: Literature Search & Paper Selection -The student will be assigned **"**Lichen sclerosis et atrophicus**"** for the **Journal Club** and will search for **recently published clinical trial articles** on the topic. With guidance from the assigned teacher, they will select one paper for presentation.

Step 2: Journal Club Presentation (45 Minutes)

The student will lead the **Journal Club session**, providing a critical analysis of key sections of the article, including **Journal Information, Topic, Introduction,**

Methodology, Results, Discussion, and Take-home Message. The presentation will be delivered to **peers and teachers**, fostering academic engagement and discussion.

Step 3: Discussion & Assessment (15 Minutes)

An in-depth **discussion** will follow, where students will analyze key findings and critical aspects of the article. The teacher will assess the **student's performance, critical thinking, and understanding** based on their presentation and participation.

Experiential-Learning Learning 19.8: Lichen sclerosis et atrophicus

Total Learning Hours: 1 Hour

Step 1: Topic Assignment & Research -A group of two students will be assigned the topic **"**multidisciplinary care plan for Lichen sclerosis et atrophicus patients**"** and will research to gather relevant information.

Step 2: Developing & Delivering Educational Sessions (45 Minutes)

Students will design a collaborative care plan incorporating different specialties addressing the patient's symptoms, complications, and long-term care and present their plan in a structured manner (Medical, Rehabilitation, Skin care,Nutrition, Psychosocial). If direct participation is not feasible, the plan will be presented using **PowerPoint**.

Step 3: Discussion & Evaluation (15 Minutes)

After the presentation, the teacher will engage with the group through **questions and discussions**, assessing their **knowledge, comprehension, and presentation skills** to ensure effective learning.

Experiential-Learning Learning 19.9: Morphea

Total Learning Hours: 2 Hours

Step 1: Literature Search & Paper Selection (45 Minutes)-The student will be assigned **"**Morphea**"** for the **Journal Club** and will search for **recently published clinical trial articles** on the topic. With guidance from the assigned teacher, they will select one paper for presentation.

Step 2: Journal Club Presentation (45 Minutes)

The student will lead the **Journal Club session**, providing a critical analysis of key sections of the article, including **Journal Information, Topic, Introduction,**

Methodology, Results, Discussion, and Take-home Message. The presentation will be delivered to **peers and teachers**, fostering academic engagement and discussion. **Step 3: Discussion & Assessment (30 Minutes)** An in-depth **discussion** will follow, where students will analyze key findings and critical aspects of the article. The teacher will assess the **student's performance, critical thinking, and understanding** based on their presentation and participation.	
Modular Assessment	
Assessment	**Hour**
Instructions – Conduct a structured modular assessment, that carry **25 marks**. Keep record of structured marking pattern using different assessment methods applicable to the module of the semester concern, and calculate modular grade point as shown in table 6C. 1. **Peer Assessment – (15 Marks):** Students will be evaluated through **Peer Assessment** based on their participation, collaboration, and contribution during discussions, presentations, or group activities on Immuno-dermatology. Assessment will cover: • Knowledge and Understanding (5 Marks) • Communication and Presentation (5 Marks) • Teamwork and Collaboration (5 Marks) 2.**Mini Clinical Evaluation Exercise – (10 Marks):** Evaluate students' clinical competence using a **Mini-CEX** in real or simulated scenarios. Assessment will cover: • History Taking (2 Marks) • Physical Examination (2 Marks) • Diagnostic Reasoning (2 Marks) • Management Planning (2 Marks) • Communication Skills (2 Marks)	2

Or Any practical in converted form can be taken for assessment. (**25 Marks**) **Or** Any experiential, such as portfolios/ reflection/ presentations, can be taken as an assessment. (2**5 Marks**)	

Semester No : 4

Module 20 : غددی جلدی امراض Ghudadi Jildi Amrādh (Dermato-endocrinology)

Module Learning Objectives

(At the end of the module, the students should be able to)

1 Describe etiopathology, clinical features, and management of various endocrinological Skin Disorders.

2 Conduct a complete assessment of patients through history, examination, and investigations.

3 Identify the Unani Preventive and Therapeutic Dermatologic interventions and incorporate the knowledge with the latest research and best dermatological practice.

Unit 1 غددی جلدی امراض کا عمومی جائزہ Ghudadi Jildi AmrāZ kā Umumi Jāyezā (Overview of Dermato-endocrinology)

20.1.1 گروتھ ہارمون اور جلد کی ساخت (Growth Hormone and Morphology of Skin)

20.1.2 ہینڈروجن کی زیادتی اور اس کے جلدی ظواہرات (Hyperandrogenism and its Cutaneous manifestations)

20.1.3 موروثی متلازمہ غدیہ (Hereditary Endocrine Syndromes)

20.1.4 غددی جدی امراض اور طب یونانی (Unani Medicine and Endocrinopathies)

References: 1,2,3,4,5,8,9,10,18,30,59

3A	3B	3C	3D	3E	3F	3G
CO1,CO4	Describe the pathophysiology of hypersecretion of Growth Hormone and find its role in changing the morphology of skin cells and adnexa.	2	Lecture	CC	Knows-how	L&PPT ,L&GD,L
CO3	Diagnose and differentiate various conditions of Hyperandrogenism and its cutaneous manifestations.	2	Practical20.1	PSY-GUD	Shows-how	D-M,CBL,DIS,D, PER
CO3	Diagnose and differentiate the dermatological manifestations of Hereditary Endocrine Syndromes.	2	Practical20.2	PSY-GUD	Shows-how	CBL,D,D-M,DIS
CO1,CO4	Illustrate the role of Unani Medicine in alleviating dermatologic manifestations of endocrinopathies.	3	Experiential-Learning20.1	CS	Does	LS,PrBL,TPW, PBL

Unit 2 ذیابیطس شکری کے جلدی ظواہرات Ziyābetus Shakari ke jildi Zawāhirāt (Dermatological manifestations in diabetes mellitus)

20.2.1 شُواک اسود (Acanthosis Nigricans)

20.2.2 البلی الحیوی الشحمانی السّکری (Necrobiosis Lipoidica Diabeticorum)

20.2.3 تصلب جلد فی البالغین (Scleroderma Adultorum)

20.2.4 علت جلد السکری (Diabetic Dermopathy)

20.2.5 قرحہ قدم السکری (Diabetic Foot Ulcers)

20.2.6 تقیح الجلد غانغرانی (Pyoderma Gangrenosum)

20.2.7 التہاب جریبات ثاقب (Perforating folliculitis)

20.2.8 فقاعات السکری (Diabetic Bullae)

References: 1,2,3,4,5,8,9,10,13,15,18,59

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Describe etiopathology, Clinical features, diagnosis and management of Acanthosis Nigricans, Necrobiosis Lipoidica Diabeticorum, Scleroderma adultorum and Diabetic dermopathy.	7	Lecture	CC	Knows-how	L,L&PPT ,L&GD
CO3,CO7	Diagnose and differentiate Acanthosis Nigricans from other hyperpigmentary Disorders and illustrate its preventive and therapeutic strategies.	2	Practical20.3	PSY-GUD	Shows-how	CBL,D,DIS
CO3	Diagnose and differentiate Diabetic Foot Ulcers from other Ulcers of Lowr limb and illustrate its preventive and therapeutic strategies.	2	Practical20.4	PSY-GUD	Shows-how	D,CBL,DIS,D-M
CO3	Diagnose and differentiate Pyoderma gangrenosum and develop a treatment plan for its management.	2	Practical20.5	PSY-GUD	Shows-how	D-M,DIS,D
CO3,CO4	Diagnose and differentiate Necrobiosis Lipoidica Diabeticorum and develop multidisciplinary care for its management.	2	Practical20.6	PSY-GUD	Shows-how	D,DIS,D-M

CO3	Diagnose and differentiate Diabetic dermopathy from other forms of dermopathy and illustrate its preventive and therapeutic strategies.	2	Practical20.7	PSY-GUD	Shows-how	DIS,D,CD,CBL
CO2,CO3, CO6	Diagnose and differentiate Perforating folliculitis and Diabetic Bullae and illustrate their preventive and therapeutic strategies.	2	Practical20.8	PSY-GUD	Shows-how	DIS,D-M,PER,D
CO1,CO2, CO3	Diagnose and differentiate Scleroderma adultorum and illustrate its preventive and therapeutic strategies.	2	Practical20.9	PSY-GUD	Shows-how	CBL,PER,D,CD,D-M
CO4,CO5	Review and analyse published clinical Trials on Diabetic Foot Ulcers.	3	Experiential-Learning20.2	CAN	Does	LS,PER,DIS
CO4,CO7	Analyze the introduction, methodology, result, and discussion of a recent clinical trial on Acanthosis Nigricans.	2	Experiential-Learning20.3	CAN	Does	PrBL,LS,DIS,JC
CO3,CO6, CO7	Develop an education plan for patients and family members, of Diabetic Ulcers, Pyoderma gangrenosum, and Perforating folliculitis.	3	Experiential-Learning20.4	AFT-SET	Does	LS,W,PER,DIS,PrBL
CO3,CO4, CO7	Review and analyze the modalities of treatments in the available published literature on Diabetic dermopathy.	3	Experiential-Learning20.5	CAN	Does	LS,PrBL,DIS,PER

CO4,CO7	Analyze the introduction, methodology, result, and discussion of a recent clinical trial on Necrobiosis Lipoidica Diabeticorum and Perforating folliculitis.	4	Experiential-Learning20.6	CAN	Shows-how	LS,JC,PER,PrBL,DIS
CO3,CO4, CO7	Conduct a survey and analyse published literature on dermatological manifestations of Diabetes mellites.	3	Experiential-Learning20.7	CE	Does	LS,PER,PrBL, DIS

Unit 3 امراض غدہ درقیہ کے جلدی ظواہرات Amrāze Gudda'e Darqiyya ke jildi Zawāhirāt (Skin manifestations of thyroid disorders)

20.3.1 قلت درقین (Hypothyroidism)

20.3.2 فرط درقین (Hyperthyroidism)

References: 1,2,3,4,5,8,9,10,18,30

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3,CO6	Describe etiopathology, Clinical features, diagnosis, and management of Hypothyroidism and hyperthyroidism.	2	Lecture	CC	Knows-how	L&PPT ,L
CO3	Demonstrate clinical presentations and differential diagnosis of Hypothyroidism and Hyperthyroidism.	4	Practical20.10	PSY-GUD	Shows-how	DIS,D-BED,D-M,CBL,D
CO3,CO4, CO7	Conduct a survey and execute the analysis of published literature on dermatological manifestations of thyroid disorders.	3	Experiential-Learning20.8	CE	Does	PrBL,DIS,PER ,LS

CO4,CO7	Analyze the introduction, methodology, result, and discussion of a recent clinical trial on cutaneous manifestation of Hypothyroidism.	2	Experiential-Learning20.9	CAN	Does	LS,JC,PER
CO4,CO6, CO7	Develop an education plan for patients and family members, of hyperthyroidism.	1	Experiential-Learning20.10	AFT-SET	Does	PER,PrBL,PBL,DIS

Unit 4 امراض غدہ جاردرقیہ کے جلدی ظواہرات Amrāze Gudda'e Jār Darqiyya ke jildi Zawahirāt (Skin manifestations of Parathyroid disorders)

20.4.1 قلت جاردرقین (Hypoparathyroidism)

20.4.2 فرط جاردرقین (Hyperparathyroidism)

References: 1,2,3,15,30,61,62

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Describe etiopathology, Clinical features, diagnosis, and management of parathyroid-related disorders.	2	Lecture	CC	Knows-how	L,L&PPT
CO3	Demonstrate clinical presentations and differential diagnosis of Hypoparathyroidism and Hyperparathyroidism.	4	Practical20.11	PSY-GUD	Shows-how	D,CD,CBL,D-M,DIS
CO4,CO7	Conduct literature survey and execute Seminar presentation on dermatological manifestations of Parathyroid-related disorders.	3	Experiential-Learning20.11	CAN	Does	DIS,PrBL,LS,PER

CO4,CO7	Analyze the introduction, methodology, result, and discussion of a recent clinical trial on cutaneous manifestations Hypoparathyroidism	2	Experiential-Learning20.12	CAN	Does	PER,PrBL,JC, DIS
CO4,CO7	Develop an education plan for patients and family members, of hyperparathyroidism.	1	Experiential-Learning20.13	CAP	Shows-how	PER,PBL,DIS, LS

Unit 5 امراض غدہ کظریہ کے جلدی ظواہرات Amrāze Gudda'e Kuzriya ke jildi Zawāhirāt (Skin manifestations of diseases of Adrenal gland)

20.5.1 غدہ کظریہ کے عام امراض(Common Disorders of Adrenal gland)

20.5.2 مرض ادیسون *Mardhe Adisun* (Addison's Disease)

20.5.3 متلازمہ کشنگ *Mutalāzimah Cushing* (Cushing's Syndrome)

References: 1,2,3,5,7,8,10,59

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Describe etiopathology, Clinical features, diagnosis, and management of disorders of the adrenal gland.	2	Lecture	CC	Knows-how	L,L&PPT
CO3	Demonstrate clinical presentations and differential diagnosis of Addison's disease and Cushing's syndrome.	4	Practical20.12	PSY-GUD	Shows-how	D,D-M,D-BED,DIS,CBL

CO4,CO7	Conduct literature survey and execute Seminar presentation on dermatological manifestations of disorders of the Adrenal gland.	3	Experiential-Learning20.14	CAN	Does	PER,LS,DIS,PrBL
CO4,CO7	Analyze the introduction, methodology, result, and discussion of a recent clinical trial on cutaneous manifestations of Addison's disease.	2	Experiential-Learning20.15	CAN	Does	LS,PER,JC,DIS
CO6,CO7	Develop an education plan for patients and family members, of Cushing's syndrome.	1	Experiential-Learning20.16	AFT-SET	Does	PrBL,PER,DIS

Practical Training Activity

Practical Training 20.1 Hyperandrogenism

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 Minutes)-The teacher will introduce androgen excess and its various conditions, including Polycystic Ovary Syndrome (PCOS), Congenital Adrenal Hyperplasia (CAH), Cushing's Syndrome, and Androgen-Secreting Tumors. The session will cover their clinical features, diagnostic methods, and differential diagnoses. Teaching methods such as models, videos, case studies, or presentations will be used to ensure effective learning.

Step 2: Group Discussion (30 Minutes)-Students will participate in small-group discussions, analyzing key aspects of androgen excess disorders. The teacher will facilitate the session, addressing doubts, reinforcing clinical findings, and guiding critical thinking.

Step 3: Assessment & Feedback (15 Minutes)-Students' understanding will be evaluated through quizzes, case-based discussions, or interactive questioning. Constructive feedback will be provided to strengthen clinical reasoning, diagnostic skills, and comprehension.

Practical Training 20.2 Hereditary Endocrine Syndromes

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 Minutes)-The teacher will introduce **Hereditary Endocrine Syndromes**, focusing on key conditions such as **Multiple Endocrine Neoplasia (MEN) Syndromes, Polycystic Ovary Syndrome (PCOS), Von Hippel-Lindau (VHL) Syndrome, Familial Medullary Thyroid Carcinoma (FMTC), McCune-Albright Syndrome, and Beckwith-Wiedemann Syndrome (BWS).** The session will cover their **clinical features, diagnostic approaches, and differential diagnoses**. Whenever possible, a real patient will be examined. If unavailable, alternative teaching methods such as clinical case scenarios, models, videos, or presentations will be utilized to illustrate key concepts effectively.

Step 2: Group Discussion & Case Analysis (30 Minutes)-Students will be divided into small groups, with each group assigned a **specific hereditary endocrine syndrome**. They will discuss and analyze its **cutaneous manifestations, clinical presentation, and appropriate diagnostic approach.** The teacher will facilitate discussions, provide guidance, address queries, and encourage critical thinking.

Step 3: Assessment & Reflection (15 Minutes)-Students' comprehension and application of knowledge will be assessed through **Objective Structured Clinical Examination (OSCE), Mini-Clinical Evaluation Exercise (Mini-CEX), case-based discussions, or quizzes**. Constructive feedback will be provided to reinforce key learning points and improve diagnostic reasoning.

Practical Training 20.3 Acanthosis Nigricans

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 Minutes)-The teacher will provide an overview of **Acanthosis Nigricans**, discussing its **clinical features, diagnostic methods, and differential diagnosis.** A **demonstration** will be conducted using a real patient to illustrate key findings. If a patient is unavailable, alternative instructional tools such as **models, videos, or presentations** will be utilized to ensure effective learning.

Step 2: Group Discussion (30 Minutes) - Students will participate in small-group discussions focusing on the **differential diagnosis, preventive measures, and therapeutic strategies in both conventional and Unani medicine.** The teacher will guide the discussion, clarify doubts, and reinforce key diagnostic and treatment concepts.

Step 3: Assessment & Feedback (15 Minutes) -Students' comprehension will be assessed through **direct questioning,** with constructive feedback provided to strengthen their **clinical reasoning and diagnostic skills.**

Practical Training 20.4 Diabetic Foot Ulcers
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will provide an overview of Diabetic Foot Ulcers, including its **clinical features, diagnostic methods, and differential diagnosis from other similar conditions.** A **demonstration** will be conducted using a real patient to illustrate key clinical findings. If a patient is unavailable, alternative instructional methods such as **models, videos, or presentations** will be used for effective learning. **Step 2: Group Discussion (30 Minutes) -**Students will engage in **guided discussions** on the **differential diagnosis and management of** Diabetic Foot Ulcers in both **Unani and conventional medicine.** The teacher will facilitate the discussion, clarify doubts, and reinforce key concepts related to diagnosis and treatment strategies. **Step 3: Assessment & Feedback (15 Minutes) -**Students' understanding will be assessed using **direct questioning.** Constructive feedback will be provided to enhance their clinical reasoning and application of knowledge.
Practical Training 20.5 Pyoderma gangrenosum
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will introduce **Pyoderma Gangrenosum**, covering its clinical features, diagnostic methods, and differentiation from similar conditions. A **demonstration** will be conducted with a real patient to illustrate key clinical findings. If a patient is unavailable, alternative instructional methods such as **models, videos, or presentations** will be used to ensure effective learning. **Step 2: Group Discussion (30 Minutes) -** Students will engage in **guided discussions** on the **differential diagnosis, preventive measures, and therapeutic strategies** for **Pyoderma Gangrenosum in both conventional and Unani medicine**. The teacher will facilitate discussions, clarify doubts, and emphasize key concepts related to diagnosis and management. **Step 3: Assessment & Feedback (15 Minutes) -**Students' understanding will be assessed through **direct questioning.** Constructive feedback will be provided to enhance their clinical reasoning and application of knowledge.
Practical Training 20.6 Necrobiosis Lipoidica Diabeticorum

Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will introduce **Necrobiosis Lipoidica Diabeticorum**, covering its **clinical features, diagnostic methods, and differentiation from similar conditions**. A **demonstration** will be conducted with a real patient to illustrate key clinical findings. If a patient is unavailable, alternative instructional methods such as **models, videos, or presentations** will be used to ensure effective learning. **Step 2: Group Discussion (30 Minutes) -** Students will engage in **guided discussions** on the **differential diagnosis, preventive measures, and multidisciplinary approach** to managing **Necrobiosis Lipoidica Diabeticorum**. The teacher will facilitate discussions, clarify doubts, and emphasize key concepts related to diagnosis and treatment. **Step 3: Assessment & Feedback (15 Minutes) -** Students' understanding will be assessed through **direct questioning**. Constructive feedback will be provided to enhance their **clinical reasoning and application of knowledge**.
Practical Training 20.7 Diabetic dermatopathy
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will introduce **Diabetic Dermopathy**, covering its **clinical features, diagnostic methods, and differentiation from other forms of dermopathy**. A **demonstration** will be conducted with a real patient to illustrate key clinical findings. If a patient is unavailable, alternative instructional methods such as **models, videos, or presentations** will be used to ensure effective learning. **Step 2: Group Discussion (30 Minutes) -** Students will participate in **guided discussions** on the **differential diagnosis, preventive measures, and multidisciplinary management** of **Diabetic Dermopathy**. The teacher will facilitate discussions, clarify doubts, and reinforce key concepts related to **diagnosis and treatment**. **Step 3: Assessment & Feedback (15 Minutes) -**Students' comprehension will be assessed through **direct questioning**. **Constructive feedback** will be provided to enhance their **clinical reasoning and application of knowledge**.
Practical Training 20.8 Perforating folliculitis and Diabetic Bullae
Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 Minutes) - The teacher will introduce **Perforating Folliculitis and Diabetic Bullae**, covering their **clinical features, diagnostic methods, and differentiation from other similar conditions**. A **demonstration** will be conducted with a real patient to illustrate key clinical findings. If a patient is unavailable, alternative instructional methods such as **models, videos, or presentations** will be used to ensure effective learning. **Step 2: Group Discussion (30 Minutes) -** Students will participate in **guided discussions** on the **differential diagnosis, preventive measures, and multidisciplinary management** of **Perforating Folliculitis and Diabetic Bullae**. The teacher will facilitate discussions, clarify doubts, and reinforce key concepts related to **diagnosis and treatment**. **Step 3: Assessment & Feedback (15 Minutes) -** Students' understanding will be assessed through **direct questioning**. **Constructive feedback** will be provided to enhance their **clinical reasoning and application of knowledge**.
Practical Training 20.9 Scleroderma adultorum
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will introduce **Scleroderma Adultorum**, discussing its **clinical presentation, diagnostic approaches, and differentiation from other connective tissue disorders**. A **demonstration** will be conducted with a real patient to highlight key clinical findings. If a patient is unavailable, alternative instructional methods such as **models, videos, or presentations** will be utilized to ensure effective learning. **Step 2: Group Discussion (30 Minutes) -** Students will participate in **guided discussions** focusing on the **differential diagnosis, underlying mechanisms, preventive measures, and treatment strategies** for **Scleroderma Adultorum** in both **conventional and Unani medicine**. The teacher will facilitate discussions, address queries, and reinforce essential diagnostic and management concepts. **Step 3: Assessment & Feedback (15 Minutes) -** Students' comprehension will be evaluated through **direct questioning**. **Constructive feedback** will be provided to enhance their **clinical reasoning skills and practical application of knowledge**.
Practical Training 20.10 Hypothyroidism and Hyperthyroidism.
Total Learning Hours: 4 Hours

Step 1: Overview & Demonstration (75 Minutes) -The teacher will introduce **Hypothyroidism**, discussing its **clinical presentation, diagnostic methods, and differentiation from other endocrine disorders**. A **demonstration** will be conducted with a real patient to highlight key clinical features. If a patient is unavailable, alternative instructional tools such as **models, videos, or presentations** will be utilized for effective learning.

Step 2: Group Discussion (30 Minutes) -Students will engage in a **guided discussion** on the cutaneous clinical findings, diagnosis, **differential diagnosis, and complications of Hypothyroidism.** The teacher will facilitate discussions, clarify uncertainties, and reinforce critical concepts related to diagnosis and management.

Step 3: Evaluation & Feedback (15 Minutes) - Students' knowledge will be assessed using **direct questioning**. **Constructive feedback** will be provided to enhance their **clinical reasoning and practical application**.

Note: A separate **2-hour session** will be conducted following the same format to cover **Hyperthyroidism (120 Minutes)**

Practical Training 20.11 Hypoparathyroidism and Hyperparathyroidism

Total Learning Hours: 4 Hours

Step 1: Introduction & Demonstration (75 Minutes) - The teacher will introduce **Hypoparathyroidism**, covering its **clinical features, diagnostic approaches, and differentiation from other endocrine disorders**. A **demonstration** will be conducted with a real patient to illustrate key clinical findings. If a patient is unavailable, alternative instructional methods such as **models, videos, or presentations** will be used to ensure effective learning.

Step 2: Group Discussion (30 Minutes) - Students will participate in **guided discussions** focusing on the **differential diagnosis, complications, preventive measures, and management strategies** for **Hypoparathyroidism** in both **conventional and Unani medicine**. The teacher will facilitate discussions, clarify doubts, and emphasize essential diagnostic and therapeutic concepts.

Step 3: Assessment & Feedback (15 Minutes) - Students' understanding will be assessed through **direct questioning**. **Constructive feedback** will be provided to enhance their **clinical reasoning skills and practical application of knowledge**.

Note: A separate session of **2 hours** will be conducted following the same structure to cover **Hyperparathyroidism. (120 Minutes)**

Practical Training 20.12 Addison’s disease and Cushing’s syndrome

Total Learning Hours: 4 Hours

Step 1: Introduction & Demonstration (75 Minutes)-The teacher will introduce **Addison's Disease**, covering its **clinical features, diagnostic methods, and differentiation from other adrenal disorders**. A **demonstration** will be conducted with a real patient to highlight key clinical findings. If a patient is unavailable, alternative learning aids such as **models, videos, or case-based discussions** will be utilized to facilitate understanding. **Step 2: Group Discussion & Case Analysis (30 Minutes) -** Students will engage in **small-group discussions**, where they will analyze case scenarios, explore clinical presentation, diagnosis and **differential diagnosis**. The teacher will facilitate the discussion, ensuring a comprehensive understanding of the topic. **Step 3: Assessment & Feedback (15 Minutes) -** Students' understanding will be evaluated through **direct questioning**. Constructive feedback will be provided to **enhance clinical reasoning and diagnostic accuracy**. **Note:** A separate **2-hour session** will be conducted following the same format to demonstrate Cushing's syndrome. **(120 Minutes)**
Experiential Learning Activity
Experiential-Learning Learning 20.1: Unani Medicine in Endocrinopathies
Total Learning Hours: 3 Hours **Step 1: Project Assignment & Research (1.5 Hours) -**The teacher will assign each student a project on the **role of Unani Medicine in alleviating dermatologic manifestations of various endocrinopathies.** Students will conduct in-depth research using classical Unani texts and online resources to gather comprehensive and relevant information. **Step 2: Compilation, Structuring & Submission (1 Hour)-** After completing their research, students will systematically compile their findings into a **well-structured project report**. The report should include an **introduction, Unani concepts of management, treatment modalities, and evidence-based discussions.** Once finalized, students will submit their project in a **written format**, ensuring clarity, coherence, and proper referencing of sources. **Step 3: Evaluation & Feedback (30 Minutes)-**The teacher will assess the submitted projects using a structured **evaluation checklist**, considering criteria such as **depth of research, organization, relevance, critical analysis, and application of Unani principles.** Constructive feedback will be provided to guide students in refining their academic writing and research skills.
Experiential-Learning Learning 20.2: Diabetic Foot Ulcers

Total Learning Hours: 3 Hours

Step 1: Literature Search & Review (Duration: 75 Minutes) - The student will be assigned the topic **"Clinical Trials on Diabetic Foot Ulcers"** for a literature survey and analysis. They will conduct in-depth research using library resources, relevant online academic materials, and other credible references to gather comprehensive and up-to-date information.

Step 2: Content Organization & Presentation (Duration: 75 Minutes) -After gathering and organizing the information, the student will analyze the collected data and prepare a PowerPoint (PPT) presentation to effectively communicate their findings. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange.

Step 3: Discussion & Assessment (Duration: 30 Minutes) - Following the presentation, a discussion session will be conducted to address questions, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the student based on their research depth, presentation skills, clarity of communication, and overall performance, including the use of credible sources, logical content organization, effective delivery, engagement with the audience, and ability to answer questions.

Experiential-Learning Learning 20.3: Acanthosis Nigricans

Total Learning Hours: 2 Hours

Step 1: Literature Search & Paper Selection (Duration: 45 Minutes) - The student will be assigned the topic **"Acanthosis Nigricans"** for the Journal Club. They will search for recently published clinical trial articles related to Acanthosis Nigricans and, in consultation with the assigned teacher, select one paper for presentation.

Step 2: Journal Club Presentation (Duration: 45 Minutes) - After finalizing the selected paper, the student will lead the Journal Club session, critically evaluating key sections of the article, including journal details, topic overview, introduction, methodology, results, discussion, and key takeaways. The presentation will be delivered to peers and faculty members, fostering academic discussion and engagement.

Step 3: Discussion & Assessment (Duration: 30 Minutes) - Following the presentation, an in-depth discussion will be conducted, allowing students to analyze key points and various aspects of the article. Simultaneously, the teacher will assess the student's performance, critical thinking abilities, and subject knowledge based on their presentation and participation in the discussion.

Experiential-Learning Learning 20.4: Diabetic Ulcers, Pyoderma gangrenosum, and Perforating folliculitis

Total Learning Hours: 3 Hour **Step 1: Topic Assignment & Research:** The teacher will assign the topic **"Diabetic Ulcers"** to a pair of students, who will conduct thorough research to gather accurate and relevant information about the condition. **Step 2: Designing & Delivering Educational Sessions (45 Minutes):** Based on their research, the students will develop an educational awareness plan and conduct interactive training sessions for patients and their families. If direct interaction is not feasible, they will present their findings using a PowerPoint presentation. **Step 3: Discussion & Assessment (15 Minutes):** Following the presentation, the teacher will engage the students in a discussion, asking questions to evaluate their understanding, depth of knowledge, and overall performance to ensure effective learning. **Note:** The same procedure will be followed for the topics **"Pyoderma Gangrenosum"** and **"Perforating Folliculitis,"** with one hour allocated for each topic. **(2 Hours)**
Experiential-Learning Learning 20.5: Diabetic dermopathy
Total Learning Hours: 3 Hours **Step 1: Literature Search & Review (Duration: 75 Minutes) -**The student will be assigned the topic **"Modalities of Treatment in the Published Literature on Diabetic Dermopathy"** for a literature survey and analysis. They will conduct comprehensive research using library resources, relevant online academic materials, and other credible references to gather up-to-date and well-rounded information on the subject. **Step 2: Content Organization & Presentation (Duration: 75 Minutes) -** After collecting and organizing the necessary information, the student will analyze the findings and create a PowerPoint (PPT) presentation to effectively communicate their research. The presentation will be delivered to teachers and fellow department students, promoting academic discussion and knowledge sharing. **Step 3: Discussion & Assessment (Duration: 30 Minutes) -** Following the presentation, a discussion session will be conducted to address questions, clarify key points, and enhance understanding. At the same time, the teacher will evaluate the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness.
Experiential-Learning Learning 20.6: Necrobiosis Lipoidica Diabeticorum and Perforating folliculitis
Total Learning Hours: 4 Hours

Step 1: Literature Search & Paper Selection (Duration: 45 Minutes) - The student will be assigned the topic **"Necrobiosis Lipoidica Diabeticorum"** for the Journal Club. They will search for recently published clinical trial articles related to Necrobiosis Lipoidica Diabeticorum and, in consultation with the assigned teacher, select one paper for presentation. **Step 2: Journal Club Presentation (Duration: 45 Minutes) -** Once the paper is finalized, the student will lead the Journal Club session, providing a critical analysis of key sections of the article, including journal details, topic overview, introduction, methodology, results, discussion, and key takeaways. The presentation will be delivered to peers and faculty members, encouraging academic discussion and engagement. **Step 3: Discussion & Assessment (Duration: 30 Minutes) -** Following the presentation, an in-depth discussion will be conducted, where students will analyze key points and various aspects of the article. Simultaneously, the teacher will evaluate the student's performance, critical thinking skills, and subject knowledge based on their presentation and active participation in the discussion. Note: A similar procedure will be followed for the **Journal Club on Perforating Folliculitis** within the allotted time of **2 hours. (120 Minutes)**
Experiential-Learning Learning 20.7: Dermatological manifestations of Diabetes mellites
Total Learning Hours: 3 Hours **Step 1: Literature Search & Review (Duration: 75 Minutes) -** The student will be assigned the topic **"Dermatological Manifestations of Diabetes Mellitus"** for a literature review and analysis. They will conduct in-depth research using library resources, relevant online academic materials, and other credible references to gather the latest and most comprehensive information on the subject. **Step 2: Content Organization & Presentation (Duration: 75 Minutes) -** After gathering and structuring the necessary information, the student will analyze the findings and prepare a PowerPoint (PPT) presentation to effectively present their research. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange. **Step 3: Discussion & Assessment (Duration: 30 Minutes) -** Following the presentation, an interactive discussion session will be held to address queries, clarify key concepts, and enhance understanding. Additionally, the teacher will assess the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness.
Experiential-Learning Learning 20.8: Dermatological manifestations of thyroid disorders

Total Learning Hours: 3 Hours

Step 1: Literature Search & Review (Duration: 75 Minutes) - The student will be assigned the topic **"Dermatological Manifestations of Thyroid Disorders"** for a literature review and analysis. They will conduct extensive research using library resources, relevant online academic materials, and other credible references to gather the most recent and comprehensive information on the subject.

Step 2: Content Organization & Presentation (Duration: 75 Minutes) - After collecting and organizing the relevant information, the student will analyze the findings and develop a PowerPoint (PPT) presentation to effectively convey their research. The presentation will be delivered to teachers and fellow department students, encouraging academic discussion and knowledge sharing.

Step 3: Discussion & Assessment (Duration: 30 Minutes) - Following the presentation, an interactive discussion session will take place to address questions, clarify key concepts, and enhance understanding. Additionally, the teacher will evaluate the student's performance based on the depth of research, presentation skills, clarity of communication, and overall effectiveness.

Experiential-Learning Learning 20.9: Hypothyroidism

Total Learning Hours: 2 Hours

Step 1: Literature Search & Paper Selection (Duration: 45 Minutes) - The student will be assigned the topic **"Hypothyroidism"** for the Journal Club. They will search for recently published clinical trial articles focusing on the cutaneous manifestations of hypothyroidism and, in consultation with the assigned teacher, select one paper for presentation.

Step 2: Journal Club Presentation (Duration: 45 Minutes) - Once the paper is finalized, the student will lead the Journal Club session, critically examining key sections of the article, including journal details, topic overview, introduction, methodology, results, discussion, and key takeaways. The presentation will be delivered to peers and faculty members, fostering academic discussion and engagement.

Step 3: Discussion & Assessment (Duration: 30 Minutes) - Following the presentation, an in-depth discussion will take place, allowing students to analyze key aspects of the article. At the same time, the teacher will evaluate the student's performance based on research depth, critical thinking skills, clarity of presentation, and active participation in the discussion.

Experiential-Learning Learning 20.10: Hyperthyroidism

Total Learning Hours: 1 Hour **Step 1: Topic Assignment & Research -** The teacher will assign the topic **"Hyperthyroidism"** to a team of two students, who will conduct thorough research to gather accurate and relevant information on the condition. **Step 2: Developing & Delivering Educational Sessions (45 Minutes) -** Based on their research, the students will create an educational awareness plan and facilitate interactive training sessions for patients and their families. If direct interaction is not possible, they will present their awareness plan using a PowerPoint presentation. **Step 3: Discussion & Evaluation (15 Minutes) -** Following the presentation, the teacher will lead a discussion, posing questions to assess the students' understanding, knowledge, and overall performance, ensuring effective learning outcomes.
Experiential-Learning Learning 20.11: Parathyroid-related disorders.
Total Learning Hours: 3 Hours **Step 1: Literature Search & Review (Duration: 75 Minutes) -** The student will be assigned the topic **"Dermatological Manifestations of Parathyroid-Related Disorders"** for a seminar presentation. They will conduct thorough research using library resources, relevant online academic materials, and other credible references to gather the most up-to-date and comprehensive information on the subject. **Step 2: Content Organization & Presentation (Duration: 75 Minutes) -** After compiling and structuring the gathered information, the student will create a PowerPoint (PPT) presentation to effectively present their research. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange. **Step 3: Discussion & Assessment (Duration: 30 Minutes) -** Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. Additionally, the teacher will assess the student’s performance based on research depth, presentation skills, clarity of communication, and overall effectiveness.
Experiential-Learning Learning 20.12: Hypoparathyroidism
Total Learning Hours: 2 Hours

Step 1: Literature Search & Paper Selection (Duration: 45 Minutes) - The student will be assigned the topic **"Hypoparathyroidism"** for the Journal Club. They will search for recently published clinical trial articles related to the cutaneous manifestations of hypoparathyroidism and, in consultation with the assigned teacher, select one paper for presentation.

Step 2: Journal Club Presentation (Duration: 45 Minutes) - After finalizing the paper, the student will lead the Journal Club session, critically evaluating key sections of the article, including journal details, topic introduction, methodology, results, discussion, and main takeaways. The presentation will be delivered to peers and faculty members, encouraging academic discussion and engagement.

Step 3: Discussion & Assessment (Duration: 30 Minutes) - Following the presentation, an interactive discussion will take place, allowing students to explore key aspects of the article in greater depth. Simultaneously, the teacher will assess the student's performance based on the quality of research, critical thinking abilities, clarity of presentation, and level of engagement in the discussion.

Experiential-Learning Learning 20.13: Hyperparathyroidism

Total Learning Hours: 1 Hour

Step 1: Topic Assignment & Research - The teacher will assign the topic **"Hyperparathyroidism"** to a pair of students, who will conduct thorough research to collect relevant and accurate information about the condition.

Step 2: Creating & Conducting Educational Sessions (45 Minutes) - Based on their research, the students will develop an educational awareness plan and deliver interactive training sessions for patients and their families. If direct interaction is not possible, they will present the awareness plan using a PowerPoint presentation.

Step 3: Discussion & Assessment (15 Minutes) - Following the presentation, the teacher will lead a discussion with the group, asking questions to evaluate their knowledge, comprehension, and overall performance, ensuring that key learning objectives are met.

Experiential-Learning Learning 20.14: Adrenal gland

Total Learning Hours: 3 Hours

Step 1: Literature Search & Review (Duration: 75 Minutes)

The student will be assigned the topic **"Dermatological Manifestations of Adrenal Gland Disorders"** for a seminar presentation. They will conduct in-depth research using library resources, relevant online academic materials, and other credible references to gather the latest and most comprehensive information on the subject. **Step 2: Content Organization & Presentation (Duration: 75 Minutes)** After compiling and organizing the collected information, the student will develop a PowerPoint (PPT) presentation to effectively communicate their research. The presentation will be delivered to teachers and fellow department students, promoting academic discussion and knowledge exchange. **Step 3: Discussion & Assessment (Duration: 30 Minutes)** Following the presentation, an interactive discussion session will be held to address questions, clarify key concepts, and enhance understanding. Additionally, the teacher will evaluate the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness.
Experiential-Learning Learning 20.15: Addison's disease
Total Learning Hours: 2 Hours **Step 1: Literature Search & Paper Selection (Duration: 45 Minutes) -** The student will be assigned the topic **"Addison's Disease"** for the Journal Club. They will search for recently published clinical trial articles focusing on the cutaneous manifestations of Addison's disease and, in consultation with the assigned teacher, select one paper for presentation. **Step 2: Journal Club Presentation (Duration: 45 Minutes) -** Once the paper is selected, the student will conduct the Journal Club session, critically analyzing key sections of the article, including journal details, topic introduction, methodology, results, discussion, and key findings. The presentation will be delivered to peers and faculty members, fostering academic discussion and engagement. **Step 3: Discussion & Assessment (Duration: 30 Minutes) -** After the presentation, an interactive discussion will be held, allowing students to delve deeper into the article's key aspects. Simultaneously, the teacher will evaluate the student's performance based on research depth, analytical skills, clarity of presentation, and active participation in the discussion.
Experiential-Learning Learning 20.16: Cushing's syndrome
Total Learning Hours: 1 Hour

Step 1: Topic Assignment & Research - The teacher will assign the topic **"Cushing's Syndrome"** to a group of two students, who will conduct research to gather relevant and accurate information on the condition. **Step 2: Developing & Delivering Educational Sessions (45 Minutes) -** Based on their research, the students will design an educational awareness plan and conduct interactive training sessions for patients and their relatives. If direct interaction is not feasible, the awareness plan will be presented through a PowerPoint presentation. **Step 3: Discussion & Evaluation (15 Minutes) -** After the presentation, the teacher will facilitate a discussion with the group, asking questions to assess their knowledge, understanding, and overall performance, ensuring effective learning outcomes.	
Modular Assessment	
Assessment	**Hour**
Instructions – Conduct a structured modular assessment with **75 marks**. Keep a record of structured marking pattern using different assessment methods applicable to the module of the semester concern, and calculate modular grade point as shown in table 6 C. **1. Case-Based Assessment – (25 Marks):** Students will be evaluated on their clinical reasoning and problem-solving skills through a Case-Based Assessment in Dermato-endocrinology. Assessment will cover: • History Taking and Clinical Examination (5 Marks) • Diagnosis and Differential Diagnosis (5 Marks) • Investigations and Interpretation (5 Marks) • Management and Treatment Plan (5 Marks) • Communication and Counseling Skills (5 Marks) **2. Oral Viva – (20 Marks): S**tudents will participate in an Oral Viva to assess their understanding of key concepts, diagnosis, management approaches, and recent advancements in Dermato-endocrinology. **3. Short Answer Questions – (30 Marks):** 6 Short Answer Questions (5 Marks each) focusing on the pathophysiology, diagnostic methods, clinical features, treatment options, and management of Dermato-endocrine Disorders.	6

Or Any practical in converted form can be taken for assessment. (**35 Marks**) **and** Any experiential, such as portfolios/ reflection/ presentations, can be taken as an assessment. (**40 Marks**)	

Module 21 : استحالاتی وتغذیاتی امراض کے جلدی ظواہرات Istihālāti wa Taghziyāti Amrāz ke Jildi Zawāhirāt (Skin manifestations of Metabolic & Nutritional Disorders)

Module Learning Objectives

(At the end of the module, the students should be able to)

1 Describe etiopathogenesis, clinical presentation, diagnosis and management of Skin manifestations of Metabolic &Nutritional Disorders

2 Conduct a complete assessment of patients through history, dermatological examination and application of relevant investigations.

3 Adopt diagnostic tools and implement comprehensive management alongside conducting a thorough literature review of evidence-based research and recent advancements.

Unit 1 تغذیاتی واستحالاتی امراض کے جلدی ظواہرات کا عمومی جائزہ Taghziyāti wa Istihālāti Amrāz ke Jildi Zawāhirāt ka Umumi Jāyeza (Overview of Skin manifestations of nutritional & metabolic disorders)

21.1.1. تغذیاتی امراض (Nutritional disorders)

21.1.2. استحالاتی امراض (*M*etabolic disorders)

References: 2,3,4,5,8,10,18,30,31

3A	3B	3C	3D	3E	3F	3G

CO1,CO2, CO3	Illustrate the Etiopathogenesis, clinical presentation, diagnosis, differential diagnosis and management of metabolic disorders-related skin manifestations	1	Lecture	CAN	Knows-how	L&PPT ,L&GD
CO1,CO2, CO3	Illustrate the Etiopathogenesis, characteristic skin manifestations, diagnosis, differential diagnosis and management of Nutritional disorders	1	Lecture	CC	Knows-how	L&GD,L&PPT
CO4	Conduct a literature search and perform analysis of the published data about cutaneous manifestations of metabolic & nutritional disorders	2	Experiential-Learning21.1	PSY-MEC	Does	JC,PL

Unit 2 لحمیاتی سوء تغذیہ Lahmiyāti Sue Taghziya (Protein-energy Malnutrition)

21.2.1 کواشیورکور (Kwashiorkar)

21.2.2 ہزال غذائی (Marasmus)

References: 2,3,4,5,8,10,18,30,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Illustrate the Etiopathogenesis and clinical manifestations, diagnosis, differential diagnosis and management of Kwashiorkar and Marasmus	2	Lecture	CAN	Knows-how	L&PPT ,L&GD
CO1,CO3	Demonstrate thorough skin examinations to identify Kwahiorkar and Marasmus -related skin manifestations	2	Practical21.1	PSY-GUD	Shows-how	D-BED,CBL

CO2	Develop and implement treatment plans for skin manifestations of Kwahiorkar and Marasmus	2	Practical21.2	CS	Shows-how	PBL,PL,DIS
CO4	Conduct a comprehensive literature search and perform a analysis of the published data about skin manifestations of Kwahiorkar and Marasmus	3	Experiential-Learning21.2	CAN	Does	PL,JC
CO1,CO6	Educate patient and caregivers on nutrition and skin care about Kwashiorkar and Marasmus	2	Experiential-Learning21.3	AFT-RES	Does	SY,PBL,BS

Unit 3 معدنی وحیاتینی نقص تغذیہ Mā'dani wa Hayātini Naqse Taghziya (Mineral and Vitamin Deficiencies)

21.3.1 معدنی نقص تغذیہ(Mineral Deficiencies)

21.3.2حیاتینی نقص تغذیہ(Vitamin Deficiencies)

References:

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Illustrate the pathophysiology, sign and symptoms, diagnostic criteria and differential diagnosis of skin manifestations of Vitamin and Mineral deficiency	2	Lecture	CAN	Knows-how	L&PPT ,L&GD
CO2,CO4	Develop and implement treatment plans for cutaneous manifestations of Vitamin and Mineral deficiencies	4	Practical21.3	CS	Shows-how	PBL,DIS,BS

CO1,CO6	Develop a detailed case diagnosis of cutaneous manifestations of scurvy and effectively present it to peers for discussion and analysis.	3	Experiential-Learning21.4	PSY-MEC	Does	D-BED,DIS,D,CBL,PBL
CO6	Educate patients and communities on vitamin and mineral intake	2	Experiential-Learning21.5	AFT-RES	Does	DIS,PBL

Unit 4 ورم اصفر اور اس کی اقسام Warame Asfar Aur Uski Aqsām (Xanthoma & its types)

21.4.1 ورم اصفر (Xanthoma)

21.4.2 ورم اصفر کی اقسام (Types of Xanthoma)

References: 2,3,4,5,8,10,18,30,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Describe different types of Xanthoma, its causes and risk factors and clinical features	1	Lecture	CAN	Knows-how	L&PPT ,L&GD
CO2,CO3	Diagnose Xanthoma based on clinical presentation, physical examination and develop treatment plan for Xanthoma	4	Practical21.4	PSY-GUD	Shows-how	CBL,D-BED
CO1,CO3	Identify physical and emotional impacts of Xanthoma on quality of life	2	Experiential-Learning21.6	CS	Does	DIS,PBL

CO3,CO6	Educate xanthoma patients on lifestyle modifications and self-care techniques	2	Experiential-Learning21.7	AFT-VAL	Does	DIS,PBL

Unit 5 جِلدی داءالنَشوانی اوراس کی اقسام Jildi Dāun Nashwāni Aur Uski Aqsām (Cutaneous amyloidosis and its Types)

21.5.1 جِلدی داءالنَشوانی (Cutaneous Amyloidosis)

21.5.2 جِلدی داءالنَشوانی کی اقسام (Types Cutaneous Amyloidosis)

References: 2,3,4,5,8,10,18,30,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Illustrate Etiopathogenesis, classification and clinical features of Cutaneous Amyloidosis	1	Lecture	CAN	Knows-how	L&PPT ,L&GD
CO2,CO3	Diagnose and differentiate Cutaneous Amyloidosis and discuss management of cutaneous Amyloidosis	4	Practical21.5	PSY-GUD	Shows-how	CBL,D-M
CO4	Conduct a comprehensive literature search and perform analysis of the published data about cutaneous Amyloidosis	3	Experiential-Learning21.8	CAN	Does	JC,PL
CO1,CO4, CO6	Develop a detailed case diagnosis of cutaneous Amyloidosis and effectively present it to peers for discussion and analysis.	2	Experiential-Learning21.9	PSY-ADT	Does	CD,D-BED,DIS,D,PBL

Unit 6 جلدی بورفیریا اور اس کی اقسام Jildi Borpheria Aur Uski Aqsām (Cutaneous porphyria & its types)

21.6.1 جلدی بورفیریا (Cutaneous Porphyria)

21.6.2 بورفیریا جلدی متاخر (Porphyria Cutanea Tarda)

References: 2,3,4,5,8,10,18,30,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Illustrate etiopathogenesis, classification and clinical features, diagnosis, differential diagnosis and management of Cutaneous Porphyria	2	Lecture	CAN	Knows-how	L&PPT ,L&GD
CO2,CO3	Diagnose and differentiate Porphyria cutanea tarda and develop treatment plan for its management.	4	Practical21.6	PSY-GUD	Shows-how	D-M,D
CO4	Conduct a comprehensive literature search and perform a analysis of the published data about cutaneous porphyria	3	Experiential-Learning21.10	CAN	Does	JC,PL
CO1,CO2, CO6	Develop personalized patient care plans for cutaneous porphyria	2	Experiential-Learning21.11	PSY-MEC	Does	PER,PSM,DIS

Practical Training Activity

Practical Training 21.1 Kwahiorkar and Marasmus -related skin manifestations

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 Minutes)- The teacher will briefly introduce Kwahiorkar and Marasmus -related skin manifestations and demonstrate its clinical features, diagnostic methods, and differentiatial diagnosis. A real patient will be examined, or if unavailable, alternative methods like models, videos, or presentations will ensure a comprehensive learning experience.

Step 2: **Group Discussion (30 Minutes)-** Students will be divided into small groups to discuss key aspects of the topic. The teacher will actively facilitate discussions, clarifying doubts, reinforcing clinical findings, and emphasizing key diagnostic points.

Step 3: Assessment & Feedback (15 Minutes)- Students' understanding and learning will be evaluated through direct questioning, with constructive feedback provided to refine knowledge and clinical reasoning.

Practical Training 21.2 Kwahiorkar and Marasmus

Total Learning Hours: 2 Hours

Step 1: Introduction (60 Minutes) - The teacher will explain the treatment and **Usul-e Ilaj (principles of treatment)** for skin manifestations of Kwahiorkar and Marasmus, highlighting **Unani preventive and therapeutic strategies**. The session will cover the **causes, clinical features, and management** of these conditions.

Step 2: Discussion (45 Minutes)- Students will **discuss, analyze, and develop** a treatment plan. The teacher will facilitate discussions, clarify doubts, and reinforce key concepts related to treatment plan.

Step 3: Assessment & Feedback (15 Minutes) - Students' **knowledge and learning** will be evaluated through **OSPE (Objective Structured Practical Examination), peer assessment, or direct questioning**. Constructive feedback will be provided to **fine-tune their clinical and therapeutic reasoning**, ensuring a deeper comprehension.

Practical Training 21.3 Vitamin and Mineral deficiencies

Total Learning Hours: 4 Hours

Step 1: Introduction (60 Minutes) - The teacher will explain the treatment and **Usul-e Ilaj (principles of treatment)** for cutaneous manifestations of Vitamin deficiencies, highlighting **Unani preventive and therapeutic strategies**. The session will cover the **causes, clinical features, and management.**

Step 2: Group Discussion (45 Minutes). Students will be divided into two groups. They will **discuss, analyze, and develop** a treatment plan and reach to a conclusive treatment plan. The teacher will engage with the group through **questions and discussions**, assessing their **knowledge, comprehension** to ensure effective learning.

Step 3: Assessment & Feedback (15 Minutes) - Students' **knowledge and learning** will be evaluated through **OSPE (Objective Structured Practical Examination), peer assessment, or direct questioning**. Constructive feedback will be provided to **fine-tune their clinical and therapeutic reasoning**, ensuring a deeper comprehension

Note: Same procedure will be followed for development of treatment plan of cutaneous manifestations of mineral deficiencies for a duration of 2 hours.**(120 Minutes)**

Practical Training 21.4 Xanthoma

Total Learning Hours: 4 Hours

Step 1: Introduction & Demonstration (2 hours) - The teacher will introduce Xanthoma, detailing its **clinical features, diagnostic methods and treatment plans**. A **demonstration** will be conducted with a real patient to illustrate key clinical findings. If a patient is unavailable, alternative instructional methods such as **models, videos, or presentations** will be used to ensure effective learning.

Step 2: Group Discussion (75 Minutes) - Students will participate in **guided discussions** on the **diagnosis, preventive measures, and management** of Xanthoma. The teacher will facilitate discussions, clarify doubts, and reinforce key concepts related to **diagnosis and treatment**.

Step 3: Assessment & Feedback (45 Minutes) -Students' comprehension will be assessed through **direct questioning**. **Constructive feedback** will be provided to enhance their **clinical reasoning and application of knowledge**.

Practical Training 21.5 Cutaneous Amyloidosis

Total Learning Hours: 4 Hours

Step 1: Introduction & Demonstration (2 hours) - The teacher will introduce Cutaneous Amyloidosis, highlighting its **clinical features, diagnostic methods, differential diagnosis and management** . A **demonstration** will be conducted with a real patient to illustrate key clinical findings. If a patient is unavailable, alternative instructional methods such as **models, videos, or presentations** will be used to ensure effective learning.

Step 2: Group Discussion (75 Minutes) - Students will participate in **guided discussions** on the **differential diagnosis, preventive measures, and management** of Cutaneous Amyloidosis. The teacher will facilitate discussions, clarify doubts, and reinforce key concepts related to **diagnosis and treatment**.

Step 3: Assessment & Feedback (45 Minutes) -Students' comprehension will be assessed through **direct questioning**. **Constructive feedback** will be provided to enhance their **clinical reasoning and application of knowledge**.

Practical Training 21.6 Porphyria cutanea tarda

Total Learning Hours: 4 Hours

Step 1: Introduction & Demonstration (2 hours) - The teacher will introduce Porphyria cutanea tarda, highlighting its **clinical features, diagnostic methods, differential diagnosis and management** . A **demonstration** will be conducted with a real patient to illustrate key clinical findings. If a patient is unavailable, alternative instructional methods such as **models, videos, or presentations** will be used to ensure effective learning.

Step 2: Group Discussion (75 Minutes) - Students will participate in **guided discussions** on the **differential diagnosis, preventive measures, and management** of Porphyria cutanea tarda. The teacher will facilitate discussions, clarify doubts, and reinforce key concepts related to **diagnosis and treatment**.

Step 3: Assessment & Feedback (45 Minutes) -Students' comprehension will be assessed through **direct questioning**. **Constructive feedback** will be provided to enhance their **clinical reasoning and application of knowledge**.

Experiential Learning Activity

Experiential-Learning Learning 21.1: Nutritional and Metabolic disorders

Total Learning Hours: 2 Hours

Step 1: Literature Search & Paper Selection (45 Minutes)-The student will be assigned **"**cutaneous manifestations of metabolic & nutritional disorders**"** for the **Journal Club** and will search for **recently published clinical trial articles** on the topic. With guidance from the assigned teacher, they will select one paper for presentation.

Step 2: Journal Club Presentation (45 Minutes)

The student will lead the **Journal Club session**, providing a critical analysis of key sections of the article, including **Journal Information, Topic, Introduction,**

Methodology, Results, Discussion, and Take-home Message. The presentation will be delivered to **peers and teachers**, fostering academic engagement and discussion. **Step 3: Discussion & Assessment (30 Minutes)** An in-depth **discussion** will follow, where students will analyze key findings and critical aspects of the article. The teacher will assess the **student's performance, critical thinking, and understanding** based on their presentation and participation.
Experiential-Learning Learning 21.2: Kwahiorkar and Marasmus
Total Learning Hours: 3 Hours **Step 1: Literature Search & Paper Selection (Duration: 30 Minutes) -**The students will be assigned the topic **"**skin manifestations of Kwahiorkar and Marasmus**"** for the **Journal Club**. They will search for recently published **clinical trial articles** on skin manifestations of Kwahiorkar and Marasmus and, in consultation with the assigned teacher, finalize one paper each for presentation. **Step 2: Journal Club Presentation (Duration: 2 Hours)-** After finalizing the paper, the students will conduct the **Journal Club session**, critically analyzing key sections of the article, including **Journal Information, Topic, Introduction, Methodology, Results, Discussion, and Take-home Message**. The presentation will be delivered to peers and teachers to encourage academic discussion and engagement. **Step 3: Discussion & Assessment (Duration: 30 Minutes)-** Following the presentation, an **extensive discussion** will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will **assess students' performance, critical thinking, and knowledge** based on their presentation and engagement in the discussion.
Experiential-Learning Learning 21.3: Kwashiorkar and Marasmus
Total Learning Hours: 2 Hours **Step 1: Topic Assignment & Research (30 Minutes)-** A group of two students will be assigned the topic **"**Educational plan on nutrition and skin care about Kwashiorkar and Marasmus**"** and will research to gather relevant information.

Step 2: Developing & Delivering Educational Sessions (60 Minutes)

Using their research, the group will create an **educational awareness plan** and lead **interactive training sessions** for patients and their families. If direct participation is not feasible, the plan will be presented using **PowerPoint**.

Step 3: Discussion & Evaluation (30 Minutes)

After the presentation, the teacher will engage with the group through **questions and discussions**, assessing their **knowledge, comprehension, and presentation skills** to ensure effective learning.

Experiential-Learning Learning 21.4: Cutaneous manifestations of Scurvy

Total Learning Hours: 3 Hours

Step 1: Case Assignment & Clinical Examination (75 Minutes) – The student will be assigned a case of cutaneous manifestations of scurvy for presentation. They will take a comprehensive patient history, perform a thorough clinical examination, and document relevant findings. If a patient is unavailable, a virtual case or pre-recorded clinical scenario will be utilized to achieve the learning objectives.

Step 2: Case Presentation & Analysis (60 Minutes) – The student will present the case, covering **detailed history, clinical examination findings, relevant investigations, differential diagnoses, and final diagnosis**. This presentation will take place in the presence of teachers and department students, encouraging academic discussion and critical thinking.

Step 3: Discussion & Assessment (45 Minutes) – A post-presentation discussion will follow, where doubts will be addressed, and missing points will be clarified to ensure a deeper understanding of **Senile Pruritus**. Students' clinical skills and reasoning will be assessed through direct questioning, with constructive feedback provided for improvement.

Experiential-Learning Learning 21.5: Vitamin and Mineral deficiencies

Total Learning Hours: 2 Hours

Step 1: Topic Assignment & Research (30 Minutes)-A group of two students will be assigned the topic **"**Education plan for vitamin and mineral deficiencies**"** and will research to gather relevant information.

Step 2: Designing & Conducting Educational Sessions (60 Minutes)- Based on their research, the group will design an **educational awareness plan** and conduct **interactive training and educational sessions** for patients and communities about importance of vitamin and mineral intake. **If the presence of patients and communities is not possible, the plan will be presented in the form of a PowerPoint presentation.** **Step 3: Discussion & Assessment (30 Minutes)-** After the presentation, the teacher will interact with the group, ask questions, and assess their **knowledge, understanding, and performance** to ensure effective learning.
Experiential-Learning Learning 21.6: Xanthoma
Total Learning Hours: 2 Hours **Step 1: Topic Assignment** – The teacher will assign a c**ase study of a patient with Xanthoma**. Students will conduct in-depth research using textbooks, scientific journals, and online resources to explore the impacts of xanthoma on quality of life **Step 2: Presentation (1 hour 30 Minutes)** – Students will analyze the **physical and emotional challenges** faced by the patient.and organize the gathered information into a structured format. They will prepare a **PowerPoint presentation** to present their findings. The presentation will be delivered to peers and faculty to encourage **interactive discussions and knowledge sharing**. **Step 3: Discussion & Assessment (30 Minutes)** – Following the presentation, a **discussion session** will be conducted to address doubts and enhance understanding.Groups will discuss and propose **supportive strategies**, including **medical treatment, counseling, lifestyle modifications, and community support**. The teacher will assess the **depth of research, scientific accuracy, and presentation quality** while providing **constructive feedback** for improvement. The teacher will conclude with key takeaways on **managing both physical and emotional well-being** in Xanthoma patients.
Experiential-Learning Learning 21.7: Lifestyle modifications and self-care techniques
Total Learning Hours: 2 Hours **Step 1: Topic Assignment & Research (30 Minutes)-** A group of two students will be assigned the topic **"**Education plan on lifestyle modifications and self-care techniques in xanthoma**"** and will research to gather relevant information.

Step 2: Developing & Delivering Educational Sessions (60 Minutes)

Using their research, the group will create an **educational awareness plan** and lead **interactive training sessions** for patients and their families. If direct participation is not feasible, the plan will be presented using **PowerPoint**.

Step 3: Discussion & Evaluation (30 Minutes)

After the presentation, the teacher will engage with the group through **questions and discussions**, assessing their **knowledge, comprehension, and presentation skills** to ensure effective learning.

Experiential-Learning Learning 21.8: Cutaneous Amyloidosis

Total Learning Hours: 3 Hours

Step 1: Literature Search & Paper Selection (1 hour)-The student will be assigned **"**cutaneous Amyloidosis**"** for the **Journal Club** and will search for **recently published clinical trial articles** on the topic. With guidance from the assigned teacher, they will select one paper for presentation.

Step 2: Journal Club Presentation (Duration: 1 hour 30 Minutes)- After finalizing the paper, the student will conduct the **Journal Club session**, critically analyzing key sections of the article, including **Journal Information, Topic, Introduction, Methodology, Results, Discussion, and Take-home Message**. The presentation will be delivered to peers and teachers to encourage academic discussion and engagement.

Step 3: Discussion & Assessment (Duration: 30 Minutes)- Following the presentation, an **extensive discussion** will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will **assess students' performance, critical thinking, and knowledge** based on their presentation and engagement in the discussion.

Experiential-Learning Learning 21.9: Cutaneous Amyloidosis

Total Learning Hours: 2 Hours

Step 1: Case Assignment & Clinical Examination (45 Minutes) – The student will be assigned a case of cutaneous Amyloidosis for presentation. They will take a comprehensive patient history, perform a thorough clinical examination, and document relevant findings. If a patient is unavailable, a virtual case or pre-recorded clinical scenario will be utilized to achieve the learning objectives.

Step 2: Case Presentation(45 Minutes) – The student will present the case, covering **detailed history, clinical examination findings, relevant investigations, differential diagnoses, and final diagnosis**. This presentation will take place in the presence of teachers and department students, encouraging academic discussion and critical thinking. **Step 3: Discussion & Assessment (30 Minutes)** – A post-presentation discussion will follow, where doubts will be addressed, and missing points will be clarified to ensure a deeper understanding of **Senile Pruritus**. Students' clinical skills and reasoning will be assessed through direct questioning, with constructive feedback provided for improvement.
Experiential-Learning Learning 21.10: Cutaneous porphyria
Total Learning Hours: 3 Hours **Step 1: Literature Search & Paper Selection (1 hour)-**The student will be assigned **"**cutaneous porphyria**"** for the **Journal Club** and will search for **recently published clinical trial articles** on the topic. With guidance from the assigned teacher, they will select one paper for presentation. **Step 2: Journal Club Presentation (Duration: 1 hour 30 Minutes)-** After finalizing the paper, the student will conduct the **Journal Club session**, critically analyzing key sections of the article, including **Journal Information, Topic, Introduction, Methodology, Results, Discussion, and Take-home Message**. The presentation will be delivered to peers and teachers to encourage academic discussion and engagement. **Step 3: Discussion & Assessment (Duration: 30 Minutes)-** Following the presentation, an **extensive discussion** will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will **assess students' performance, critical thinking, and knowledge** based on their presentation and engagement in the discussion.
Experiential-Learning Learning 21.11: Cutaneous porphyria
Total Learning Hours: 2 Hours **Step 1: Topic Assignment & Research (15 Minutes)-**A group of two students will be assigned the topic **"** patient care plans for cutaneous porphyria **"** and will research to gather relevant information.

Step 2: Developing & Delivering Educational Sessions (75 Minutes) Using their research, students will **discuss, analyze, and develop** personalized patient care plans for cutaneous porphyria. Each group will then present their plan to **peers and the teachers**, fostering **collaborative learning and critical thinking**. If direct participation is not feasible, the plan will be presented using **PowerPoint**. **Step 3: Discussion & Evaluation (30 Minutes)** After the presentation, the teacher will engage with the group through **questions and discussions**, assessing their **knowledge, comprehension, and presentation skills** to ensure effective learning.	
Modular Assessment	
Assessment	**Hour**
Instructions – Conduct a structured modular assessment that carries **50 Marks**. Keep a record of the structured marking pattern using different assessment methods applicable to the module of the semester concerned, and calculate the modular grade point as shown in **Table 6C**. **1. Objective Structured Practical Examination – (25 Marks)**: Assess students' practical skills and clinical understanding of Skin Manifestations of Metabolic & Nutritional Disorders through structured stations. Assessment will cover: • History Taking and Clinical Examination (5 Marks) • Diagnosis and Differential Diagnosis (5 Marks) • Investigations and Interpretation (5 Marks) • Management and Treatment Plan (5 Marks) • Communication and Counseling Skills (5 Marks) **2. Quiz – (15 Marks):** A Quiz consisting of 15 questions (1 mark each) covering key concepts, clinical features, diagnosis, and management of Metabolic and Nutritional Disorders with Skin Manifestations. **3. Scenario-Based Discussion – (10 Marks):** Students will participate in a Scenario-Based Discussion to assess their clinical reasoning and decision-making skills. They will analyze a given case scenario related to Skin Manifestations of Metabolic and Nutritional Disorders and provide appropriate diagnosis, investigation plans, and management strategies.	4

Or Any practical in converted form can be taken for assessment. (**25 Marks**) **and** Any experiential, such as portfolios/ reflection/ presentations, can be taken as an assessment. (**25 Marks**)	

Semester No : 5

Module 22 : امراض حداری وامراض نسیج واصل کے جلدی ظواہرات Amraze Hudari aur Amraze Naseeje Wasil ke Jildi Zawāhirāt (Skin manifestations of Rheumatologic & Connective Tissue Disorders)

Module Learning Objectives

(At the end of the module, the students should be able to)

1 Describe etiopathology, clinical presentation, diagnosis and management of Skin manifestations of Rheumatologic & Connective Tissue Disorders

2 Conduct a complete assessment of patients through history, dermatological examination and application of relevant investigations.

3 Recognize and employ diagnostic tools and implement comprehensive management alongside conducting a thorough literature review of evidence-based research and recent advancements.

Unit 1 امراض حداری وامراض نسیج واصل کے جلدی ظواہرات کا عمومی جائزہ Amrādhe Hudāri aur Amrāze Nasije Wāsil ke Jildi Zawāhirāt ka Umumi Jāyeza (Overview of Skin manifestations of rheumatologic and connective tissue disorders)

22.1.1 امراض حداری (Rheumatologic Disorders)

22.1.2 امراض نسیج واصل (Connective Tissue Disorders)

References: 2,3,4,5,8,10,18,30,31

3A	3B	3C	3D	3E	3F	3G

CO1,CO2, CO3	Illustrate the Etiopathogenesis, skin manifestations of rheumatologic and connective tissue disorders along with its diagnosis and differential diagnosis	3	Lecture	CAN	Knows-how	L&GD,L&PPT
CO3	Demonstrate thorough skin examination to identify skin manifestations of rheumatologic and connective tissue disorder	3	Practical22.1	PSY-GUD	Shows-how	D-BED,CBL
CO2	Develop and implement treatment plans including usoole ilaj and ilaj for skin manifestations of rheumatologic and connective tissue disorders	3	Experiential-Learning22.1	CS	Does	DIS,PBL
CO2,CO6	Conduct education sessions on skin care and management for rheumatologic and connective tissue disorders patients	2	Experiential-Learning22.2	AFT-RES	Does	BS,PBL

Unit 2 امراض النسجۃ الضامہ Amrāze Anseja-tudh-dhamma (Mixed connective tissue diseases)

22.2.1 امراض النسجۃ الضامہ(Mixed Connective Tissue Diseases)

References: 2,3,4,5,8,10,18,30,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Illustrate the pathophysiology and cutaneous manifestations of Mixed connective tissue diseases along with its management	1	Lecture	CAN	Knows-how	L&GD,L&PPT

CO3	Diagnose cutaneous manifestations of Mixed Connective Tissue Disorders based on clinical presentation and develop a differential diagnosis for skin lesions	3	Practical22.2	PSY-GUD	Shows-how	CBL,D-BED
CO4	Conduct a comprehensive literature search and perform a analysis of the published data about cutaneous manifestations of Mixed Connective Tissue Disorders	3	Experiential-Learning22.3	CAN	Does	PL,JC

Unit 3 متلازمہ ریٹر Mutalāzima Reiter (Reiter's syndrome)

22.3.1 متلازمہ ریٹر (Reiter's Syndrome)

References: 2,3,4,5,8,10,18,30,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Illustrate the pathophysiology and cutaneous manifestations of Reiter's syndrome along with its management	1	Lecture	CAN	Knows-how	L&PPT ,L&GD
CO2,CO3	Diagnose cutaneous manifestations of Reiter's syndrome based on clinical presentation and develop a differential diagnosis for skin lesions	3	Practical22.3	PSY-GUD	Shows-how	D,D-M
CO4	Conduct a comprehensive literature search and perform a analysis of the published data about cutaneous manifestations of Reiter's syndrome	3	Experiential-Learning22.4	CAN	Does	PL,JC

Unit 4 تصلب جلد و تصلب نظامی Tasallube Jild wa Tasllube Nizāmi Scleroderma & Systemic Sclerosis

22.4.1 تصلب جلد (Scleroderma)

22.4.2 تصلب نظامی (Systemic Sclerosis)

References: 2,3,4,5

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Illustrate the Etiopathogenesis, clinical presentation, diagnosis and differential diagnosis of Systemic Sclerosis & Scleroderma	2	Lecture	CAN	Knows-how	L&PPT ,L&GD
CO2,CO3	Demonstrate thorough skin examinations to identify skin manifestations of Systemic Sclerosis & Scleroderma and explain its preventive and therapeutic strategies.	4	Practical22.4	PSY-GUD	Shows-how	PL,D,JC,D-M
CO4	Conduct a comprehensive literature search and perform analysis of the published data about cutaneous manifestations of Systemic Sclerosis and scleroderma	3	Experiential-Learning22.5	CC	Does	JC,PL
CO1,CO4, CO6	Conduct education sessions on skin care and management for Systemic Sclerosis and scleroderma patients	3	Experiential-Learning22.6	AFT-RES	Does	PBL,BS

Unit 5 متلازمۂ شوگرین ومرض بہجت Mutalazima Sjogren wa Maraze Behcet (Sjogren syndrome & Behcet's disease)

22.5.1 متلازمۂ شوگرین (Sjogren Syndrome)

22.5.2 مرض بہجت (Behcet's Disease)

References: 2,3,4,5,8,10,18,30,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Illustrate the pathophysiology and cutaneous manifestations of Sjogren syndrome and Behcet's disease along with its management	2	Lecture	CAN	Knows-how	L&GD,L&PPT
CO2,CO3	Demonstrate clinical findings and differential diagnosis of skin manifestations Sjogren syndrome and Behcet's disease	4	Practical22.5	PSY-GUD	Shows-how	D,D-M
CO2,CO3	Develop treatment plans for skin manifestations of Sjogren syndrome and Behcet's disease	2	Experiential-Learning22.7	PSY-ORG	Does	SY,DIS,LS,PBL
CO4	Conduct a comprehensive literature search and perform analysis of the published data about cutaneous manifestations of Sjogren syndrome and Behcet's disease	4	Experiential-Learning22.8	CC	Does	PL,JC

Unit 6 سارکویدوسس(Sarcoidosis)

22.6.1 کوٹینیس سارکویدوسس (Cutaneus Sarcoidosis)

References: 2,3,4,5,8,10,18,30,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Illustrate the epidemiology, pathophysiology, clinical features and management of cutaneous Sarcoidosis	1	Lecture	CAN	Knows-how	L&PPT ,L&GD

CO3	Demonstrate clinical findings and differential diagnosis of cutaneous Sarcoidosis	3	Practical22.6	PSY-GUD	Shows-how	D,D-M
CO4	Conduct a comprehensive literature search and perform analysis of the published data about cutaneous Sarcoidosis	3	Experiential-Learning22.9	CC	Does	PL,JC

Practical Training Activity

Practical Training 22.1 Rheumatologic and Connective Tissue Disorder

Total Learning Hours: 3 Hours

Step 1: Introduction & Demonstration (1 hour 30 Minutes) – The teacher will briefly introduce skin manifestations of rheumatologic and connective tissue disorder, explaining its clinical presentation and diagnostic approach. A live patient demonstration will be conducted to highlight key clinical findings. If a patient is unavailable, alternative teaching methods such as models, videos, or presentations will be used to facilitate learning.

Step 2: Student Examination & Group Discussion (1 hour) – Students will repeat the examination process to reinforce their clinical skills and understanding. This will be followed by a structured discussion on the diagnosis of skin manifestations of rheumatologic and connective tissue disorder. The teacher will guide the discussion, address queries, and emphasize essential aspects of diagnosis and management.

Step 3: Assessment & Feedback (30 Minutes) – Students' knowledge and clinical competency will be evaluated through **direct questioning**. Constructive feedback will be provided to enhance their diagnostic reasoning and practical application of knowledge.

Practical Training 22.2 Mixed Connective Tissue Disorders

Total Learning Hours: 3 Hours

Step 1: Introduction & Demonstration (2 hours) - The teacher will introduce cutaneous manifestations of Mixed Connective Tissue Disorders, explaining its **clinical features, diagnostic methods, and differentiatial diagnosis**. A **demonstration** will be conducted with a real patient to illustrate key clinical findings. If a patient is unavailable, alternative instructional methods such as **models, videos, or presentations** will be used to ensure effective learning.

Step 2: Group Discussion (45 Minutes) - Students will participate in **guided discussions** on the **differential diagnosis of** cutaneous manifestations of Mixed Connective Tissue Disorders.The teacher will facilitate discussions, clarify doubts, reinforce diagnostic concepts, and enhance understanding.

Step 3: Assessment & Feedback (15 Minutes) -Students' comprehension will be assessed through **direct questioning**. **Constructive feedback** will be provided to enhance their **clinical reasoning and application of knowledge**.

Practical Training 22.3 Cutaneous manifestations of Reiter's syndrome

Total Learning Hours: 3 Hours

Step 1: Introduction & Demonstration (2 hours) - The teacher will introduce cutaneous manifestations of Reiter's syndrome, explaining its **clinical features, diagnostic methods, and differentiatial diagnosis**. A **demonstration** will be conducted with a real patient to illustrate key clinical findings. If a patient is unavailable, alternative instructional methods such as **models, videos, or presentations** will be used to ensure effective learning.

Step 2: Group Discussion (45 Minutes) - Students will participate in **guided discussions** on the **differential diagnosis of** cutaneous manifestations of Reiter's syndrome.The teacher will facilitate discussions, clarify doubts, reinforce diagnostic concepts, and enhance understanding.

Step 3: Assessment & Feedback (15 Minutes) -Students' comprehension will be assessed through **direct questioning**. **Constructive feedback** will be provided to enhance their **clinical reasoning and application of knowledge**.

Practical Training 22.4 Systemic Sclerosis & Scleroderma

Total Learning Hours: 4 Hours

Step 1: Introduction & Demonstration (2 hour 30 Minutes) - The teacher will introduceskin manifestations of Systemic Sclerosis & Scleroderma , covering its **clinical features and diagnostic methods**. A **demonstration** will be conducted with a real patient to illustrate key clinical findings. If a patient is unavailable, alternative instructional methods such as **models, videos, or presentations** will be used to ensure effective learning.

Step 2: Group Discussion (1 hour) - Students will participate in **guided discussions** on the **preventive measures, and** therapeutic strategies of Systemic Sclerosis & Scleroderma . The teacher will facilitate discussions, clarify doubts, and reinforce key concepts related to **diagnosis and treatment**.

Step 3: Assessment & Feedback (30 Minutes) -Students' comprehension will be assessed through **direct questioning**. **Constructive feedback** will be provided to enhance their **clinical reasoning and application of knowledge**.

Practical Training 22.5 Sjogren syndrome and Behcet's disease
Total Learning Hours: 4 Hours **Step 1: Introduction & Demonstration (2 hours) -** The teacher will introduceskin manifestations Sjogren syndrome and Behcet's disease, explaining its **clinical features, diagnostic methods, and differentiatial diagnosis**. A **demonstration** will be conducted with a real patient to illustrate key clinical findings. If a patient is unavailable, alternative instructional methods such as **models, videos, or presentations** will be used to ensure effective learning. **Step 2: Group Discussion (75 Minutes) -** Students will participate in **guided discussions** on the **differential diagnosis of** skin manifestations Sjogren syndrome and Behcet's disease.The teacher will facilitate discussions, clarify doubts, reinforce diagnostic concepts, and enhance understanding. **Step 3: Assessment & Feedback (45 Minutes) -**Students' comprehension will be assessed through **direct questioning**. **Constructive feedback** will be provided to enhance their **clinical reasoning and application of knowledge**.
Practical Training 22.6 Cutaneous Sarcoidosis
Total Learning Hours: 3 Hours **Step 1: Introduction & Demonstration (2 hours) -** The teacher will introduce cutaneous Sarcoidosis, explaining its **clinical features, diagnostic methods, and differentiatial diagnosis**. A **demonstration** will be conducted with a real patient to illustrate key clinical findings. If a patient is unavailable, alternative instructional methods such as **models, videos, or presentations** will be used to ensure effective learning. **Step 2: Group Discussion (30 Minutes) -** Students will participate in **guided discussions** on the **differential diagnosis of** cutaneous Sarcoidosis.The teacher will facilitate discussions, clarify doubts, reinforce diagnostic concepts, and enhance understanding. **Step 3: Assessment & Feedback (30 Minutes) -**Students' comprehension will be assessed through **direct questioning**. **Constructive feedback** will be provided to enhance their **clinical reasoning and application of knowledge**.
Experiential Learning Activity
Experiential-Learning Learning 22.1: Rheumatologic and Connective Tissue Disorders

Total Learning Hours: 3 Hours **Step 1: Topic Assignment & Research -**A group of two students will be assigned the topic **"** treatment plans for skin manifestations of rheumatologic and connective tissue disorders**"** and will research to gather relevant information **Step 2: Group Activity & Presentation (2 hours).** Students will be divided into two groups, each assigned one condition. They will discuss, analyze, and develop a treatment plan including Usul-e Ilaj (principles of treatment) for skin manifestations of rheumatologic and connective tissue disorders, highlighting Unani preventive and therapeutic strategies. . Each group will then present their plan to peers and the teachesr, fostering collaborative learning and critical thinking. **Step 3: Discussion & Assessment (1 hour).** After the presentation, the teacher will interact with the group, ask questions, and assess their knowledge, understanding, and performance to ensure effective learning.
Experiential-Learning Learning 22.2: Rheumatologic and Connective Tissue Disorders
Total Learning Hours: 2 Hours **Step 1: Topic Assignment & Research (30 Minutes)-**A group of two students will be assigned the topic **"**Education plan on skin care and management of rheumatolog and will research to gather relevant information **Step 2: Designing & Conducting Educational Sessions (1 hour)-** Based on their research, the group will design an **educational awareness plan** and conduct **interactive training and educational sessions** for patients and their relatives. **If the presence of patients and their relatives is not possible, the plan will be presented in the form of a PowerPoint presentation.** **Step 3: Discussion & Assessment (30 Minutes)-** After the presentation, the teacher will interact with the group, ask questions, and assess their **knowledge, understar** effective learning.
Experiential-Learning Learning 22.3: Mixed Connective Tissue Disorders
Total Learning Hours: 3 Hours **Step 1: Literature Search & Paper Selection (Duration: 30 Minutes) -**The student will be assigned the topic **"**cutaneous manifestations of Mixed Connective Tissue Disorders**"** for the **Journal Club**. They will search for recently published **clinical trial articles**, and in consultation with the assigned teacher, finalize one paper for presentation.

Step 2: Journal Club Presentation (2 hours) The student will lead the **Journal Club session**, providing a critical analysis of key sections of the article, including **Journal Information, Topic, Introduction, Methodology, Results, Discussion, and Take-home Message**. The presentation will be delivered to **peers and teachers**, fostering academic engagement and discussion. **Step 3: Discussion & Assessment (Duration: 30 Minutes)-** Following the presentation, an **extensive discussion** will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will **assess students' performance, critical thinking, and knowledge** based on their presentation and engagement in the discussion.
Experiential-Learning Learning 22.4: Reiter’s syndrome
Total Learning Hours: 3 Hours **Step 1: Literature Search & Paper Selection (Duration: 30 Minutes) -**The student will be assigned the topic **"**cutaneous manifestations of Reiter’s syndrome**"** for the **Journal Club**. They will search for recently published **clinical trial articles**, and in consultation with the assigned teacher, finalize one paper for presentation. **Step 2: Journal Club Presentation (2 hours)** The student will lead the **Journal Club session**, providing a critical analysis of key sections of the article, including **Journal Information, Topic, Introduction, Methodology, Results, Discussion, and Take-home Message**. The presentation will be delivered to **peers and teachers**, fostering academic engagement and discussion. **Step 3: Discussion & Assessment (Duration: 30 Minutes)-** Following the presentation, an **extensive discussion** will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will **assess students' performance, critical thinking, and knowledge** based on their presentation and engagement in the discussion.
Experiential-Learning Learning 22.5: Systemic Sclerosis and scleroderma
Total Learning Hours: 3 Hours

Step 1: Literature Search & Paper Selection (Duration: 30 Minutes) -The students will be assigned the topic **"**cutaneous manifestations of Systemic Sclerosis and scleroderma**"** for the **Journal Club**. They will search for recently published **clinical trial articles**, and in consultation with the assigned teacher, finalize one paper for presentation. **Step 2: Journal Club Presentation (2 hours)** The student will lead the **Journal Club session**, providing a critical analysis of key sections of the article, including **Journal Information, Topic, Introduction, Methodology, Results, Discussion, and Take-home Message**. The presentation will be delivered to **peers and teachers**, fostering academic engagement and discussion. **Step 3: Discussion & Assessment (Duration: 30 Minutes)-** Following the presentation, an **extensive discussion** will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will **assess students' performance, critical thinking, and knowledge** based on their presentation and engagement in the discussion.
Experiential-Learning Learning 22.6: Systemic Sclerosis and scleroderma
Total Learning Hours: 3 Hours **Step 1: Topic Assignment & Research (30 Minutes)-** Students will be divided into two groups and assigned the topic **"**Education plan on skin care and management o scleroderma **"** and will research to gather relevant information **Step 2: Designing & Conducting Educational Sessions (2 hours)-** Based on their research, the group will design an **educational awareness plan** and conduct **interactive training and educational sessions** for patients and their relatives. **If the presence of patients and their relatives is not possible, the plan will be presented in the form of a PowerPoint presentation.** **Step 3: Discussion & Assessment (30 Minutes)-** After the presentation, the teacher will interact with the group, ask questions, and assess their **knowledge, understar** effective learning.
Experiential-Learning Learning 22.7: Sjogren syndrome and Behcet’s disease
Total Learning Hours: 2 Hours

Step 1: Topic Assignment & Research (15 Minutes).-A group of two students will be assigned the topic **"** treatment plans for skin manifestations of Sjogren syndrome and Behcet's disease**"** and will research to gather relevant information **Step 2: Group Activity & Presentation (75 Minutes).** Students will be divided into two groups, each assigned one condition. They will **discuss, analyze, and develop** a treatment plan for skin manifestations of Sjogren syndrome and Behcet's disease, highlighting **Unani preventive and therapeutic strategies**. . Each group will then present their plan to **peers and the teachesr**, fostering **collaborative learning and critical thinking**. **Step 3: Discussion & Assessment (30 Minutes).** After the presentation, the teacher will interact with the group, ask questions, and assess their **knowledge, understanding, and performance** to ensure effective learning.
Experiential-Learning Learning 22.8: Sjogren Syndrome and Behcet's disease
Total Learning Hours: 4 Hours **Step 1: Literature Search & Paper Selection (Duration: 30 Minutes) -**The students will be assigned the topic **"** cutaneous manifestations of Sjogren syndrome **"** for the **Journal Club**. They will search for recently published **clinical trial articles**, and in consultation with the assigned teacher, finalize one paper for presentation. **Step 2: Journal Club Presentation (1 hour)** The student will lead the **Journal Club session**, providing a critical analysis of key sections of the article, including **Journal Information, Topic, Introduction, Methodology, Results, Discussion, and Take-home Message**. The presentation will be delivered to **peers and teachers**, fostering academic engagement and discussion. **Step 3: Discussion & Assessment (Duration: 30 Minutes)-** Following the presentation, an **extensive discussion** will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will **assess students' performance, critical thinking, and knowledge** based on their presentation and engagement in the discussion. **Note:** Similar procedure will be followed for cutaneous manifestations of Behcet's disease for a duration of 2 hours. **(120 Minutes)**
Experiential-Learning Learning 22.9: Cutaneous Sarcoidosis
Total Learning Hours: 3 Hours

Step 1: Literature Search & Paper Selection (Duration: 30 Minutes) -The students will be assigned the topic **"**cutaneous Sarcoidosis**"** for the **Journal Club**. They will search for recently published **clinical trial articles**, and in consultation with the assigned teacher, finalize one paper for presentation.

Step 2: Journal Club Presentation (2 hours)

The student will lead the **Journal Club session**, providing a critical analysis of key sections of the article, including **Journal Information, Topic, Introduction, Methodology, Results, Discussion, and Take-home Message**. The presentation will be delivered to **peers and teachers**, fostering academic engagement and discussion.

Step 3: Discussion & Assessment (Duration: 30 Minutes)- Following the presentation, an **extensive discussion** will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will **assess students' performance, critical thinking, and knowledge** based on their presentation and engagement in the discussion.

Modular Assessment

Assessment	**Hour**
Instructions – Conduct a structured modular assessment that carries **50 Marks**. Keep a record of the structured marking pattern using different assessment methods applicable to the module of the semester concerned, and calculate the modular grade point as shown in **Table 6C**. 1. **Objective Structured Practical Examination – (25 Marks):** Assess students' practical skills and clinical understanding of Skin Manifestations of Rheumatologic & Connective Tissue Disorders through structured stations. Assessment will cover: • History Taking and Clinical Examination (5 Marks) • Diagnosis and Differential Diagnosis (5 Marks) • Investigations and Interpretation (5 Marks) • Management and Treatment Plan (5 Marks) • Communication and Counseling Skills (5 Marks) 2. **Multiple-Choice Questions – (15 Marks):** A Quiz consisting of 15 MCQs (1 mark each) covering key topics related to the clinical features, diagnosis, pathophysiology, and management of Rheumatologic and Connective Tissue Disorders with Skin Manifestations.	4

3. **Self-Assessment – (10 Marks):** Students will conduct a Self-Assessment to reflect on their learning progress, understanding of key concepts, clinical reasoning, and ability to apply knowledge in Rheumatologic and Connective Tissue Disorders. **Or** Any practical in converted form can be taken for assessment. (**25 Marks**) **and** Any experiential, such as portfolios/ reflection/ presentations, can be taken as an assessment. (**25 Marks**)	

Module 23 : حمل کے جلدی ظواہرات Hamal ke Jildi Zawāhirāt (Skin manifestations during pregnancy)

Module Learning Objectives

(At the end of the module, the students should be able to)

1 Describe etiopathology, clinical presentation, diagnosis and management of Skin manifestations of pregnancy

2 Conduct a complete assessment of patients through history, dermatological examination and application of relevant investigations.

3 Recognize and employ diagnostic tools and implement comprehensive management alongside conducting a thorough literature review of evidence-based research and recent advancements.

Unit 1 حمل کے جلدی ظواہرات Hamal ke Jildi Zawāhirāt (Skin manifestations of Pregnancy)

23.1.1 حمل کے جلدی ظواہرات کا عمومی جائزہ (Overview of Skin manifestations in Pregnancy)

References: 1,2,3,4,5,8,10,18,20,30,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Illustrate the etiopathogenesis, clinical presentation and diagnosis of skin conditions specific to pregnancy	1	Lecture	CC	Knows-how	L&GD,L&PPT

CO3	Demonstrate a thorough skin examination to identify skin manifestations during pregnancy.	2	Practical23.1	PSY-MEC	Shows-how	DIS,D-BED,CBL,CD,D-M
CO2	Develop and implement treatment plans including usoole ilaj and ilaj for skin manifestations of pregnancy	1	Experiential-Learning23.1	CS	Does	PER,PrBL,LS,PSM

Unit 2 شبیہ الفقاع حملی Fuqāe Hamali (Pemphigoid Gestationis)

23.2.1 شبیہ الفقاع حملی (Pemphigoid Gestationis)

References: 1,2,3,4,5,8,10,18,29,30,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Illustrate the pathophysiology, clinical presentation and management of Pemphigoid Gestationis	1	Lecture	CC	Knows-how	L&PPT ,L&GD
CO3	Diagnose and differentiate Pemphigoid Gestationis from other pregnancy-related dermatoses	2	Practical23.2	PSY-GUD	Shows-how	D-BED,DIS,D-M,D
CO4	Conduct a comprehensive literature search and perform analysis of the published data about Pemphigoid Gestationis	3	Experiential-Learning23.2	CAN	Does	LS,DIS,PER,PL

Unit 3 حکہ دوران حمل Hikkā Daurāne Hamal (Pruritus in pregnancy)

23.3.1 حکہ دوران حمل (Pruritus in Pregnancy)

References: 1,2,3,4,10,18,30,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Illustrate the types, etiopathogenesis, clinical presentation and management of of Pruritus in pregnancy	1	Lecture	CC	Knows-how	L&PPT ,L&GD
CO3	Perform a thorough skin examination to identify pruritus in pregnancy	2	Practical23.3	PSY-GUD	Shows-how	D,D-BED,CBL,DIS
CO4	Analyze the introduction, methodology, result, and discussion of a recent clinical tria on Pruritus in pregnancy	3	Experiential-Learning23.3	CAN	Shows-how	JC,LS,PL,PER

Unit 4 حمل کے شورات متعدد الشکل Hamal ke Busurāte Mutaddid-us-Shak'l (Polymorphic eruption of pregnancy)

23.4.1 حمل کے شورات متعدد الشکل (Polymorphic Eruption of Pregnancy)

References: 1,2,3,4,5,8,10,18,30,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Illustrate the Etiopathogenesis, clinical manifestations and management of Polymorphic eruption of pregnancy	1	Lecture	CC	Knows-how	L&PPT ,L&GD
CO3	Diagnose polymorphic eruption of pregnancy based on clinical presentation and develop a differential diagnosis for skin lesions	2	Practical23.4	PSY-GUD	Shows-how	CBL,CD,D-BED

CO4	Analyze the introduction, methodology, result, and discussion of a recent clinical trial on Polymorphic eruption of pregnancy	3	Experiential-Learning23.4	CAN	Shows-how	JC,LS,PL

Unit 5 حمل کے بثورات تاتبی Hamal ke Busurāte Tā'tabi (Atopic eruption of pregnancy)

23.5.1 حمل کے بثورات تاتبی (Atopic Eruption of Pregnancy)

References: 1,2,3,4,5,8,10,18,30,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Illustrate the pathophysiology of Atopic eruption during pregnancy with the clinical presentation and management	1	Lecture	CC	Knows-how	L&GD,L&PPT
CO3	Perform a thorough skin examination to identify Atopic eruptions during pregnancy	2	Practical23.5	PSY-GUD	Shows-how	CBL,D-BED
CO2,CO4	Design evidence –based management strategies for Atopic eruption during pregnancy	3	Experiential-Learning23.5	PSY-ORG	Does	PER,PBL,LS

Practical Training Activity

Practical Training 23.1 Skin manifestations during pregnancy

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 Minutes) - The teacher will introduce various **skin manifestations of pregnancy**, including **striae gravidarum (stretch marks), hyperpigmentation (e.g., melasma), and changes in hair, nails, and vascular structures**. A **demonstration** will be conducted with a real patient to highlight

key clinical findings. If a patient is unavailable, alternative instructional methods such as **models, videos, or case-based discussions** will be utilized for effective learning. **Step 2: Group Discussion & Case Analysis (30 Minutes) -** Students will participate in **small-group discussions**, analyzing **case scenarios** and exploring **differential diagnoses** of pregnancy-related skin changes. The teacher will **guide the discussion, clarify doubts, and reinforce key concepts** to ensure a thorough understanding. **Step 3: Assessment & Feedback (15 Minutes) -** Students' comprehension will be evaluated through **direct questioning**. **Constructive feedback** will be provided to refine their **clinical reasoning and diagnostic skills**.
Practical Training 23.2 Pemphigoid Gestationis
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will introduce **Pemphigoid Gestationis**, covering its **clinical presentation, diagnostic approach, and differentiation from other pregnancy-related dermatoses**. A **thorough skin examination** of a real patient will be demonstrated, emphasizing key clinical findings and diagnostic clues. If a patient is unavailable, alternative instructional tools such as **models or videos** will be used to achieve the learning objectives. **Step 2: Student Examination & Discussion (30 Minutes) -**Students will **perform a skin examination** on the patient (if available) and discuss **how to differentiate Pemphigoid Gestationis from other pregnancy-related dermatoses**. This session will take place in **OPD or IPD**, guided by the teacher to enhance clinical skills and diagnostic accuracy. **Step 3: Assessment & Feedback (15 Minutes) -**Students' understanding will be evaluated through **direct questioning**. Constructive feedback will be provided to refine their **clinical reasoning and diagnostic skills**.
Practical Training 23.3 Pruritus in pregnancy
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will introduce **pruritus in pregnancy**, covering its **clinical presentation, causes, diagnostic approach, and differentiation from other pregnancy-related dermatoses**. A **thorough skin examination** will be demonstrated to identify pruritus and assess

associated findings. If a patient is unavailable, alternative instructional methods such as **models, videos, or case-based discussions** will be used to ensure effective learning.

Step 2: Student Examination & Discussion (30 Minutes) - Students will **perform a skin examination** on a patient (if available) in **OPD or IPD**, applying learned techniques to assess pruritus in pregnancy. They will then discuss differential diagnoses and management approaches under the teacher's guidance to reinforce key clinical concepts.

Step 3: Assessment & Feedback (15 Minutes) - Students' understanding will be assessed through **direct questioning**. Constructive feedback will be provided to enhance their **clinical reasoning, examination techniques, and diagnostic skills**.

Practical Training 23.4 Polymorphic Eruption of Pregnancy

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 Minutes) -The teacher will introduce **polymorphic eruption of pregnancy**, covering its **clinical presentation, diagnostic methods, and differentiation from other pregnancy-related skin conditions**. A **thorough skin examination** will be demonstrated on a pregnant patient in **OPD or IPD** to arrive at a diagnosis based on clinical findings. If a patient is unavailable, alternative instructional tools such as **models, videos, or case-based discussions** will be used to ensure effective learning.

Step 2: Student Examination & Discussion (30 Minutes) - Students will **perform a skin examination** on the same patient (if available), applying learned techniques to assess **polymorphic eruption of pregnancy**. They will then engage in discussions on **differentiating it from other pregnancy-related dermatoses**, guided by the teacher to reinforce key diagnostic concepts.

Step 3: Assessment & Feedback (15 Minutes) -Students' understanding will be assessed through **direct questioning**. Constructive feedback will be provided to enhance their **clinical reasoning, examination techniques, and diagnostic accuracy**.

Practical Training 23.5 Atopic Eruptions during Pregnancy

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 Minutes) -The teacher will introduce **Atopic Eruption of Pregnancy**, explaining its **clinical presentation, diagnostic methods, and differentiation from other pregnancy-related dermatoses**. A **thorough skin examination** will be demonstrated on a pregnant patient in **OPD or IPD** to

identify key clinical findings. If a patient is unavailable, alternative learning methods such as **models, videos, or case-based discussions** will be used to ensure effective learning. **Step 2: Student Examination & Discussion (30 Minutes) -**Students will **perform a skin examination** on a patient (if available), applying learned techniques to assess **Atopic Eruption of Pregnancy**. They will then participate in discussions on **differentiating it from other pregnancy-related skin conditions**, with the teacher facilitating to reinforce key diagnostic concepts. **Step 3: Assessment & Feedback (15 Minutes) -**Students' understanding will be assessed through **direct questioning**. Constructive feedback will be provided to refine their **clinical examination skills, diagnostic accuracy, and reasoning abilities**.
Experiential Learning Activity
Experiential-Learning Learning 23.1: Skin manifestations in pregnancy
Total Learning Hours: 1 Hour **Step 1: Topic Assignment & Research -**The teacher will assign the topic **"Treatment Plan for Skin Manifestations of Pregnancy"** . The student will conduct independent research using academic resources to develop a comprehensive treatment approach. **Step 2: Presentation & Discussion (50 Minutes)** The student will present their **treatment plan** through a **PowerPoint (PPT) presentation**, highlighting **preventive and therapeutic strategies** in both **conventional and Unani medicine**. The teacher and peers will engage in discussion to enhance understanding. **Step 3: Assessment & Feedback (10 Minutes)** The teacher will evaluate the student's **presentation skills, content accuracy, and clinical applicability**. Constructive feedback will be provided to refine the student's understanding and approach to managing **skin manifestations in pregnancy**.
Experiential-Learning Learning 23.2: Pemphigoid Gestationis
Total Learning Hours: 3 Hours

Step 1: Literature Search & Review (1 Hour) -The student will be assigned the topic **"Pemphigoid Gestationis"** and will conduct an extensive literature review using **online databases, textbooks, and relevant academic sources**. The focus will be on gathering **comprehensive and up-to-date information** regarding its **clinical presentation, diagnosis, differential diagnosis, and management**. **Step 2: Content Organization & Presentation (75 Minutes) -** After compiling the information, the student will **analyze, structure, and synthesize** the content, ensuring the integration of **recent advancements in diagnosis and treatment**. A **PowerPoint (PPT) presentation** will be prepared and delivered to faculty members and peers to promote **academic discussion and knowledge exchange**. **Step 3: Discussion & Assessment (45 Minutes) -**A **question-and-answer session** will follow the presentation, providing an opportunity for **clarification of key points and deeper discussion**. The teacher will assess the student's **depth of knowledge, analytical skills, and presentation quality**, offering **constructive feedback** for further learning.
Experiential-Learning Learning 23.3: Pruritus in Pregnancy
Total Learning Hours: 3 Hours **Step 1: Literature Search & Paper Selection (1 Hour) -**The student will be assigned **"Pruritus in Pregnancy"** as the topic for the Journal Club session and will conduct a thorough search for recently published clinical trial articles on this subject. In consultation with the assigned teacher, they will finalize one research paper for detailed review and presentation, ensuring relevance and scientific accuracy. **Step 2: Journal Club Presentation (75 Minutes) -**The student will present the selected article, critically analyzing key sections, including **Journal Information, Introduction, Methodology, Results, Discussion, and Take-home Message**. The presentation will be delivered to peers and faculty members, encouraging academic engagement, critical thinking, and evidence-based discussion. **Step 3: Discussion & Assessment (45 Minutes) -**A comprehensive discussion will follow, allowing students to explore the findings, limitations, and clinical implications of the study. The teacher will assess students based on their depth of understanding, analytical skills, and ability to engage in scholarly discussion while providing constructive feedback for improvement.
Experiential-Learning Learning 23.4: Polymorphic Eruption of Pregnancy
Total Learning Hours: 3 Hours

Step 1: Literature Search & Paper Selection (1 Hour) -The student will be assigned the topic **"Polymorphic Eruption of Pregnancy"** for the Journal Club session and will conduct a thorough search for recently published clinical trial articles on this subject. In consultation with the assigned teacher, they will finalize one research paper for detailed review and presentation, ensuring relevance and scientific accuracy. **Step 2: Journal Club Presentation (75 Minutes) -**The student will present the selected article, critically analyzing key sections, including journal information, introduction, methodology, results, discussion, and take-home message. The presentation will be delivered to peers and faculty members, encouraging academic engagement, critical thinking, and evidence-based discussion. **Step 3: Discussion & Assessment (45 Minutes) -**A comprehensive discussion will follow, allowing students to explore the findings, limitations, and clinical implications of the study. The teacher will assess students based on their depth of understanding, analytical skills, and ability to engage in scholarly discussion while providing constructive feedback for improvement.
Experiential-Learning Learning 23.5: Atopic Eruption during Pregnancy
Total Learning Hours: 3 Hours **Step 1: Topic Assignment & Research (75 Minutes) -**The teacher will assign the topic **"Evidence-Based Management Strategies for Atopic Eruption of Pregnancy"** to the student. The student will conduct an in-depth literature review using library resources and relevant online academic materials to gather comprehensive and up-to-date information on the topic. **Step 2: Seminar Presentation & Discussion (75 Minutes) -**The student will analyze and structure the collected information into a **PowerPoint (PPT) presentation** and deliver a **seminar presentation** to faculty members and peers. This session will encourage academic discussion, knowledge sharing, and critical evaluation of the topic. **Step 3: Feedback & Evaluation (30 Minutes) -**The teacher will facilitate a discussion following the presentation, addressing key points, clarifying doubts, and encouraging analytical thinking. The student's performance will be assessed based on research quality, presentation skills, and engagement in discussions. Constructive feedback will be provided for improvement.
Modular Assessment

Assessment	**Hour**

Instructions – Conduct a structured modular assessment, that carry **25 marks**. Keep record of structured marking pattern using different assessment methods applicable to the module of the semester concern, and calculate modular grade point as shown in table 6C. **1. Case-Based Assessment – (25 Marks):** Students will be evaluated on their clinical reasoning and problem-solving skills through a **Case-Based Assessment** focusing on **Cutaneous Manifestations of Pregnancy**. Assessment will cover: • History Taking and Clinical Examination (5 Marks) • Diagnosis and Differential Diagnosis (5 Marks) • Investigations and Interpretation (5 Marks) • Management and Treatment Plan (5 Marks) • Communication and Counseling Skills (5 Marks) Or Any practical in converted form can be taken for assessment. **(25 Marks)** Or Any experiential, such as portfolios/ reflection/ presentations can be taken as an assessment. **(25 Marks)**	2

Module 24 : امراض قلب وعروق، ریہ، قناۃ غذائی، کبد ومرارہ اور گردہ کے جلدی ظواہرات Amrāze Qalb wa Uruq, Riya, Qnāte Ghizāyi, Kabid wa Mirārā aur Gurdā ke jildi Zawāhirāt (Skin manifestations of Cardiovascular, Respiratory, Alimentary Tract, hepatobiliary & Renal Diseases)

Module Learning Objectives

(At the end of the module, the students should be able to)

1 Describe etiopathogenesis, clinical presentation, diagnosis and management of Skin manifestations of Cardiovascular, Respiratory, Alimentary, hepatobiliary & Renal Diseases

2 Conduct a complete assessment of patients through history, dermatological examination andapplication of relevant investigations.

3 Recognize and employ diagnostic tools and implement comprehensive managementalongside conducting a thorough literature review of evidence-based research and recent advancements.

Unit 1 امراض قلب وعروق AmrāZe Qalb wa Uruq (Cardiovascular Diseases.)

24.1.1 امراض قلب وعروق کے جلدی ظواہرات (Cutaneous manifestations of Cardiovascular Diseases)

24.1.2 سقوط قلب (Heart Failure)

24.1.3 امراض انصمام خثاری (Thromboembolic diseases)

References: 1,2,3,4,5,8,18,30,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Illustrate the etiopathogenesis, characteristic skin manifestations of Heart failure along with its diagnosis, differential diagnosis and management	2	Lecture	CC	Knows-how	L&PPT ,L&GD
CO3	Demonstrate a thorough skin examination to identify skin manifestations of thromboembolic diseases and develop a differential diagnosis for skin lesions.	2	Practical24.1	PSY-GUD	Shows-how	D-BED,CBL
CO2,CO4	Develop a treatment plan including usoole ilaj and ilaj for managing skin manifestations of Heart failure and thromboembolic diseases	2	Practical24.2	CAP	Shows-how	PBL,DIS
CO1,CO6	Educate patients the role of lifestyle modifications in managing Heart failure and thromboembolic diseases	2	Experiential-Learning24.1	AFT-VAL	Does	PBL,DIS

CO1,CO3	Recognize the impact of skin manifestations of Heart failure and thromboembolic diseases on patient quality of life	2	Experiential-Learning24.2	CS	Does	PBL,DIS

Unit 2 امراض ریہ Amrāze Riya (Respiratory Diseases)

24.2.1 امراض ریہ کے جلدی ظواہرات (Cutaneous manifestations of Respiratory Diseases)

24.2.2 مزمن ریوی انسدادی امراض (Chronic Obstructive Pulmonary Disease)

24.2.3 سرطان ریہ (Bronchogenic Carcinoma)

References: 1,2,3,4,5,8,10,18,30,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Illustrate the Etiopathogenesis, common skin manifestations of Respiratory Diseases with its diagnosis, differential diagnosis and management	2	Lecture	CC	Knows-how	L&GD,L&PPT
CO3	Diagnose cutaneous manifestations of COPD and Bronchogenic carcinoma based on clinical presentation and develop a differential diagnosis for skin lesions	4	Practical24.3	PSY-GUD	Shows-how	CBL,D-BED
CO1,CO4	Conduct a comprehensive literature search and perform analysis of the published data about skin manifestations of COPD and Bronchogenic carcinoma	4	Experiential-Learning24.3	CAN	Does	PL,JC

Unit 3 امراض کبد و مرارہ Amrāze Kabid wa Mirārā (Hepatobiliary Diseases)

24.3.1 امراض کبد و مرارہ کے جلدی ظواہرات (Cutaneous manifestations of Hepatobiliary Diseases)

24.3.2 یرقان (Jaundice)

24.3.3 ورم کبد (Hepatitis)

24.3.4 مرض ولسن (Wilson's Disease)

24.3.5 التہاب قناۃ صفراوی صلب (Sclerosing Cholangitis)

24.3.6 تلیف قناۃ صفراوی (Biliary Cirrhosis)

24.3.7 سرطان کبد (Hepatic Carcinoma)

References: 1,2,3,4,5,8,10,18,30,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Illustrate the pathophysiology and skin manifestations of Wilson disease and Sclerosing Cholangitis along with its diagnosis, differential diagnosis and management	2	Lecture	CC	Knows-how	L&PPT ,L&GD
CO3	Demonstrate a thorough skin examination to identify skin manifestations of Jaundice and Hepatitis and develop a differential diagnosis for skin lesions	4	Practical24.4	PSY-GUD	Shows-how	CBL,D-BED

CO1,CO4	Critique current research on cutaneous manifestations of Biliary cirrhosis and Liver cancer	4	Experiential-Learning24.4	CAN	Does	JC,PL,DIS
CO1,CO2	Design evidence –based management strategies for skin manifestations of Jaundice and hepatitis	2	Experiential-Learning24.5	CS	Does	PER,LS
CO1,CO4	Analyse current research on cutaneous manifestations of Sclerosing cholangitis and Wilson disease	4	Experiential-Learning24.6	CAN	Does	PL,JC,DIS

Unit 4 امراض قناۃ غذائی Amrāze Qanāte Ghizāyi (Alimentary tract Diseases)

24.4.1 معدی ومعوی امراض کے جلدی ظواہرات (Cutaneous manifestations of Gastrointestinal diseases)

24.4.2 امراض بانقراس کے جلدی ظواہرات (Cutaneous manifestations of Pancreatic Diseases)

24.4.3 مرض حساسیت سیلیا ک (Celiac Disease)

24.4.4 علت تحریک معوی (Irritable Bowel Disease)

References: 1,2,3,4,5,8,10,18,30,31

3A	3B	3C	3D	3E	3F	3G

CO1,CO2, CO3	Illustrate the Etiopathogenesis, clinical features, diagnosis and differential diagnosis and management of skin manifestations of gastrointestinal diseases and Pancreatic diseases	2	Lecture	CC	Knows-how	L&GD,L&PPT
CO1,CO3	Diagnose cutaneous manifestations of Celiac disease and Irritable Bowel Disease based on clinical presentation and develop a differential diagnosis	4	Practical24.5	PSY-GUD	Shows-how	CBL,D-BED
CO4,CO7	Critique current research on cutaneous manifestations of Irritable Bowel Disease and Celiac disease	4	Experiential-Learning24.7	CAN	Does	DIS,JC,PL

Unit 5 امراض گردہ Amrāze Gurda (Renal Diseases)

24.5.1 امراض گردہ کے جلدی ظواہرات (Cutaneous manifestations of Renal diseases)

24.5.2 مرض گردہ بمرحلہ آخر (End Stage Renal Disease)

24.5.3 تلیف جہازی کلوی (Nephrogenic Systemic Fibrosis)

24.5.4 متلازمہ کلوی (Nephrotic Syndrome)

References: 1,2,3,4,5,8,10,18,30,31

3A	3B	3C	3D	3E	3F	3G

CO1,CO2, CO3	Illustrate the pathophysiology, clinical presentation, diagnosis and differential diagnosis of cutaneous manifestations of End Stage Renal Disease and Nephrogenic systemic fibrosis	2	Lecture	CC	Knows-how	L&GD,L&PPT
CO1,CO3	Diagnose cutaneous manifestations of Nephrotic syndrome based on clinical presentation and develop a differential diagnosis	2	Practical24.6	PSY-GUD	Shows-how	CBL,D-BED
CO2	Develop and implement treatment plans for cutaneous manifestations of End Stage Renal Disease and Nephrogenic systemic fibrosis	2	Practical24.7	CAP	Shows-how	PBL,DIS
CO4	Conduct a comprehensive literature search and perform analysis of the published data about cutaneous manifestations of Nephrotic syndrome	2	Experiential-Learning24.8	CAN	Does	PL,DIS,JC
CO3,CO4	Develop a detailed case diagnosis of Nephrogenic systemic fibrosis and effectively present it to peers for discussion and analysis	2	Experiential-Learning24.9	PSY-MEC	Does	PBL,D,D-BED,DIS,CBL

Practical Training Activity

Practical Training 24.1 Skin manifestations of thromboembolic diseases

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 Minutes) – The teacher will briefly introduce skin manifestations of thromboembolic diseases, explaining its clinical presentation diagnostic methods, and differentiatial diagnosis. A live patient demonstration will be conducted to highlight key clinical findings. If a patient is unavailable, alternative teaching methods such as models, videos, or presentations will be used to facilitate learning.

Step 2: Group Discussion (30 Minutes) - Students will participate in **guided discussions** on the **differential diagnosis of** skin manifestations of thromboembolic diseases. The teacher will facilitate discussions, clarify doubts, reinforce diagnostic concepts, and enhance understanding. **Step 3: Assessment & Feedback (15 Minutes)** – Students' knowledge and clinical competency will be evaluated through **direct questioning**. Constructive feedback will be provided to enhance their diagnostic reasoning and practical application of knowledge.
Practical Training 24.2 Heart failure and thromboembolic diseases
Total Learning Hours: 2 Hours **Step 1: Introduction (60 Minutes) -** The teacher will explain the treatment and **Usul-e Ilaj (principles of treatment)** for skin manifestations of Heart failure and thromboembolic diseases, highlighting **Unani preventive and therapeutic strategies**. The session will cover the **causes, clinical features, and management** of these conditions. **Step 2: Discussion (45 Minutes)- Students** will **discuss, analyze, and develop** a treatment plan. A **discussion session** will follow to **address questions, clarify key points, and enhance understanding.** **tep 3: Assessment & Feedback (15 Minutes) -** Students' **knowledge and learning** will be evaluated through **OSPE (Objective Structured Practical Examination), peer assessment, or direct questioning**. Constructive feedback will be provided to **fine-tune their clinical and therapeutic reasoning**, ensuring a deeper comprehension.
Practical Training 24.3 COPD and Bronchogenic carcinoma
Total Learning Hours: 4 Hours **Step 1: Introduction & Demonstration (60 Minutes)** – The teacher will introducecutaneous manifestations of COPD, covering relevant history, clinical features, diagnostic approach, and differentiatial diagnosis. A thorough skin examination will be demonstrated on a patient in OPD or IPD. If a patient is unavailable, alternative instructional methods such as models, videos, or case-based discussions will be used. **Step 2: Student Examination & Group Discussion (45 Minutes)** – Students will perform the clinical examination under supervision, identifying key clinical signs and discussing differential diagnosis. They will engage in an interactive discussion on diagnostic criteria, contributing factors, and appropriate management strategies in both conventional and Unani medicine.

Step 3: Assessment & Feedback (15 Minutes) – Students' understanding will be assessed through direct observation, OSCE, OSPE, or Mini-CEX. Constructive feedback will be provided to enhance their clinical reasoning and practical skills. **Note: Similar procedure will be followed for clinical demonstration of cutaneous manifestations of Bronchogenic carcinoma for a duration of 2 hours. (120 Minutes)**
Practical Training 24.4 Jaundice and Hepatitis
Total Learning Hours: 4 Hours **Step 1: Introduction & Demonstration (60 Minutes)** – The teacher will introduce skin manifestations of Jaundice, explaining relevant history, clinical features, diagnostic approach, and differentiatial diagnosis. A thorough skin examination will be demonstrated on a patient in OPD or IPD. If a patient is unavailable, alternative instructional methods such as models, videos, or case-based discussions will be used. **Step 2: Student Examination & Group Discussion (45 Minutes)** – Students will perform the clinical examination under supervision, identifying key clinical signs and discussing differential diagnosis. They will engage in an interactive discussion on diagnostic criteria, contributing factors, and appropriate management strategies in both conventional and Unani medicine. **Step 3: Assessment & Feedback (15 Minutes)** – Students' understanding will be assessed through direct observation, OSCE, OSPE, or Mini-CEX. Constructive feedback will be provided to enhance their clinical reasoning and practical skills. **Note: Similar procedure will be followed for clinical demonstration of skin manifestations of Hepatitis for a duration of 2 hours.** (120 Minutes)
Practical Training 24.5 Celiac disease and Irritable Bowel Disease
Total Learning Hours: 4 Hours **Step 1: Introduction & Demonstration (60 Minutes)** – The teacher will introduce cutaneous manifestations of Celiac disease , covering relevant history, clinical features, diagnostic approach, and differentiatial diagnosis. A thorough skin examination will be demonstrated on a patient in OPD or IPD. If a patient is unavailable, alternative instructional methods such as models, videos, or case-based discussions will be used.

Step 2: Student Examination & Group Discussion (45 Minutes) – Students will perform the clinical examination under supervision, identifying key clinical signs and discussing differential diagnosis. They will engage in an interactive discussion on diagnostic criteria, contributing factors, and appropriate management strategies in both conventional and Unani medicine. **Step 3: Assessment & Feedback (15 Minutes)** – Students' understanding will be assessed through direct observation, OSCE, OSPE, or Mini-CEX. Constructive feedback will be provided to enhance their clinical reasoning and practical skills. **Note: Similar procedure will be followed for clinical demonstration of cutaneous manifestations of Irritable Bowel Disease for a duration of 2 hours. (120 Minutes)**
Practical Training 24.6 Nephrotic syndrome
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (60 Minutes)** – The teacher will introduce cutaneous manifestations of Nephrotic syndrome , covering relevant history, clinical features, diagnostic approach, and differentiatial diagnosis. A thorough skin examination will be demonstrated on a patient in OPD or IPD. If a patient is unavailable, alternative instructional methods such as models, videos, or case-based discussions will be used. **Step 2: Student Examination & Group Discussion (45 Minutes)** – Students will perform the clinical examination under supervision, identifying key clinical signs and discussing differential diagnosis. They will engage in an interactive discussion on diagnostic criteria, contributing factors, and appropriate management strategies. **Step 3: Assessment & Feedback (15 Minutes)** – Students' understanding will be assessed through direct observation, OSCE, OSPE, or Mini-CEX. Constructive feedback will be provided to enhance their clinical reasoning and practical skills.
Practical Training 24.7 End Stage Renal Disease and Nephrogenic systemic fibrosis
Total Learning Hours: 2 Hours **Step 1: Introduction & Discussion (60 Minutes) -** The teacher will explain the treatment and **Usul-e Ilaj (principles of treatment)** for cutaneous manifestations of End Stage Renal Disease and Nephrogenic systemic fibrosis, highlighting **Unani preventive and therapeutic strategies**. The session will cover the **causes, clinical features, and management** of these conditions.

Step 2: Group Activity & Presentation (45 Minutes). Students will **discuss, analyze, and develop** a treatment plan. The teacher will facilitate discussions, clarify doubts, and reinforce key concepts related to treatment plan. **tep 3: Assessment & Feedback (15 Minutes) -** Students' **knowledge and learning** will be evaluated through **OSPE (Objective Structured Practical Examination), peer assessment, or direct questioning**. Constructive feedback will be provided to **fine-tune their clinical and therapeutic reasoning**, ensuring a deeper comprehension.
Experiential Learning Activity
Experiential-Learning Learning 24.1: Heart failure and thromboembolic diseases
Total Learning Hours: 2 Hours **Step 1: Topic Assignment & Research (30 Minutes)-** A group of two students will be assigned the topic **"**Education plan on lifestyle modifications in Heart failure and thromboembolic diseases**"** and will research to gather relevant information. **Step 2: Developing & Delivering Educational Sessions (60 Minutes)** Using their research, the group will create an **educational awareness plan** and lead **interactive training sessions** for patients and their families. If direct participation is not feasible, the plan will be presented using **PowerPoint**. **Step 3: Discussion & Evaluation (30 Minutes)** After the presentation, the teacher will engage with the group through **questions and discussions**, assessing their **knowledge, comprehension, and presentation skills** to ensure effective learning.
Experiential-Learning Learning 24.2: Cutaneous Manifestations of Heart failure and thromboembolic Diseases
Total Learning Hours: 2 Hours **Step 1: Topic Assignment** – The teacher will assign a topic "impacts of skin manifestations of Heart failure and thromboembolic diseases on quality of life ". Students will conduct in-depth research using textbooks, scientific journals, and online resources to explore its impacts on quality of life

Step 2: Presentation (1 hour 30 Minutes) – Students will analyze the **physical and emotional challenges** faced by the patient.and organize the gathered information into a structured format. They will prepare a **PowerPoint presentation** to present their findings. The presentation will be delivered to peers and faculty to encourage **interactive discussions and knowledge sharing**.

Step 3: Discussion & Assessment (30 Minutes) – Following the presentation, a **discussion session** will be conducted to address doubts and enhance understanding.Groups will discuss and propose **supportive strategies**, including **medical treatment, counseling, lifestyle modifications, and community support**. The teacher will assess the **depth of research, scientific accuracy, and presentation quality** while providing **constructive feedback** for improvement. The teacher will conclude with key takeaways on **managing both physical and emotional well-being in these conditions.**

Experiential-Learning Learning 24.3: Cutaneous Manifestations of COPD and Bronchogenic carcinoma

Total Learning Hours: 4 Hours

Step 1: Literature Search & Paper Selection (Duration: 45 Minutes) -The student will be assigned the topic **"**skin manifestations of COPD**"** for the **Journal Club**. They will search for recently published **clinical trial articles**and, in consultation with the assigned teacher, finalize one paper for presentation.

Step 2: Journal Club Presentation (Duration: 60 Minutes)- After finalizing the paper, the student will conduct the **Journal Club session**, critically analyzing key sections of the article, including **Journal Information, Topic, Introduction, Methodology, Results, Discussion, and Take-home Message**. The presentation will be delivered to peers and teachers to encourage academic discussion and engagement.

Step 3: Discussion & Assessment (15 Minutes)

An in-depth **discussion** will follow, where students will analyze key findings and critical aspects of the article. The teacher will assess the **student's performance, critical thinking, and understanding** based on their presentation and participation

Note: Similar procedure will be followed for Journal club on skin manifestations of Bronchogenic carcinoma for a duration of 2 hours. (120 Minutes)

Experiential-Learning Learning 24.4: Cutaneous manifestations of Biliary Cirrhosis and Hepatic Carcinoma

Total Learning Hours: 4 Hours

Step 1: Literature Search & Paper Selection (Duration: 45 Minutes) -The student will be assigned the topic **"c**utaneous manifestations of Biliary cirrhosis **"** for the **Journal Club**. They will search for recently published **clinical trial articles** and, in consultation with the assigned teacher, finalize one paper for presentation.

Step 2: Journal Club Presentation (Duration: 60 Minutes)- After finalizing the paper, the student will conduct the **Journal Club session**, critically analyzing key sections of the article, including **Journal Information, Topic, Introduction, Methodology, Results, Discussion, and Take-home Message**. The presentation will be delivered to peers and teachers to encourage academic discussion and engagement.

Step 3: Discussion & Assessment (15 Minutes)

An in-depth **discussion** will follow, where students will analyze key findings and critical aspects of the article. The teacher will assess the **student's performance, critical thinking, and understanding** based on their presentation and participation

Note: Similar procedure will be followed for Journal club on cutaneous manifestations of Liver cancer **for a duration of 2 hours. (120 Minutes)**

Experiential-Learning Learning 24.5: Cutaneous Manifestations of Jaundice and Hepatitis

Total Learning Hours: 2 Hours

Step 1: Topic Assignment & Research (30 Minutes) -The teacher will assign the topic **"Evidence-Based Management Strategies for** skin manifestations of Jaundice and hepatitis**"** to the student. The student will conduct an in-depth literature review using library resources and relevant online academic materials to gather comprehensive and up-to-date information on the topic.

Step 2: Seminar Presentation & Discussion (75 Minutes) -The student will analyze and structure the collected information into a **PowerPoint (PPT) presentation** and deliver a **seminar presentation** to faculty members and peers. This session will encourage academic discussion, knowledge sharing, and critical evaluation of the topic.

Step 3: Feedback & Evaluation (15 Minutes) -The teacher will facilitate a discussion following the presentation, addressing key points, clarifying doubts, and encouraging analytical thinking. The student's performance will be assessed based on research quality, presentation skills, and engagement in discussions. Constructive feedback will be provided for improvement.

Experiential-Learning Learning 24.6: Sclerosing Cholangitis and Wilson disease

Total Learning Hours: 4 Hours

Step 1: Literature Search & Paper Selection (Duration: 45 Minutes) -The student will be assigned the topic **"c**utaneous manifestations of Sclerosing cholangitis **"** for the **Journal Club**. They will search for recently published **clinical trial articles** and, in consultation with the assigned teacher, finalize one paper for presentation.

Step 2: Journal Club Presentation (Duration: 60 Minutes)- After finalizing the paper, the student will conduct the **Journal Club session**, critically analyzing key sections of the article, including **Journal Information, Topic, Introduction, Methodology, Results, Discussion, and Take-home Message**. The presentation will be delivered to peers and teachers to encourage academic discussion and engagement.

Step 3: Discussion & Assessment (15 Minutes)

An in-depth **discussion** will follow, where students will analyze key findings and critical aspects of the article. The teacher will assess the **student's performance, critical thinking, and understanding** based on their presentation and participation

Note: Similar procedure will be followed for Journal club on cutaneous manifestations of Wilson disease **for a duration of 2 hours. (120 Minutes)**

Experiential-Learning Learning 24.7: Irritable Bowel Disease and Celiac disease

Total Learning Hours: 4 Hours

Step 1: Literature Search & Paper Selection (Duration: 45 Minutes) -The student will be assigned the topic **"**cutaneous manifestations of Irritable Bowel Disease **"** for the **Journal Club**. They will search for recently published **clinical trial articles** and, in consultation with the assigned teacher, finalize one paper for presentation.

Step 2: Journal Club Presentation (Duration: 60 Minutes)- After finalizing the paper, the student will conduct the **Journal Club session**, critically analyzing key sections of the article, including **Journal Information, Topic, Introduction, Methodology, Results, Discussion, and Take-home Message**. The presentation will be delivered to peers and teachers to encourage academic discussion and engagement.

Step 3: Discussion & Assessment (15 Minutes)

An in-depth **discussion** will follow, where students will analyze key findings and critical aspects of the article. The teacher will assess the **student's performance, critical thinking, and understanding** based on their presentation and participation

Note: Similar procedure will be followed for Journal club on cutaneous manifestations of Celiac disease **for a duration of 2 hours. (120 Minutes)**

Experiential-Learning Learning 24.8: Nephrotic syndrome

Total Learning Hours: 2 Hours

Step 1: Literature Search & Paper Selection (Duration: 45 Minutes) -The student will be assigned the topic **"**cutaneous manifestations of Nephrotic syndrome **"** for the **Journal Club**. They will search for recently published **clinical trial articles** and, in consultation with the assigned teacher, finalize one paper for presentation.

Step 2: Journal Club Presentation (Duration: 60 Minutes)- After finalizing the paper, the student will conduct the **Journal Club session**, critically analyzing key sections of the article, including **Journal Information, Topic, Introduction, Methodology, Results, Discussion, and Take-home Message**. The presentation will be delivered to peers and teachers to encourage academic discussion and engagement. **Step 3: Discussion & Assessment (15 Minutes)** An in-depth **discussion** will follow, where students will analyze key findings and critical aspects of the article. The teacher will assess the **student's performance, critical thinking, and understanding** based on their presentation and participation
Experiential-Learning Learning 24.9: Nephrogenic Systemic Fibrosis
Total Learning Hours: 2 Hours **Step 1: Case Selection & Research (45 Minutes) -** The student will be assigned a clinical case on Nephrogenic systemic fibrosis for presentation. They will take a comprehensive patient history, perform a thorough clinical examination, and document relevant findings. If a patient is unavailable, a virtual case or pre-recorded clinical scenario will be utilized to achieve the learning objectives. **Step 2: Case Presentation (45 Minutes) -** The student will present the case, covering **detailed history, clinical examination findings, relevant investigations, differential diagnoses, and final diagnosis**. This presentation will take place in the presence of teachers and department students, encouraging academic discussion and critical thinking. **Step 3: Discussion & Assessment (30 Minutes) -** An interactive discussion will follow the presentation, where students and faculty will analyze key clinical aspects of the case. The teacher will assess the Students' clinical skills and reasoning through direct questioning, with constructive feedback provided for improvement.
Modular Assessment

Assessment	**Hour**
Instructions – Conduct a structured modular assessment that carries **50 Marks**. Keep a record of the structured marking pattern using different assessment methods applicable to the module of the semester concerned, and calculate the modular grade point as shown in **Table 6C**.	4

1. **PowerPoint Presentation – (25 Marks):** Students will deliver a PowerPoint Presentation on a relevant topic within Skin Manifestations of Cardiovascular, Respiratory, Alimentary Tract, Hepatobiliary, and renal diseases. Assessment will cover: • Content and Understanding (5 Marks) • Clarity and Organization (5 Marks) • Design and Visual Aids (5 Marks) • Delivery and Communication (5 Marks) • Engagement and Response to Questions (5 Marks) 2. **Chart Making – (15 Marks):** Students will create a Chart summarizing key concepts related to the Skin Manifestations of Cardiovascular, Respiratory, Alimentary Tract, Hepatobiliary, and Renal Diseases. Assessment will be based on: • Content Accuracy (5 Marks) • Clarity and Organization (5 Marks) • Visual Presentation (5 Marks) 3. **Oral Viva – (10 Marks):** Evaluate the student's understanding of Skin Manifestations of Cardiovascular, Respiratory, Alimentary Tract, Hepatobiliary, and Renal Diseases through an Oral Viva. Assessment will cover clinical features, diagnosis, management strategies, and recent advancements. **Or** Any practical in converted form can be taken for assessment. (**25 Marks**) **and** Any experiential, such as portfolios/ reflection/ presentations, can be taken as an assessment. (**25 Marks**)	
Semester No : 6	
Module 25 : سلعات جلد و تحت الجلد Sil'ate Jild wa Taht-al Jild (Dermal and sub-cutaneous Neoplasm)	

Module Learning Objectives

(At the end of the module, the students should be able to)

1 Describe etiopathology, clinical features, and management of various Dermal and sub-cutaneous Neoplasms.

2 Conduct a complete assessment of patients through history, examination, and investigations.

3 Identify the Unani Preventive and Therapeutic Dermatologic interventions and incorporate the knowledge with the latest research and best dermatological practice.

Unit 1 سلعات جلد و تحت الجلد کا عمومی جائزہ Sil'āte Jild wa Tah't-al Jild kā Umumi Jāyezā (Overview of Dermal and sub-cutaneous Neoplasia)

25.1.1 سرطان و سلعات کو طبی تصور (Concept *Sartan* and *Saláat*)

25.1.2 سرطان و سلعات کی درجہ بندی (*Classification and types of Sartan* and *Saláat*)

25.1.3 جلدی سرطان کے علاج میں طب یونانی کا کردار (Role of Unani medicine in Skin cancer)

References: 62,63,64

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Describe and evaluate the concept, etiopathogenetic, and classification, of *Sartan* and *Saláat*.	2	Lecture	CE	Knows-how	L,L&PPT
CO3	Demonstrate and differentiate types of *Sartan, Saláat,* and *Saiqaroos*	2	Practical25.1	PSY-GUD	Shows-how	D,D-M
CO2,CO3, CO4	Discuss the role of Unani medicine as an adjuvant in treating skin cancer and Provide a list of potential anti-cancerous Unani drugs.	2	Practical25.2	PSY-GUD	Shows-how	BS,DIS

CO2,CO3, CO4,CO6, CO7	Illustrate the role of Unani medicine in reducing the complications associated with skin cancer and preventing the side effects of chemotherapy.	2	Experiential-Learning25.1	CAP	Does	LS,PER,PrBL
CO1,CO3, CO4	Illustrate the holistic approach of Unani medicine in the management of skin cancer.	3	Experiential-Learning25.2	CAN	Does	LS,DIS,PER

Unit 2 تقرانِ مشّی و تقرانِ سفعی Taqrāne Massi wa Taqrāne Saf'i (Seborrheic keratosis, Actinic keratosis)

25.2.1 تقرانِ مشّی (Seborrheic Keratosis)

25.2.2 تقرانِ سفعی (Actinic Keratosis)

References: 1,2,3,4,5

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Describe aetiopathogenesis, Risk factors, Clinical features, diagnosis, complications, and management of Seborrheic keratosis and actinic keratosis.	2	Lecture	CE	Knows-how	L&PPT ,L
CO2,CO3, CO4	Demonstrate clinical presentations and differential diagnosis of Actinic keratosis & Seborrheic keratosis and discuss its preventive and therapeutic strategies.	4	Practical25.3	PSY-GUD	Shows-how	D-M,DIS,D

CO4,CO7	Review and analyse evidence-based management strategies for Actinic keratosis.	2	Experiential-Learning25.3	CAN	Does	PER,DIS,BS,LS
CO4,CO7	Analyze the introduction, methodology, result, and discussion on published work of Seborrheic keratosis.	2	Experiential-Learning25.4	CAN	Does	JC,PER
CO1,CO2, CO3	Discuss clinical and histopathologic variants of Actinic Keratosis.	1	Experiential-Learning25.5	CC	Does	PER,DIS,LS

Unit 3 سرطان خلیات قاعدی و سرطان خلیات حرشفیہ Sartāne Khalyāte Qāyedi wa Sartāne Khalyāte Harshafiyā (Basal cell carcinoma & Squamous cell carcinoma)

25.3.1 سرطان خلیات قاعدی (Basal Cell Carcinoma)

25.3.2 سرطان خلیات حرشفیہ (Squamous Cell Carcinoma)

References: 1,2,3,4,5,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Describe Risk factors, aetiopathogenesis, Clinical features, diagnosis, complications, and management of Squamous cell carcinoma.	2	Lecture	CC	Knows-how	L&PPT ,L
CO1,CO3	Demonstrate and discuss morphological characteristics of Squamous cell carcinoma according to the site of involvement and their grading.	2	Practical25.4	PSY-GUD	Shows-how	D-M,D

CO3	Demonstrate clinical presentations and differential diagnosis of Basal cell carcinoma.	2	Practical25.5	PSY-GUD	Shows-how	D-M,CBL,D
CO1,CO2, CO3	Describe Risk factors, aetiopathogenesis, Clinical features, diagnosis, complications, and management of Basal cell carcinoma.	2	Experiential-Learning25.6	CC	Does	DIS,PER,BS,LS
CO4,CO6	Conduct an education plan for patients and family members of Basal cell carcinoma & Squamous cell carcinoma.	2	Experiential-Learning25.7	AFT-SET	Does	DIS,W,PER,BS
CO4	Review and analyze the introduction, methodology, result, and discussion on published work of Nodular Basal Cell Carcinoma.	1	Experiential-Learning25.8	CAN	Does	PER,JC

Unit 4 سلعات لونیہ: حمیدہ و خبیثہ Sil'āte Launiyā: Hameedā wa Khabeesā (Melanocytic tumors: benign & malignant)

25.4.1 سلعات لونیہ حمیدہ (Benign Melanocytic tumors)

25.4.2 سلعات لونیہ خبیثہ (Malignant Melanocytic tumors)

25.4.3 خلقی نولونی وحمہ (Congenital Nevomelanocytic nevus)

25.4.4 اکتسابی نولونی وحمہ (Acquired Nevomelanocytic nevus)

25.4.5 نمشہ شمسیہ (Solar Lentigo)

25.4.6نمشہ سادہ(Lentigo Simplex)

25.4.7غیر مالوف لونی وحمہ(Atypical Melanocytic Nevi)

25.4.8غیر مالوف سرطان میلانوم(Atypical Cutaneous Melanoma)

25.4.9سرطان میلانوم لیفی(Desmoplastic Melanoma)

References: 1,2,3,7,12,16,20

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Describe aetiopathogenesis, Clinical features, diagnosis, differential diagnosis, and management of Congenital & acquired nevomelanocytic nevus.	2	Lecture	CC	Knows-how	L&PPT ,L
CO3	Demonstrate and differentiate clinical manifestations of acquired nevomelanocytic nevus, Solar Lentigo and Lentigo Simplex.	4	Practical25.6	PSY-GUD	Shows-how	D,DIS,D-M,CBL
CO1,CO2, CO3	Illustrate risk factors, aetiopathogenesis, clinical features, diagnosis, differential diagnosis, complications, and management of Atypical Melanocytic Nevi and Atypical Cutaneous Melanoma.	4	Experiential-Learning25.9	CC	Does	DIS,BS,PER
CO4	Review and analyze the introduction, methodology, result, and discussion on published work of desmoplastic Melanoma.	1	Experiential-Learning25.10	CAN	Does	JC

Unit 5 سرکومہ کاپوسیم، فُطار فُطرانی و مرض باجیہ Sārcoma Kāposium, Futāre Futrāni wa Maradhe Bājiya (Kaposi's sarcoma, Mycosis fungoides & Paget's disease)

25.5.1 سرکومہ کاپوسیم (Kaposi's Sarcoma)

25.5.2 فُطار فُطرانی (Mycosis Fungoides)

25.5.3 مرض باجیہ (Paget's Disease)

References: 1,2,6,10,11,18

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Describe risk factors, aetiopathogenesis, Clinical features, diagnosis, differential diagnosis, and management of Kaposi's sarcoma.	2	Lecture	CC	Knows-how	L,L&PPT
CO3	Demonstrate clinical presentations and differential diagnosis of Mycosis fungoides and Paget's disease and explain their preventive and therapeutic strategies.	4	Practical25.7	PSY-GUD	Shows-how	DIS,D-M,D
CO4,CO7	Review and analyze the introduction, methodology, result, and discussion on published work of Kaposi's sarcoma.	2	Experiential-Learning25.11	CAN	Does	JC
CO2,CO3, CO4,CO7	Design evidence-based management strategies, to alleviate symptoms of Mycosis fungoides.	2	Experiential-Learning25.12	CS	Does	BS,PER,DIS,LS

CO4,CO6, CO7	Develop an education plan for patients and family members of Paget's disease.	2	Experiential-Learning25.13	AFT-SET	Does	DIS,BS,PER

Practical Training Activity

Practical Training 25.1 *Sartan, Saláat,* and *Saiqaroos*

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 Minutes)- The teacher will briefly introduce *Sartan, Saláat,* and *Saiqaroos* and demonstrate its clinical features, diagnostic methods, and differentiatial diagnosis. A real patient will be examined, or if unavailable, alternative methods like models, videos, or presentations will ensure a comprehensive learning experience.

Step 2: Group Discussion (30 Minutes)- Students will be divided into small groups to discuss key aspects of the topic. The teacher will actively facilitate discussions, clarifying doubts, reinforcing clinical findings, and emphasizing key diagnostic points.

Step 3: Assessment & Feedback (15 Minutes)- Students' understanding and learning will be evaluated through direct questioning, with constructive feedback provided to refine knowledge and clinical reasoning.

Practical Training 25.2 Cancer Adjuvant Treatment

Total Learning Hours: 2 Hours

Step 1: Introduction & Discussion (60 Minutes) - The teacher will explain the Usul-e Ilaj (principles of treatment) for skin cancer, highlighting Unani preventive and therapeutic strategies including anticancerous Unani drugs. The session will cover the causes, clinical features, and management in Unani medicine.

Step 2: Group Activity & Presentation (45 Minutes).)- Students will be divided into groups. They will discuss on potential anticancerous unani drugs and prepare a list of it. The teacher will facilitate discussions, clarify doubts, and reinforce key concepts related anticancerous Unani drugs.

tep 3: Assessment & Feedback (15 Minutes) - Students' knowledge and learning will be evaluated through OSPE (Objective Structured Practical Examination), peer assessment, or direct questioning. Constructive feedback will be provided to fine-tune their clinical and therapeutic reasoning, ensuring a deeper comprehension.
Practical Training 25.3 Actinic keratosis and Seborrheic Keratosis
Total Learning Hours: 4 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will introduce Actinic keratosis, covering its **clinical features, diagnostic methods, and differentiatiial diagnosis**. The session will also cover its **preventive and therapeutic strategies**. A **demonstration** will be conducted with a real patient to illustrate key clinical findings. If a patient is unavailable, alternative instructional methods such as **models, videos, or presentations** will be used to ensure effective learning. **Step 2: Group Discussion (30 Minutes) -** Students will participate in **guided discussions** on the **differential diagnosis, preventive measures and therapeutic strategies** of Actinic keratosis. The teacher will facilitate discussions, clarify doubts, and reinforce key concepts related to **diagnosis and treatment**. **Step 3: Assessment & Feedback (15 Minutes) -**Students' comprehension will be assessed through **direct questioning**. **Constructive feedback** will be provided to enhance their **clinical reasoning and application of knowledge**. **Note: Similar procedure will be followed for clinical demonstration of** Seborrheic keratosis **for a duration of 2 hours. (120 Minutes)**
Practical Training 25.4 Squamous Cell Carcinoma
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes)** The teacher will introduce **Squamous Cell Carcinoma (SCC), explaining** its **etiology, pathophysiology, clinical manifestations, and histopathological features**. The teacher will also explain about site-specific variations along with their characteristic morphological features and grading. A thorough skin examination will be demonstrated on a patient in OPD or IPD. If a patient is unavailable, alternative instructional methods such as models, videos, or case-based discussions will be used. **Step 2: Student Examination & Group Discussion (30 Minutes)-** Students will perform the clinical examination under supervision, identifying key clinical signs and discussing differential diagnosis and morphological characteristics.. They will engage in an interactive discussion on differential diagnosis, diagnostic approach and management strategies in both conventional and Unani medicine.

Step 3: Assessment & Feedback (15 Minutes)- Students' understanding will be assessed through direct observation, OSCE, OSPE, or Mini-CEX. Constructive feedback will be provided to enhance their clinical reasoning and practical skills.
Practical Training 25.5 Basal Cell Carcinoma.
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will introduce **Basal cell carcinoma**, covering its **clinical features, diagnostic methods, and differential diagnosis**. A **demonstration** will be conducted with a real patient to illustrate key clinical findings. If a patient is unavailable, alternative instructional methods such as **models, videos, or presentations** will be used to ensure effective learning. **Step 2: Group Discussion (30 Minutes) - Students will participate in guided discussions on diagnostic approach and differential diagnosis of Basal cell carcinoma.. The teacher will facilitate discussions, clarify doubts, and reinforce key concepts related to diagnosis and treatment.** **Step 3: Assessment & Feedback (15 Minutes) -**Students' comprehension will be assessed through **direct questioning**. **Constructive feedback** will be provided to enhance their **clinical reasoning and application of knowledge**.
Practical Training 25.6 Acquired Nevomelanocytic nevus, Solar Lentigo and Lentigo Simplex.
Total Learning Hours: 4 Hours **Step 1: Introduction & Demonstration (75 Minutes) -** The teacher will introduce cquired nevomelanocytic nevus. covering its **clinical features, diagnostic methods, and differentiatial diagnosis**. A **demonstration** will be conducted with a real patient to illustrate key clinical findings. If a patient is unavailable, alternative instructional methods such as **models, videos, or presentations** will be used to ensure effective learning. **Step 2: Group Discussion (30 Minutes) -** Students will participate in **guided discussions** on the diagnostic approach, and treatment options of acquired nevomelanocytic nevus . The teacher will facilitate discussions, clarify doubts, and reinforce key concepts related to **diagnosis and treatment**. **Step 3: Assessment & Feedback (15 Minutes) -**Students' comprehension will be assessed through **direct questioning**. **Constructive feedback** will be provided to enhance their **clinical reasoning and application of knowledge**. **Note: Similar procedure will be followed for clinical demonstration of Solar Lentigo and Lentigo Simplex. for a duration of 2 hours. (120 Minutes)**

Practical Training 25.7 Mycosis fungoides and Paget's disease
Total Learning Hours: 4 Hours **Step 1: Introduction & Demonstration (60 Minutes)** – The teacher will introduce Mycosis fungoides , covering relevant history, clinical features, diagnostic approach, and differentiatial diagnosis. A thorough skin examination will be demonstrated on a patient in OPD or IPD. If a patient is unavailable, alternative instructional methods such as models, videos, or case-based discussions will be used. **Step 2: Student Examination & Group Discussion (45 Minutes)** – Students will perform the clinical examination under supervision, identifying key clinical signs and discussing differential diagnosis. They will engage in an interactive discussion on diagnostic criteria, contributing factors, and appropriate preventive measures management strategies in both conventional and Unani medicine. **Step 3: Assessment & Feedback (15 Minutes)** – Students' understanding will be assessed through direct observation, OSCE, OSPE, or Mini-CEX. Constructive feedback will be provided to enhance their clinical reasoning and practical skills. **Note: Similar procedure will be followed for clinical demonstration of Paget's disease for a duration of 2 hours. (120 Minutes)**
Experiential Learning Activity
Experiential-Learning Learning 25.1: Skin Cancer
Total Learning Hours: 2 Hours **Step 1: Literature Search & Data Collection (45 Minutes) -** The teacher will assign a project on the **"** role of Unani medicine in reducing the complications associated with skin cancer and preventing the side effects of chemotherapy.**".** Students will conduct research using unani classical texts, books, journals, and online academic resources to gather relevant and up-to-date information on the topic. **Step 2: Compilation & Presentation (45 Minutes) -** Students will analyze and organize their findings in a structured format and prepare a PowerPoint presentation. They will then present their work to peers and faculty members, facilitating knowledge sharing and discussion. **Step 3: Discussion, Submission & Assessment (30 Minutes) -** Following the presentation, a discussion session will be held to clarify key concepts and address questions. Afterward, students will submit their project in written form to the concerned teacher. The teacher will assess their work based on research quality, presentation effectiveness, and depth of understanding while providing constructive feedback for improvement.

Experiential-Learning Learning 25.2: Skin Cancer
Total Learning Hours: 3 Hours **Step 1: Literature Search & Data Collection (75 Minutes) -** The teacher will assign a topic on the **"** holistic approach of Unani medicine in the management of skin cancers**".** Students will conduct research using unani classical texts, books, journals, and online academic resources to gather relevant and up-to-date information on the topic. **Step 2: Compilation & Presentation (75 Minutes) -** Students will analyze and organize their findings in a structured format and prepare a PowerPoint presentation. They will then present their work to peers and faculty members, facilitating knowledge sharing and discussion. **Step 3: Discussion & Assessment (30 Minutes) -** Following the presentation, a discussion session will be held to clarify key concepts and address questions.The teacher will assess their work based on research quality, presentation effectiveness, and depth of understanding while providing constructive feedback for improvement.
Experiential-Learning Learning 25.3: Actinic keratosis.
Total Learning Hours: 2 Hours **Step 1: Literature Search & Review (45 Minutes)-**The student will conduct an in-depth literature review on Actinic keratosis., utilizing **classical and conventional medical texts, online resources, and relevant references** to gather the latest information. **Step 2: Content Organization & Presentation (45 Minutes)-**The gathered data will be **systematically structured**, incorporating recent advancements in **diagnosis and management**. The student will present their findings via a **PowerPoint (PPT) presentation** to teachers and department students, encouraging **academic discussion and knowledge exchange**. **Step 3: Discussion & Assessment (30 Minutes)-**A **discussion session** will follow to **address questions, clarify key points, and enhance understanding**. The teacher will assess students based on their **performance, knowledge depth, and presentation skills**.
Experiential-Learning Learning 25.4: Seborrheic Keratosis.
Total Learning Hours: 2 Hours

Step 1: Literature Search & Paper Selection (45 Minutes)-The student will be assigned **"Seborrheic keratosis."** for the **Journal Club** and will search for **recently published clinical trial articles** on the topic. With guidance from the assigned teacher, they will select one paper for presentation.

Step 2: Journal Club Presentation (Duration: 45 Minutes)- After finalizing the paper, the student will conduct the **Journal Club session**, critically analyzing key sections of the article, including **Journal Information, Topic, Introduction, Methodology, Results, Discussion, and Take-home Message**. The presentation will be delivered to peers and teachers to encourage academic discussion and engagement.

Step 3: Discussion & Assessment (Duration: 30 Minutes)- Following the presentation, an **extensive discussion** will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will **assess students' performance, critical thinking, and knowledge** based on their presentation and engagement in the discussion.

Experiential-Learning Learning 25.5: Actinic Keratosis.

Total Learning Hours: 1 Hour

Step 1: Literature Search & Data Collection - The teacher will assign a topic on the **"** clinical and histopathologic variants of Actinic Keratosis**".** Students will conduct research using unani classical texts, books, journals, and online academic resources to gather relevant and up-to-date information on the topic.

Step 2: Compilation & Presentation (45 Minutes) - Students will analyze and organize their findings in a structured format and prepare a PowerPoint presentation. They will then present their work to peers and faculty members, facilitating knowledge sharing and discussion.

Step 3: Discussion, Submission & Assessment (15 Minutes) - Following the presentation, a discussion session will be held to clarify key concepts and address questions.The teacher will assess their work based on research quality, presentation effectiveness, and depth of understanding while providing constructive feedback for improvement.

Experiential-Learning Learning 25.6: Basal Cell Carcinoma.

Total Learning Hours: 2 Hours

Step 1: Literature Search & Data Collection (30 Minutes)- The teacher will assign a topic on **"**Basal cell carcinoma**".** Students will conduct research using unani classical texts, books, journals, and online academic resources to gather relevant and up-to-date information on the topic.

Step 2: Compilation & Presentation (60 Minutes) - Students will analyze and organize their findings in a structured format and prepare a PowerPoint presentation. They will then present their work to peers and faculty members, facilitating knowledge sharing and discussion.

Step 3: Discussion & Assessment (30 Minutes) - Following the presentation, a discussion session will be held to clarify key concepts and address questions.The teacher will assess their work based on research quality, presentation effectiveness, and depth of understanding while providing constructive feedback for improvement.

Experiential-Learning Learning 25.7: Basal Cell Carcinoma & Squamous Cell Carcinoma.

Total Learning Hours: 2 Hours

Step 1: Topic Assignment & Research (15 Minutes)- The teacher will assign the topic **"Education Plan for** Basal cell carcinoma & Squamous cell carcinoma.**"** to a group of two students. They will then gather relevant information through research.

Step 2: Developing & Delivering Educational Sessions (75 Minutes)

Using their research, the group will create an **educational awareness plan** and lead **interactive training sessions** for patients and their families. If direct participation is not feasible, the plan will be presented using **PowerPoint**.

Step 3: Discussion & Evaluation (30 Minutes)

After the presentation, the teacher will engage with the group through **questions and discussions**, assessing their **knowledge, comprehension, and presentation skills** to ensure effective learning.

Experiential-Learning Learning 25.8: Nodular Basal Cell Carcinoma.

Total Learning Hours: 1 Hour

Step 1: Literature Search & Paper Selection -The student will be assigned **"Nodular Basal Cell Carcinoma.."** for the **Journal Club** and will search for **recently published clinical trial articles** on the topic. With guidance from the assigned teacher, they will select one paper for presentation.

Step 2: Journal Club Presentation (Duration: 45 Minutes)- After finalizing the paper, the student will conduct the **Journal Club session**, critically analyzing key sections of the article, including **Journal Information, Topic, Introduction, Methodology, Results, Discussion, and Take-home Message**. The presentation will be delivered to peers and teachers to encourage academic discussion and engagement.

Step 3: Discussion & Assessment (Duration: 15 Minutes)- Following the presentation, an **extensive discussion** will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will **assess students' performance, critical thinking, and knowledge** based on their presentation and engagement in the discussion.

Experiential-Learning Learning 25.9: Atypical Melanocytic Nevi and Atypical Cutaneous Melanoma

Total Learning Hours: 4 Hours

Step 1: Literature Search & Data Collection (15 Minutes)- The teacher will assign a topic on the **"** Atypical Melanocytic Nevi **".** Students will conduct research using unani classical texts, books, journals, and online academic resources to gather relevant and up-to-date information on the topic.

Step 2: Compilation & Presentation (75 Minutes) - Students will analyze and organize their findings in a structured format and prepare a PowerPoint presentation. They will then present their work to peers and faculty members, facilitating knowledge sharing and discussion.

Step 3: Discussion & Assessment (30 Minutes) - Following the presentation, a discussion session will be held to clarify key concepts and address questions.The teacher will assess their work based on research quality, presentation effectiveness, and depth of understanding while providing constructive feedback for improvement.

Note: Similar procedure will be followed for Seminar presentation on Atypical Cutaneous Melanoma for a duration of 2 hours. (120 Minutes)

Experiential-Learning Learning 25.10: Desmoplastic Melanoma.

Total Learning Hours: 1 Hour

Step 1: Literature Search & Paper Selection -The student will be assigned **"Desmoplastic Melanoma"** for the **Journal Club** and will search for **recently published clinical trial articles** on the topic. With guidance from the assigned teacher, they will select one paper for presentation.

Step 2: Journal Club Presentation (Duration: 45 Minutes)- After finalizing the paper, the student will conduct the **Journal Club session**, critically analyzing key sections of the article, including **Journal Information, Topic, Introduction, Methodology, Results, Discussion, and Take-home Message**. The presentation will be delivered to peers and teachers to encourage academic discussion and engagement.

Step 3: Discussion & Assessment (Duration: 15 Minutes)- Following the presentation, an **extensive discussion** will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will **assess students' performance, critical thinking, and knowledge** based on their presentation and engagement in the discussion.
Experiential-Learning Learning 25.11: Kaposi's Sarcoma
Total Learning Hours: 2 Hours **Step 1: Literature Search & Paper Selection (45 Minutes)-**The student will be assigned **"Kaposi's sarcoma"** for the **Journal Club** and will search for **recently published clinical trial articles** on the topic. With guidance from the assigned teacher, they will select one paper for presentation. **Step 2: Journal Club Presentation (45 Minutes)-** After finalizing the paper, the student will conduct the **Journal Club session**, critically analyzing key sections of the article, including **Journal Information, Topic, Introduction, Methodology, Results, Discussion, and Take-home Message**. The presentation will be delivered to peers and teachers to encourage academic discussion and engagement. **Step 3: Discussion & Assessment (Duration: 30 Minutes)-** Following the presentation, an **extensive discussion** will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will **assess students' performance, critical thinking, and knowledge** based on their presentation and engagement in the discussion.
Experiential-Learning Learning 25.12: Mycosis fungoides.
Total Learning Hours: 2 Hours **Step 1: Topic Assignment & Research (30 Minutes) -**The teacher will assign the topic **"Evidence-Based Management Strategies for Mycosis fungoides"** to the student. The student will conduct an in-depth literature review using library resources and relevant online academic materials to gather comprehensive and up-to-date information on the topic. **Step 2: Seminar Presentation & Discussion (60 Minutes) -**The student will analyze and structure the collected information into a **PowerPoint (PPT) presentation** and deliver a **seminar presentation** to faculty members and peers. This session will encourage academic discussion, knowledge sharing, and critical evaluation of the topic.

Step 3: Feedback & Evaluation (30 Minutes) -The teacher will facilitate a discussion following the presentation, addressing key points, clarifying doubts, and encouraging analytical thinking. The student's performance will be assessed based on research quality, presentation skills, and engagement in discussions. Constructive feedback will be provided for improvement.	
Experiential-Learning Learning 25.13: Paget's disease.	
Total Learning Hours: 2 Hours **Step 1: Topic Assignment & Research (15 Minutes)-** The teacher will assign the topic **"Education Plan for** Paget's disease**"** to a group of two students. They will then gather relevant information through research. **Step 2: Developing & Delivering Educational Sessions (75 Minutes)** Using their research, the group will create an **educational awareness plan** and lead **interactive training sessions** for patients and their families. If direct participation is not feasible, the plan will be presented using **PowerPoint**. **Step 3: Discussion & Evaluation (30 Minutes)** After the presentation, the teacher will engage with the group through **questions and discussions**, assessing their **knowledge, comprehension, and presentation skills** to ensure effective learning.	
Modular Assessment	
Assessment	**Hour**
Instructions – Conduct a structured modular assessment that carries **50 Marks**. Keep a record of the structured marking pattern using different assessment methods applicable to the module of the semester concerned, and calculate the modular grade point as shown in **Table 6C**. **1. Case-Based Assessment – (25 Marks):** Students will be evaluated on their clinical reasoning and problem-solving skills through a Case-Based Assessment focusing on Dermal and Subcutaneous Neoplasms. Assessment will cover: • History Taking and Clinical Examination (5 Marks) • Diagnosis and Differential Diagnosis (5 Marks)	4

• Investigations and Interpretation (5 Marks) • Management and Treatment Plan (5 Marks) • Communication and Counseling Skills (5 Marks) **2. Oral Viva – (15 Marks):** An Oral Viva will assess the student's understanding of Dermal and Subcutaneous Neoplasms. Questions will cover clinical presentation, diagnosis, investigations, management approaches, and recent advancements. **3. Scenario-Based Discussion – (10 Marks):** Students will participate in a Scenario-Based Discussion to evaluate their clinical decision-making skills. They will analyze a case scenario related to Dermal and Subcutaneous Neoplasms and provide insights on diagnosis, investigation plans, and management strategies. **Or** Any practical in converted form can be taken for assessment. (**25 Marks**) **and** Any experiential, such as portfolios/ reflection/ presentations, can be taken as an assessment. (**25 Marks**)	
Module 26 : جینیاتی جلدی امراض Jiniyāti Jildi Amrāz (Geno-dermatology)	
Module Learning Objectives (At the end of the module, the students should be able to) 1 Describe etiopathology, clinical features, and management of various Genetic Skin Disorders. 2 Conduct a complete assessment of patients through history, examination, and investigations. 3 Identify the Unani Preventive and Therapeutic Dermatologic interventions and incorporate the knowledge with the latest researches and best dermatological practice.	
Unit 1 جینیاتی جلدی امراض کا عمومی جائزہ Jiniyāti Jildi Amrāz ka Umumi Jāyeza (Overview of Geno-dermatology)	
26.1.1 جینیاتی جلدی امراض (Genodermatoses)	

26.1.2امراض جلد میں جین تھیراپی کا استعمال(Gene therapy and its application in dermatology)

References: 1,2,3,5,6,65

3A	3B	3C	3D	3E	3F	3G
CO1	Classify and describe Genodermatoses according to monogenic and polygenic disorders.	1	Lecture	CC	Knows-how	L&PPT ,L
CO1,CO4	Illustrate the role of Gene therapy and its application in dermatology.	2	Experiential-Learning26.1	CE	Does	PrBL,PER,DIS

Unit 2 سماک Sumāk (Ichthyosis)

26.2.1 سُماک کی درجہ بندی واقسام (Classification and types of Ichthyosis)

26.2.2سُماک عمومی(Ichthyosis vulgaris)

26.2.3سُماک صُفاحی(Lamellar Ichthyosis)

26.2.4سُماک ہرکولین(Harlequin Ichthyosis)

26.2.5ایکس لنکڈ سُماک(X-linked recessive ichthyosis)

References: 1,2,3,6

3A	3B	3C	3D	3E	3F	3G
CO2,CO3, CO4	Classify ad describe various types of ichthyosis and evaluate its management.	1	Lecture	CE	Knows-how	L,L&PPT
CO3	Demonstrate clinical presentations and differential diagnosis of Lamellar Ichthyosis and Harlequin Ichthyosis.	4	Practical26.1	PSY-GUD	Shows-how	D,CBL,D-M
CO2,CO3, CO7	Identify and explain the pathophysiology, and cutaneous and extra-cutaneous manifestations of X-linked recessive ichthyosis.	1	Experiential-Learning26.2	CC	Does	LS,DIS,PER
CO4,CO7	Analyze the introduction, methodology, result, and discussion on published work of ichthyosis vulgaris.	2	Experiential-Learning26.3	CAN	Does	DIS,PrBL,LS,JC

Unit 3 جُفاف الجلد ملون وتقرن الجلد وراحی و نعلی Jufāf-ul Jild Mulawwin wa Taqarrun-ul Jild Rāhi wa Nā'li (Xeroderma Pigmentosum & Palmoplantar keratoderma)

26.3.1 جُفاف الجلد ملون (Xeroderma Pigmentosum)

26.3.2 تقرن الجلد وراحی و نعلی (Palmoplantar Keratoderma)

References: 1,2,3,4,66,67

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Describe aetiopathogenesis, Clinical features, diagnosis, differential diagnosis, complications and management of xeroderma pigmentosa.	1	Lecture	CC	Knows-how	L,L&PPT

CO3	Demonstrate clinical presentations and differential diagnosis of Palmoplantar keratoderma.	2	Practical26.2	PSY-GUD	Shows-how	D-M,D,DIS,D-BED
CO3,CO4, CO7	Evaluate and discuss types of Palmoplantar keratoderma and its associated syndromes and systemic abnormalities.	2	Experiential-Learning26.4	CE	Does	PrBL,DIS,LS, PER
CO2,CO3, CO7	Identify and implement the treatment options for xeroderma pigmentosa.	1	Experiential-Learning26.5	CS	Does	PrBL,PER,CBL

Unit 4 تصلب درنی Tasallube Darni (Tuberous sclerosis)

26.4.1 تصلب درنی (Tuberous Sclerosis)

References: 1,2,3,5

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Describe aetiopathogenesis, Clinical features, diagnosis, differential diagnosis, and management of Tuberous Sclerosis.	1	Lecture	CC	Knows-how	L&PPT ,L
CO3	Demonstrate and differentiate clinical manifestations indicative of Tuberous sclerosis.	2	Practical26.3	PSY-GUD	Shows-how	D,D-M
CO4,CO7	Analyse and present evidence-based management strategies for Tuberous sclerosis-related dermatological, neurological, and other systemic manifestations.	2	Experiential-Learning26.6	CAN	Does	LS,PER,DIS

Unit 5 ورم عصبی لیفی ومرض ڈیریر Warame Asabi lifi wa Maraze Darier (Neurofibromatosis & Darier's Disease)

26.5.1 ورم عصبی لیفی (Neurofibromatosis)

26.5.2 مرض ڈیریر (Darier's Disease)

References: 1,2,3

3A	3B	3C	3D	3E	3F	3G
CO1,CO2, CO3	Describe aetiopathogenesis, Clinical features, diagnosis, differential diagnosis, and management of Neurofibromatosis.	1	Lecture	CC	Knows-how	L,L&PPT
CO3	Demonstrate and differentiate characteristic skin lesions and nail abnormalities indicative of Darier's disease through clinical examination and medical history assessment.	2	Practical26.4	PSY-GUD	Shows-how	D,D-M
CO3,CO4, CO5,CO7	Demonstrate the diagnostic criteria for Neurofibromatosis type 1, Neurofibromatosis type 2, and Schwannomatosis.	1	Experiential-Learning26.7	PSY-MEC	Does	LS,PER
CO4,CO7	Analyze the introduction, methodology, result, and discussion on published work of Darier's disease.	2	Experiential-Learning26.8	CAN	Does	PER,DIS,PrBL,LS

Practical Training Activity

Practical Training 26.1 Lamellar Ichthyosis and Harlequin Ichthyosis.

Total Learning Hours: 4 Hours

Step 1: Introduction & Demonstration (75 Minutes): The teacher will guide students in identifying the clinical presentation of **Lamellar Ichthyosis**, focusing on its characteristic symptoms and differentiating them from other similar dermatological conditions. A demonstration will be conducted with a real patient in OPD or IPD to enhance practical understanding. If a patient is unavailable, alternative instructional methods such as models, videos, or case-based discussions will be used.

Step 2: Repetition of Examination & Group Discussion (30 Minutes): Students will actively participate by repeating the clinical examination under supervision to reinforce their diagnostic skills. They will then engage in a **group discussion** to analyze clinical cases, compare differential diagnoses, and explore management strategies for **Lamellar Ichthyosis**. The teacher will facilitate discussions, ensuring a comprehensive understanding of the condition.

Step 3: Assessment & Feedback (15 Minutes): Students' comprehension will be assessed through **direct questioning**. Constructive feedback will be provided to reinforce their clinical reasoning and diagnostic skills.

Note: The same procedure will be followed for **Harlequin Ichthyosis** in a separate session within a **2-hour timeframe**. **(120 Minutes)**

Practical Training 26.2 Palmoplantar Keratoderma

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 Minutes)

The teacher will guide students in identifying the clinical presentation of **Palmoplantar Keratoderma (PPK)**, focusing on its characteristic symptoms and distinguishing it from other dermatological conditions. A demonstration will be conducted with a real patient in OPD or IPD to enhance practical understanding. If a patient is unavailable, alternative instructional methods such as models, videos, or case-based discussions will be used.

Step 2: Repetition of Examination & Group Discussion (30 Minutes)

Students will actively participate by repeating the clinical examination under supervision to reinforce their diagnostic skills. They will then engage in a **group discussion** to analyze clinical cases, compare differential diagnoses, and explore management strategies for **Palmoplantar Keratoderma**. The teacher will facilitate discussions, ensuring a comprehensive understanding of the condition.

Step 3: Assessment & Feedback (15 Minutes)

Students' comprehension will be assessed through **direct questioning**. Constructive feedback will be provided to reinforce their clinical reasoning and diagnostic skills.

Practical Training 26.3 Tuberous sclerosis

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 Minutes) - The teacher will introduce **Tuberous Sclerosis**, covering its clinical features, diagnostic criteria, and differentiation from other neurocutaneous syndromes. A **demonstration** will be conducted with a real patient in OPD or IPD to illustrate key clinical findings. If a patient is unavailable, instructional tools such as **models, videos, or case-based discussions** will be used to ensure effective learning.

Step 2: Repetition of Examination & Group Discussion (30 Minutes) - Students will **repeat the clinical examination** under supervision to strengthen their diagnostic proficiency. A **group discussion** will follow, focusing on **differential diagnosis and management strategies**. The teacher will facilitate discussions, ensuring a thorough understanding of the condition.

Step 3: Assessment & Feedback (15 Minutes) - Students' understanding will be evaluated through **interactive questioning**. Constructive feedback will be provided to refine their clinical reasoning, diagnostic approach, and management skills.

Practical Training 26.4 Darier's disease

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 Minutes) - The teacher will introduce **nail abnormalities indicative of Darier's disease**, covering its clinical features, diagnostic criteria, and differentiation from other nail disorders. A **demonstration** will be conducted with a real patient in OPD or IPD to highlight key nail findings. If a patient is unavailable, alternative learning tools such as **models, videos, or case-based discussions** will be used to ensure effective learning.

Step 2: Repetition of Examination & Group Discussion (30 Minutes) - Students will **perform the nail examination** under supervision to reinforce their diagnostic skills. A **group discussion** will follow, focusing on **differential diagnosis**. The teacher will guide the discussion, ensuring a comprehensive understanding of the condition.

Step 3: Assessment & Feedback (15 Minutes) - Students' comprehension will be assessed through **direct questioning**. Constructive feedback will be provided to enhance their **clinical reasoning and diagnostic approach**.
Experiential Learning Activity
Experiential-Learning Learning 26.1: Gene therapy
Total Learning Hours: 2 Hours **Step 1: Literature Search & Data Collection (45 Minutes) -** The teacher will assign a project on the **"Role of Gene Therapy and Its Application in Dermatology."** Students will conduct research using books, journals, and online academic resources to gather relevant and up-to-date information on the topic. **Step 2: Compilation & Presentation (45 Minutes) -** Students will analyze and organize their findings in a structured format and prepare a PowerPoint presentation. They will then present their work to peers and faculty members, facilitating knowledge sharing and discussion. **Step 3: Discussion, Submission & Assessment (30 Minutes) -** Following the presentation, a discussion session will be held to clarify key concepts and address questions. Afterward, students will submit their project in written form to the concerned teacher. The teacher will assess their work based on research quality, presentation effectiveness, and depth of understanding while providing constructive feedback for improvement.
Experiential-Learning Learning 26.2: X-linked recessive Ichthyosis
Total Learning Hours: 1 Hours **Step 1: Topic Assignment & Research -**The teacher will assign the topic **"X-linked Recessive Ichthyosis"** to the students. They will conduct research using **library resources, academic journals, and online databases** to gather comprehensive information on its **pathophysiology, cutaneous and extra-cutaneous manifestations, genetic basis, and differential diagnosis**. **Step 2: Seminar Presentation & Discussion (45 Minutes) -**Students will organize their findings into a structured **seminar presentation** and deliver it to their peers and faculty. The presentation will encourage **academic discussion, critical thinking, and knowledge exchange**, focusing on the **disease mechanisms and clinical manifestations**.

Step 3: Assessment & Feedback (15 Minutes) -The teacher will evaluate the students based on **content accuracy, presentation skills, and depth of understanding**. Constructive feedback will be provided to enhance their **analytical and communication skills**.
Experiential-Learning Learning 26.3: Ichthyosis vulgaris
Total Learning Hours: 2 Hours **Step 1: Literature Search & Paper Selection (45 Minutes) -**The teacher will assign the topic **"Ichthyosis Vulgaris"** for the Journal Club session. Students will conduct a thorough **literature search** to identify a recently published **clinical trial, review article, or case study** on the topic. In consultation with the teacher, they will finalize one **relevant and scientifically accurate research paper** for detailed analysis. **Step 2: Journal Club Presentation & Discussion (45 Minutes) -** Students will present the selected article, critically analyzing its **journal information, introduction, methodology, results, discussion, and key take-home messages**. The presentation will be delivered to peers and faculty, promoting **evidence-based learning and academic engagement**. **Step 3: Assessment & Feedback (30 Minutes) -** A discussion session will follow, where students will explore **findings, limitations, and clinical implications** of the study. The teacher will assess students' **understanding, analytical skills, and ability to engage in scholarly discussions**, providing constructive feedback to enhance their **critical appraisal skills**.
Experiential-Learning Learning 26.4: Palmoplantar Keratoderma
Total Learning Hours: 2 Hours **Step 1: Topic Assignment & Research (45 Minutes) -** The teacher will assign the topic **"Palmoplantar Keratoderma and Its Associated Syndromes"** to students. They will conduct in-depth research using **books, journals, and online academic resources** to gather relevant information on the topic. **Step 2: Seminar Presentation (45 Minutes) -** Students will organize their findings into a **structured PowerPoint presentation**, covering key aspects of **Palmoplantar Keratoderma, its clinical features, genetic basis, and associated syndromes**. They will present their work to peers and faculty, encouraging **interactive discussions** and knowledge-sharing.

Step 3: Discussion & Feedback (30 Minutes) - A discussion session will follow, where students and faculty will **analyze key points, address doubts, and critically evaluate** the topic. The teacher will provide **constructive feedback** on students' presentation skills, depth of understanding, and ability to integrate research findings effectively.

Experiential-Learning Learning 26.5: Xeroderma pigmentosa

Total Learning Hours: 1 Hours

Step 1: Topic Assignment & Research

The teacher will assign the project on **"Treatment Options for Xeroderma Pigmentosum"** to students. They will conduct thorough research using **books, scientific journals, and online resources** to explore current and emerging treatment modalities for this condition.

Step 2: Project Compilation & Presentation (45 Minutes)

Students will **analyze and organize** the gathered information into a structured format. They will prepare a **PowerPoint presentation** to present their findings amd compile a **written report** summarizing the treatment approaches, including conventional and classical therapies.

Step 3: Submission & Evaluation (15 minute)

After presenting their findings, students will **submit the project in written form** to the concerned teacher. The teacher will assess the **content depth, scientific accuracy, and presentation quality** while providing constructive feedback for improvement.

Experiential-Learning Learning 26.6: Tuberous sclerosis

Total Learning Hours: 2 Hours

Step 1: Topic Assignment & Literature Search (45 Minutes) - The teacher will assign the topic **"Management Strategies for Tuberous Sclerosis-Related Dermatological, Neurological, and Other Systemic Manifestations."** Students will conduct a **comprehensive literature survey** using books, scientific journals, and online databases to gather the latest evidence-based management approaches for this multisystem disorder.

Step 2: Data Compilation & Presentation (45 Minutes) - Students will analyze and systematically **organize** the collected information, ensuring a structured approach that covers dermatological, neurological, and systemic management strategies. They will prepare a **PowerPoint presentation** summarizing key findings.

Step 3: Discussion & Evaluation (30 Minutes) - Students will present their findings to their peers and faculty members, followed by a **discussion session** to address queries and clarify concepts. The teacher will evaluate their **depth of understanding, research accuracy, and presentation skills**, providing constructive feedback for improvement.
Experiential-Learning Learning 26.7: Neurofibromatosis
Total Learning Hours: 1 Hour **Step 1: Topic Assignment & Research (20 Minutes) -**The teacher will assign the topic **"Diagnostic Criteria for Neurofibromatosis Type 1, Neurofibromatosis Type 2, and Schwannomatosis."** Students will conduct a focused literature review using textbooks, research articles, and clinical guidelines to understand the established diagnostic criteria for these conditions. **Step 2: Seminar Presentation (30 Minutes) -** Students will deliver a **structured seminar presentation**, covering key diagnostic features, differentiating factors, and clinical significance of each disorder. They will present their work to peers and faculty, encouraging **interactive discussions and knowledge-sharing** to enhance understanding and critical thinking. **Step 3: Discussion & Clarification (10 Minutes) -** A brief **Q&A session** will be conducted to clarify doubts and reinforce understanding. The teacher will provide **constructive feedback** on the content, clarity, and accuracy of the presentation.
Experiential-Learning Learning 26.8: Darier's disease
Total Learning Hours: 2 Hours **Step 1: Literature Search & Paper Selection (45 Minutes) -** The student will be assigned **"Darier's Disease"** as the topic for the Journal Club session and will conduct a **thorough literature review** to identify recent clinical studies, case reports, or review articles. In consultation with the teacher, they will **select a relevant research paper** for critical analysis and discussion. **Step 2: Journal Club Presentation & Discussion (45 Minutes) -** The student will **present the selected paper**, covering **Journal Information, Introduction, Methodology, Results, Discussion, and Take-home Message.** They will engage in an **interactive discussion** with peers and faculty, critically evaluating the study's findings, strengths, limitations, and clinical relevance.

Step 3: Assessment & Feedback (30 Minutes) - The teacher will **assess the student's comprehension, analytical approach, and presentation quality** while providing **constructive feedback** to enhance their scientific evaluation skills.	
Modular Assessment	
Assessment	**Hour**
Instructions – Conduct a structured modular assessment, that carry **25 marks**. Keep record of structured marking pattern using different assessment methods applicable to the module of the semester concern, and calculate modular grade point as shown in table 6 1. **Quiz – (10 Marks):** A Quiz consisting of 10 Multiple-Choice Questions (MCQs) (1 mark each) covering key concepts in Geno-dermatology, including genetic skin disorders, inheritance patterns, diagnostic approaches, and management. 2. **Oral Viva – (15 Marks):** An Oral Viva will assess the student's understanding of Geno-dermatology. Questions will focus on genetic skin conditions, clinical features, diagnostic tools, treatment strategies, and recent advancements in the field. Or Any practical in converted form can be taken for assessment. **(25 Marks)** or Any experiential, such as portfolios/ reflection/ presentations can be taken as an assessment. **(25 Marks)**	2

Paper No : 4 تزئینیات Tazeeniyat (Cosmetology)

Semester No : 3

Module 27 : مبادیاتِ تزئینیات Mabadiyat-i Tazeeniyat (Fundamentals of cosmetology)

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Describe the applied anatomy of skin, especially facial structures & classification of skin.

2. Advise personal care options to patients of various skin types

3. Identify various skin types as per different classifications

Unit 1 تزئینیات کا عمومی جائزہ Tazeeniyat kā umumi jayezā (Overview of cosmetology)

27.1.1 تزئینیات کا عمومی جائزہ (Overview on Cosmetology)

References: 4,13,18,20

3A Course Outcome	3B Learning Objective (At the end of the (lecture/practical training /experiential learning) session, the students should be able to)	3C Notional learning Hours	3D Lecture/ Practical Training/ Experiential Learning	3E Domain/ Sub Domain	3F Level (Does/Shows how/Knows how/Know)	3G Teaching Learning Methods
CO1,CO5,CO7	Illustrate overview and aims of cosmetology	2	Lecture	CAN	Knows-how	L&PPT ,BL

Unit 2 جلد کی اطلاقی تشریح برائے تزئینیات جلد Jild ki itlāqi tashrih Barā-i Tazeeniyāt-i Jild (Applied anatomy of skin for cosmetology)

27.2.1جلد کی ساخت اور تہیں (Structure and Layers of Skin)

27.2.2اندمال جلد کا طریقہ کار (Skin's Healing Process)

References: 2,4

3A	3B	3C	3D	3E	3F	3G
CO1,CO5,CO7	Illustrate the layers of the skin along with its structure, including blood vessels and nerves, with reference to their cosmetological importance	3	Lecture	CC	Knows-how	L&PPT,L_VC
CO5,CO7	Discuss and demonstrate the structural organization of the epidermis, dermis, and hypodermis with reference to their cosmetological significance	3	Practical27.1	PSY-GUD	Shows-how	D,D-M,CBL,DIS
CO5,CO7	Discuss and demonstrate the structural organization of the appendages of skin with reference to their cosmetological significance.	3	Practical27.2	PSY-GUD	Shows-how	DIS,D-M,D
CO5,CO7	Perform analysis of skin structure, vascularity, and pigmentation under magnification.	3	Experiential-Learning27.1	PSY-ADT	Shows-how	DIS,SIM,CBL,D
CO1,CO3,CO5,CO7	Conduct a comprehensive literature search and deliver a seminar on the skin healing process & its relevance in dermatology and cosmetology.	3	Experiential-Learning27.2	CAN	Does	DIS,PrBL,PER
CO1,CO3,CO5,CO7	Discuss and demonstrate how different treatments and therapeutic measures influence the outcomes of the healing process and overall results.	3	Practical27.3	PSY-GUD	Shows-how	D-M,D,DIS

Unit 3 چہرے کی اطلاقی تشریح Chehre ki itlāqi tashrih (Applied facial anatomy)

27.3.1چہرے کی ساخت(Facial Structure)

27.3.2چہرے کا توازن و تناسب(Facial Symmetry and Proportion)

References: 2,4,26,32

3A	3B	3C	3D	3E	3F	3G
CO5,CO7	Identify and explain key facial structures, including muscles, nerves, and blood vessels, essential for cosmeto-dermatology.	2	Lecture	CC	Knows-how	L_VC,L&PPT
CO5,CO7	Demonstrate and discuss facial symmetry and proportions, highlighting their significance in aesthetic analysis, cosmetological procedures, and facial enhancement treatments.	3	Practical27.4	PSY-GUD	Shows-how	D,DIS,D-M
CO5,CO7	Demonstrate personalized facial cosmetic procedures for a balanced aesthetic outcome.	2	Practical27.5	PSY-GUD	Knows-how	D,D-M,DIS
CO2,CO3,CO5,CO7	Analyze the introduction, methodology, results, and discussion of a clinical trial on the use of fillers for treating facial symmetry and proportions	3	Experiential-Learning27.3	CAN	Does	DIS,LS,JC,PER
CO1,CO2,CO5	Conduct a comprehensive literature search and deliver a seminar on facial structures in relation to cosmetology, focusing on their anatomical significance and aesthetic considerations.	3	Experiential-Learning27.4	CAN	Does	LS,DIS,PER

Unit 4 جلد کی اقسام کی وضاحت اور درجہ بندی Jild ki aqsām ki wazāhat aur darjā bandi (Description and classification of Skin Types)

27.4.1اقسام جلد(Skin Types)

27.4.2اقسام جلد فٹز پیٹرک درجہ بندی(Fitzpatrick Classification of Skin Types)

27.4.3اقسام جلد کی بومین درجہ بندی(Baumann Classification of Skin Types)

27.4.4مختلف اقسام جلد کے حفاظتی اقدامات(Protective measures for different Skin Types)

References: 4,32

3A	3B	3C	3D	3E	3F	3G
CO5,CO7	Illustrate and describe the classification and types of skin in relation to cosmetic concerns	3	Lecture	CC	Knows-how	L&PPT ,L
CO5,CO7	Discuss and demonstrate Fitzpatrick Skin Types to assess sun sensitivity, risk of hyperpigmentation, and suitability for various cosmetic procedures.	3	Practical27.6	PSY-GUD	Shows-how	D,D-M,DIS
CO5,CO7	Discuss and demonstrate Baumann skin types to assess sun sensitivity, risk of hyperpigmentation, and suitability for various cosmetic procedures.	3	Practical27.7	PSY-GUD	Shows-how	D-M,D,DIS,CBL
CO5,CO7	Analyze the introduction, methodology, results, and discussion of a published clinical trial on measures for managing sensitive skin	3	Experiential-Learning27.5	CAN	Does	LS,DIS,JC,PER
CO2,CO5,CO7	Conduct a comprehensive literature search and deliver a seminar on prevention and management of oily, dry and combination skin.	3	Experiential-Learning27.6	CAN	Does	PrBL,LS,PER,DIS

CO2,CO5,CO7	Conduct a comprehensive literature search and deliver a seminar on prevention and management of ageing prone skin.	3	Experiential-Learning27.7	CAN	Does	DIS,PER,CBL,LS
CO5,CO7	Prepare a comprehensive project on cosmetic & dermatological importance of Fitzpatrick skin type classification.	3	Experiential-Learning27.8	CAN	Does	PrBL,PER,LS,DIS
CO2,CO5,CO7	Prepare a comprehensive project on cosmetic & dermatological importance of Baumann skin type classification.	2	Experiential-Learning27.9	CAN	Does	PER,LS,PBL,DIS

Practical Training Activity

Practical Training 27.1 Skin layers and cosmetological significance

Total Learning Hours: 3 Hours

Step 1: Theoretical Overview (60 minutes) – The teacher will provide a **detailed explanation of skin anatomy**, covering the **epidermis, dermis, and subcutaneous layers** with a focus on their **role in cosmetic procedures**. The discussion will include **skin barrier function, collagen structure, pigmentation, aging processes, and common dermatological concerns.**

Step 2: Practical Demonstration (75 minutes) – A **live or model-based demonstration** will be conducted, illustrating **skin histology using diagrams, 3D models, or microscopic slides.**

Step 3: Discussion & Assessment (45 minutes) – An **interactive discussion** will follow, focusing on the **clinical relevance of skin layers in aesthetic treatments**. The teacher will assess students' **understanding, application, and clinical reasoning skills using Mini-CEX, OSCE, and OSPE** to ensure comprehensive learning.

Practical Training 27.2 Skin appendages and cosmetology

Total Learning Hours: 3 Hours

Step 1: Theoretical Overview (60 minutes) – The teacher will explain the **skin appendages, including hair follicles, sebaceous glands, sweat glands, and nails**, emphasizing their **structure, function, and role in cosmetic treatments**. Discussions will include **hair growth cycles, sebaceous gland activity in acne, and nail health in cosmetology**. **Step 2: Practical Demonstration (75 minutes)** – A **live or model-based demonstration** will be conducted to illustrate the **anatomy and physiology of skin appendages** using **microscopic slides, histological models, or digital imaging**. **Step 3: Discussion & Assessment (45 minutes)** – A structured discussion will follow, analyzing the **clinical significance of skin appendages in cosmetic procedures**. The teacher will assess students using **Mini-CEX, OSCE, and OSPE** to evaluate their understanding and application of concepts.
Practical Training 27.3 Healing process
Total Learning Hours: 3 Hours **Step 1: Introduction & Demonstration (75 minutes)** – The teacher will introduce the principles of **wound healing and skin regeneration**, explaining how different treatments such as **lasers, microneedling, PRP, chemical peels, and advanced wound care techniques** impact the healing process. A **live demonstration** or video-based instructional session will illustrate the effects of these interventions on skin repair and recovery. **Step 2: Hands-on Practice & Interactive Discussion (75 minutes)** – Students will actively engage in **practical applications**, analyzing case studies and discussing real-life scenarios where therapeutic measures influence healing. They will examine **treatment protocols, patient factors, and expected outcomes** while participating in an interactive discussion. **Step 3: Assessment & Feedback (30 minutes)** – The teacher will assess students' **understanding, procedural skills, and ability to correlate treatments with healing outcomes** using **Mini-CEX, OSCE, and OSPE**. Constructive feedback will be provided to enhance clinical reasoning and practical knowledge.
Practical Training 27.4 Facial symmetry and proportions
Total Learning Hours: 3 Hours **Step 1: Introduction & Demonstration (75 minutes)** – The teacher will introduce the principles of **facial symmetry and proportions**, explaining their role in **aesthetic analysis, cosmetology, and facial enhancement treatments**. A live demonstration or visual presentation will highlight key facial landmarks, golden ratios, and their significance in treatment planning.

Step 2: Hands-on Analysis & Interactive Discussion (75 minutes) – Students will assess facial proportions using **manual measurements and digital analysis tools**. They will discuss real-life cases, comparing natural variations in symmetry and their impact on cosmetic procedures such as fillers, Botox, and contouring. **Step 3: Assessment & Feedback (30 minutes)** – The teacher will assess students' **understanding, analytical skills, and application of concepts** using **Mini-CEX, OSCE, and OSPE**, providing feedback for refinement.
Practical Training 27.5 Facial cosmetic procedures
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (45 minutes)** – The teacher will introduce the concept of **personalized facial cosmetic procedures**, focusing on **individualized treatment plans** for symmetry, contouring, and proportion enhancement. A live demonstration or visual presentation will showcase techniques such as **fillers, Botox, and contouring methods** tailored to different facial structures. **Step 2: Hands-on Analysis & Discussion (60 minutes)** – Students will practice **facial assessment techniques** under supervision, identifying aesthetic concerns and proposing suitable cosmetic procedures. Interactive discussions will highlight **treatment selection, patient-specific considerations, and outcome expectations**. **Step 3: Assessment & Feedback (15 minutes)** – Students' **analytical skills and practical understanding** will be evaluated using **Mini-CEX, OSCE, and OSPE**, with constructive feedback provided for skill enhancement.
Practical Training 27.6 Fitzpatrick skin types
Total Learning Hours: 3 Hours **Step 1: Introduction & Classification (75 minutes)** – The teacher will introduce the **Fitzpatrick Skin Type Classification**, explaining its significance in dermatology and cosmetology. Students will learn to assess skin types based on **response to UV exposure, pigmentation, and sensitivity to cosmetic treatments.** **Step 2: Practical Demonstration & Analysis (75 minutes)** – Students will observe **live demonstrations or visual case studies** showcasing different Fitzpatrick skin types. They will practice **identifying skin types and discussing their relevance in cosmetic treatments, including laser therapy, chemical peels, and sun protection.** **Step 3: Discussion & Assessment (30 minutes)** – A structured discussion will follow, analyzing **challenges in skin type assessment and its implications for treatment selection.** The teacher will evaluate students using **Mini-CEX, OSCE, and OSPE**, ensuring a clear understanding of the topic.

Practical Training 27.7 Baumann skin types
Total Learning Hours: 3 Hours **Step 1: Introduction & Classification (75 minutes)** – The teacher will introduce the **Baumann Skin Type System**, explaining its **four parameters: oily vs. dry, sensitive vs. resistant, pigmented vs. non-pigmented, and wrinkle-prone vs. tight.** Students will learn how this classification helps in **personalized skincare and cosmetic treatments.** **Step 2: Practical Demonstration & Analysis (75 minutes)** – Students will observe **case-based demonstrations** of different Baumann skin types, practicing **skin type assessments through clinical examination and diagnostic tools.** They will discuss **treatment recommendations and product selection based on individual skin profiles.** **Step 3: Discussion & Assessment (30 minutes)** – A structured discussion will focus on **the application of Baumann Skin Typing in cosmetic dermatology.** The teacher will assess students' understanding using **Mini-CEX, OSCE, and OSPE**, ensuring they can accurately classify skin types and recommend appropriate treatments.
Experiential Learning Activity
Experiential-Learning Learning 27.1: Skin analysis and dermascopy
Total Learning Hours: 3 Hours **Step 1: Case Assignment & Patient Evaluation (60 minutes)** – The student will be assigned a case requiring **detailed skin analysis using dermoscopy**. They will conduct **history-taking, visual skin examination, and assessment of lesions, pigmentation, vascular patterns, and textural changes**. If a patient is unavailable, a simulated case or pre-recorded clinical scenario will be used. **Step 2: Independent Case Performance (75 minutes)** – The student will **independently perform dermoscopic skin analysis** under supervision, identifying **various dermoscopic patterns, distinguishing benign from malignant lesions, and documenting findings**. **Step 3: Discussion & Assessment (45 minutes)** – A structured discussion will follow, focusing on **interpretation of dermoscopic findings, clinical decision-making, and cosmetic dermatology applications**. The teacher will assess **clinical skills, procedural competency, and diagnostic accuracy** using **DOAP, DOPE, and interactive discussions**, providing constructive feedback.

Experiential-Learning Learning 27.2: Skin healing process
Total Learning Hours: 3 Hours **Step 1: Topic Assignment & Research (60 minutes)** – The teacher will assign the topic **"Skin Healing Process & Its Relevance in Dermatology and Cosmetology."** Students will conduct **in-depth research** on the phases of skin healing (hemostasis, inflammation, proliferation, and remodeling) and their implications in cosmetic and dermatological treatments. **Step 2: Content Organization & Seminar Presentation (75 minutes)** – Students will compile their findings into a **structured PowerPoint presentation**, covering key aspects such as **wound healing mechanisms, factors influencing skin repair, and applications in procedures like microneedling, lasers, chemical peels, and PRP therapy**. The seminar will be delivered to faculty and peers, promoting academic discussions and knowledge sharing. **Step 3: Discussion & Assessment (45 minutes)** – A structured discussion will follow the seminar, where students will **analyze challenges, innovations, and clinical applications** of skin healing in cosmetology and dermatology. The teacher will assess **research depth, presentation clarity, communication skills, and engagement** using **a checklist and interactive discussions** to ensure comprehensive understanding.
Experiential-Learning Learning 27.3: Fillers for facial symmetry
Total Learning Hours: 3 Hours **Step 1: Literature Search & Paper Selection (75 minutes)** – The student will review **clinical trials on the use of fillers** for treating **facial symmetry and proportions**, analyzing key aspects such as study design, patient selection, techniques used, and outcome measures. In consultation with the teacher, one research paper will be finalized for presentation. **Step 2: Journal Club Presentation (75 minutes)** – The student will deliver a structured presentation covering **study methodology, results, discussion, and clinical implications**. Faculty and peers will engage in academic discussions, critically analyzing the findings and their relevance in cosmetic practice. **Step 3: Discussion & Assessment (30 minutes)** – A post-presentation discussion will evaluate **study limitations, real-world applications, and advancements in filler-based facial enhancement**. The teacher will assess students using a **checklist**, ensuring depth of research, clarity of presentation, analytical skills, and engagement in discussion.
Experiential-Learning Learning 27.4: Facial structures and cosmetology

Total Learning Hours: 3 Hours **Step 1: Topic Assignment & Research (75 Minutes)** – The teacher will assign the topic, focusing on **the anatomical significance and aesthetic considerations** of facial structures in cosmetology. Students will conduct research on **facial proportions, skeletal and soft tissue anatomy, aging effects, and their impact on cosmetic treatments.** **Step 2: Content Organization & Presentation (75 Minutes)** – Students will compile their findings into a structured **PowerPoint presentation**, covering **key anatomical features, their role in aesthetic balance, and implications for cosmetic interventions**. The presentation will be delivered to faculty and peers, encouraging academic discussions. **Step 3: Discussion & Assessment (30 Minutes)** – A structured discussion will follow, allowing students to analyze **clinical applications and challenges in cosmetic procedures**. The teacher will assess students using a **checklist**, ensuring clarity of presentation, depth of research, communication skills, and engagement in discussion.
Experiential-Learning Learning 27.5: Sensitive Skin
Total Learning Hours: 3 Hours **Step 1: Literature Search & Paper Selection (75 Minutes)** – The student will review and select a **clinical trial or research paper** focusing on strategies for managing **sensitive skin**, including **barrier repair, anti-inflammatory treatments, and ingredient selection.** The final paper will be chosen in consultation with the teacher. **Step 2: Journal Club Presentation (75 Minutes)** – The student will present the selected study, covering **research methodology, key findings, clinical implications, and recommended skincare approaches for sensitive skin.** Faculty and peers will participate in discussions to critically analyze the findings. **Step 3: Discussion & Assessment (30 Minutes)** – A post-presentation discussion will allow students to explore **practical applications, limitations of the study, and emerging trends** in sensitive skin management. The teacher will assess **analytical skills, clarity of presentation, and engagement in discussion** using a **checklist** to ensure comprehensive learning.
Experiential-Learning Learning 27.6: Oily, dry and combination skin
Total Learning Hours: 3 Hours

Step 1: Topic Assignment & Research (75 minutes) – The teacher will assign the topic, and students will conduct a **literature review** on the **preventive measures and treatment strategies** for **oily, dry, and combination skin types.** Research will include **scientific studies, dermatological guidelines, and best practices in skincare.** **Step 2: Content Organization & Presentation (75 minutes)** – Students will compile their findings into a **structured PowerPoint presentation** covering **skin physiology, contributing factors, tailored skincare routines, and professional treatment options.** The presentation will be delivered to **faculty and peers**, encouraging discussion and interactive learning. **Step 3: Discussion & Assessment (30 minutes)** – A structured discussion will follow, analyzing **common misconceptions, challenges in management, and product formulations suited for different skin types.** The teacher will assess **research depth, clarity, communication skills, and engagement** using a **checklist** to ensure a thorough understanding of the topic.
Experiential-Learning Learning 27.7: Ageing-prone skin
Total Learning Hours: 3 Hours **Step 1: Topic Assignment & Research (75 minutes)** – The teacher will assign the topic, and students will conduct a **literature review** on the **factors contributing to skin aging, preventive strategies, and management techniques.** Research will include **scientific studies, dermatological guidelines, and evidence-based anti-aging interventions.** **Step 2: Content Organization & Presentation (75 minutes)** – Students will compile their findings into a **structured PowerPoint presentation** covering **intrinsic and extrinsic aging factors, skin changes, preventive skincare, and professional treatments.** The presentation will be delivered to **faculty and peers**, fostering discussion and interactive learning. **Step 3: Discussion & Assessment (30 minutes)** – A structured discussion will follow, analyzing **misconceptions, challenges in aging skin management, and advancements in anti-aging treatments.** The teacher will assess **research depth, clarity, communication skills, and engagement** using a **checklist** to ensure a comprehensive understanding of the topic.
Experiential-Learning Learning 27.8: Fitzpatrick skin type classification
Total Learning Hours: 3 Hours

Step 1: Research & Data Collection (75 minutes) – Students will conduct a **literature review** on the **Fitzpatrick Skin Type Classification, its dermatological significance, and cosmetic relevance.** They will explore **how different skin types respond to sun exposure, cosmetic treatments, and dermatological procedures.** **Step 2: Project Development, Presentation & Submission (75 minutes)** – Based on their research, students will **compile their findings into a structured written report** discussing **skin type characteristics, risks, and customized skincare and treatment approaches.** They will **present their project to peers** to encourage academic discussion and knowledge sharing and **submit the project in written form** to the teacher. **Step 3: Discussion & Assessment (30 minutes)** – A discussion session will follow, where students will analyze **clinical applications of the classification and its role in treatment selection.** The teacher will assess **depth of research, clarity, and practical understanding** using a **checklist.**	
Experiential-Learning Learning 27.9: Baumann skin type classification	
Total Learning Hours: 2 Hours **Step 1: Research & Data Collection (60 Minutes)** – Students will explore the **Baumann Skin Type Classification**, analyzing its **role in dermatology and cosmetology.** They will study how the classification system **categorizes skin based on oiliness, sensitivity, pigmentation, and aging tendencies** and its relevance in **customized skincare and cosmetic treatments.** **Step 2: Project Development, Presentation & Submission (45 Minutes)** – Students will **compile their findings into a structured report** discussing **skin type characteristics, treatment approaches, and dermatological concerns.** They will **present their project to peers** to encourage discussion and **submit the written project to the teacher.** **Step 3: Discussion & Assessment (15 Minutes)** – A discussion session will follow, analyzing **the clinical application of the Baumann classification in treatment planning.** The teacher will assess **research depth, presentation clarity, and practical understanding** using a **checklist.**	
Modular Assessment	
Assessment	**Hour**
Instructions – Conduct a structured modular assessment, that carry **50 marks**. Keep record of structured marking pattern using different assessment methods applicable to the module of the semester concern, and calculate modular grade point as shown in table 6 C.	4

1. Model/Chart-Based Assessment – (25 Marks): Students will create a Model or Chart illustrating key concepts of Facial and Skin Applied Anatomy. Assessment will be based on: • Content Accuracy (5 Marks) • Anatomical Representation (5 Marks) • Creativity and Presentation (5 Marks) • Clarity and Labeling (5 Marks) • Explanation and Justification (5 Marks) **2. Demonstration of Observed Assessment and Practice – (25 Marks):** Students will participate in a **DOAP** session to identify skin types based on **nature** and **color** using classifications such as the **Fitzpatrick Scale** and other skin type classification systems. The teacher will assess the identification process based on the following criteria: • Identification of Skin Type by Nature (5 Marks) • Identification of Skin Type by Color Using Fitzpatrick Classification (5 Marks) • Recognition of Other Classification Systems (5 Marks) • Accuracy and Justification of Assessment (5 Marks) • Communication and Explanation of Findings (5 Marks) Or Any practical in converted form can be taken for assessment. **(25 Marks)** and Any experiential, such as portfolios/ reflection/ presentations can be taken as an assessment. **(25 Marks)**	
Module 28 : ادویہ مزینہ/Adviā Muzayyenah (Cosmeceuticals)	
Module Learning Objectives (At the end of the module, the students should be able to)	

1. Describe actions, indications, contra-indications and adverse effects of Advia Muzayyenah and cosmetic procedures

2. Conduct the demonstration of effects and adverse effects after treatment through Advia Muzayyenah

3. Identify various skin conditions to be treated with Advia Muzayyenahand and after-effects

Unit 1 ادویہ مزینہ کی درجہ بندی Adviā Muzayyenah ki darjā bandi (Classification of Cosmetic Drugs)

28.1.1 ادویہ مزینہ برائے ترطیب و تملیس (Cosmetic drugs for Moisturization and Hydration)

28.1.2 ادویہ مزینہ برائے تجلی بشرہ و تحفظ لونیت جلد (Cosmetic drugs for Skin lightening and Pigmentation control)

28.1.3 ادویہ مزینہ برائے تحفظ ناخن و شعر (Cosmetic drugs for Hair and Nail care)

28.1.4 ادویہ مزینہ برائے تحفظ شمسی (Cosmetic drugs for Sun Protection)

28.1.5 ادویہ مزینہ برائے تحفظِ درازیِ عمر (Cosmetic drugs for Aging control)

References: 11,15,16,21

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO7	Illustrate Advia Muzayyena and their aesthetic importance.	2	Lecture	CAP	Knows-how	SIM,L&PPT
CO1,CO4,CO7	Discuss and demonstrate cosmetic drugs for moisturization and hydration.	2	Practical28.1	PSY-GUD	Shows-how	D,D-M

CO1,CO7	Conduct a comprehensive literature search and deliver a seminar presentation on cosmetic drugs used for skin lightening and pigmentation control.	3	Experiential-Learning28.1	CS	Does	LS
CO1,CO4,CO7	Discuss and demonstrate cosmetic drugs for sun protection and UV care.	2	Practical28.2	PSY-GUD	Shows-how	D,L&GD
CO1,CO2,CO5	Discuss and demonstrate cosmetic drugs used for hair and nail care.	2	Practical28.3	PSY-GUD	Shows-how	DIS,D
CO2,CO4,CO7	Develop a detailed project on anti-ageing and rejuvinating agents.	3	Experiential-Learning28.2	CAN	Does	TBL

Unit 2 زینت جلد کے لیے مستعمل یونانی ادویہ، انکے افعال اور فعال اجزا Zeenat-i Jild ke liye mustamal unani advia, unke af'āl aur fa'āl ajzā (Unani drugs commonly used in cosmetics, their mode of actions and active principles)

28.2.1 یونانی مرکبات مزینہ (Unani Cosmetic Compound Formulations)

28.2.2 یونانی ادویات مزینہ (Unani Cosmetic Single Drugs)

28.2.3 یونانی مرکبات وادویات برائے تحفظ درازیِ عمر (Unani Compoind Formulations and Single Drugs used for Aging control)

28.2.4 یونانی مرکبات وادویات برائے تحفظِ لب وچشم (Unani Compound Formulations and Single Drugs used for Lip and Eye care)

28.2.5 یونانی مرکبات وادویات برائے تجلی بشرہ وتحفظ لونیت جلد (Unani Compound Formulations and Single Drugs for Skin lightening and Pigmentation control)

28.2.6 یونانی مرکبات وادویات برائے تصفیہ جلد (Unani Compound Formulations and Single Drugs used for Cleansing of Skin)

References: 13,14,21

3A	3B	3C	3D	3E	3F	3G
CO1,CO7	Discuss Unani cosmetic formulations.	2	Lecture	CC	Knows-how	L&PPT ,L
CO1,CO7	Discuss and demonstrate Unani compound formulations and single drugs used for anti-aging and rejuvenation.	2	Practical28.4	PSY-GUD	Shows-how	DIS,D
CO1,CO7	Conduct literature survey and deliver semianr presentation on Unani formulations and drugs used for lip and eye care.	3	Experiential-Learning28.3	PSY-GUD	Does	PBL,PER,CBL,LS,DIS
CO1,CO7	Analyze the introduction, methodology, result, and discussion of a recent clinical trial on Unani cosmetic formulations.	3	Experiential-Learning28.4	PSY-GUD	Does	DIS,D
CO1,CO2,CO6	Discuss Unani single drugs used for cosmetological purposes.	2	Lecture	CC	Knows-how	L&PPT ,L
CO1,CO2,CO6	Discuss and demonstrate Unani formulations and single drugs used for skin lightening and pigmentation control.	2	Practical28.5	PSY-GUD	Shows-how	DIS,D
CO2,CO3,CO6	Discuss and demonstrate Unani formulations and single drugs used for cleansing of skin.	2	Practical28.6	PSY-GUD	Shows-how	DIS,D
CO2,CO3,CO6	Organize workshop on future prospects for research and innovation on Unani cosmetic formulations.	4	Experiential-Learning28.5	PSY-ADT	Does	W

Unit 3 ادویہ مزینہ کے مضرّاثرات Māddā-i muzayyenah ke muzir asrāt (Adverse reactions of cosmetics)

28.3.1 ادویہ مزینہ کی عام مضرتیں (Common Adverse Reactions of Cosmetics)

28.3.2 ادویہ مزینہ برائے شعر کے مضراثرات (Adverse Reactions of Cosmetics used for Hair Care)

28.3.3 ادویہ مزینہ کے مضراثرات کا علاج اور اس سے تحفظ (Prevention and management of Adverse Reactions to Cosmetics)

References: 84,85,87

3A	3B	3C	3D	3E	3F	3G
CO1,CO7	Discuss common allergic reactions associated with cosmetic ingredient.	2	Lecture	CC	Knows-how	L&PPT ,L
CO1,CO7	Discuss and demonstrate adverse reactions of cosmetic products used for hair care.	2	Practical28.7	PSY-GUD	Shows-how	D,DIS
CO1,CO7	Conduct a comprehensive literature search and deliver a seminar presentation on evidence-based management of adverse reactions of facial cosmetics.	3	Experiential-Learning28.6	CS	Does	D,DIS
CO1,CO7	Conduct an education plan for patients and their relatives in case of adverse event/s by cosmetic use.	3	Experiential-Learning28.7	PSY-GUD	Does	DIS
CO1,CO2,CO7	Discuss and demonstrate adverse reactions of cosmetics used for lip and eye care.	2	Practical28.8	PSY-GUD	Shows-how	D,DIS

Unit 4 تغسیل، بیوٹی پارلر اور سیلون میں مستعمل تدابیر کے مضر اثرات Taghseel, beauty parlour aur saloon mein mustamal tadabeer ke muzir asrāt (Adverse reactions of Procedures done in Spa, beauty parlour and salon)

28.4.1 تغسیل، بیوٹی پارلر اور سیلون میں مستعمل تدابیر کے مضر اثرات (Adverse Effects associated with procedures of Spa, Beauty Parlor and Salon)

References: 84,85,87

3A	3B	3C	3D	3E	3F	3G
CO1,CO7	Discuss reactions caused by procedures and products used in spa, beauty parlour and salon.	2	Lecture	CC	Knows-how	L&PPT ,L_VC
CO1,CO7	Discuss and demonstrate the management plan for adverse effects caused by spa procedures.	2	Practical28.9	PSY-GUD	Shows-how	PER,D,DIS
CO1,CO7	Discuss and demonstrate the management plan for adverse effects of beauty parlour and salon procedures.	2	Practical28.10	PSY-GUD	Shows-how	D,DIS,PER
CO1,CO7	Conduct a comprehensive literature search and deliver a seminar presentation on adverse reactions of products and procedures used in spa, beauty parlour and salon.	4	Experiential-Learning28.8	CE	Does	D,DIS,PSM

Practical Training Activity

Practical Training 28.1 Cosmetic drugs for moisturization and hydration

Total Learning Hours: 2 Hours

Step 1: Introduction (30 minutes): the teacher will define moisturization and hydration and differentiate between the two concepts in skincare and outline the main categories of cosmetic ingredients that provide moisturization and hydration like humectants, emollients, and occlusives.

Step 2: Student-Led Discussion and Demonstration (60 minutes): the students will be divided into small groups. Group 1 (20 minutes) will discuss and demonstrate the mechanism of action of various types of humectants used in skincare like glycerin, hyaluronic acid, propylene glycol, sorbitol, and alpha hydroxy acids (AHAs) and their use in various climates and environments. They will demonstrate texture and application of different humectant-containing products (e.g., serums, gels, lotions).

Group 2 (20 minutes) will discuss and demonstrate the mechanism of action of emollients and various types of emollients used in skincare like oils (e.g., jojoba oil, squalane), fatty acids, esters, butters (e.g., shea butter, cocoa butter), and discuss the benefits and concerns of emollients in dry and irritated skin, acne-prone or oily skin. Then the group will demonstrate the texture and application of different emollient-containing products (e.g., creams, ointments, oils).

Group 3 (20 minutes) will discuss the mechanism of action of occlusives and various types of occlusives used in skincare like petrolatum, mineral oil, silicones (e.g., dimethicone), and waxes (e.g., beeswax, carnauba wax), and discuss benefits and concerns for very dry skin, barrier repair, and wound healing. Then the group will demonstrate the texture and application of different occlusive-containing products (e.g., ointments, thick creams, balms), and compare the level of conclusiveness and the feel on the skin.

Step 3: Summary & Assessment (30 minutes): The teacher will lead a structured discussion to summarize key takeaways from each group's presentation and demonstration. The teacher will assess and provide constructive feedback to each group and individual, focusing on strengths in their presentation and demonstration, areas for improvement in their knowledge, technique, or communication and guidance on how to provide effective Unani anti-aging skincare in a clinical setting.

Practical Training 28.2 Cosmetics for sun protection and UV care

Total Learning Hours: 2 Hours

Step 1: Introduction (20 minutes): The teacher will explain the importance of sun protection and UV care in maintaining skin health and preventing premature aging, discuss the different types of ultraviolet (UV) radiation (UVA, UVB, UVC) and their effects on the skin, and outline the main categories of sun protection agents like physical sunscreens (mineral sunscreens) and chemical sunscreens (organic sunscreens) as well as the concept of Sun Protection Factor (SPF) and its significance.

Step 2: Student-Led Discussion and Demonstration (80 minutes): Students will be divided into groups, each focusing on a specific subtopic for discussion and demonstration:

Group 1 (20 minutes) will discuss the mechanism of action of physical sunscreens, common active ingredients used in physical sunscreens like Zinc oxide and Titanium dioxide, their advantages and disadvantages, and their application in different skin types, including sensitive skin and children. They will demonstrate the texture and application of different physical sunscreen formulations (e.g., creams, lotions, sticks), and compare the spreadability and potential for white cast.

Group 2 (20 minutes) will discuss the mechanism of action of chemical sunscreens, common active ingredients used in chemical sunscreens like Oxybenzone, Avobenzone, Octinoxate, Homosalate and Octisalate, their advantages and disadvantages, and considerations for different skin types and potential sensitivities. They will demonstrate the texture and application of different chemical sunscreen formulations (e.g., lotions, gels, sprays), and will discuss the importance of proper application time before sun exposure.

Group 3 (20 minutes) will discuss the importance and protection of broad-spectrum sunscreens against both UVA and UVB radiation, concept of Sun Protection Factor (SPF) and its limitations, discuss the benefits and drawbacks of using high-SPF sunscreens, and finally will debunk common myths about sunscreen and sun exposure. They will demonstrate how to read and interpret sunscreen labels, and compare sunscreens with different SPF levels and broad-spectrum claims.

Group 4 (20 minutes) will discuss the recommended amount of sunscreen to apply for adequate protection, explain proper application techniques for different areas of the body, discuss the importance of reapplication, especially after swimming or sweating, and review other sun-safe practices like seeking shade, wearing protective clothing, and avoiding peak sun exposure hours. They will demonstrate proper sunscreen application techniques, show how to apply sunscreen to hard-to-reach areas, and discuss the use of other sun-protective measures (e.g., hats, sunglasses).

Step 3: Summary & Assessment (20 minutes): The teacher will lead a structured discussion to summarize key takeaways from each group's presentation and demonstration. The teacher will assess and provide constructive feedback to each group and individual, focusing on strengths in their presentation and demonstration, areas for improvement in their knowledge, technique, or communication and guidance on how to provide effective Unani anti-aging skincare in a clinical setting.

Practical Training 28.3 Cosmetic drugs for hair and nail care

Total Learning Hours: 2 Hours

Step 1: Introduction (20 minutes): The teacher will discuss common hair (dryness, damage, breakage, thinning) and nail concerns (brittleness, weakness, slow growth), and outline the cosmetic product categories for hair: cleansers, conditioners, styling, growth promoters, and nails: strengtheners, growth promoters, cuticle care.

Step 2: Student-Led Discussion & Demonstration (80 minutes): Students will be divided into small groups. Group 1 (20 minutes) will discuss role of shampoos and the surfactants, and conditioners (humectants, emollients, proteins) in hair and scalp care and will demonstrate the techniques, product comparison, hair type-specific choices. Group 2 (20 minutes) will discuss the role and effects of hairsprays, gels, mousses, waxes, serums in hair styling, ingredients used, and damage from overuse of these products, and demonstrate the proper application, styling, and methods for damage minimization. Group 3 (20 minutes) will discuss mode of action, effects, and side effects of minoxidil, finasteride, supplements, and botanicals in hair growth, and finally will demonstrate the proper method of topical application and review the supplement ingredients. Group 4 (20 minutes) will discuss the role of nail strengtheners, cuticle products; ingredients for growth, and breakage prevention. They will demonstrate the proper method of trimming, shaping, application of strengtheners, and cuticle care.

Step 3: Summary & Assessment (20 minutes): The Teacher will summarize the key takeaways from each group. The students will be assessed and constructive feedback will be provided by the teachers focused on presentation strengths, areas for improvement in knowledge, technique, communication, and guidance on providing effective Unani anti-aging skincare advice.

Practical Training 28.4 Unani compound formulations and single drugs used for anti-aging and rejuvenation

Total Learning Hours: 2 Hours

Step 1: Introduction (20 minutes): The teacher will discuss mode of action, indications, contra-indications, and after-effects of Unani formulations and single drugs used for anti-ageing and rejuvination.

Step 2: Student-Led Discussion & Demonstration (80 minutes): Students will be divided into small groups. They will conduct in-depth search on Unani formulations and drugs used for anti-ageing and rejuvination and present their findings in Power Point Presentation to their peers.

Step 3: Summary & Assessment (20 minutes): The Teacher will summarize the key takeaways from each group. The students will be assessed and constructive feedback will be provided by the teachers focused on presentation strengths, areas for improvement in knowledge, technique, communication, and guidance on providing effective Unani anti-aging skincare advice.

Practical Training 28.5 Unani drugs for skin lightening and pigment control
Total Learning Hours: 2 Hours **Step 1: Introduction (20 minutes):** The teacher will discuss mode of action, indications, contra-indications, and after-effects of Unani formulations and single drugs used for skin lightening and pigmentation control. **Step 2: Student-Led Discussion & Demonstration (80 minutes):** Students will be divided into small groups. They will conduct in-depth search on Unani formulations and drugs used for skin lightening and pigmentation control and present their findings in Power Point Presentation to their peers. **Step 3: Summary & Assessment (20 minutes):** The Teacher will summarize the key takeaways from each group. The students will be assessed and constructive feedback will be provided by the teachers focused on presentation strengths, areas for improvement in knowledge, technique, communication, and guidance on providing effective Unani anti-aging skincare advice.
Practical Training 28.6 Unani cleansers
Total Learning Hours: 2 Hours **Step 1: Introduction (20 minutes):** The teacher will discuss mode of action, indications, contra-indications, and after-effects of Unani formulations and single drugs used for cleansing of skin. **Step 2: Student-Led Discussion & Demonstration (80 minutes):** Students will be divided into small groups. They will conduct in-depth search on Unani formulations and drugs used for cleansing of skin and present their findings in Power Point Presentation to their peers. **Step 3: Summary & Assessment (20 minutes):** The Teacher will summarize the key takeaways from each group. The students will be assessed and constructive feedback will be provided by the teachers focused on presentation strengths, areas for improvement in knowledge, technique, communication, and guidance on providing effective Unani anti-aging skincare advice.
Practical Training 28.7 Aadverse reactions of Hair Cosmetics
Total Learning Hours: 2 Hours **Step 1: Introduction (20 minutes):** The teacher will discuss the mechanism of action of adverse reactions of cosmetic products used for hair care.

Step 2: Student-Led Discussion & Demonstration (80 minutes): Students will be divided into small groups. They will conduct in-depth search on adverse reactions of cosmetic products used for hair care and present their findings in Power Point Presentation to their peers. **Step 3: Summary & Assessment (20 minutes):** The Teacher will summarize the key takeaways from each group. The students will be assessed and constructive feedback will be provided by the teachers focused on presentation strengths, areas for improvement in knowledge, technique, communication, and guidance on providing effective Unani anti-aging skincare advice.
Practical Training 28.8 Adverse reactions of cosmetics
Total Learning Hours: 2 Hours **Step 1: Introduction (20 minutes):** The teacher will discuss mode of action of adverse reactions of cosmetics used for lip and eye care. **Step 2: Student-Led Discussion & Demonstration (80 minutes):** Students will be divided into small groups. They will conduct in-depth search on Unani formulations and drugs used for cleansing of skin and present their findings in Power Point Presentation to their peers. **Step 3: Summary & Assessment (20 minutes):** The Teacher will summarize the key takeaways from each group. The students will be assessed and constructive feedback will be provided by the teachers focused on presentation strengths, areas for improvement in knowledge, technique, communication, and guidance on providing effective Unani anti-aging skincare advice.
Practical Training 28.9 Adverse effects of Spa procedures
Total Learning Hours: 2 Hours **Step 1: Introduction (75 Minutes)**- Teacher will introduce the topic of adverse reactions caused by spa procedures for discussion on mechanism of action, clinical features and management plan of adverse reactions caused by ingredients used in spa procedures. Step 2: **Group Discussion (30 Minutes)-** Students will be divided into small groups to discuss key aspects of the topic. The teacher will actively facilitate discussions, clarifying doubts, reinforcing different types of immunologically-mediated skin disorders. **Step 3: Assessment & Feedback (15 Minutes)-** Students' understanding and learning will be evaluated through quiz or direct questioning, with constructive feedback provided to refine knowledge and clinical reasoning.

Practical Training 28.10 Adverse Effects of Spa, Beauty Parlour and Salon Procedures
Total Learning Hours: 2 Hours **Step 1: Topic Assignment & Discussion (75 Minutes)**- Teacher will introduce the topic of adverse reactions caused by spa procedures for discussion on mechanism of action, clinical features and management plan of adverse reactions caused by ingredients used in spa procedures. Step 2: **Group Discussion (30 Minutes)-** Students will be divided into small groups to discuss key aspects of the topic. The teacher will actively facilitate discussions, clarifying doubts, reinforcing different types of immunologically-mediated skin disorders. **Step 3: Assessment & Feedback (15 Minutes)-** Students' understanding and learning will be evaluated through quiz or direct questioning, with constructive feedback provided to refine knowledge and clinical reasoning.
Experiential Learning Activity
Experiential-Learning Learning 28.1: Cosmeceuticals for skin lightening and pigment control
Total Learning Hours: 3 Hours **Step 1: Topic Assignment & Research (60 minutes)** – The teacher will assign the topic "cosmetic drugs used for skin lightening and pigmentation control". Students will conduct in-depth research on mode of action, indications in various types of skin, and adverse effects of drugs used forskin lightening and pigmentation control. **Step 2: Content Organization & Seminar Presentation (75 minutes)** – Students will compile their findings into a structured PowerPoint presentation, covering key aspects such as mechanism of action, indications and evidence-based selection of cosmetic drugs used for skin lightening and pigmentation control in consdieration of skin types. The seminar will be delivered to faculty and peers, promoting academic discussions and knowledge sharing. **Step 3: Discussion & Assessment (45 minutes)** – A structured discussion will follow the seminar, where students will analyze challenges, innovations, and clinical applications of skin healing in cosmetology and dermatology. The teacher will assess research depth, presentation clarity, communication skills, and engagement using a checklist and interactive discussions to ensure comprehensive understanding.
Experiential-Learning Learning 28.2: Anti-ageing and rejuvinating agents

Total Learning Hours: 3 Hours

Step 1: Topic Assignment & Research (75 minutes) – The teacher will assign the project on anti-ageing and rejuvinating agents. Students will conduct in-depth research using textbooks, scientific journals, and online resources to explore treatment approaches in both conventional and Unani medicine.

Step 2: Project Compilation & Presentation (75 minutes) – Students will analyze and organize the gathered information into a structured format. They will prepare a PowerPoint presentation to present their findings and compile a written report detailing treatment strategies, preventive measures, and patient counseling techniques. The presentation will be delivered to peers and faculty to encourage interactive discussions and knowledge sharing.

Step 3: Discussion & Assessment (30 minutes) – Following the presentation, a discussion session will be conducted to address doubts and enhance understanding. The teacher will assess the depth of research, scientific accuracy, and presentation quality while providing constructive feedback for improvement.

Experiential-Learning Learning 28.3: Lip and eye care formulations

Total Learning Hours: 3 Hours

Step 1: Topic Assignment & Research (120 minutes) - The teacher will assign the topic of Unani formulations and drugs used for lip and eye care to students. They will conduct an in-depth study using scientific journals, academic databases, and online resources to gather relevant, evidence-based information on the topic.

Step 2: Seminar Presentation & Discussion (45 Minutes) - Students will organize and analyze the information they have gathered into a clear and structured format. They will create a PowerPoint presentation and present their findings to peers and faculty. The session will encourage interactive discussions, with students engaging in knowledge exchange and peer learning.

Step 3: Critical Discussion & Assessment (15 Minutes) - A structured discussion will follow the presentations, where students will respond to queries, analyze key points, and clarify any doubts. The teacher will assess students based on the accuracy of the content, the effectiveness of their presentation skills, and their level of engagement in the academic discussion. Constructive feedback will be provided to help enhance their critical thinking and presentation abilities.

Experiential-Learning Learning 28.4: Cosmetic formulations

Total Learning Hours: 3 Hours

Step 1: Literature Search & Paper Selection (120 minutes)-The student will be assigned the topic of Unani cosmetic formulations for the journal club and will search for recently published clinical trial articles on the topic. With guidance from the assigned teacher, they will select one paper for presentation.

Step 2: Journal Club Presentation (45 minutes) - The student will lead the journal club session, providing a critical analysis of key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. The presentation will be delivered to peers and teachers, fostering academic engagement and discussion.

Step 3: Discussion & Assessment (15 minutes) - An in-depth discussion will follow, where students will analyze key findings and critical aspects of the article. The teacher will assess the student's performance, critical thinking, and understanding based on their presentation and participation.

Experiential-Learning Learning 28.5: Research and innovation in Unani cosmetics

Total Learning Hours: 4 Hours

Step 1:Introduction & Presentation (180 minutes) - The teacher will assign the topic of future prospects for research and innovation on Unani cosmetic formulations for workshop covering the current state of Unani cosmetics, including existing products, market trends, and regulatory considerations. One or two students will present the topic, covering all aspects of the workshop.

Step 2: Group Discussion (45 minutes) - Students will engage in small-group discussions, with the teacher facilitating, addressing doubts, and reinforcing key diagnostic and therapeutic concepts to enhance understanding. The discussion will focus on the challenges and opportunities in translating traditional Unani knowledge into modern cosmetic products, explore the increasing consumer demand for natural, holistic, and personalized skincare solutions, and brainstorm potential areas where Unani medicine can offer unique solutions in the cosmetic field.

Step 3: Assessment & Feedback (15 minutes) - Students' knowledge and learning will be evaluated through peer assessment or direct questioning, and constructive feedback will be given to finetune their clinical and therapeutic reasoning and comprehension.

Experiential-Learning Learning 28.6: Management of adverse reactions of facial cosmetics

Total Learning Hours: 3 Hours

Step 1: Topic Assignment, Literature Search & Review (75 minutes) - The teacher will assign the topic of evidence-based management of adverse reactions of facial cosmetics to the student. The student will then conduct an in-depth review by exploring recent clinical studies, guidelines, and research articles. They will utilize credible academic sources to gather comprehensive information on diagnostic approaches, treatment strategies, and emerging therapies.

Step 2: Content Organization & PPT Presentation (75 minutes) - After compiling relevant data, the student will develop a PowerPoint (PPT) presentation to effectively communicate their findings. The presentation will be delivered to faculty and fellow students, encouraging academic discussions and the exchange of knowledge.

Step 3: Discussion & Assessment (30 minutes) - Following the presentation, a structured discussion session will take place to analyze key aspects of the topic. The teacher will evaluate the student's performance based on research depth, clarity of presentation, communication skills, and level of engagement in discussions.

Experiential-Learning Learning 28.7: Adverse effects of cosmetics

Total Learning Hours: 3 Hours

Step 1: Topic Assignment & Research (120 minutes) -A group of two students will be assigned the topic education Plan for adverse event/s by cosmetic use and will research to gather relevant information.

Step 2: Developing & Delivering Educational Sessions (45 Minutes) - Using their research, the group will create an educational awareness plan and lead interactive training sessions for patients and their families. If direct participation is not feasible, the plan will be presented using PowerPoint Presentation.

Step 3: Discussion & Evaluation (15 Minutes) - After the presentation, the teacher will engage with the group through questions and discussions, assessing their knowledge, comprehension, and presentation skills to ensure effective learning.

Experiential-Learning Learning 28.8: Adverse reactions with procedures of Spa, Beauty parlour and Salon

Total Learning Hours: 4 Hours

Step 1: Topic Assignment & Research (90 Minutes) – The teacher will assign the topic adverse reactions of products and procedures used in spa, beauty parlour and salon and provide guidelines on key areas such as the mechanism of laser therapy, its effectiveness, patient selection, benefits, risks, and post-procedure care. Students will conduct research using clinical studies, scientific literature, and expert opinions.

Step 2: Content Organization & Presentation (90 Minutes) – Students will compile their research into a structured **PowerPoint presentation**, covering laser technologies, procedural techniques, expected outcomes, and clinical case studies. They will present their findings to faculty and peers, encouraging discussion and critical analysis.

Step 3: Discussion & Assessment (60 Minutes) – A structured discussion will follow, where students will analyze the advantages, limitations, and future prospects of laser hair restoration. The teacher will assess research depth, presentation clarity, communication skills, and active participation using a checklist, providing constructive feedback for improvement.	
Modular Assessment	
Assessment	**Hour**
Instructions – Conduct a structured modular assessment, that carry **50 marks**. Keep a record of structured marking pattern using different assessment methods applicable to the module of the semester concern, and calculate modular grade point as shown in table 6 C. **1. Case-Based Assessment – (25 Marks)**: Each student will be presented with a specific case related to the identification of adverse effects of cosmetics, their prevention, and management. Assessment will cover: • Case Understanding and History Taking (5 Marks) • Identification of Adverse Effects (5 Marks) • Diagnosis and Differential Diagnosis (5 Marks) • Preventive Strategies and Patient Counseling (5 Marks) • Management and Treatment Plan (5 Marks) **2. Chart Making – (15 Marks):** Students will create a Chart representing the Classification of Cosmetics. Assessment will be based on: • Content Accuracy (5 Marks) • Clarity and Organization (5 Marks) • Visual Presentation (5 Marks) **3. Oral Viva – (10 Marks)**: An Oral Viva will evaluate the student's understanding of Cosmeceutics, including the classification of cosmetics, their applications, potential adverse effects, preventive measures, and management approaches. **Or** Any practical in converted form can be taken for assessment. (**25 Marks**)	4

and

Any experiential, such as portfolios/ reflection/ presentations, can be taken as an assessment. (**25 Marks**)

Semester No : 4

Module 29 : شیخوخت جلد Shaikhukhat-i Jild (Skin Ageing)

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Describe the aging process and the effects of Asbab-i Sitta Zaruriyā and contemporary environmental factors on skin ageing.

2. Conduct practical sessions of clinical methods to evaluate ageing and its psychological effects on patients.

3. Formulate Usool-e-Ilaj (Line of treatment), Ilaj and perform different antiaging procedures.

Unit 1 شیخوخت جلد کی منافع الاعضائی ماہیت اور درجہ بندی Shaikhukhat-i Jild ki munāfe-ul-āzāyi māhiyat aur aqsām (Pathophysiology and classification of skin ageing)

29.1.1 شیخوخت جلد کی درجہ بندی (Classification of Skin Ageing)

29.1.2 شیخوخت جلد کی منافع الاعضائی ماہیت (Pathophysiology of Skin Ageing)

References: 15,23,29,40,41

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO3	Illustrate skin ageing and its classification.	1	Lecture	CAN	Knows-how	L,L&PPT
CO1,CO2	Discuss the pathophysiology of skin ageing	1	Practical29.1	PSY-SET	Knows-how	DIS,CBL

CO1,CO2	Demonstrate the different types of skin ageing.	2	Practical29.2	PSY-SET	Shows-how	CBL,D
CO1,CO2,CO3	Conduct a seminar presentation on pathophysiology and classification of skin ageing.	3	Experiential-Learning29.1	CE	Does	PBL,LS

Unit 2 اسباب ستہ ضروریہ کے شیخوخت جلد پر اثرات Asbāb-i sittā zaruriyā ke jild par asarāt (Effects of Asbab-i Sitta Zaruriyā on Skin Ageing)

29.2.1 اسباب ستہ ضروریہ کے شیخوخت جلد پر اثرات (Effects of Asbab-i Sitta Zaruriyā on Skin Ageing)

29.2.2 حرکت وسکون بدنی ونفسانی کے شیخوخت جلد پر اثرات (Effects of Harkat wa Sukun Badani wa Nafsāni on Skin Ageing)

29.2.3 ماکولات ومشروبات کے شیخوخت جلد پر اثرات (Effects of Mākulāt wa Mashrubāt on Skin Ageing)

29.2.4 نوم ویقظہ کے شیخوخت جلد پر اثرات (Effects of Naum wa Yaqzāt on Skin Ageing)

References: 1,2,3

3A	3B	3C	3D	3E	3F	3G
CO2,CO3,CO7	Describe the effects of Asbab-i Sitta Zarooriyya on skin ageing.	2	Lecture	CK	Knows-how	L,L&PPT
CO5,CO7	Discuss effects of Harkat wa Sukun Badani and Nafsani on skin ageing.	3	Practical29.3	PSY-ADT	Shows-how	DIS
CO5,CO7	Conduct a literature survey and perform analysis of published work on effects of Makul wa Mashrubat on skin ageing.	2	Experiential-Learning29.2	CS	Does	LS

CO5,CO7	Analyze the introduction, methodology, results, and discussion of a recent clinical trial on effects of Naum wa Yaqza on skin ageing.	2	Experiential-Learning29.3	CE	Does	JC

Unit 3 شیخوخت جلد کا تشخیصی مطالعہ Shaikhukhat-i jild kā tashkheesi mutālā (Clinical evaluation of old age skin)

29.3.1 شیخوخت جلد کا تشخیصی مطالعہ داخلی (Evaluation of Intrinsic Skin Ageing.)

29.3.2 شیخوخت جلد کا تشخیصی مطالعہ خارجی (Evaluation of Extrinsic Skin Ageing)

References: 23,41

3A	3B	3C	3D	3E	3F	3G
CO3	Describe clinical evaluation of skin ageing.	2	Lecture	CC	Knows-how	L,L&PPT
CO3	Classify and explain the photo-aged skin.	1	Lecture	CC	Knows-how	L,L&PPT
CO3	Demonstrate clinical evaluation of intrinsic skin ageing.	3	Practical29.4	PSY-GUD	Knows-how	CBL,D-M
CO3	Demonstrate clinical evaluation of extrinsic skin ageing.	3	Practical29.5	PSY-GUD	Knows-how	CBL
CO3	Analyze the introduction, methodology, results, and discussion of a recent narrative or systematic review article on photo-aged skin.	3	Experiential-Learning29.4	PSY-GUD	Shows-how	JC

CO3	Demonstrate a case of skin ageing.	3	Experiential-Learning29.5	PSY-GUD	Does	CBL,CD
CO3	Conduct a literature survey and perform analysis of published work on extrinsic skin ageing.	3	Experiential-Learning29.6	CS	Does	LS

Unit 4 شیخوخت جلد کا علاج Shaikhukhat-i Jild ka Ilāj (Antiageing treatments)

29.4.1 شیخوخت جلد کی تحفظی تدابیر (Preventive measures of Skin Ageing)

29.4.2 شیخوخت جلد شمسی کی تدابیر مزینہ (Cosmetic Procedures for Photo-aged Skin)

29.4.3 شیخوخت جلد کے اجزائے مزینہ (Cosmetic Agents for Skin Ageing)

29.4.4 شیخوخت جلد کا نظامی علاج (Systemic Agents for Skin Ageing)

29.4.5 شیخوخت جلد کا یونانی علاج (Unani Treatment for Skin Ageing)

References: 23,25,29

3A	3B	3C	3D	3E	3F	3G
CO1,CO2	Describe preventive measures for skin ageing.	2	Lecture	CC	Knows-how	L&PPT ,L
CO1,CO2,CO3,CO6	Describe cosmetic procedures for photo-aged skin.	2	Lecture	CC	Knows-how	L,L&PPT

CO3	Discuss and demonstrate topical cosmetic agents for skin aging.	2	Practical29.6	CAP	Knows-how	DIS
CO1,CO2	Discuss and demonstrate systemic agents for skin aging.	2	Practical29.7	PSY-GUD	Knows-how	DIS
CO2	Discuss and demonstrate anti-ageing skin care.	2	Practical29.8	PSY-GUD	Shows-how	CBL,D-BED
CO2	Discuss and demonstrate the Unani treatment plan for skin aging.	2	Practical29.9	PSY-GUD	Shows-how	DIS,D-BED,D
CO2,CO5,CO7	Perform laser resurfacing in photo-damaged skin.	3	Experiential-Learning29.7	PSY-ADT	Does	D,CBL
CO2,CO4	Demonstrate procedure of dermal fillers in photo-aged skin.	3	Experiential-Learning29.8	PSY-ADT	Does	CBL
CO2,CO5	Analyze the introduction, methodology, result, and discussion of a recent clinical trial on wrinkles.	2	Experiential-Learning29.9	CE	Does	JC
CO2,CO4	Conduct book review of the published literature on photo-ageing.	2	Experiential-Learning29.10	PSY-GUD	Does	LS
Practical Training Activity						
Practical Training 29.1 Skin ageing						
Total Learning Hours: 1 Hour						

Step 1: Introduction & Discussion (30 minutes) - The teacher will introduce and discuss pathophysiology of skin ageing explaining its causative factors, pathological changes, and their effects, diagnostic methods, differential diagnosis, Usul-i Ilaj and Ilaj. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning.

Step 2: Group Discussion (20 minutes) - Students will engage in small-group discussions, with the teacher facilitating, addressing doubts, and reinforcing key diagnostic and therapeutic concepts to enhance understanding.

Step 3: Assessment & Feedback (10 minutes) - Students' knowledge and practical learning will be evaluated through interactions, viva or direct questioning, and constructive feedback will be given to finetune their clinical and therapeutic reasoning and comprehension.

Practical Training 29.2 Types of skin ageing

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (60 minutes) - The teacher will introduce and demonstrate different types of skin ageing, explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning.

Step 2: Group Discussion (45 minutes) - Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding.

Step 3: Assessment & Feedback (15 minutes) - Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.

Practical Training 29.3 Harkat wa Sukun Badani and Nafsani and skin ageing

Total Learning Hours: 3 Hours

Step 1: Introduction & Discussion (60 minutes) - The teacher will introduce and discuss effects of Harkat wa Sukun Badani on skin ageing. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning.

Step 2: Group Discussion (60 minutes) - Students will engage in small-group discussions, with the teacher facilitating, addressing doubts, and reinforcing key diagnostic and therapeutic concepts to enhance understanding.

Step 3: Assessment & Feedback (60 minutes) - Students' knowledge and learning will be evaluated through interactions or direct questioning, and constructive feedback will be given to finetune their clinical and therapeutic reasoning and comprehension.
Practical Training 29.4 Intrinsic skin ageing
Total Learning Hours: 3 Hours **Step 1: Introduction & Demonstration (120 minutes) -** The teacher will introduce and demonstrate clinical evaluation of intrinsic skin ageing, explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (45 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Practical Training 29.5 Extrinsic skin ageing
Total Learning Hours: 3 Hours **Step 1: Introduction & Demonstration (120 minutes) -** The teacher will introduce and demonstrate clinical evaluation of extrinsic skin ageing, explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (45 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Practical Training 29.6 Topical cosmetic agents for skin ageing skin aging

Total Learning Hours: 2 Hours

Step 1: Topic Assignment (20 minutes): The teacher will introduce the topic "Topical Agents for Skin Aging," defining skin aging (intrinsic and extrinsic factors) and its common manifestations (wrinkles, fine lines, loss of elasticity, pigmentation changes). The teacher will outline key categories of topical agents used to address skin aging.

Step 2: Student-Led Discussion (70 minutes): Students will be divided into groups, each focusing on a specific subtopic for discussion. They will discuss the mechanism of action, indications and after-effects of topical agents used for prevention of skin ageing.

Step 3: Summary & Assessment (30 minutes): a structured discussion will highlight key takeaways from each group's discussion. The teacher will assess students based on depth of research and understanding of the assigned topic, clarity and organization of their presentation, participation and engagement in the overall discussion, and ability to answer questions and contribute constructively. Lastly, the teacher will provide constructive feedback to each group, focusing on areas of strength in their presentation and discussion.

Practical Training 29.7 Systemic agents for skin aging

Total Learning Hours: 2 Hours

Step 1: Topic Assignment (20 minutes): The teacher will introduce the concept of systemic skin aging and how it differs from extrinsic aging. The teacher will outline key categories of systemic agents that have been explored or used in the context of skin aging: Hormone Replacement Therapy (HRT), Selective Estrogen Receptor Modulators (SERMs), Collagen Peptides (Oral Supplements), Antioxidant Supplements (e.g., Polyphenols), and Other Potential Systemic Agents (e.g., Metformin).

Step 2: Student-Led Discussion (70 Minutes): Students will be divided into groups, each focusing on a specific subtopic for discussion. They will discuss mechanism of action, indications, risk-benefit assessment, and after-effects on skin ageing. They will discuss on the rationale for considering systemic approaches to skin aging, balance between potential benefits and risks for different systemic agents, importance of rigorous scientific evidence to support the use of any systemic agent for skin aging, ethical considerations in the use of systemic agents for cosmetic purposes, and relative importance of lifestyle factors and topical treatments compared to systemic agents in managing skin aging.

Step 3: Summary & Assessment (30 minutes): The teacher will lead a structured discussion to summarize key takeaways from each group's presentation. The teacher will assess students based on depth and understanding of the assigned topic, clarity and organization of their presentation, participation and engagement in the overall discussion, and ability to critically evaluate evidence and discuss clinical implications. The teacher will provide constructive feedback to each group and individual, focusing on areas of strength in their presentation and discussion, suggestions for improvement in research, presentation skills, or understanding of the topic, guidance on how to approach the use of systemic agents for skin aging in a responsible and evidence-based manner.

Practical Training 29.8 Anti-ageing skin care

Total Learning Hours: 2 Hours

Step 1: Topic Assignment & Introduction (20 minutes): The teacher will outline key components of an effective anti-aging skincare routine such as prevention through sun protection, lifestyle factors, correction by addressing existing signs of aging (wrinkles, pigmentation) and support by maintaining skin health and barrier function. The teacher will introduce key active ingredients and product categories.

Step 2: Student-Led Discussion and Demonstration (70 minutes): Students will be divided into groups, each focusing on a specific subtopic for discussion and demonstration. They will discuss and demonstrate importance, role of lifestyle factors like diet, smoking cessation etc. and mechanism of action of sun protection factors (SPF), retinoids, antioxidants, peptides, and growth factors, moisturizers, and barrier repair.

Step 3: Summary & Assessment (30 minutes): The teacher will lead a structured discussion to summarize key takeaways from each group's presentation and demonstration focused on role of prevention, correction, and support in maintaining skin health and individualizing skincare routines based on patient needs and concerns. The teacher will assess and provide constructive feedback to each group and individual, focusing on strengths in their presentation and demonstration, areas for improvement in their knowledge, technique, or communication and guidance on how to provide effective and evidence-based anti-aging skincare advice in a clinical setting.

Practical Training 29.9 Unani treatment plan for skin aging

Total Learning Hours: 2 Hours

Step 1: Topic Assignment & Introduction (20 minutes): the teacher will introduce the concept of skin aging from unani perspective. The teacher will outline the key principles of unani medicine relevant to skin health and aging focused on Unani perspective on skin aging and humoral theory and Mizaj, unani dietary

recommendations for skin health, Unani topical formulations for skin aging, Ilaj-bil-Tadbir (regimenal therapy) for skin rejuvenation, and systemic unani treatments and lifestyle recommendations.

Step 2: Student-Led Discussion (70 minutes): Students will be divided into groups, each focusing on a specific subtopic for discussion. They will discuss specific foods and dietary habits that Unani medicine considers beneficial for skin health and delaying aging; discuss the use of various *Advia* (drugs) of plant, animal, and mineral origin in Unani topical formulations for skin rejuvenation, and discuss the role of *Ilaj-bil-Tadbir* (regimenal therapy) in Unani medicine for promoting skin health and delaying aging.

Step 3: Summary & Assessment (30 minutes): The teacher will lead a structured discussion to summarize key takeaways from each group's presentation and demonstration. The teacher will assess and provide constructive feedback to each group and individual, focusing on strengths in their presentation and demonstration, areas for improvement in their knowledge, technique, or communication and guidance on how to provide effective Unani anti-aging skincare in a clinical setting.

Experiential Learning Activity

Experiential-Learning Learning 29.1: Skin ageing

Total Learning Hours: 3 Hours

Step 1: Topic assignment, literature search & review (75 minutes) - The teacher will assign the topic skin ageing to the student. The student will then conduct an in-depth review by exploring recent clinical studies, guidelines, and research articles. They will utilize credible academic sources to gather comprehensive information on diagnostic approaches, treatment strategies, and emerging therapies.

Step 2: Content organization & seminar presentation (75 minutes) - After compiling relevant data, the student will develop a PowerPoint (PPT) presentation to effectively communicate their findings. The presentation will be delivered to faculty and fellow students, encouraging academic discussions and the exchange of knowledge.

Step 3: Discussion & Assessment (30 minutes) - Following the presentation, a structured discussion session will take place to analyze key aspects of the topic. The teacher will evaluate the student's performance based on research depth, clarity of presentation, communication skills, and level of engagement in discussions.

Experiential-Learning Learning 29.2: Makul wa Mashrubat and skin ageing
Total Learning Hours: 2 Hours **Step 1: Literature Search & Review (60 minutes)** - The student will be assigned the topic of effects of Makul wa Mashrubat on skin ageing for the literature survey. He/she will conduct an extensive review using classical and conventional medical books, online resources, and other relevant references to gather comprehensive and up-to-date information on the topic. **Step 2: Content Organization & Presentation (45 minutes) -** After collecting the necessary information, the student will organize the content in a structured manner, ensuring the inclusion of recent advancements in diagnosis and management. They will then present their findings to the teachers and all department students, fostering academic discussion and knowledge sharing. **Step 3: Discussion & Assessment (15 minutes)** - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills.
Experiential-Learning Learning 29.3: Naum wa Yaqza and skin ageing
Total Learning Hours: 2 Hours **Step 1: Literature Search & Paper Selection (60 minutes)** - Student will be assigned the topic of effects of Naum wa Yaqza on skin ageing for journal club presentation. He/she will search for recently published clinical trial articles on effects of Naum wa Yaqza on skin ageing and, in consultation with the assigned teacher, finalize one paper for presentation. **Step 2: Journal Club Presentation (45 minutes)** - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement. **Step 3: Discussion & Assessment (15 minutes)** - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion.
Experiential-Learning Learning 29.4: Photo-aged skin

Total Learning Hours: 3 Hours **Step 1: Literature Search & Paper Selection (120 minutes)** - Student will be assigned the topic of photo-aged skin for journal club presentation. He/she will search for recently published clinical trial articles on photo-aged skinand, in consultation with the assigned teacher, finalize one paper for presentation. **Step 2: Journal Club Presentation (45 minutes)** - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement. **Step 3: Discussion & Assessment (15 minutes)** - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion.
Experiential-Learning Learning 29.5: Skin ageing
Total Learning Hours: 3 Hours **Step 1: Introduction & Demonstration (120 minutes) -** The teacher will introduce and demonstrate a case of skin ageing, explaining its clinical features, diagnostic methods, and differential diagnosis. A real patient will be examined, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (45 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Experiential-Learning Learning 29.6: Extrinsic skin ageing
Total Learning Hours: 3 Hours

Step 1: Literature Search & Review (120 minutes) - The student will be assigned the topic of extrinsic skin ageing for the literature survey. He/she will conduct an extensive review using classical and conventional medical books, online resources, and other relevant references to gather comprehensive and up-to-date information on the topic. **Step 2: Content Organization & Presentation (45 minutes) -** After collecting the necessary information, the student will organize the content in a structured manner, ensuring the inclusion of recent advancements in diagnosis and management. They will then present their findings to the teachers and all department students, fostering academic discussion and knowledge sharing. **Step 3: Discussion & Assessment (15 minutes)** - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills.
Experiential-Learning Learning 29.7: Laser resurfacing in photo-damaged skin
Total Learning Hours: 3 Hours **Step 1: Case Assignment & Patient Evaluation (75 minutes)** – The student will be assigned a case requiring laser resurfacing for photo-aged skin. They will conduct a thorough patient evaluation, including history-taking, sun exposure, skin type classification, indications, contraindications, and pre-procedure preparation. If a patient is unavailable, a simulated case or pre-recorded clinical scenario will be used. **Step 2: Procedure Execution (75 minutes)** – Under supervision, the student will perform the laser resurfacing procedure, ensuring correct technique, fluence selection, pulse duration, cooling mechanisms, and patient safety measures. If a real case is unavailable, the procedure will be demonstrated using audio-visual aids to ensure comprehensive learning. **Step 3: Discussion & Assessment (30 minutes)** – A post-procedure discussion will focus on treatment efficacy, potential complications, and post-procedure care. The teacher will assess the student's clinical skills, procedural competency, and decision-making through DOPS and practical performance, providing constructive feedback for improvement.
Experiential-Learning Learning 29.8: Dermal fillers in photo-aged skin
Total Learning Hours: 3 Hours

Step 1: Case Assignment & Patient Evaluation (75 minutes) – The student will be assigned a case requiring Idermal fillers for photo-aged skin. They will conduct a thorough patient evaluation, including history-taking, sun exposure, skin type classification, indications, contraindications, and pre-procedure preparation. If a patient is unavailable, a simulated case or pre-recorded clinical scenario will be used. **Step 2: Procedure Execution (75 minutes)** – Under supervision, the student will perform the dermal fillers procedure, ensuring correct technique, fluence selection, pulse duration, cooling mechanisms, and patient safety measures. If a real case is unavailable, the procedure will be demonstrated using audio-visual aids to ensure comprehensive learning. **Step 3: Discussion & Assessment (30 minutes)** – A post-procedure discussion will focus on treatment efficacy, potential complications, and post-procedure care. The teacher will assess the student's clinical skills, procedural competency, and decision-making through DOPS and practical performance, providing constructive feedback for improvement.
Experiential-Learning Learning 29.9: Wrinkles
Total Learning Hours: 2 Hours **Step 1: Literature Search & Paper Selection (60 minutes)** - Student will be assigned the topic of wrinkles for journal club presentation. He/she will search for recently published clinical trial articles on wrinkles and, in consultation with the assigned teacher, finalize one paper for presentation. **Step 2: Journal Club Presentation (45 minutes)** - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement. **Step 3: Discussion & Assessment (15 minutes)** - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion.
Experiential-Learning Learning 29.10: Photo-ageing
Total Learning Hours: 2 Hours

Step 1: Literature Review Assignment (60 minutes): The teacher will assign books authored by notable classical physicians to three postgraduate (PG) scholars. Each student will conduct a comprehensive literature review on photo-ageing based on their assigned texts.

Step 2: Presentation of Findings (45 minutes) - After thoroughly studying their allotted books, students will structure and organize their findings in a well-formatted PowerPoint presentation. Each student will deliver a 30-minute presentation, detailing key insights, and contents of psycho-cutaneous disorders. Total time for presentations is 45 minutes.

Step 3: Discussion & Interactive Session (15 minutes) - Following the presentations, there will be a 15-minute discussion and Q&A session, where peers and teachers will engage in critical analysis and intellectual exchange.

Step 4: Project Submission: The structured content from each student's presentation will be compiled and submitted as a formal project report to the concerned teacher.

Modular Assessment

Assessment	**Hour**
Instructions – Conduct a structured modular assessment, that carry **50 marks**. Keep a record of structured marking patterns using different assessment methods applicable to the module of the semester concern, and calculate modular grade point as shown in table 6 C. **1. Case-Based Assessment – (25 Marks):** Each student will be presented with a case of skin aging. Assessment will cover: • History Taking and Clinical Examination (5 Marks) • Identification of Factors Responsible for Aging (5 Marks) • Correlation of Asbab-i Sitta Zaruriyā with Contemporary Environmental Factors (5 Marks) • Diagnosis and Assessment of Skin Aging (5 Marks) • Preventive and Management Strategies (5 Marks) **2. Scenario-Based Discussion – (15 Marks):** Students will participate in a Scenario-Based Discussion to assess their clinical reasoning and decision-making skills. They will analyze a given scenario related to skin aging and provide insights on contributing factors, preventive approaches, and appropriate management strategies.	4

3. Oral Viva – (10 Marks): An Oral Viva will evaluate the student's understanding of skin aging, including its pathophysiology, clinical presentation, diagnostic methods, preventive measures, and therapeutic approaches. Or Any practical in converted form can be taken for assessment. **(25 Marks)** and Any experiential, such as portfolios/ reflection/ presentations can be taken as an assessment. **(25 Marks)**	

Module 30 : ذاتی و خصوصی نگہداشت کے لیے مصنوعات Zāti wa Khususi Nigahdāsht ke liye Masnuāt (Personal and Special Care Products)

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Describe personal care products, types, and selection criteria for various skin types.

2 Conduct counselling sessions and prescribe personal care products tailored to various skin types, with particular attention to elderly, children, atopic and persons having sensitive skin.

3 Identify and offer special care for cosmetically significant body parts.

Unit 1 ذاتی نگہداشت کے لیے مصنوعات Zāti wa nigahdāsht ke liye masnuāt (Personal care products)

30.1.1 مصنوعات برائے ذاتی نگہداشت کی درجہ بندی (Classification of Personal Care Products)

30.1.2 مصفیات جلد (Cleansers)

30.1.3 مانعات عرق (Antiperspirants)

30.1.4 روائحات (Deodorants and Perfumes)

30.1.5 شیونگ مرکبات(Shaving Preparations)

30.1.6 محافظ جلد پاؤڈرس(Body Care Powders)

References: 23,71

3A	3B	3C	3D	3E	3F	3G
CO1	Classify and explain personal care products (Cleansers, antiperspirants, deodorant, shaving preparations, powders and perfumes/fragrances)	2	Lecture	CAN	Know	L&PPT ,L
CO1,CO2,CO5	Discuss and Demonstrate the key ingredients, mode of action, selection criteria, and method of use for deodorants and perfumes	1	Practical30.1	PSY-GUD	Shows-how	DIS,D
CO1,CO2,CO5	Discuss and demonstrate the key ingredients, mode of action, selection criteria, and proper method of use for cleansers.	1	Practical30.2	PSY-GUD	Shows-how	DIS,D
CO1,CO3,CO5	Discuss and demonstrate the key ingredients, mode of action, selection criteria, and proper method of use for body care powders.	1	Practical30.3	PSY-GUD	Shows-how	D,DIS
CO1,CO3,CO6	Conduct a literature survey and deliver a seminar presentation on the Composition, Mechanism, and Clinical Considerations of antiperspirants:	2	Experiential-Learning30.1	CAN	Does	LS,PER
CO1,CO2,CO3,CO6	Prepare a comprehensive project on the ingredients, contraindications, and side effects of shaving preparations.	2	Experiential-Learning30.2	CAN	Does	DIS,LS,PER,PrBL
CO1,CO3,CO6	Analyze the introduction, methodology, results, and discussion of a recent clinical trial on **Cleansures** treating atopic dermatitis.	2	Experiential-Learning30.3	CAN	Does	DIS,LS,PER,JC

Unit 2 مزینات Muzayyenāt (Cosmetics)

30.2.1 مختلف حصص جسم کے لئے مزینات (Cosmetics for Different Body Parts)

30.2.2 مختلف اعمار کے لئے مزینات (Cosmetics for Different Age and Gender)

30.2.3 مختلف اقسام جلد کے لئے مزیات (Cosmetics for Different Skin Type)

30.2.4 مختلف ماحولیات کے لئے مزینات (Cosmetics for Different Environmental Conditions)

References: 19,20,21,23

3A	3B	3C	3D	3E	3F	3G
CO1,CO2	Enumerate and describe cosmetics for different body parts.	1	Lecture	CE	Knows-how	L,L&PPT
CO1,CO5	Identify and discuss cosmetics for different age groups.	1	Lecture	CAP	Knows-how	L&PPT ,L
CO2,CO3	Identify and discuss cosmetics for different skin types	1	Lecture	CE	Knows-how	L,L&PPT
CO2,CO3	Discuss and demonstrate cosmetics for different skin types and age groups.	2	Practical30.4	PSY-GUD	Knows-how	D,DIS
CO2,CO4	Discuss and demonstrate cosmetics for different environmental conditions.	1	Practical30.5	PSY-GUD	Shows-how	DIS,D

CO1,CO2,CO3,CO6	Conduct a literature survey and deliver a seminar presentation on cosmetics for different body parts	2	Experiential-Learning30.4	CAN	Does	LS,PER
CO3,CO4	Analyze the introduction, methodology, results, and discussion of a research paper on the adverse effects of cosmetics.	3	Experiential-Learning30.5	CAN	Does	JC,LS,PER
CO2,CO3	Prepare a comprehensive project on prospects and ideas for herbal cosmetics.	2	Experiential-Learning30.6	CAP	Does	DIS,PER,LS,PrBL

Unit 3 مرطبات Murattibāt (Moisturizers)

30.3.1 مرطبات کی اقسام (Types of Moisturizers)

30.3.2 مختلف حصص جسم کے لئے مرطبات (Moisturizers for Different Body Parts)

30.3.3 مختلف اعمار کے لئے مرطبات (Moisturizers for Different Age and Gender)

30.3.4 مختلف اقسام جلد کے لئے مرطبات (Moisturizers for Different Skin Type)

References: 19,20,21,22,23,25

3A	3B	3C	3D	3E	3F	3G
CO1,CO3	Define moisturizers and elaborate on their functions, benefits, and key components.	1	Lecture	CE	Knows-how	L&PPT ,L
CO1,CO2	Illustrate the various types of moisturizers and comprehensively explain their mechanisms of action	1	Lecture	CE	Knows-how	L,L&PPT

CO1,CO3	Identify and demonstrate the appropriate moisturizers based on body parts, skin types, and age groups, highlighting their specific formulations and benefits.	2	Practical30.6	PSY-GUD	Shows-how	D,DIS
CO1,CO2,CO3	Demonstrate and discuss the use of moisturizers in managing various dermatological disorders, highlighting their therapeutic benefits.	1	Practical30.7	PSY-GUD	Shows-how	D,DIS
CO1,CO2,CO3,CO6	Analyze the introduction, methodology, results, and discussion of a recent clinical trial on the use of moisturizers in managing xeroderma.	2	Experiential-Learning30.7	CAN	Does	DIS,TBL,JC,PER,LS
CO1,CO2,CO4	Conduct a literature survey and deliver a seminar presentation on the effects of various moisturizers in dermatocosmetology.	1	Experiential-Learning30.8	CC	Does	LS,PER,DIS

Unit 4 مختلف اقسام جلد کے لیے نگہداشت زینت اور کاونسلنگ Mukhtalif aqsām ki jild ke liye nigahdāsht aur counselling (Cosmetic care and counselling for different types of skin)

30.4.1 مختلف اقسام جلد کے لئے تدابیر زینت (Cosmetic Care for Different Skin Type)

30.4.2 مختلف اقسام جلد کے لئے کاؤنسلنگ کی تکانیک (Counselling Techniques for Different Skin Types

References: 23,72

3A	3B	3C	3D	3E	3F	3G
CO1,CO6	Elaborate on the cosmetic care strategies for different skin types, highlighting tailored skincare routines, suitable products, and key dermatological considerations.	1	Lecture	CAP	Knows-how	L&PPT ,L

CO1,CO2,CO3	Demonstrate effective counseling techniques for different skin types by addressing appropriate skincare routines, product recommendations, and lifestyle modifications.	3	Practical30.8	AFT-VAL	Shows-how	DIS,D
CO2,CO5	Conduct a literature survey and deliver a seminar presentation on geriatric skincare, focusing on age-related skin changes, common concerns, and evidence-based care strategies.	3	Experiential-Learning30.9	CAN	Does	PER,LS,DIS

Unit 5 زینت کے لحاظ سے اہم بدنی اعضاء کی خصوصی دیکھ بھال اور تدابیر Zeenat-i Jild ke lihaz se aham badani āza ki khususi dekhbhāl aur tadābeer (Special Care and Tadābeer for cosmetologically important body parts)

30.5.1 جسم کے اہم اعضاء کے لئے مخصوص تدابیر زینت (Specialized Cosmetic Care for Key Body Parts)

30.5.2 چہرے کے لئے تدابیر زینت (Cosmetic Care Regimens for the Face)

30.5.3 بالوں کے لئے تدابیر زینت (Cosmetic Care Regimens for Hair)

30.5.4 چہرے اور بالوں کے علاوہ حصص جسم کے لئے تدابیر زینت (Cosmetic Care Regimens for Body Parts Face and Hair)

References: 19,20,23

3A	3B	3C	3D	3E	3F	3G
CO1,CO6	Describe specialized cosmetic care for key body parts, including the face, hands, feet, scalp, and delicate areas, highlighting, product selection, and skincare routines.	2	Lecture	CAN	Knows-how	L,L&PPT

CO2,CO5	Discuss and demonstrate cosmetic care regimens for the face and targeted treatments for different skin types and concerns.	3	Practical30.9	PSY-SET	Shows-how	D,DIS
CO2,CO5	Discuss and demonstrate cosmetic care regimens for hair, including cleansing, conditioning, scalp care, and targeted treatments for different hair types and concerns.	3	Practical30.10	PSY-GUD	Shows-how	D,DIS
CO2,CO5	Discuss and demonstrate cosmetic care regimens for body parts other than the face and hair, focusing on hydration, exfoliation, sun protection, and targeted treatments for specific areas.	2	Practical30.11	PSY-SET	Knows-how	DIS,D
CO2,CO5	Conduct a literature survey and deliver a seminar presentation on the types, indications, contraindications, and side effects of sunscreens.	3	Experiential-Learning30.10	PSY-GUD	Does	DIS,LS,PER
CO2,CO5	Prepare a comprehensive project on protective cosmetic procedures for hair	2	Experiential-Learning30.11	CAN	Does	PER,PrBL,LS,DIS
CO2,CO5	Analyze the introduction, methodology, results, and discussion of a published research paper on hand and foot care.	2	Experiential-Learning30.12	CAN	Does	PrBL,JC,PER,DIS,LS

Practical Training Activity

Practical Training 30.1 Deodorants and Perfumes

Total Learning Hours: 1 Hour

Step 1: Introduction & Composition Overview (20 Minutes) – The instructor will introduce the basic components of deodorants and perfumes, including fragrance notes, active ingredients, and differences between antiperspirants and deodorants. The discussion will cover their mechanism of action, classification, and suitability for different skin types.

Step 2: Product Demonstration & Application Techniques (25 Minutes) – A live demonstration will be conducted, showcasing different types of deodorants (roll-on, spray, stick) and perfumes (Eau de Parfum, Eau de Toilette, cologne). Proper application techniques and factors affecting fragrance longevity will be explained. **Step 3: Discussion & Assessment (15 Minutes)** – Participants will engage in an interactive discussion on product selection, skin compatibility, and potential allergic reactions. The instructor will assess students' understanding through interactive evaluation, focusing on knowledge of ingredients, correct application methods, and awareness of potential side effects.
Practical Training 30.2 Cleansers
Total Learning Hours: 1 Hour **Step 1: Introduction & Composition Overview (20 Minutes)** – The instructor will introduce the fundamental components of cleansers, including surfactants, emulsifiers, and active ingredients such as AHAs, BHAs, and hydrating agents. The discussion will cover different types of cleansers (gel, foam, cream, oil-based, micellar water), their mechanisms of action, and suitability for various skin types and conditions. **Step 2: Product Demonstration & Application Techniques (25 Minutes)** – A live demonstration will be conducted, showcasing the proper techniques for cleanser application and removal. Different cleansing methods, including double cleansing, pH considerations, and the impact of cleansers on the skin barrier, will be explained. **Step 3: Discussion & Assessment (15 Minutes)** – Participants will engage in an interactive discussion on product selection based on skin type, potential irritants, and common formulation concerns. The instructor will assess students' understanding through interactive evaluation, focusing on cleanser types, appropriate usage techniques, and potential side effects.
Practical Training 30.3 Body Care Powders
Total Learning Hours: 1 Hour **Step 1: Introduction & Composition Overview (20 Minutes)** – The instructor will introduce the fundamental components of body care powders, including absorbents (talc, cornstarch), antimicrobial agents, fragrances, and skin-conditioning additives. The discussion will cover different types of body powders such as medicated, cooling, and perfumed powders, along with their mechanisms of action and skin benefits.

Step 2: Product Demonstration & Application Techniques (25 Minutes) – A live demonstration will be conducted, showcasing different types of body care powders, their texture, and application techniques. Proper usage for various concerns such as sweat absorption, odor control, and soothing irritated skin will be explained. The importance of selecting skin-friendly formulations and avoiding harmful ingredients like asbestos-contaminated talc will also be highlighted.

Step 3: Discussion & Assessment (15 Minutes) – Participants will engage in an interactive discussion on product selection, potential skin reactions, and formulation safety. The instructor will assess students' understanding through interactive evaluation, focusing on the correct application, ingredient knowledge, and suitability for different skin types.

Practical Training 30.4 Cosmetics for different skin types and age groups

Total Learning Hours: 2 Hours

Step 1: Introduction & Product Classification (45 Minutes) – The teacher will introduce various cosmetic products tailored for different skin types (oily, dry, combination, sensitive) and age groups (adolescents, adults, elderly) using prepared normal skin histology slides as well as abnormal histological slides. The session will cover key ingredients, formulation differences, and factors influencing product selection.

Step 2: Product Demonstration & Application Techniques (45 Minutes) – A live demonstration will showcase the application of cleansers, moisturizers, sunscreens, anti-aging products, and specialized treatments for different skin concerns. Students will observe how products interact with various skin types and discuss their effects.

Step 3: Discussion & Assessment (30 Minutes) – An interactive discussion will follow, where students will analyze product selection criteria, benefits, and potential contraindications. The teacher will assess understanding, practical application skills, and active participation using interactive evaluation, ensuring comprehension of product suitability across different demographics.

Practical Training 30.5 Cosmetics for Different Environmental Conditions

Total Learning Hours: 1 Hour

Step 1: Introduction & Environmental Impact on Skin (20 Minutes) – The teacher will introduce how different environmental conditions (humidity, extreme heat, cold weather, pollution, and UV exposure) affect the skin and the need for specific cosmetic formulations. Key ingredients and protective measures in skincare products will be discussed.

Step 2: Product Demonstration & Application Techniques (25 Minutes) – A live demonstration will showcase the use of moisturizers, sunscreens, hydrating sprays, anti-pollution skincare, and protective formulations suited for varying environmental conditions. Students will observe application techniques and understand product effectiveness in different climates. **Step 3: Discussion & Assessment (15 Minutes) –** An interactive discussion will follow, analyzing product suitability, formulation efficacy, and potential drawbacks in specific environmental settings. The teacher will assess students' understanding and practical skills using interactive evaluation to ensure knowledge application in real-world scenarios.
Practical Training 30.6 Moisturizers for body parts, skin types, and age groups
Total Learning Hours: 2 Hours **Step 1: Introduction & Composition Overview (45 minutes)** – The teacher will introduce the classification of moisturizers based on skin types (oily, dry, combination, sensitive), age groups (infants, adults, elderly), and body parts (face, hands, feet, body). The discussion will cover key ingredients, their mechanisms of action, and the importance of hydration in skin health. **Step 2: Product Demonstration & Application Techniques (45 minutes)** – A live demonstration will be conducted, showcasing various types of moisturizers (occlusives, humectants, emollients) and their appropriate application methods. **Step 3: Discussion & Assessment (30 minutes)** – Participants will engage in an interactive discussion on moisturizer selection, formulation effectiveness, and common misconceptions. The teacher will assess students' understanding of moisturizer classification, application techniques, and product selection through interaction and OSPE (Objective Structured Practical Examination), ensuring a comprehensive grasp of the topic.
Practical Training 30.7 Moisturizers for dermatological disorders
Total Learning Hours: 1 Hour **Step 1: Introduction & Composition Overview (20 minutes)** – The teacher will introduce the role of moisturizers in managing dermatological disorders such as eczema, psoriasis, ichthyosis, and rosacea. The discussion will cover key ingredients, mechanisms of action, and specific formulations designed for compromised skin barriers.

Step 2: Product Demonstration & Application Techniques (25 minutes) – A live demonstration will be conducted, showcasing different types of therapeutic moisturizers (emollients, humectants, occlusives) and their correct application techniques for effective management of skin conditions. **Step 3: Discussion & Assessment (15 minutes)** – Participants will engage in an interactive discussion on selecting appropriate moisturizers for different dermatological conditions, potential side effects, and patient compliance. The teacher will assess students' understanding through interaction to ensure they can correctly identify and recommend suitable moisturizers for specific skin disorders.
Practical Training 30.8 Counselling for different skin types
Total Learning Hours: 3 Hours **Step 1: Introduction & Skin Type Assessment (75 minutes)** – The teacher will introduce different skin types (normal, oily, dry, combination, and sensitive) and their characteristics. Students will learn various assessment techniques, including visual examination and patient history-taking, to determine the appropriate counseling approach for each skin type. **Step 2: Demonstration of Counseling Techniques (75 minutes)** – A live demonstration will be conducted, showcasing effective counseling strategies tailored to different skin types. This will include advising on skincare routines, product selection, and lifestyle modifications. Role-playing and interactive case scenarios will be used to enhance learning. **Step 3: Discussion & Assessment (30 minutes)** – A structured discussion will follow, where students will analyze key aspects of counseling for different skin types, addressing common concerns and misconceptions. The teacher will assess students' understanding and counseling skills through interactive discussions, providing feedback for improvement.
Practical Training 30.9 Cosmetic care regimens for the face
Total Learning Hours: 3 Hours **Step 1: Introduction & Overview (75 minutes)** – The teacher will introduce the concept of cosmetic care regimens for the face, discussing the importance of personalized skincare routines based on skin type, concerns, and environmental factors. Key steps such as cleansing, exfoliation, hydration, and sun protection will be explained, along with product selection guidelines.

Step 2: Practical Demonstration (75 minutes) – A live demonstration will be conducted to showcase different facial care regimens, including morning and night routines. The session will cover the correct application of cleansers, toners, serums, moisturizers, sunscreens, and specialized treatments like masks and anti-aging products. Students will observe and practice under supervision. **Step 3: Discussion & Assessment (30 minutes)** – Participants will engage in an interactive discussion on customizing skincare regimens for different skin types and concerns. The teacher will assess students' understanding, practical skills, and ability to recommend appropriate regimens using interactive evaluation methods.
Practical Training 30.10 Cosmetic care regimens for the hair
Total Learning Hours: 3 Hours **Step 1: Introduction & Overview (75 minutes)** – The teacher will introduce cosmetic hair care regimens, explaining the importance of scalp and hair health, hair types, and common concerns such as dryness, dandruff, hair fall, and damage. The discussion will cover product selection, ingredients, and their effects on different hair types. **Step 2: Practical Demonstration (75 minutes)** – A live demonstration will showcase different hair care regimens, including cleansing, conditioning, scalp treatments, serums, heat protection, and styling techniques. The correct methods of applying shampoos, conditioners, hair masks, oils, and leave-in treatments will be demonstrated, with hands-on practice encouraged under supervision. **Step 3: Discussion & Assessment (30 minutes)** – Participants will engage in an interactive discussion on customizing hair care routines based on hair types, environmental exposure, and cosmetic treatments. The teacher will assess students' understanding, practical skills, and ability to recommend suitable regimens using interactive evaluation methods.
Practical Training 30.11 Cosmetic care regimens for body parts
Total Learning Hours: 2 Hours **Step 1: Introduction & Overview (45 minutes)** – The teacher will introduce cosmetic care regimens for body parts other than the face and hair, covering skin types, common concerns (such as dryness, hyperpigmentation, and sensitivity), and the role of body lotions, exfoliants, body oils, and sun protection. Product selection based on different skin needs and environmental conditions will also be discussed.

Step 2: Practical Demonstration (45 minutes) – A live demonstration will showcase the application of body care products, including cleansers, exfoliators, moisturizers, sunscreens, and specialized treatments for areas like hands, feet, elbows, and knees. Techniques for product layering and absorption enhancement will be demonstrated, with hands-on participation encouraged. **Step 3: Discussion & Assessment (30 minutes)** – Participants will engage in an interactive discussion on customizing body care regimens for various skin types and concerns. The teacher will assess students' understanding, application techniques, and regimen recommendations using interactive evaluation methods.
Experiential Learning Activity
Experiential-Learning Learning 30.1: Antiperspirants
Total Learning Hours: 2 Hours **Step 1: Topic Assignment & Research (45 Minutes)** – The teacher will assign the topic "Antiperspirants: Composition, Mechanism, and Clinical Considerations" to the student. They will conduct an in-depth literature review, exploring key ingredients such as aluminum-based compounds, their mechanism of action in reducing sweat production, safety concerns, and comparisons with deodorants. **Step 2: Content Organization & Presentation (45 Minutes)** – After review and analysis, the student will compile their findings into a structured PowerPoint presentation. The presentation will be delivered to faculty and peers, encouraging academic discussions, critical analysis, and interactive engagement. **Step 3: Discussion & Assessment (30 Minutes)** – A structured discussion will follow, where students will analyze key aspects such as ingredient safety, regulatory guidelines, and consumer preferences. The teacher will evaluate the student's depth of research, clarity of presentation, communication skills, and active participation in the discussion using a checklist.
Experiential-Learning Learning 30.2: Shaving Preparations
Total Learning Hours: 2 Hours **Step 1: Project Assignment & Research (45 Minutes)** – The teacher will assign the project "Ingredients, Contraindications, and Side Effects of Shaving Preparations", providing guidelines on key areas such as formulation components, potential allergens, skin reactions, and suitability for different skin types. Students will conduct research using scientific literature, dermatological studies, and product analyses to gather comprehensive data.

Step 2: Project Development & Submission (45 Minutes) – Students will compile their findings into a structured project, detailing the composition of shaving preparations, common contraindications, and documented side effects. The project will be presented to faculty and peers, encouraging discussion on product safety and dermatological considerations. Additionally, a written report will be submitted to the teacher for evaluation. **Step 3: Discussion & Assessment (30 Minutes)** – A structured discussion will follow, focusing on ingredient safety, risk factors, and recommendations for different skin types. The teacher will assess research depth, clarity of presentation, scientific accuracy, and active participation using a checklist**,** providing constructive feedback for improvement.
Experiential-Learning Learning 30.3: **Cleansures**
Total Learning Hours: 2 Hours **Step 1: Literature Search & Paper Selection (60 Minutes)** – The teacher will assign the topic **"**Cleansers for Treating Atopic Dermatitis**"** for the Journal Club. Students will conduct a literature review, identifying recent clinical trials and studies on the role of mild, non-irritating cleansers in managing atopic dermatitis. They will finalize one research paper in consultation with the teacher. **Step 2: Journal Club Presentation & Discussion (60 Minutes)** – After selecting the paper, the student will deliver a structured presentation covering journal details, study methodology, results, discussion, and clinical implications. The session will encourage critical analysis of the study's findings, limitations, and their application in dermatology. **Step 3: Assessment & Feedback** – A post-presentation discussion will take place, where students will evaluate key aspects of the article, including its scientific validity and practical significance. The teacher will assess depth of research, clarity of presentation, and active participation using a checklist, providing constructive feedback for improvement.
Experiential-Learning Learning 30.4: Cosmetics for Different Body Parts
Total Learning Hours: 2 Hours **Step 1: Topic Assignment & Research (45 Minutes)** – The teacher will assign the topic "Cosmetics for Different Body Parts," guiding students to explore the formulation, purpose, and application of cosmetics designed for various areas such as the face, lips, eyes, hands, feet, and body**.** Students will conduct a literature review on ingredients, skin compatibility, and functional benefits.

Step 2: Content Organization & Presentation (45 Minutes) – After thorough research, students will compile their findings into a structured PowerPoint presentation. The presentation will cover product categories, formulation differences, suitability for specific skin types, and common concerns addressed by cosmetics for different body areas. Faculty and peers will engage in an interactive session to analyze the effectiveness of these products. **Step 3: Discussion & Assessment (30 Minutes)** – A structured discussion will follow, evaluating the scientific basis, safety considerations, and innovations in cosmetics for different body parts. The teacher will assess research depth, presentation clarity**,** communication skills, and engagement using a checklist to ensure comprehensive learning and provide constructive feedback.
Experiential-Learning Learning 30.5: Adverse Effects of Cosmetics
Total Learning Hours: 3 Hours **Step 1: Literature Search & Paper Selection (75 Minutes)** – The teacher will assign the topic "Adverse Effects of Cosmetics" for the Journal Club. Students will conduct an extensive literature review, identifying recent clinical studies, case reports, and regulatory guidelines related to cosmetic-induced skin reactions, systemic effects, and long-term safety concerns. In consultation with the teacher, they will finalize one research paper for presentation. **Step 2: Journal Club Presentation (75 Minutes)** – After selecting the paper, the student will deliver a structured presentation covering journal details, study methodology, key findings, adverse effects reported, and clinical implications**.** The session will be conducted in the presence of faculty and peers, encouraging critical analysis of safety concerns associated with cosmetic ingredients and formulations. **Step 3: Discussion & Assessment (30 Minutes)** – A post-presentation discussion will follow, where students will analyze the significance of findings, regulatory considerations, and real-world implications of cosmetic safety. The teacher will assess research depth, clarity of presentation, analytical skills, and participation using a checklist to ensure a well-rounded understanding of the topic
Experiential-Learning Learning 30.6: Herbal cosmetics
Total Learning Hours: 2 Hours **Step 1: Project Assignment & Research (45 minutes)** – The teacher will assign the project "Prospects and Ideas for Herbal Cosmetics," outlining key areas such as market trends, potential herbal ingredients, formulation techniques, and regulatory considerations. Students will conduct research, exploring scientific literature, traditional knowledge, and innovations in herbal cosmetics.

Step 2: Project Development & Submission (45 minutes) – Students will compile their findings into a structured project report, detailing the benefits, challenges, and future scope of herbal cosmetics. They will present their project to faculty and peers, fostering discussion on sustainability, efficacy, and commercialization of herbal formulations. A written report will also be submitted to the teacher for evaluation. **Step 3: Discussion & Assessment (30 minutes)** – A structured discussion will take place, assessing the feasibility and scientific basis of herbal cosmetic formulations. The teacher will evaluate research quality, clarity of presentation, innovation, and active participation using a checklist, providing constructive feedback for improvement.
Experiential-Learning Learning 30.7: Moisturizers in xeroderma
Total Learning Hours: 2 Hours **Step 1: Literature Search & Paper Selection (45 minutes)** – The teacher will assign the topic "Use of Moisturizers in Xeroderma" for the Journal Club. Students will conduct a literature review, identifying recent clinical studies on the efficacy of moisturizers in treating xerosis (dry skin), their mechanisms, and comparative effectiveness of different formulations (emollients, humectants, occlusives). A research paper will be selected for detailed analysis and presentation. **Step 2: Journal Club Presentation (45 minutes)** – After reviewing and analyzing the selected paper, the student will deliver a structured presentation covering study methodology, results, discussion, and clinical implications. Faculty and peers will participate in the session to encourage critical evaluation of findings and real-world application in dermatology. **Step 3: Discussion & Assessment (30 minutes)** – A structured discussion will follow, where students will critically appraise the paper's strengths, limitations, and applicability in clinical practice. The teacher will evaluate research depth, analytical skills, clarity of presentation, and engagement in discussion using interaction and Checklist.
Experiential-Learning Learning 30.8: Moisturizers in dermatocosmetology
Total Learning Hours: 1 Hour **Step 1: Topic Assignment & Research –** The teacher will assign the topic "Effects of Moisturizers in Dermatocosmetology." Students will conduct research on the role of moisturizers in skin hydration, barrier repair, anti-aging, and their application in cosmetic dermatology.

Step 2: Content Organization & Presentation (45 minutes) – After review and analysis, students will compile their findings into a structured PowerPoint presentation. The discussion will cover key ingredients, mechanisms of action, clinical applications, and relevant scientific studies. The presentation will be delivered to faculty and peers, fostering interactive discussion.

Step 3: Discussion & Assessment (15 minutes) – A structured discussion will follow, evaluating the significance of moisturizers in dermatocosmetology. The teacher will assess the student's depth of research, clarity of presentation, communication skills, and active participation using a checklist, providing constructive feedback for improvement.

Experiential-Learning Learning 30.9: Geriatric skin care

Total Learning Hours: 3 Hours

Step 1: Topic Assignment & Research (75 minutes) – The teacher will assign the topic "Geriatric Skincare," guiding students to explore key aspects such as age-related skin changes, common dermatological concerns in the elderly, and evidence-based skincare approaches. Students will conduct research on moisturizing strategies, sun protection, and treatments for conditions like xerosis, dermatitis, and senile purpura.

Step 2: Content Organization & Presentation (75 minutes) – After review and analysis, students will compile their findings into a structured PowerPoint (PPT) presentation. The presentation will cover physiological skin aging, preventive skincare measures, and product recommendations. It will be delivered in the presence of faculty and peers, encouraging discussion and interactive engagement.

Step 3: Discussion & Assessment (30 minutes) – A structured discussion will follow, allowing participants to critically evaluate geriatric skincare strategies, their effectiveness, and limitations. The teacher will assess research depth, clarity of presentation, communication skills, and active participation in the discussion using a checklist.

Experiential-Learning Learning 30.10: Sun screen

Total Learning Hours: 3 Hours

Step 1: Topic Assignment & Research (75 minutes) – The teacher will assign the topic "Types, Indications, Contraindications, and Side Effects of Sunscreens." Students will conduct in-depth research on different types of sunscreens (physical, chemical, hybrid), their mechanisms of action, SPF and PA ratings, appropriate usage for different skin types and conditions, contraindications, and potential side effects such as allergic reactions or phototoxicity.

Step 2: Content Organization & PPT Presentation (75 minutes) – After thorough research and analysis, students will compile their findings into a structured PowerPoint presentation. The presentation will cover sunscreen classification, formulation differences, application guidelines, efficacy studies, and safety considerations. It will be delivered to faculty and peers, encouraging academic discussion, critical evaluation, and interactive engagement. **Step 3: Discussion & Assessment (30 minutes)** – A structured discussion will follow, analyzing key aspects such as formulation selection, clinical relevance, and patient education on sunscreen use. The teacher will assess the student's depth of research, clarity of presentation, communication skills, and active participation using a checklist.
Experiential-Learning Learning 30.11: Protective cosmetic procedures for hair
Total Learning Hours: 2 Hours **Step 1: Project Assignment & Research (45 minutes)** – The teacher will assign the project topic, "Protective Cosmetic Procedures for Hair," providing guidelines on key areas such as assessment of hair damage using trichoscope, hair pull test device, scalp analyzer, hair density meter, phototrichogram, trichoscan, hair tensile strength tester, hair pH tester as and when needed to establish the underlying factors & causes, protective treatments, and cosmetic interventions. Students will conduct research on techniques like hair masks, keratin treatments, scalp therapies, heat protectants, and serums that help maintain hair health. **Step 2: Project Development & Submission (45 minutes)** – Students will compile their research findings into a structured project, detailing different protective cosmetic procedures, their mechanisms, benefits, and potential risks. The project will be presented to faculty and peers for discussion, and a written report will be submitted for evaluation. **Step 3: Discussion & Assessment (30 minutes)** – A structured discussion will follow, focusing on the effectiveness, safety, and real-world application of protective hair treatments. The teacher will assess the project's research depth, clarity, scientific validity, and active participation using a checklist, providing constructive feedback for improvement.
Experiential-Learning Learning 30.12: Hand and foot care
Total Learning Hours: 2 Hours

Step 1: Literature Search & Paper Selection (45 minutes) – The student will be assigned the topic "Hand and Foot Care" for the Journal Club. They will conduct a literature review, exploring research studies on skincare, moisturization, exfoliation, and protective treatments for hands and feet. In consultation with the teacher, they will finalize a relevant research paper for presentation.

Step 2: Journal Club Presentation (45 mnutes) – After selecting the paper, the student will deliver a structured presentation covering journal details, topic introduction, study methodology, results, discussion, and clinical implications. The session will be conducted in the presence of faculty and peers, encouraging academic discussions and critical analysis of the findings.

Step 3: Discussion & Assessment (30 minutes) – A post-presentation discussion will follow, where students will analyze key aspects of the article, including its limitations and practical applications in cosmetic dermatology. The teacher will assess the student's research depth, clarity of presentation, and engagement using a checklist.

Modular Assessment

Assessment	Hour
Instructions – Conduct a structured modular assessment, that carry **50 marks**. Keep a record of structured marking pattern using different assessment methods applicable to the module of the semester concern, and calculate modular grade point as shown in table 6 C. 1. **Presentation – (25 Marks):** Students will deliver a Presentation on topics related to Personal Care Products. Assessment will cover: • Content and Understanding (5 Marks) • Clarity and Organization (5 Marks) • Design and Visual Aids (5 Marks) • Delivery and Communication (5 Marks) • Engagement and Response to Questions (5 Marks) 2. **Model Making – (15 Marks):** Students will create a Model representing Personal Care Products for Various Body Parts. Assessment will be based on: • Concept and Creativity (5 Marks)	4

• Accuracy and Representation (5 Marks) • Presentation and Explanation (5 Marks) 3. **Oral Viva – (10 Marks):** An Oral Viva will assess the student's understanding of Personal Care Products, including their types, ingredients, applications, safety considerations, and recent trends in personal care. Or Any practical in converted form can be taken for assessment. **(25 Marks)** and Any experiential, such as portfolios/ reflection/ presentations can be taken as an assessment. **(25 Marks)**	

Semester No : 5

Module 31 : تدابیرِ مزینہ Tadabeer-i Muzayyenah (Cosmetic Regimes)

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Describe Tadabir-i Muzayyenah (Unani and conventional), types, indications, contraindications, potential side effects and their prevention.
2. Conduct various Tadabir-i Muzayyenah following SOPs.
3. Apply Tadabir-i Muzayyenah for different cosmetological issues.

Unit 1 غازہ، غالیہ، ابٹن و طلا Ghaza, Ghaliya, Ubtan and Tila (Ghaza, Ghaliya, Ubtan and Tila)

31.1.1 غازہ (Ghaza)

31.1.2 غالیہ (Ghaliya)

31.1.3 ابٹن (Ubtan)

31.1.4طلا(Tila)

References: 19,21,25

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO5,CO6	Describe mechanism of action, indications, and after-effects of Ghaza, Ghaliya, Ubtan, Tila, Sibagh and Daluk.	2	Lecture	CC	Knows-how	L,L&PPT
CO2,CO3	Demonstrate types, mechanism of action and indications of Sibagh and Daluk.	1	Practical31.1	PSY-SET	Shows-how	D,DIS
CO2,CO3	Conduct book review of the published literature on Unani cosmetic procedures.	2	Experiential-Learning31.1	CAN	Does	LS
CO1,CO2,CO5	Demonstrate mechanism of action, indications and after-effects of Tila and Ghāza.	1	Practical31.2	PSY-ADT	Shows-how	D,D-M
CO2,CO3,CO6	Conduct literature survey and execute a seminar presentation on Ubtan, Sibgha, Daluk, and Ghaza in cosmetic conditions.	2	Experiential-Learning31.2	CE	Does	PER,LS

Unit 2 انکباب وتغسیل وجہ Inkibāb & Taghseel-i waj'h (Facial Steam & HydraFacial)

31.2.1انکباب وجہ(Facial Steam)

31.2.2 تغسیل وجہ(Hydra Facial)

References: 19,21,25

3A	3B	3C	3D	3E	3F	3G
CO2,CO3	Describe mechanism of action, types, and indications of hydra-facial and Inkebab (facial steam)	2	Lecture	CAN	Knows-how	L&PPT ,L
CO2,CO3	Demonstrate hydra-facial in facial xerosis.	2	Practical31.3	PSY-SET	Knows-how	D
CO2,CO3	Perform and organize the case presentation on management of facial xerosis with hydra-facial.	2	Experiential-Learning31.3	PSY-GUD	Does	CBL,D-BED
CO2,CO3,CO6	Demonstrate procedure of hydrafacial.	2	Practical31.4	PSY-MEC	Shows-how	D

Unit 3 تقشیر جلد،فرک و تسحیج جلد دقیق Taqshir-i Jild, Fark wa Tashij-i Jild Daqeeq (Peeling, Scrubbing & microdermabrasion)

31.3.1 تقشیر جلد (Peeling)

31.3.2 فرک (Scrubbing)

31.3.3 تسحیج جلد دقیق (Microdermabrasion)

References: 2,3,16,17,18

3A	3B	3C	3D	3E	3F	3G
CO2,CO3	Discuss types, mode of action and indications of peeling and scrubbing.	2	Lecture	CC	Knows-how	SIM,L,L&PPT

CO2,CO3,CO5	Analyze the introduction, methodology, result, and discussion of a recent clinical trial on superficial chemical peels.	3	Experiential-Learning31.4	CS	Does	JC
CO2,CO3,CO5	Demonstrate the procedure of lactic acid peel.	2	Practical31.5	PSY-SET	Shows-how	D,L_VC,SIM
CO2,CO3,CO5	Conduct literature survey and deliver a seminar presentation on deep chemical peels.	3	Experiential-Learning31.5	PSY-MEC	Does	D,SIM
CO2,CO3,CO5	Perform procedure of salicylic acid peel on a case of acne vulgaris.	3	Experiential-Learning31.6	PSY-ADT	Does	D
CO1,CO2,CO5	Describe types, mode of action and indications of micro-dermabrasion.	2	Lecture	CC	Knows-how	L,L&PPT
CO2,CO3,CO6	Demonstrate the procedure of glycolic acid peel	2	Practical31.6	PSY-GUD	Shows-how	SIM,D
CO2,CO3,CO6	Demonstrate the procedure of Jessner's chemical peel.	2	Practical31.7	PSY-GUD	Shows-how	D,SIM
CO2,CO4,CO6	Perform procedure of TCA peel in a case of post-inflammatory hyperpigmentation	3	Experiential-Learning31.7	PSY-ADT	Does	D
CO2,CO4,CO7	Perform procedure of micro-dermabrasion in a case of acne scar.	2	Experiential-Learning31.8	PSY-ADT	Does	D
Unit 4 تشخین جلد اور اسکی اقسام Taskheen-i Jild aur uski Aqsām(Phototherapy and various modes of light therapy)						

31.4.1 تسخین جلد اور اسکی اقسام (Phototherapy and Various modes of Light therapy) **References:** 23,44,46,47,48						
3A	**3B**	**3C**	**3D**	**3E**	**3F**	**3G**
CO2,CO3,CO5	Discuss mode of action, types and indications of PUVA, PDT light, laser and photo-bio-modulation.	2	Lecture	CC	Knows-how	L,L&PPT
CO2,CO3,CO5	Demonstrate mode of action and indications of PUVA.	2	Practical31.8	PSY-GUD	Shows-how	D,PT
CO2,CO5	Demonstrate the procedure of PDT light.	2	Practical31.9	PSY-GUD	Shows-how	D
CO2,CO3,CO5	Demonstrate the procedure of photobiomodulation (PBM).	2	Practical31.10	PSY-MEC	Shows-how	D,SIM
CO2,CO3,CO5	Perform the procedure of Q-switched Nd:Yag laser.	3	Experiential-Learning31.9	PSY-ADT	Does	D,CBL
CO2,CO3,CO5	Conduct a comprehensive literature search of Unani medicine and deliver a seminar on Unani formulations and procedures for Taskhin-i Jild.	3	Experiential-Learning31.10	CAN	Does	LS,SDL,PER
CO1,CO2,CO5	Demonstrate the procedure of laser therapy.	2	Practical31.11	PSY-MEC	Shows-how	D
Practical Training Activity						
Practical Training 31.1 Sibagh and Daluk						

Total Learning Hours: 1 Hours

Step 1: Introduction (10 minutes) - The teacher will introduce Sibgha and Daluk, their types, properties, application methods, safety considerations, and cultural significance (if applicable).

Step 2: Group Discussion (40 minutes) - Students will be divided into small groups. They will demonstrate application techniques for different types of skin dyes and massaging agents, and hands-on practice with applying different types of skin dyes on practice surfaces or models (if appropriate and safe), and practicing various massage techniques using different massaging agents followed by interactive discussion on the properties, benefits, and potential risks of different dyes and agents.

Step 3: Assessment & Feedback (10 minutes) - Students' understanding will be assessed through direct questioning. Constructive feedback will be provided to enhance their clinical reasoning and application of knowledge.

Practical Training 31.2 Tila and Ghāza

Total Learning Hours: 1 Hour

Step 1: Introduction & Demonstration (20 minutes): The teacher will introduce mechanism of action, types, ingredients (e.g., herbal oils, mineral oil-based preparations), traditional uses and benefits of different types of Tila and Ghāza.

Step 2: Group Discussion (20 minutes): Students will be divided into small groups. They will discuss mechanism of action, ingredients, and after-effects of Tila and Ghāza.

Step 3: Assessment & Feedback (20 minutes) - Students' understanding will be assessed through direct questioning. Constructive feedback will be provided to enhance their clinical reasoning and application of knowledge.

Practical Training 31.3 Hydra-facial in Facial Xerosis

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 minutes) - The teacher will introduce and demonstrate hydra-facial in facial xerosis, explaining its various steps, mechanism of action, indications, contra-indications, and after-effects. The procedure will be done on a real patient, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning.

Step 2: Group Discussion (30 minutes) - Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Practical Training 31.4 Hydrafacial Procedure
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 minutes) -** The teacher will introduce and demonstrate the complete procedure of hydra-facial explaining various steps, mechanism of action, indications, contra-indications, and after-effects. The procedure will be demonstrated on a real patient of any relevant condition, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Practical Training 31.5 Lactic Acid Peel
Total Learning Hours: 2 Hours **Step 1: Case Assignment & Patient Evaluation (75 minutes):** The student will be assigned a case requiring lactic acid peel. He/she will conduct a detailed patient evaluation, including history-taking, skin assessment, indications, contraindications, and pre-procedure preparation. If a patient is unavailable, a simulated case or pre-recorded clinical scenario will be used. **Step 2: Procedure Execution (30 minutes) -** Under supervision, the student will perform the lactic acid peel procedure, ensuring proper technique, patient position, application, and patient safety measures. In the absence of a real case, the procedure details will be demonstrated using audio-visual aids to ensure comprehensive learning.

Step 3: Discussion & Assessment (15 Minutes) - A post-procedure discussion will take place, where students will analyze treatment efficacy, possible complications, and post-procedure care. The teacher will assess their clinical skills, procedural competency, and decision-making through providing constructive feedback for improvement.
Practical Training 31.6 Glycolic Acid Peel
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 minutes)** - The teacher will introduce and demonstrate the complete procedure of Glycolic Acid Peel explaining various application steps, mechanism of action, indications, contra-indications, and after-effects. The procedure will be demonstrated on a real patient of any relevant condition, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 minutes)** - Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes)** - Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Practical Training 31.7 Jessner's chemical Peel
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 minutes)** - The teacher will introduce and demonstrate the complete procedure of Jessner's chemical Peel explaining various steps of application, mechanism of action, indications, contra-indications, and after-effects. The procedure will be demonstrated on a real patient of any relevant condition, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 minutes)** - Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes)** - Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.

Practical Training 31.8 PUVA
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 minutes) -** The teacher will introduce and demonstrate the complete procedure of PUVA therapy explaining various steps, mechanism of action, indications, contra-indications, and after-effects. The procedure will be demonstrated on a real patient of any relevant condition, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Practical Training 31.9 Photodynamic therapy (PDT)
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (75 minutes) -** The teacher will introduce and demonstrate the complete procedure of PDT light explaining its mechanism of action, indications, contra-indications, and after-effects. The procedure will be demonstrated on a real patient of any relevant condition, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Practical Training 31.10 Photobiomodulation (PBM)
Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (75 minutes) - The teacher will introduce and demonstrate the complete procedure of photoi-biomodulation explaining various steps of application, mechanism of action, indications, contra-indications, and after-effects. The procedure will be demonstrated on a real patient of any relevant condition, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (30 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension.
Practical Training 31.11 Laser Therapy
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (30 minutes) -** The teacher will introduce and demonstrate the complete procedure of fractional CO2 laser therapy explaining its mechanism of action, indications, contra-indications, and after-effects. The procedure will be demonstrated on a real patient of any relevant condition, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning. **Step 2: Group Discussion (15 minutes) -** Students will engage in small-group discussions, with the teacher for addressing doubts, and reinforcing key diagnostic concepts to enhance understanding. **Step 3: Assessment & Feedback (15 minutes) -** Students' knowledge and learning will be evaluated through direct questioning, with constructive feedback provided to refine their clinical reasoning and comprehension. The same steps will be followed up for IPL laser for the duration 60 minutes.
Experiential Learning Activity
Experiential-Learning Learning 31.1: Unani Cosmetic Procedures
Total Learning Hours: 2 Hours

Step 1: Literature Review Assignment (60 minutes): The teacher will assign books authored by notable classical physicians to three postgraduate (PG) scholars. Each student will conduct a comprehensive literature review on Unani cosmetic procedures based on their assigned texts. **Step 2: Presentation of Findings (45 minutes) -** After thoroughly studying their allotted books, students will structure and organize their findings in a well-formatted PowerPoint presentation. Each student will deliver a 30-minute presentation, detailing key insights, and contents of psycho-cutaneous disorders. Total time for presentations is 45 minutes. **Step 3: Discussion & Interactive Session (15 minutes) -** Following the presentations, there will be a 15-minute discussion and Q&A session, where peers and teachers will engage in critical analysis and intellectual exchange. **Step 4: Project Submission:** The structured content from each student's presentation will be compiled and submitted as a formal project report to the concerned teacher.
Experiential-Learning Learning 31.2: Ubtan, Sibgha, Daluk, and Ghaza
Total Learning Hours: 2 Hours **Step 1: Topic Assignment, Literature Search & Review (60 minutes) -** The teacher will assign the topic "Ubtan, Sibgha, Daluk, and Ghaza in cosmetic conditions" to the student. The student will then conduct an in-depth review by exploring recent clinical studies, guidelines, and research articles. They will utilize credible academic sources to gather comprehensive information. **Step 2: Content Organization & PPT Presentation (45 minutes) -** After compiling relevant data, the student will develop a PowerPoint (PPT) presentation to effectively communicate their findings. The presentation will be delivered to faculty and fellow students, encouraging academic discussions and the exchange of knowledge. **Step 3: Discussion & Assessment (15 minutes) -** Following the presentation, a structured discussion session will take place to analyze key aspects of the topic. The teacher will evaluate the student's performance based on research depth, clarity of presentation, communication skills, and level of engagement in discussions.
Experiential-Learning Learning 31.3: Facial Xerosis and Hydra-facial
Total Learning Hours: 2 Hours

Step 1: Case selection (60 minutes) - The student will be assigned a case of facial xerosis . He/she will take the complete history, conduct the thorough clinical examination, and demonstrate the complete procedure of hydra-facial explaining various steps, mechanism of action, indications, contra-indications, and after-effects in facial xerosis. The procedure will be demonstrated on a real patient, or if unavailable, alternative teaching methods such as models, videos, or presentations will be used for effective learning.

Step 2: Case presentation (45 minutes) - The student will present the case including detailed history and clinical examination findings, and procedure of hydra-facial.

Step 3: Discussion & Assessment (15 minutes) - Following the presentation, a discussion session will be conducted to address doubts, clarify key points, and enhance understanding. Simultaneously, the teacher will assess the students based on their performance, depth of knowledge, and presentation skills.

Experiential-Learning Learning 31.4: Superficial Chemical Peels

Total Learning Hours: 2 Hours

Step 1: Literature Search & Paper Selection (60 minutes) - Student will be assigned the topic of superficial chemical peels for journal club presentation. He/she will search for recently published clinical trial articles on superficial chemical peels and, in consultation with the assigned teacher, finalize one paper for presentation.

Step 2: Journal Club Presentation (45 minutes) - After finalizing the paper, the student will conduct the journal club session, critically analyzing key sections of the article, including journal information, topic, introduction, methodology, results, discussion, and take-home message. the presentation will be delivered to peers and teachers to encourage academic discussion and engagement.

Step 3: Discussion & Assessment (15 minutes) - Following the presentation, an extensive discussion will take place, involving all students, to analyze key points and various sections of the article in depth. Simultaneously, the teacher will assess students' performance, critical thinking, and knowledge based on their presentation and engagement in the discussion.

Experiential-Learning Learning 31.5: Deep chemical peels

Total Learning Hours: 3 Hours

Step 1: Topic Assignment & Research (60 Minutes) – The teacher will assign the topic "deep chemical peels". Students will conduct in-depth research on mode of action, indications in various types of skin, and adverse effects of deep chemical peels.

Step 2: Content Organization & Seminar Presentation (75 Minutes) – Students will compile their findings into a structured PowerPoint presentation, covering key aspects such as mechanism of action, indications and evidence-based selection of deep chemical peels in consdieration of skin types. The seminar will be delivered to faculty and peers, promoting academic discussions and knowledge sharing. **Step 3: Discussion & Assessment (45 Minutes)** – A structured discussion will follow the seminar, where students will analyze challenges, innovations, and clinical applications of skin healing in cosmetology and dermatology. The teacher will assess research depth, presentation clarity, communication skills, and engagement using a checklist and interactive discussions to ensure comprehensive understanding.
Experiential-Learning Learning 31.6: Salicylic Acid Peel
Total Learning Hours: 3 Hours **Step 1: Case Assignment & Patient Evaluation (75 minutes) -** The student will be assigned a case requiring salicylic acid peel for acne vulgaris. He./she will conduct a detailed patient evaluation, including history-taking, skin assessment, indications, contraindications, and pre-procedure preparation. If a patient is unavailable, a simulated case or pre-recorded clinical scenario will be used. **Step 2: Procedure Execution (75 minutes) -** Under supervision, the student will perform the chemical peel procedure, ensuring proper technique, application, and patient safety measures. In the absence of a real case, the procedure details will be demonstrated using audio-visual aids to ensure comprehensive learning. **Step 3: Discussion & Assessment (30 minutes) -** A post-procedure discussion will take place, where students will analyze treatment efficacy, possible complications, and post-procedure care. The teacher will assess their clinical skills, procedural competency, and decision-making through providing constructive feedback for improvement.
Experiential-Learning Learning 31.7: Trichloroacetic Acid (TCA) Peel in Post-inflammatory hyperpigmentation
Total Learning Hours: 3 Hours **Step 1: Case Assignment & Patient Evaluation (75 minutes) -** The student will be assigned a case requiring TCA peel in post-inflammatory hyperpigmentation. He./she will conduct a detailed patient evaluation, including history-taking, skin assessment, indications, contraindications, and pre-procedure preparation. If a patient is unavailable, a simulated case or pre-recorded clinical scenario will be used.

Step 2: Procedure Execution (75 minutes) - Under supervision, the student will perform the TCA peel in post-inflammatory hyperpigmentation, ensuring proper technique, application, and patient safety measures. In the absence of a real case, the procedure details will be demonstrated using audio-visual aids to ensure comprehensive learning.

Step 3: Discussion & Assessment (30 minutes) - A post-procedure discussion will take place, where students will analyze treatment efficacy, possible complications, and post-procedure care. The teacher will assess their clinical skills, procedural competency, and decision-making through providing constructive feedback for improvement.

Experiential-Learning Learning 31.8: Micro-dermabrasion

Total Learning Hours: 2 Hours

Step 1: Case Assignment & Patient Evaluation (60 minutes) - The student will be assigned a case requiring micro-dermabrasion in a case of acne scar. He./she will conduct a detailed patient evaluation, including history-taking, skin assessment, indications, contraindications, and pre-procedure preparation. If a patient is unavailable, a simulated case or pre-recorded clinical scenario will be used.

Step 2: Procedure Execution (45 minutes) - Under supervision, the student will perform the micro-dermabrasion in a case of acne scar, ensuring proper technique, application, and patient safety measures. In the absence of a real case, the procedure details will be demonstrated using audio-visual aids to ensure comprehensive learning.

Step 3: Discussion & Assessment (15 minutes) - A post-procedure discussion will take place, where students will analyze treatment efficacy, possible complications, and post-procedure care. The teacher will assess their clinical skills, procedural competency, and decision-making through providing constructive feedback for improvement.

Experiential-Learning Learning 31.9: Q-switched Nd:Yag laser

Total Learning Hours: 3 Hours

Step 1: Case Assignment & Patient Evaluation (75 minutes) - The student will be assigned a case requiring Q-switched Nd:Yag laser. They will conduct a detailed patient evaluation, including history-taking, skin assessment, indications, contraindications, and pre-procedure preparation of Q-switched Nd:Yag laser. If a patient is unavailable, a simulated case or pre-recorded clinical scenario will be used.

Step 2: Procedure Execution (75 minutes) - Under supervision, the student will perform the Q-switched Nd:Yag laser procedure, ensuring proper technique, application, and patient safety measures. In the absence of a real case, the procedure details will be demonstrated using audio-visual aids to ensure comprehensive learning. **Step 3: Discussion & Assessment (30 minutes) -** A post-procedure discussion will take place, where students will analyze treatment efficacy, possible complications, and post-procedure care. The teacher will assess their clinical skills, procedural competency, and decision-making through providing constructive feedback for improvement.	
Experiential-Learning Learning 31.10: Taskhin-i Jild	
Total Learning Hours: 3 Hours **Step 1: Topic Assignment & Literature Research (120 minutes) -**The teacher will assign the topic Unani formulations and procedures for Taskhin-i Jild to the student. The student will conduct an in-depth literature review using Unani classical literature and relevant online academic materials to gather comprehensive and up-to-date information on the topic. **Step 2: Seminar Presentation & Discussion (45 minutes) -**The student will analyze and structure the collected information into a PowerPoint (PPT) presentation and deliver a seminar presentation to faculty members and peers. This session will encourage academic discussion, knowledge sharing, and critical evaluation of the topic. **Step 3: Feedback & Evaluation (15 minutes) -**The teacher will facilitate a discussion following the presentation, addressing key points, clarifying doubts, and encouraging analytical thinking. The student's performance will be assessed based on research quality, presentation skills, and engagement in discussions. Constructive feedback will be provided for improvement.	
Modular Assessment	
Assessment	**Hour**
Instructions – Conduct a structured modular assessment, that carry **50 marks**. Keep record of structured marking pattern using different assessment methods applicable to the module of the semester concern, and calculate modular grade point as shown in table 6 C.	4

1. **Demonstration of Observed Assessment and Practice – (25 Marks):** Students will participate in a DOAP session to demonstrate their practical skills and understanding of Cosmetic Procedures. Assessment will cover: • Procedure Understanding and Protocol Adherence (5 Marks) • Patient Preparation and Safety Measures (5 Marks) • Technical Skill and Technique Application (5 Marks) • Post-Procedure Care and Complication Management (5 Marks) • Communication and Explanation (5 Marks) 2. **Multiple-Choice Questions – (15 Marks):** A Quiz consisting of 15 MCQs (1 mark each) covering key concepts related to Cosmetic Procedures, including techniques, indications, contraindications, and complication management. 3. **Oral Viva – (10 Marks):** An Oral Viva will assess the student's theoretical knowledge of Cosmetic Procedures, focusing on procedural steps, patient assessment, ethical considerations, and recent advancements. Or Any practical in converted form can be taken for assessment. **(25 Marks)** and Any experiential, such as portfolios/ reflection/ presentations can be taken as an assessment. **(25 Marks)**	
Module 32 : امراض جلد کے جمالیاتی مسائل تک رسائی Amrāze Jild ke Jamāliyāti Masāil tak rasāyi (Approach to cosmetic problems in dermatology)	
Module Learning Objectives (At the end of the module, the students should be able to) 1. Describe patient-oriented approaches, including psychological approaches to cosmetic complaints associated with different dermatological disorders. 2. Conduct clinical methods to evaluate the problem. 3. Identify various cosmetological conditions needed for treatment.	
Unit 1 چہرے سے متعلق امراض کے جمالیاتی طریقہ کار Chehre se mutalliq amrāz ke Jamāliyāti Tareeqā-i kar (Cosmetic modalities for Face and related disorders)	

32.1.1 چہرے سے متعلق امراض کے جمالیاتی طریقہ کار (Cosmetic modalities for Face and related disorders)

References: 15,18,20,23,24,49

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO3	Enumerate and descibe types of acne scars.	1	Lecture	CK	Know	L&PPT ,L
CO2,CO3	Discuss the cosmetic management of acne scars.	2	Lecture	CAP	Knows-how	DIS,L,L&PPT
CO2,CO3	Enumerate and discuss facial hyperpigmentary disorders	1	Lecture	CK	Know	L,L&PPT
CO2,CO3	Enumerate and discuss cosmetic managent of facial hyperpigmentary disorders	2	Lecture	CAP	Know	L&PPT ,L
CO1,CO2	Demonstrate and describe the cosmetic modalities used for treating acne scars	2	Practical32.1	PSY-GUD	Shows-how	D-M,SIM,D,CBL,DIS
CO1,CO2,CO4	Demonstrate and describe the cosmetic management of acne vulgaris.	2	Practical32.2	PSY-SET	Shows-how	CBL,PBL,D-M,SIM,DIS
CO2,CO3	Explain and demonstrate the cosmetic modalities for treating post-inflammatory hyperpigmentation.	2	Practical32.3	PSY-SET	Shows-how	D-M,SIM,D,DIS,CBL

CO1,CO2,CO3,CO4	Perform a chemical peel procedure on a patient with acne vulgaris to improve skin texture and reduce blemishes.	3	Experiential-Learning32.1	PSY-ADT	Does	D-M,CBL,DIS,D
CO1,CO2,CO4	Perform a laser treatment on a patient with melasma to reduce pigmentation and improve skin tone.	3	Experiential-Learning32.2	PSY-ADT	Does	D,D-M,DIS,CBL
CO1,CO2,CO3	Demonstrate and describe the cosmetic management of melasma	2	Practical32.4	PSY-GUD	Shows-how	SIM,CBL,DIS,D-M,D
CO1,CO2,CO3	Demonstrate and describe the cosmetic modalities used for treating nevus of Ota.	2	Practical32.5	PSY-GUD	Knows-how	CBL,SIM,D-M,D,DIS
CO1,CO2,CO3	Describe and demonstrate the cosmetic modalities for treating solar lentigens	2	Practical32.6	PSY-GUD	Shows-how	DIS,SIM,D,CBL,D-M
CO3,CO5,CO7	Analyze the introduction, methodology, results, and discussion of a recent clinical trial on a cosmetic procedure for solar lentigines patients.	3	Experiential-Learning32.3	CAN	Does	LS,PrBL,JC,DIS
CO3,CO5,CO7	Conduct a literature survey and deliver a seminar presentation on evidence-based cosmetic procedures used in the treatment of drug-induced hyperpigmentation.	3	Experiential-Learning32.4	CAN	Does	PER,DIS,PrBL,LS
CO3,CO5,CO7	Review and analyze the cosmetic modalities of treatments in the available published literature on nevus of Ota and Nevus of Ito.	2	Experiential-Learning32.5	CAN	Does	DIS,PER,LS
Unit 2 Bālon se mutalliq amrāz ke Jamāliyāti Tareeqā-i kar (Cosmetic modalities for Hairs and related disorders) بالوں سے متعلق امراض کے جمالیاتی طریقہ کار						

32.2.1 بالوں سے متعلق امراض کے جمالیاتی طریقہ کار (Cosmetic modalities for Hairs and related disorders) **References:** 15,18,20,23,24,50,51,52,53						
3A	**3B**	**3C**	**3D**	**3E**	**3F**	**3G**
CO1,CO3	Describe the cosmetic management of various conditions of diffuse hair loss.	1	Lecture	CAN	Knows-how	L&PPT ,L
CO1,CO3	Discuss the cosmetic management guidelines for pattern hair loss.	2	Lecture	CAN	Knows-how	L&PPT ,L
CO1,CO3	Describe the cosmetic management plans for hypertrichosis	1	Lecture	CAN	Knows-how	L,L&PPT
CO1,CO2,CO3	Demonstrate and describe the cosmetic modalities used for treating telogen effluvium.	2	Practical32.7	PSY-GUD	Shows-how	CBL,D-M,D,SIM,DIS
CO1,CO2,CO3	Demonstrate and describe the cosmetic management of folliculitis deculvans	2	Practical32.8	PSY-GUD	Shows-how	DIS,SIM,PBL,D,D-M
CO1,CO2,CO3	Explain and demonstrate the cosmetic modalities for treating hypertrichosis	2	Practical32.9	PSY-GUD	Shows-how	SIM,CBL,DIS,D-M,D
CO1,CO2,CO3,CO5	Perform a laser hair reduction procedure on a patient with hirsutism using an appropriate laser device and settings for effective and safe hair removal.	3	Experiential-Learning32.6	PSY-ADT	Does	D-M,SIM,D,CBL

CO1,CO2,CO5	Perform a mesotherapy procedure on a patient with androgenetic alopecia (AGA) to stimulate hair growth and improve follicular health.	3	Experiential-Learning32.7	PSY-ADT	Does	D,SIM,D-M,CBL
CO2	Analyze the introduction, methodology, results, and discussion of a recent clinical trial on cosmetic procedures for the treatment of scarring alopecia.	3	Experiential-Learning32.8	AFT-VAL	Does	JC,LS,PER
CO1,CO2,CO3	Demonstrate and describe the cosmetic modalities used for treating female pattern hair loss	2	Practical32.10	PSY-GUD	Shows-how	D,D-M,DIS,CD,SIM
CO1,CO3,CO5	Conduct a literature survey and deliver a seminar presentation on evidence-based cosmetic procedures used in the treatment of genetic hair disorders.	3	Experiential-Learning32.9	CAN	Does	LS,PER,PrBL

Practical Training Activity

Practical Training 32.1 Cosmetics for acne scars

Total Learning Hours: 2 Hours

Step 1: Introduction & Technique Overview (45 Minutes) - The teacher will introduce various cosmetic modalities for acne scar management, discussing their mechanisms, indications, contraindications, and expected outcomes. Commonly used treatments such as chemical peels, microneedling, laser therapy, dermal fillers, and subcision will be explained.

Step 2: Hands-on Demonstration (45 Minutes) -A live demonstration will be conducted to showcase the application of selected cosmetic procedures. If a patient is unavailable, the session will utilize models, pre-recorded videos, or simulation tools to ensure effective learning. Students will observe and understand the procedural techniques involved.

Step 3: Discussion & Assessment (30 Minutes) -Students will engage in a structured discussion, addressing key aspects such as treatment selection, patient suitability, potential side effects, and post-procedure care. The teacher will assess students' understanding through direct questioning and case-based discussions, providing feedback to enhance their clinical and procedural knowledge.

Practical Training 32.2 Cosmetic of acne vulgaris
Total Learning Hours: 2 Hours **Step 1: Introduction & Overview (45 Minutes) -** The session will begin with an overview of cosmetic treatment options for acne vulgaris, focusing on various modalities, their mechanisms, indications, and expected results. Key procedures such as chemical peels, laser therapy, microneedling, comedone extraction, and light-based treatments will be discussed, highlighting their advantages and limitations. **Step 2: Practical Demonstration (45 Minutes) -** A live demonstration will be conducted to illustrate selected cosmetic procedures used in acne treatment. If a patient is not available, alternative teaching methods such as pre-recorded videos, models, or simulation tools will be used to facilitate learning. **Step 3: Discussion & Evaluation (30 Minutes) -** A structured discussion will follow, allowing students to explore treatment selection, patient suitability, possible side effects, and post-procedure care. The teacher will assess students' understanding through **case-based discussions and direct questioning**, providing constructive feedback to enhance their clinical and procedural competence.
Practical Training 32.3 Cosmetics for Post-inflammatory Hyperpigmentation.
Total Learning Hours: 2 Hours **Step 1: Introduction & Technique Overview (45 Minutes) -** The teacher will introduce various cosmetic treatment options for post-inflammatory hyperpigmentation (PIH), explaining their mechanisms, indications, contraindications, and expected outcomes. Common modalities such as topical depigmenting agents, chemical peels, laser therapy, microneedling, and combination treatments will be discussed in detail. **Step 2: Hands-on Demonstration (45 Minutes) -** A live demonstration of selected cosmetic procedures for PIH will be conducted. If a patient is unavailable, alternative teaching methods such as models, pre-recorded videos, or simulation tools will be used to ensure effective learning. Students will observe and understand the procedural techniques involved in managing PIH. **Step 3: Discussion & Assessment (30 Minutes) -** Students will participate in a structured discussion focusing on treatment selection, patient evaluation, potential complications, and post-procedure care. The teacher will assess students' understanding through direct questioning and case-based discussions, providing constructive feedback to enhance their clinical and procedural knowledge.
Practical Training 32.4 Cosmetics for melasma

Total Learning Hours: 2 Hours

Step 1: Introduction & Technique Overview (45 Minutes)

The teacher will introduce various cosmetic treatment options for melasma, explaining their mechanisms, indications, contraindications, and expected outcomes. Common modalities such as chemical peels, laser therapy, microneedling, topical depigmenting agents including meso cocktailsand combination treatments will be discussed in detail.

Step 2: Hands-on Demonstration (45 Minutes)

A live demonstration of selected cosmetic procedures for melasma will be conducted. If a patient is unavailable, alternative teaching methods such as models, pre-recorded videos, or simulation tools will be used to ensure comprehensive learning. Students will observe and understand the procedural techniques involved in managing melasma.

Step 3: Discussion & Assessment (30 Minutes)

Students will participate in a structured discussion focusing on treatment selection, patient evaluation, potential complications, and post-procedure care. The teacher will assess students' understanding through direct questioning and case-based discussions, providing constructive feedback to enhance their clinical and procedural knowledge.

Practical Training 32.5 Cosmetic for Nevus of Ota

Total Learning Hours: 2 Hours

Step 1: Introduction & Technique Overview (45 Minutes)

The teacher will introduce various cosmetic treatment options for Nevus of Ota, explaining their mechanisms, indications, contraindications, and expected outcomes. Common modalities such as Q-switched laser therapy, intense pulsed light (IPL), and combination treatments will be discussed in detail.

Step 2: Hands-on Demonstration (45 Minutes)

A live demonstration of selected cosmetic procedures for Nevus of Ota will be conducted. If a patient is unavailable, alternative teaching methods such as models, pre-recorded videos, or simulation tools will be used to ensure effective learning. Students will observe and understand the procedural techniques involved in managing this condition.

Step 3: Discussion & Assessment (30 Minutes) Students will participate in a structured discussion focusing on treatment selection, patient evaluation, potential complications, and post-procedure care. The teacher will assess students' understanding through direct questioning and case-based discussions, providing constructive feedback to enhance their clinical and procedural knowledge.
Practical Training 32.6 Cosmetic for solar lentigens
Total Learning Hours: 2 Hours **Step 1: Introduction & Technique Overview (45 Minutes) -** The teacher will introduce various cosmetic treatment options for solar lentigines, explaining their mechanisms, indications, contraindications, and expected outcomes. Commonly used modalities such as chemical peels, cryotherapy, laser therapy (Q-switched lasers, fractional lasers), and intense pulsed light (IPL) will be discussed in detail. **Step 2: Hands-on Demonstration (45 Minutes) -** A live demonstration of selected cosmetic procedures for solar lentigines will be conducted. If a patient is unavailable, alternative instructional methods such as models, pre-recorded videos, or simulation tools will be utilized to ensure effective learning. Students will closely observe and understand the procedural techniques involved. **Step 3: Discussion & Assessment (30 Minutes) -** Students will participate in a structured discussion focusing on treatment selection, patient evaluation, potential complications, and post-procedure care. The teacher will assess students' understanding through direct questioning and case-based discussions, providing feedback to strengthen their clinical and procedural knowledge
Practical Training 32.7 Cosmetics for telogen effluvium
Total Learning Hours: 2 Hours Step 1: Introduction & Technique Overview (45 Minutes) – The teacher will introduce various cosmetic modalities for managing Telogen Effluvium, discussing their mechanisms, indications, contraindications, and expected outcomes. Techniques such as platelet-rich plasma (PRP) therapy, low-level laser therapy (LLLT), microneedling, mesotherapy, and topical applications will be explained.

Step 2: Hands-on Demonstration (45 Minutes) – A live demonstration will be conducted to showcase the application of selected cosmetic procedures for Telogen Effluvium. If a patient is unavailable, models, pre-recorded videos, or simulation tools will be used to ensure comprehensive learning. Students will observe and understand the procedural techniques involved in each modality.

Step 3: Discussion & Assessment (30 Minutes) – Students will participate in a structured discussion covering key aspects such as treatment selection, patient suitability, procedural techniques, and post-treatment care. The teacher will assess students' understanding through direct questioning, case-based discussions, providing constructive feedback to enhance their clinical knowledge and procedural skills.

Practical Training 32.8 Cosmetic for folliculitis deculvans

Total Learning Hours: 2 Hours

Step 1: Introduction & Technique Overview (45 Minutes) – The teacher will introduce the cosmetic management of Folliculitis Decalvans, explaining its pathophysiology, scarring potential, and available treatment modalities. Techniques such as laser therapy, platelet-rich plasma (PRP) injections, microneedling, and topical applications will be discussed, including their mechanisms, indications, contraindications, and expected outcomes.

Step 2: Hands-on Demonstration (45 Minutes) – A live demonstration will be conducted to showcase the application of selected cosmetic procedures for managing scarring and hair loss associated with Folliculitis Decalvans. If a patient is unavailable, models, pre-recorded videos, or simulation tools will be used to facilitate effective learning. Students will observe and understand procedural techniques, ensuring familiarity with each approach.

Step 3: Discussion & Assessment (30 Minutes) – Students will engage in a structured discussion covering treatment selection, patient suitability, procedural techniques, and post-treatment care. The teacher will assess students' understanding through direct questioning, case-based discussions, providing constructive feedback to enhance their clinical knowledge and procedural skills.

Practical Training 32.9 Cosmetic for Hypertrichosis

Total Learning Hours: 2 Hours

Step 1: Introduction & Technique Overview (45 Minutes) – The teacher will introduce the cosmetic management of hypertrichosis, explaining its causes, classification, and available treatment options. Various cosmetic modalities such as laser hair reduction, electrolysis, and topical treatments will be discussed, covering their mechanisms, indications, contraindications, and expected outcomes.

Step 2: Hands-on Demonstration (45 Minutes) – A live demonstration will be conducted to showcase the application of selected cosmetic procedures for hypertrichosis management. If a patient is unavailable, models, pre-recorded videos, or simulation tools will be used to ensure effective learning. Students will observe and understand procedural techniques, including laser settings, treatment protocols, and safety precautions. **Step 3: Discussion & Assessment (30 Minutes)** – Students will participate in a structured discussion on treatment selection, patient suitability, procedural techniques, potential side effects, and post-procedure care. The teacher will assess students' understanding through direct questioning, case-based discussions, providing constructive feedback to enhance their clinical and procedural knowledge.
Practical Training 32.10 Cosmetics for female pattern hair loss (FPHL)
Total Learning Hours: 2 Hours **Step 1: Introduction & Technique Overview (45 Minutes)** – The teacher will introduce the cosmetic management of Female Pattern Hair Loss (FPHL), explaining its pathophysiology, clinical presentation, and progression. Various cosmetic modalities, including low-level laser therapy (LLLT), platelet-rich plasma (PRP) therapy, microneedling, camouflage techniques, and topical treatments, will be discussed, covering their mechanisms, indications, contraindications, and expected outcomes. **Step 2: Hands-on Demonstration (45 Minutes)** – A live demonstration will be conducted to showcase the application of selected cosmetic procedures for FPHL. If a patient is unavailable, models, pre-recorded videos, or simulation tools will be used to ensure effective learning. Students will observe procedural techniques while understanding patient selection and treatment protocols. **Step 3: Discussion & Assessment (30 Minutes)** – Students will engage in a structured discussion on treatment selection, patient suitability, procedural techniques, potential side effects, and post-procedure care. The teacher will assess students' understanding through direct questioning, case-based discussions, providing constructive feedback to refine their clinical and procedural knowledge.
Experiential Learning Activity
Experiential-Learning Learning 32.1: Chemical peel for Acne vulgaris
Total Learning Hours: 3 Hours

Step 1: Case Assignment & Patient Evaluation (75 Minutes) - The student will be assigned a case requiring chemical peel treatment for acne vulgaris. They will conduct a detailed patient evaluation, including history-taking, skin assessment, indications, contraindications, and pre-procedure preparation. If a patient is unavailable, a simulated case or pre-recorded clinical scenario will be used. **Step 2: Procedure Execution (75 Minutes) -** Under supervision, the student will perform the chemical peel procedure, ensuring proper technique, application, and patient safety measures. In the absence of a real case, the procedure details will be demonstrated using audio-visual aids to ensure comprehensive learning. **Step 3: Discussion & Assessment (30 Minutes) -** A post-procedure discussion will take place, where students will analyze treatment efficacy, possible complications, and post-procedure care. The teacher will assess their clinical skills, procedural competency, and decision-making through providing constructive feedback for improvement.
Experiential-Learning Learning 32.2: Laser therapy for Melasma
Total Learning Hours: 3 Hours **Step 1: Case Assignment & Patient Evaluation (75 Minutes):** The student will be assigned a case requiring laser therapy for melasma. They will conduct a detailed patient evaluation, including history-taking, skin assessment, indications, contraindications, and pre-procedure preparation. If a patient is unavailable, a simulated case or pre-recorded clinical scenario will be used. **Step 2: Procedure Execution (75 Minutes):** Under supervision, the student will perform the laser therapy procedure, ensuring proper technique, settings selection, application, and patient safety measures. In the absence of a real case, the procedure details will be demonstrated using audio-visual aids to ensure comprehensive learning. **Step 3: Discussion & Assessment (30 Minutes):** A post-procedure discussion will take place, where students will analyze treatment efficacy, possible complications, and post-procedure care. The teacher will assess their clinical skills, procedural competency, and decision-making through providing constructive feedback for improvement.
Experiential-Learning Learning 32.3: Cosmetic procedure for Solar lentigines
Total Learning Hours: 3 Hours

Step 1: Literature Search & Paper Selection (75 Minutes) - The student will be assigned the topic "Cosmetic Procedures for Solar Lentigines" for the Journal Club. They will conduct an extensive literature review, identifying recent clinical trials and studies on various treatment modalities, including lasers, chemical peels, and topical therapies. In consultation with the assigned teacher, they will finalize one research paper for presentation. **Step 2: Journal Club Presentation (75 Minutes) -** After selecting the paper, the student will deliver a structured presentation covering journal details, topic introduction, methodology, results, discussion, and clinical implications. The session will be conducted in the presence of faculty and peers, encouraging academic discussions and critical analysis of the study findings. **Step 3: Discussion & Assessment (30 Minutes) -** A post-presentation discussion will follow, allowing students to analyze key aspects of the article and explore its limitations and real-world applications in cosmetic dermatology. The teacher will evaluate the student's research depth using a checklist covering analytical skills, clarity of presentation, and engagement in the discussion.
Experiential-Learning Learning 32.4: Cosmetic Procedures for Drug-induced Hyperpigmentation
Total Learning Hours: 3 Hours **Step 1: Topic Assignment & Research (75 Minutes) -** The teacher will assign the topic "Cosmetic Procedures for Drug-Induced Hyperpigmentation" to the student. They will conduct an extensive literature review, exploring pathogenesis, clinical manifestations, and evidence-based cosmetic interventions such as lasers, chemical peels, and depigmenting agents. **Step 2: Content Organization & PPT Presentation (75 Minutes) -** The student will compile their research findings into a structured PowerPoint (PPT) presentation, covering causative drugs, mechanisms, diagnostic approaches, and treatment options. The presentation will be delivered to faculty and peers, encouraging academic discussions, critical analysis, and interactive engagement. **Step 3: Discussion & Assessment (30 Minutes) -** A structured discussion will follow the presentation, allowing students to analyze key aspects of cosmetic procedures for drug-induced hyperpigmentation. The teacher will assess the student's depth of research, clarity of presentation, communication skills, and active participation in discussion to ensure a comprehensive understanding of the topic.
Experiential-Learning Learning 32.5: Cosmetic modalities for Nevus of Ota and Nevus of Ito
Total Learning Hours: 2 Hours

Step 1: Topic Assignment & Research (45 Minutes) - The teacher will assign the topic "Cosmetic Modalities for Nevus of Ota and Nevus of Ito." The student will conduct a literature review, exploring pathogenesis, clinical features, and various cosmetic treatment options such as lasers, chemical peels, and other advanced modalities. Research will be based on recent clinical studies, guidelines, and expert recommendations.

Step 2: Content Organization & PPT Presentation (45 Minutes) - After review and analysis of the collected literature, the student will compile the findings into a structured PowerPoint (PPT) presentation, covering available treatment options, efficacy, safety profiles, and patient considerations. The presentation will be delivered to faculty and peers, encouraging academic discussions and knowledge exchange.

Step 3: Discussion & Assessment (30 Minutes) - A structured discussion will follow, allowing students to analyze key aspects of cosmetic management for Nevus of Ota and Nevus of Ito. The teacher will assess the student's depth of research, clarity of presentation, communication skills, and engagement in discussions to ensure a thorough understanding of the topic.

Experiential-Learning Learning 32.6: Laser therapy on Hirsutism

Practical Performance of Laser Therapy on Hirsutism

Total Learning Hours: 3 Hours

Step 1: Case Assignment & Patient Evaluation (75 Minutes) – The student will be assigned a case requiring laser therapy for hirsutism. They will conduct a thorough patient evaluation, including history-taking, hormonal assessment, skin and hair type classification, indications, contraindications, and pre-procedure preparation. If a patient is unavailable, a simulated case or pre-recorded clinical scenario will be used.

Step 2: Procedure Execution (75 Minutes) – Under supervision, the student will perform the laser therapy procedure, ensuring correct technique, fluence selection, pulse duration, cooling mechanisms, and patient safety measures. If a real case is unavailable, the procedure will be demonstrated using audio-visual aids to ensure comprehensive learning.

Step 3: Discussion & Assessment (30 Minutes) – A post-procedure discussion will focus on treatment efficacy, potential complications, and post-procedure care. The teacher will assess the student's clinical skills, procedural competency, and decision-making through providing constructive feedback for improvement.

Experiential-Learning Learning 32.7: Mesotherapy for androgenetic alopecia

Total Learning Hours: 3 Hours

Step 1: Case Assignment & Patient Evaluation (75 Minutes) – The student will be assigned a case requiring mesotherapy for androgenetic alopecia. They will conduct a detailed patient evaluation, including history-taking, scalp assessment, identification of contributing factors, indications, contraindications, and pre-procedure preparation. If a patient is unavailable, a simulated case or pre-recorded clinical scenario will be used. **Step 2: Procedure Execution (75 Minutes)** – Under supervision, the student will perform the mesotherapy procedure using meso cocktails and other chemicals, ensuring correct injection technique, depth, dosage, and patient safety measures. If a real case is unavailable, the procedure will be demonstrated using audio-visual aids or training models to ensure comprehensive learning. **Step 3: Discussion & Assessment (30 Minutes)** – A post-procedure discussion will focus on treatment efficacy, possible complications, and post-procedure care. The teacher will assess the student's clinical skills, procedural competency, and decision-making through providing constructive feedback for improvement.
Experiential-Learning Learning 32.8: Cosmetic procedure for scarring alopecia
Total Learning Hours: 3 Hours **Step 1: Literature Search & Paper Selection (75 Minutes)** – The student will be assigned the topic "Cosmetic Procedures for Scarring Alopecia" for the Journal Club. They will conduct an extensive literature review, identifying recent clinical trials and studies on various treatment modalities, such as hair transplantation, PRP therapy, laser treatments, and microneedling. In consultation with the assigned teacher, they will finalize one research paper for presentation. **Step 2: Journal Club Presentation (75 Minutes)** – After selecting the paper, the student will deliver a structured presentation covering journal details, topic introduction, study methodology, results, discussion, and clinical implications. The session will be conducted in the presence of faculty and peers, encouraging critical analysis of the study findings and their relevance in clinical practice. Step 3: Discussion & Assessment (30 Minutes) – A post-presentation discussion will follow, where students will analyze key aspects of the article, including its limitations and applicability in cosmetic dermatology. The teacher will assess the student's performance using a checklist covering literature search quality, presentation clarity, critical analysis, engagement in discussion, and overall knowledge demonstration.
Experiential-Learning Learning 32.9: Cosmetic Procedures for Genetic Hair Disorders.
Total Learning Hours: 3 Hours

Step 1: Topic Assignment & Research (75 Minutes) – The teacher will assign the topic " Evidence-based cosmetic Procedures for Genetic Hair Disorders" to the student. They will conduct an extensive literature review, exploring the pathophysiology, clinical manifestations, and evidence-based cosmetic interventions such as hair transplantation, PRP therapy, low-level laser therapy (LLLT), and scalp micropigmentation.

Step 2: Content Organization & PPT Presentation (75 Minutes) – After review and analysis, the student will compile their research findings into a structured PowerPoint (PPT) presentation, covering the types of genetic hair disorders, mechanisms, diagnostic approaches, and treatment options. The presentation will be delivered to faculty and peers, encouraging academic discussions, critical analysis, and interactive engagement.

Step 3: Discussion & Assessment (30 Minutes) – A structured discussion will follow the presentation, allowing students to analyze key aspects of cosmetic procedures for genetic hair disorders. The teacher will assess the student's depth of research, clarity of presentation, communication skills, and active participation in the discussion using a checklist to ensure a comprehensive understanding of the topic.

Modular Assessment

Assessment	**Hour**
Instructions – Conduct a structured modular assessment, that carry **50 marks**. Keep record of structured marking pattern using different assessment methods applicable to the module of the semester concern, and calculate modular grade point as shown in table 6 C. **1. Demonstration of Observed Assessment and Practice – (25 Marks):** Students will participate in a **DOAP** session to demonstrate their practical skills and understanding of **Cosmetic Procedures** for managing **Skin and Hair Disorders**. Assessment will cover: • Procedure Understanding and Protocol Adherence (5 Marks) • Patient Preparation and Safety Measures (5 Marks) • Technical Skill and Technique Application (5 Marks) • Post-Procedure Care and Complication Management (5 Marks) • Communication and Explanation (5 Marks) **2. Puzzle/Matching or Classification Activity – (10 Marks):** Students will complete a Matching or Classification Puzzle where they identify and correlate different Cosmetic Procedures with their appropriate indications, contraindications, or expected outcomes. Assessment will cover:	4

- Conceptual Understanding (4 Marks)
- Accuracy of Classification (3 Marks)
- Problem-Solving and Logical Reasoning (3 Marks)

3. Oral Viva – (15 Marks): An Oral Viva will assess the student's theoretical knowledge and practical understanding of Cosmetic Procedures for Skin and Hair Disorders, focusing on procedural steps, patient selection, expected outcomes, and complication management.

Or

Any practical in converted form can be taken for assessment. **(25 Marks)**

and

Any experiential, such as portfolios/ reflection/ presentations can be taken as an assessment. **(25 Marks)**

Semester No : 6

Module 33 : جراحیات جلد Jarahiyat-i Jild (Dermato-Sugery)

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Describe various surgical procedures used in dermatology and cosmetology
2. Conduct different Tadabir and surgical Procedures related to skin and its appendages.
3. Identify various skin conditions whereTadabir and MSI are applicable.

Unit 1 عملیات جراحی برائے جمالیات جلد Amaliyāt-I Jarrāhi Barā-i Jamliyāt-i Jild (Minor surgical procedures for cosmetic concern)

33.1.1 ایلام (Ilām)

33.1.2 عمل کئی (Cauterization)

33.1.3عمل بالابر الدقیق(Micro needling)

33.1.4 تسحیج الجلد (Dermabrasion)

33.1.5 تجفیف کہربی (Electrodessication)

33.1.6 علاج بالبرد (Cryotherapy)

33.1.7 لیزر تھیراپی (Laser Therapy)

References: 18,21,23,31

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO3,CO7	Demonstrate the techniques and procedures for performing various types of laser therapy.	2	Practical33.1	PSY-GUD	Shows-how	PT,CBL,D-M,DIS,D
CO1,CO2,CO3,CO7	Demonstrate the proper technique for performing cryotherapy treatment.	2	Practical33.2	PSY-GUD	Shows-how	PT,D-M,DIS,CBL,D
CO1,CO2,CO3,CO7	Analyze the introduction, methodology, results, and discussion of a recent clinical trial on electrodessication for Cosmetic concern.	2	Experiential-Learning33.1	PSY-ADT	Does	PER,JC,DIS,LS
CO1,CO2,CO3,CO7	Demonstrate the technique and procedures for performing cauterization and electrodessication	2	Practical33.3	PSY-GUD	Shows-how	D-M,CBL,D

CO1,CO2,CO3,CO7	Demonstrate the procedures for performing various types of dermabrasion.	2	Practical33.4	PSY-GUD	Shows-how	D-M,CBL,D,PER
CO1,CO2,CO3,CO7	Review and analyze recent published literature on the types of lasers and their mechanisms of action.	2	Experiential-Learning33.2	AFT-CHR	Does	DIS,LS,PER
CO1,CO2,CO3,CO7	Perform cauterization on a patient with a skin tag using appropriate medical techniques and safety precautions.	2	Experiential-Learning33.3	PSY-ADT	Does	D,CBL,SIM,D-M,JC
CO1,CO2,CO3,CO7	Demonstrate the technique for performing Microneedling with radiofrequency (RF microneedling) and collagen Induction Therapy	2	Practical33.5	PSY-GUD	Shows-how	D,CBL,L_VC,D-M,DIS
CO1,CO2,CO3,CO7	Review and analyze recent published literature on the effectiveness and clinical outcomes of PRP (Platelet-Rich Plasma) therapy combined with microneedling for facial rejuvenation.	2	Experiential-Learning33.4	CAN	Does	PER,LS
CO2,CO3,CO7	Describe Amle Kai (Cautrization, Electrodessication, Cryotherapy & Laser) with indications and contraindications.	2	Lecture	CC	Knows-how	L&PPT,L_VC
CO1,CO2,CO3,CO7	Demonstrate the technique for performing Automated Microneedling (Dermapen).	1	Practical33.6	PSY-GUD	Shows-how	DIS,D-M,CBL,D
CO1,CO2,CO3,CO7	Perform dermabrasion on a case with surgical and traumatic scars	2	Experiential-Learning33.5	CAP	Does	CBL,JC,D,D-M,SIM

CO1,CO2,CO3,CO7	Describe Ilam, discuss procedure of microneedling, dermabrasion with their indications and contraindications	2	Lecture	CC	Knows-how	L&PPT,L_VC
CO1,CO2,CO3,CO7	Demonstrate the techniques for performing traditional dermarolling and microneedling	2	Practical33.7	PSY-GUD	Shows-how	DIS,D,D-M,CBL
CO1,CO2,CO3,CO7	Conduct a comprehensive literature search and deliver a seminar presentation on the various modes of ILAM, highlighting their principles, applications, and clinical significance.	2	Experiential-Learning33.6	AFT-VAL	Does	DIS,LS,PER

Unit 2 بالوں کے امراض میں مستعمل جراحیات Balon ke Amraz me mustamal jarahiyāt (Surgical procedures for hair disorders)

33.2.1 بالوں کے امراض میں مستعمل جراحیات (Surgical procedures for Hair disorders)

References: 12,21,23,71

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO3	Explain and discuss the process of hair transplantation, indications, potential risks, and post-operative care along with relevant surgical instruments and equipments.	2	Lecture	CC	Knows-how	L_VC,L&PPT
CO1,CO2,CO3	Demonstrate the proper technique and procedure for performing leech therapy for hair disorders.	2	Practical33.8	PSY-GUD	Does	D,CBL,D-M
CO1,CO2,CO3,CO7	enumerate and describe surgical procedures for hair disorders.	2	Lecture	CK	Knows-how	L&PPT,L_VC

CO1,CO2,CO3,CO7	Demonstrate the technique for performing wet cupping therapy for hair disorders	2	Practical33.9	PSY-GUD	Shows-how	D-M,D,DIS
CO1,CO2,CO3,CO7	Demonstrate the procedure for PRP (Platelet-Rich Plasma) therapy with microneedling for treating hair disorders.	2	Practical33.10	PSY-GUD	Shows-how	D-M,CBL,D,DIS
CO1,CO2,CO3,CO7	Demonstrate the procedure for Dermapen microneedling and radiofrequency microneedling for treating hair disorders.	2	Practical33.11	PSY-GUD	Shows-how	CBL,D,DIS,D-M
CO1,CO2,CO3,CO7	Prepare a comprehensive project on the role of Hijama (cupping therapy) in cosmetic dermatology, highlighting its benefits, mechanisms, clinical applications, and therapeutic outcomes.	2	Experiential-Learning33.7	CAN	Does	PER,PrBL,DIS
CO1,CO2,CO3,CO7	Review and analyze recent published literature on hair transplantation techniques, focusing on their advancements, efficacy, clinical outcomes, and patient safety.	2	Experiential-Learning33.8	CAN	Does	PrBL,PER,LS
CO1,CO2,CO3,CO7	Analyze the methodology, results, and discussion of a published clinical trial on the efficacy of Platelet-Rich Plasma (PRP) therapy in treating hair disorders	2	Experiential-Learning33.9	CAN	Does	PER,JC,LS
CO1,CO2,CO3,CO7	Prepare a comprehensive project on the role of leech therapy in cosmetic dermatology, highlighting its mechanisms of action, clinical applications, and therapeutic outcomes.	2	Experiential-Learning33.10	CAN	Does	PrBL,PER,DIS

CO1,CO2,CO3,CO7	Develop and conduct a comprehensive educational plan for scalp reduction surgery patients and their family members	2	Experiential-Learning33.11	AFT-VAL	Does	CBL,RP,DIS,PrBL
CO1,CO2,CO3,CO7	Conduct a comprehensive literature search on Laser Hair Restoration Surgey and prepare a seminar presentation on it	2	Experiential-Learning33.12	CAN	Does	PER,PrBL

Unit 3 Balon ki pevandkari (Hair transplantation) بالوں کی پیوند کاری

33.3.1 بالوں کی پیوند کاری (Hair transplantation)

References: 23,29,84,87

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO3,CO7	Demonstrate the procedure for hair transplantation and its various techniques.	2	Practical33.12	PSY-GUD	Shows-how	D-M,D
CO4,CO5,CO7	Describe Hair transplantation, and its techniques, indications and contra indication.	2	Lecture	CAN	Knows-how	L&GD,L
CO1,CO2,CO4,CO7	Prepare a comprehensive project on post hair transplantation care	2	Experiential-Learning33.13	AFT-VAL	Does	PrBL,LS,PER
CO1,CO2,CO3,CO7	Analyze introduction, methodology, results, and discussion of a recent published clinical trial on ollicular unit transplantation.	2	Experiential-Learning33.14	CAN	Does	PrBL,LS,JC,DIS

Unit 4 Busoor-e-labniyā aur us se paidāshuda nishanāt ke liye amal-i jarrahi (Surgical procedure for acne and acne scars) بثور لبنیہ اور اس سے پیدا شدہ نشانات کے لیے عمل جراحی

33.4.1 شورلبنیہ کے لیےعمل جراحی (Surgical procedure for Acne)

33.4.2 شورلبنیہ سے پیداشدہ نشانات کے لیےعمل جراحی (Surgical procedure for Acne scars)

References: 23,93,94,117

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO3,CO7	Describe different Surgical procedures to treat severe acne	2	Lecture	CAN	Knows-how	L,L&GD
CO1,CO2,CO3,CO7	Demonstrate Comedone extraction on a patient with blackheads or whiteheads	1	Practical33.13	PSY-GUD	Shows-how	D,D-M,DIS
CO1,CO2,CO3,CO7	Demonstrate the procedure of Incision and drainage on cystic acne lesion	1	Practical33.14	PSY-GUD	Knows-how	D-M,D,DIS
CO1,CO2,CO3,CO7	Demonstrate the subcision and punch excision technique for acne scars	1	Practical33.15	PSY-GUD	Shows-how	CBL,D,D-M,DIS
CO1,CO2,CO3,CO7	Perform eclectro-surgery and comedone extraction on pateint of acne vulgaris	2	Experiential-Learning33.15	PSY-ADT	Does	D,D-M,CBL,SIM
CO1,CO2,CO3,CO7	Review and analyse recent published literature on the method for conducting a laser therapy treatment on a patient with active acne lesions.	2	Experiential-Learning33.16	CAN	Does	PER,LS,PrBL
CO1,CO2,CO3,CO7	Prepare a comprehensive project on potential risks and complications associated with acne surgeries	2	Experiential-Learning33.17	CAP	Does	PrBL,PER,DIS

Unit 5 جلداورناخونوں کے لیےانقطاعی عملیات جراحی Jild aur nākhunon ke liye Inqitāi amaliyāt-e-jarrahi (Excision surgeries for skin and nails)

33.5.1 جلد کے لیے انقطاعی عملیات جراحی (Excision surgeries for Skin)

33.5.2 ناخونوں کے لیے انقطاعی عملیات جراحی (Excision surgeries for Nails)

References: 23,118,120,122

3A	3B	3C	3D	3E	3F	3G
CO1,CO2,CO3,CO7	Discribe nail avulsion technique, earlobe repair surgery and corn removal surgeries along with relevant surgical instruments.	2	Lecture	CAN	Knows-how	L,L&PPT ,L&GD
CO1,CO2,CO3,CO7	Explain and disucss the methods of removing dermoid and epidermoid cyst and excision of lipoma along with relevant surgical instruments.	1	Lecture	CAN	Knows-how	L&PPT ,L
CO1,CO2,CO3,CO7	Demonstrate the techniques for performing nail avulsion, earlobe repair surgery, and corn removal surgeries	1	Practical33.16	PSY-GUD	Knows-how	D-M,D,DIS
CO1,CO2,CO3,CO7	Demonstrate incision and drainage (I&D) of abscess, Removal of dermoid and epidermoid cyst	1	Practical33.17	PSY-GUD	Shows-how	DIS,D,D-M
CO1,CO2,CO3,CO7	Demonstrate the method of preparing a sterile field for a lipoma excision	2	Practical33.18	PSY-GUD	Shows-how	D-M,DIS,D
CO1,CO2,CO3,CO7	Perform Nail avulsion surgery using various techniques, ensuring patient safety, pain management, and post-procedure care.	2	Experiential-Learning33.18	PSY-ADT	Does	SIM,D-M,D,CBL
CO1,CO2,CO3,CO7	Perform removal of dermoid and epidermoid cyst ensuring patient safety, pain management and proper post-procedure care.	2	Experiential-Learning33.19	PSY-ADT	Does	SIM,CBL,D-M,D

CO1,CO2,CO3,CO7	Develop and conduct a comprehensive educational plan for post-procedure care in dermatosurgery	1	Experiential-Learning33.20	AFT-VAL	Does	PER,PrBL,LS,CBL

Practical Training Activity

Practical Training 33.1 Laser therapy

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (60 Minutes) – The teacher will demonstrate the technique for performing laser therapy, covering pre-procedure preparation, anesthesia, mechanism, and post-procedure care. If a patient is unavailable, alternative instructional methods such as models, videos, or presentations will be used to ensure effective learning.

Step 2: Hands-on Practice & Interactive Discussion (45 Minutes) – Students will actively engage in practicing laser therapy techniques under supervision, applying the demonstrated methods step by step. The teacher will facilitate interactive Q&A sessions, clarify doubts, and reinforce key concepts to enhance practical understanding.

Step 3: Assessment & Feedback (15 Minutes) – Students' understanding will be evaluated through direct questioning. The teacher will provide constructive feedback to enhance clinical reasoning and the practical application of knowledge.

Practical Training 33.2 Croyotherapy

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (45 Minutes) – The teacher will demonstrate the technique for performing cryotherapy, covering indications, contraindications, pre-procedure preparation, application methods (liquid nitrogen, cryoprobe, etc.), and post-procedure care. If a live demonstration is not possible, models, videos, or presentations will be used to ensure effective learning.

Step 2: Hands-on Practice & Interactive Discussion (60 Minutes) – Students will actively engage in practicing cryotherapy techniques under supervision, applying the demonstrated methods step by step. The teacher will facilitate interactive Q&A sessions, clarify doubts, and reinforce key concepts to enhance practical understanding.

Step 3: Assessment & Feedback (15 Minutes) – Students' understanding will be evaluated through direct questioning. The teacher will provide constructive feedback to improve clinical reasoning, procedural accuracy, and the safe application of cryotherapy techniques.
Practical Training 33.3 Cauterization and Electrodessication
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (60 Minutes)** – The teacher will introduce **cauterization and electrodessication**, explaining their principles, indications, contraindications, and procedural steps. A live demonstration will be conducted on proper equipment handling, application techniques, and post-procedure care. If a live demonstration is not feasible, instructional videos or models will be used. **Step 2: Hands-on Practice & Interactive Discussion (45 Minutes)** – Students will actively participate in practicing cauterization and electrodessication under supervision, applying the demonstrated techniques. The teacher will facilitate discussions, clarify doubts, and emphasize safety measures, precision, and best practices for effective treatment. **Step 3: Assessment & Feedback (15 Minutes)** – Students' understanding will be evaluated through direct questioning. Constructive feedback will be provided to enhance procedural accuracy, clinical reasoning, and confidence in performing cauterization and electrodessication safely.
Practical Training 33.4 Dermabrasion
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (60 Minutes)** – The teacher will introduce **dermabrasion**, explaining its principles, indications, contraindications, and procedural steps. A live demonstration will be conducted, covering patient preparation, equipment handling, technique application, and post-procedure care. If a live demonstration is not feasible, instructional videos or models will be used. **Step 2: Hands-on Practice & Interactive Discussion (45 Minutes)** – Students will actively participate in practicing dermabrasion techniques under supervision. The teacher will facilitate discussions, clarify doubts, and emphasize precision, safety protocols, and best practices for achieving optimal results. **Step 3: Assessment & Feedback (15 Minutes)** – Students' understanding will be evaluated through direct questioning. Constructive feedback will be provided to improve procedural accuracy, clinical reasoning, and confidence in performing dermabrasion effectively.

Practical Training 33.5 Microneedling with Radiofrequency and collagen Induction Therapy
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (60 Minutes)** – The teacher will explain **microneedling with radiofrequency and collagen induction therapy**, covering its principles, benefits, indications, and safety guidelines. A live demonstration will showcase proper technique, device handling, and post-treatment care. If a live demonstration is not possible, instructional videos or models will be used. **Step 2: Hands-on Practice & Discussion (45 Minutes)** – Students will practice the procedure under supervision, applying the demonstrated techniques. The teacher will lead discussions, address queries, and highlight key considerations for achieving safe and effective results. **Step 3: Assessment & Feedback (15 Minutes)** – Students' proficiency will be evaluated through direct questioning. Constructive feedback will be given to enhance technique, safety awareness, and clinical confidence.
Practical Training 33.6 Automated Microneedling (Dermapen)
Total Learning Hours: 1 Hours **Step 1: Introduction & Demonstration (30 Minutes) -** The teacher will demonstrate technique for performing Automated Microneedling (Dermapen), including pre procedure preparation, anesthesia, and postprocedure care. If the patient is unavailable, alternative instructional methods such as models, videos, or presentations will be used to ensure effective learning. **Step 2: Hands-on Practice & Discussion (20 Minutes)** – Students will practice the procedure under supervision, applying the demonstrated techniques. The teacher will facilitate discussions, address queries, and emphasize key considerations for safe and effective treatment. **Step 3: Assessment & Feedback (10 Minutes) -**Students' understanding will be assessed through direct questioning. Constructive feedback will be provided to enhance their clinical reasoning and application of knowledge.
Practical Training 33.7 Dermarolling and microneedling
Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (60 Minutes) – The teacher will explain traditional dermarolling and microneedling, covering their principles, benefits, indications, contraindications, and safety protocols. A live demonstration will be conducted on proper device handling, technique application, and post-procedure care. If a live demonstration is not feasible, instructional videos or models will be used.

Step 2: Hands-on Practice & Discussion (45 Minutes) – Students will practice both techniques under supervision, applying the demonstrated methods. The teacher will facilitate discussions, address queries, and highlight key considerations for achieving optimal results while ensuring patient safety.

Step 3: Assessment & Feedback (15 Minutes) – Students' proficiency will be assessed through direct questioning. Constructive feedback will be provided to refine technique, enhance understanding, and build confidence in performing dermarolling and microneedling effectively.

Practical Training 33.8 Leech therapy for hair disorders

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (60 Minutes) – The teacher will introduce **leech therapy for hair disorders**, explaining its mechanism, benefits, indications, and contraindications. A live demonstration will be conducted on proper leech application, positioning, duration, and post-therapy care. If a live demonstration is not feasible, instructional videos or models will be used.

Step 2: Hands-on Practice & Interactive Discussion (45 Minutes) – Students will actively participate in practicing leech therapy under supervision, following the demonstrated techniques. The teacher will facilitate discussions, answer queries, and emphasize the therapeutic effects of leech saliva on scalp health and hair regrowth.

Step 3: Assessment & Feedback (15 Minutes) – Students' understanding will be assessed through direct questioning. Constructive feedback will be provided to enhance their knowledge, procedural accuracy, and confidence in applying leech therapy safely and effectively.

Practical Training 33.9 Wet cupping for hair disorders

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (60 Minutes) – The teacher will explain wet cupping therapy for hair disorders, covering its principles, benefits, indications, contraindications, and safety measures. A live demonstration will be conducted on proper site selection, cupping technique, controlled incisions, and post-procedure care. If a live demonstration is not feasible, instructional videos or models will be used.

Step 2: Hands-on Practice & Discussion (45 Minutes) – Students will practice the procedure under supervision, following the demonstrated techniques. The teacher will facilitate discussions, address queries, and emphasize key considerations such as hygiene, suction control, and patient comfort for effective treatment. **Step 3: Assessment & Feedback (15 Minutes)** – Students' understanding will be evaluated through direct questioning. Constructive feedback will be provided to refine their technique, improve procedural accuracy, and enhance confidence in performing wet cupping therapy safely and effectively.
Practical Training 33.10 PRP with micro-needing
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (60 Minutes)** – The teacher will explain **Platelet-Rich Plasma (PRP) therapy combined with microneedling** for hair disorders, covering its principles, benefits, indications, contraindications, and safety protocols. A live demonstration will be conducted on PRP preparation, microneedling technique, and post-procedure care. If a live demonstration is not feasible, instructional videos or models will be used. **Step 2: Hands-on Practice & Discussion (45 Minutes)** – Students will practice the procedure under supervision, applying the demonstrated techniques. The teacher will facilitate discussions, address queries, and emphasize best practices for ensuring optimal results and patient safety. **Step 3: Assessment & Feedback (15 Minutes)** – Students' proficiency will be evaluated through direct questioning. Constructive feedback will be provided to refine technique, improve procedural accuracy, and enhance confidence in performing PRP with microneedling effectively.
Practical Training 33.11 Derma Pen and Radiofrequency
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (1 Hour) -** The teacher will demonstrate derma pen and radiofrequency for hair disorders including preoperative preparation, anesthesia, incision, and postoperative care. If the patient is unavailable, alternative instructional methods such as models, videos, or presentations will be used to ensure effective learning. **Step 2: Hands-on Practice & Discussion (45 Minutes) -** Students will repeat the practical after the teacher and record their findings in record books. The teacher will facilitate discussions, clarify doubts, and emphasize key concepts related to the topic.

Step 3: Assessment & Feedback (15 Minutes) -Students' understanding will be assessed through direct questioning. Constructive feedback will be provided to enhance their clinical reasoning and application of knowledge.
Practical Training 33.12 Hair transplantation
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (60 Minutes)** – The teacher will introduce hair transplantation techniques, explaining their principles, indications, contraindications, and procedural steps. A live demonstration will be conducted on technique application and post-procedure care. If a live demonstration is not feasible, instructional videos or models will be used. **Step 2: Hands-on Practice & Interactive Discussion (45 Minutes)** – Students will actively participate in practicing hair transplantation techniques under supervision. The teacher will facilitate discussions, clarify doubts, and emphasize precision, safety protocols, and best practices to ensure optimal results. **Step 3: Assessment & Feedback (15 Minutes)** – Students' understanding will be evaluated through direct questioning. Constructive feedback will be provided to improve procedural accuracy, clinical reasoning, and confidence in performing hair transplantation effectively
Practical Training 33.13 Comedone extraction
Total Learning Hours: 1 Hour **Step 1: Introduction & Demonstration (30 Minutes)** – The teacher will explain comedone extraction**,** covering its indications, contraindications, tools used, and safety protocols. A live demonstration will showcase proper extraction techniques, including skin preparation, extraction methods, and post-procedure care. If a live demonstration is not feasible, instructional videos or models will be used. **Step 2: Hands-on Practice & Discussion (20 Minutes)** – Students will practice comedone extraction under supervision, applying the demonstrated techniques. The teacher will facilitate discussions, address queries, and emphasize hygiene, pressure control, and minimizing skin trauma. Step 3: Assessment & Feedback (10 Minutes) -Students' understanding will be assessed through direct questioning. Constructive feedback will be provided to enhance their clinical reasoning and application of knowledge.
Practical Training 33.14 Incision and drainage of cystic acne lesion

Total Learning Hours: 1 Hours

Step 1: Introduction & Demonstration (30 Minutes) - The teacher will demonstrate Incision and drainage on a cystic acne lesion, including preoperative preparation, anesthesia, incision, and postoperative care. If the patient is unavailable, alternative instructional methods such as models, videos, or presentations will be used to ensure effective learning.

Step 2: Hands-on Practice & Discussion (20 Minutes) - Students will repeat the practical after the teacher and record their findings in record books. The teacher will facilitate discussions, clarify doubts, and emphasize key concepts related to the topic.

Step 3: Assessment & Feedback (10 Minutes) -Students' understanding will be assessed through direct questioning. Constructive feedback will be provided to enhance their clinical reasoning and application of knowledge.

Practical Training 33.15 Punch excision for acne scars

Total Learning Hours: 1 Hour

Step 1: Introduction & Demonstration (30 Minutes) - The teacher will demonstrate subcision technique and punch excision for acne scars. If the patient is unavailable, alternative instructional methods such as models, videos, or presentations will be used to ensure effective learning.

Step 2: Hands-on Practice & Discussion (20 Minutes) - Students will repeat the practical after the teacher and record their findings in record books. The teacher will facilitate discussions, clarify doubts, and emphasize key concepts related to the topic.

Step 3: Assessment & Feedback (10 Minutes) -Students' understanding will be assessed through direct questioning. Constructive feedback will be provided to enhance their clinical reasoning and application of knowledge.

Practical Training 33.16 Nail avulsion, earlobe repair, and corn removal surgeries

Total Learning Hours: 1 Hour

Step 1: Introduction & Demonstration (30 Minutes) – The teacher will explain nail avulsion, earlobe repair, and corn removal surgeries, covering indications, contraindications, procedural steps, and safety measures. A live demonstration will be conducted on proper surgical techniques, including anesthesia application, incision methods, and post-procedure care. If a live demonstration is not feasible, instructional videos or models will be used.

Step 2: Hands-on Practice & Discussion (20 Minutes) – Students will practice key techniques under supervision, following the demonstrated methods. The teacher will facilitate discussions, address queries, and emphasize precision, infection control, and optimal healing outcomes.

Step 3: Assessment & Feedback (10 Minutes) – Students' proficiency will be evaluated through direct questioning or a brief skill assessment. Constructive feedback will be provided to refine technique, improve procedural accuracy, and ensure confidence in performing minor surgical procedures safely.

Practical Training 33.17 Dermoid and epidermoid cyst

Total Learning Hours: 1 Hour

Step 1: Introduction & Demonstration (30 Minutes) - The teacher will demonstrate Incision and drainage (I&D) of abscess, including preoperative preparation, anesthesia, incision, and postoperative care. If the patient is unavailable, alternative instructional methods such as models, videos, or presentations will be used to ensure effective learning.

Step 2: Hands-on Practice & Discussion (20 Minutes) - Students will repeat the practical after the teacher and record their findings in record books. The teacher will facilitate discussions, clarify doubts, and emphasize key concepts related to the topic.

Step 3: Assessment & Feedback (10 Minutes) -Students' understanding will be assessed through direct questioning. Constructive feedback will be provided to enhance their clinical reasoning and application of knowledge.

Practical Training 33.18 Lipoma excision

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (45 Minutes) - The teacher will demonstrate lipoma excision, including preoperative preparation, anesthesia, incision, and postoperative care. If the patient is unavailable, alternative instructional methods such as models, videos, or presentations will be used to ensure effective learning.

Step 2: Hands-on Practice & Discussion (45 Minutes) - Students will repeat the practical after the teacher and record their findings in record books. The teacher will facilitate discussions, clarify doubts, and emphasize key concepts related to the topic.

Step 3: Assessment & Feedback (30 Minutes) -Students' understanding will be assessed through direct questioning. Constructive feedback will be provided to enhance their clinical reasoning and application of knowledge.

Experiential Learning Activity
Experiential-Learning Learning 33.1: Electrodessication
Total Learning Hours: 2 Hours **Step 1: Literature Search & Paper Selection (45 Minutes)** – The student will be assigned the topic "Electrodessication in Dermatology: Applications and Outcomes" for the Journal Club. They will conduct a literature review, identifying recent clinical studies and research on electrodessication for various dermatological conditions. In consultation with the teacher, they will finalize one research paper for presentation. **Step 2: Journal Club Presentation (45 Minutes)** – The student will present their selected paper, covering journal details, methodology, findings, discussion, and clinical implications of electrodessication. Faculty and peers will engage in an academic discussion, critically analyzing the study's strengths, limitations, and practical relevance. **Step 3: Discussion & Assessment (30 Minutes)** – A structured discussion will follow, focusing on the article's key takeaways, real-world applications, and potential advancements in electrodessication. The teacher will assess students using a checklist that evaluates research depth, clarity of presentation, analytical skills, and engagement in the discussion, providing constructive feedback for improvement.
Experiential-Learning Learning 33.2: Types of lasers
Total Learning Hours: 2 Hours **Step 1: Literature Search & Review (Duration: 45 min) -** The student will be assigned the topic " types of lasers and mechanism of action." for a seminar presentation. They will conduct thorough research using library resources, relevant online academic materials, and other credible references to gather the most up-to-date and comprehensive information on the subject. **Step 2: Content Organization & Presentation (Duration: 45 Minutes) -** After compiling and structuring the gathered information, the student will create a PowerPoint (PPT) presentation to effectively present their research. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange.

Step 3: Discussion & Assessment (Duration: 30 Minutes) - Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. Additionally, the teacher will assess the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness using checklist.

Experiential-Learning Learning 33.3: Cauterization

Total Learning Hours: 2 Hours

Step 1: Case Assignment & Patient Evaluation (45 Minutes) – The student will be assigned a case requiring cauterization for skin tag removal. They will conduct a detailed patient evaluation, including medical history, skin assessment, indications, contraindications, and pre-procedure preparation. If a patient is unavailable, a simulated case or pre-recorded clinical scenario will be used.

Step 2: Procedure Execution (45 Minutes) – Under supervision, the student will perform the cauterization procedure, ensuring proper technique, instrument handling, application of anesthesia (if required), and adherence to patient safety protocols. In the absence of a real case, the procedure will be demonstrated using audio-visual aids to ensure thorough understanding.

Step 3: Discussion & Assessment (30 Minutes) – A post-procedure discussion will take place, focusing on treatment efficacy, potential complications, and post-care instructions. The teacher will assess the student's clinical skills, procedural accuracy, and decision-making using with constructive feedback for improvement.

Experiential-Learning Learning 33.4: PRP combined with microneedling for face

Total Learning Hours: 2 Hours

Step 1: Literature Search & Review (Duration: 45 Minutes) - The student will be assigned the topic "PRP with microneedling for face and scalp" for a seminar presentation. They will conduct thorough research using library resources, relevant online academic materials, and other credible references to gather the most up-to-date and comprehensive information on the subject.

Step 2: Content Organization & Presentation (Duration: 45 Minutes) - After compiling and structuring the gathered information, the student will create a PowerPoint (PPT) presentation to effectively present their research. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange.

Step 3: Discussion & Assessment (Duration: 30 Minutes) - Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. Additionally, the teacher will assess the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness using cheklist.
Experiential-Learning Learning 33.5: Dermabrasion on surgical and traumatic scars
Total Learning Hours: 2 Hours **Step 1: Case Assignment & Patient Evaluation (45 Minutes)** – The student will be assigned a case requiring dermabrasion for surgical or traumatic scars. They will conduct a patient evaluation, including medical history, scar assessment, indications, contraindications, and pre-procedure preparation. If a patient is unavailable, a simulated case or pre-recorded clinical scenario will be used. **Step 2: Procedure Execution (45 Minutes)** – Under supervision, the student will perform the dermabrasion procedure, focusing on proper technique, depth control, instrument handling, and patient safety. If a real case is unavailable, the procedure will be demonstrated using audio-visual aids for effective learning. **Step 3: Discussion & Assessment (30 Minutes)** – A structured discussion will follow, covering treatment outcomes, healing expectations, complications, and post-procedure care. The teacher will assess procedural accuracy, decision-making, and technique using with constructive feedback for improvement.
Experiential-Learning Learning 33.6: Various modes of Ilam
Total Learning Hours: 2 Hours **Step 1: Topic Assignment & Research (45 Minutes)** – The teacher will assign the topic "Various Modes of Ilam"**,** guiding students to explore different forms, principles, and applications of Ilam. They will conduct a literature review, focusing on historical significance, methodologies, and practical implementations. **Step 2: Content Organization & PPT Presentation (45 Minutes)** – Students will structure their findings into a PowerPoint presentation, covering key aspects such as definitions, classifications, and real-world applications of different Ilam modes. The presentation will be delivered to faculty and peers, encouraging academic discussions and interactive engagement. **Step 3: Discussion & Assessment (30 Minutes)** – A structured discussion will follow, analyzing the significance and comparative advantages of various Ilam modes. The teacher will assess the depth of research, clarity of presentation, communication skills, and active participation using a checklist to ensure comprehensive understanding.

Experiential-Learning Learning 33.7: Hijama and Cosmetic dermatology
Total Learning Hours: 2 Hours **Step 1: Project Assignment & Research (45 Minutes)** – The teacher will assign the project "Role of Hijama in Cosmetic Dermatology"**,** providing guidelines on key areas such as its historical background, mechanisms, benefits, and applications in skin and hair treatments. Students will conduct research, exploring scientific evidence and traditional practices. **Step 2: Project Development & Submission (45 Minutes)** – Students will compile their findings into a structured project, detailing the cosmetic benefits of Hijama, procedural techniques, and clinical case studies. They will present their project to faculty and peers, encouraging discussion and analysis of its relevance in dermatology. Additionally, a written report of the project will be submitted to the teacher for evaluation. **Step 3: Discussion & Assessment (30 Minutes)** – A structured discussion will follow, evaluating the effectiveness of Hijama in cosmetic dermatology. The teacher will assess research depth, clarity of presentation, scientific validity, and active participation using a checklist, providing constructive feedback for improvement.
Experiential-Learning Learning 33.8: Hair transplantation
Total Learning Hours: 2 Hours **Step 1: Literature Search & Review (Duration: 45 Minutes) -** The student will be assigned the topic "Hair transplantation technique" for a literature search. They will conduct thorough research using library resources, relevant online academic materials, and other credible references to gather the most up-to-date and comprehensive information on the subject. **Step 2: Content Organization & Presentation (Duration: 45 Minutes) -** After compiling and structuring the gathered information, the student will create a PowerPoint (PPT) presentation to effectively present their research. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange. **Step 3: Discussion & Assessment (Duration: 30 Minutes) -** Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. Additionally, the teacher will assess the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness using checklist.
Experiential-Learning Learning 33.9: PRP and Hair disorders

Total Learning Hours: 2 Hours

Step 1: Literature Search & Paper Selection (45 Minutes) – The teacher will assign the topic "PRP in Hair Disorders", guiding students to conduct a literature review on the effectiveness, mechanisms, and clinical applications of Platelet-Rich Plasma (PRP) in treating hair loss. In consultation with the teacher, students will select a relevant research paper for presentation.

Step 2: Journal Club Presentation & Discussion (45 Minutes) – Students will deliver a structured presentation covering journal details, study methodology, results, and clinical implications of PRP in hair restoration. Faculty and peers will engage in academic discussions, critically analyzing the study's findings and its practical applications.

Step 3: Assessment & Feedback (30 Minutes) – A structured discussion will follow, allowing students to explore the strengths, limitations, and real-world applications of PRP therapy. The teacher will assess research depth, clarity of presentation, analytical skills, and active participation using a checklist, providing constructive feedback for improvement.

Experiential-Learning Learning 33.10: Leech therapy and Cosmetic Dermatology

Total Learning Hours: 2 Hours

Step 1: Project Assignment & Research (45 Minutes) – The teacher will assign the project "Role of Leech Therapy in Cosmetic Dermatology", providing guidelines on its historical significance, therapeutic mechanisms, dermatological benefits, and scientific evidence. Students will conduct research on its applications in skin rejuvenation, scar healing, and other cosmetic concerns.

Step 2: Project Development & Submission (45 Minutes) – Students will compile their findings into a structured project, detailing the cosmetic benefits, procedural techniques, and case studies related to leech therapy. They will present their findings to faculty and peers for discussion and submit a written report to the teacher for evaluation.

Step 3: Discussion & Assessment (30 Minutes) – A structured discussion will follow, analyzing the effectiveness and limitations of leech therapy in cosmetic dermatology. The teacher will assess research depth, clarity of presentation, scientific validity, and engagement in discussion using a checklist, providing constructive feedback for improvement.

Experiential-Learning Learning 33.11: Scalp Reduction Surgery

Total Learning Hours: 2 Hours **Step 1: Topic Assignment & Research (30 Minutes)** – The teacher will assign the topic "Education Plan for Scalp Reduction Surgery Patients and Their Families." Students will research the procedure, benefits, risks, post-operative care, and psychological aspects to develop a comprehensive educational strategy. **Step 2: Designing & Conducting Educational Sessions (75 Minutes)** – Based on their research, students will design an educational program and conduct interactive training sessions for patients and their families. The session will cover pre-surgical preparation, post-operative care, recovery expectations, and emotional support. If real patient participation is not feasible, the plan will be presented using a PowerPoint presentation or role-play scenarios. **Step 3: Discussion & Assessment (15 Minutes)** – A structured discussion will follow, where the teacher will engage students with questions and assess their understanding, clarity of explanation, and ability to address patient concerns. The evaluation will be based on a checklist to ensure effective communication and knowledge application.
Experiential-Learning Learning 33.12: Laser Hair restoration surgery
Total Learning Hours: 2 Hours **Step 1: Topic Assignment & Research (45 Minutes)** – The teacher will assign the topic "Laser Hair Restoration Surgery" and provide guidelines on key areas such as the mechanism of laser therapy, its effectiveness, patient selection, benefits, risks, and post-procedure care. Students will conduct research using clinical studies, scientific literature, and expert opinions. **Step 2: Content Organization & Presentation (45 Minutes)** – Students will compile their research into a structured PowerPoint presentation, covering laser technologies, procedural techniques, expected outcomes, and clinical case studies. They will present their findings to faculty and peers, encouraging discussion and critical analysis. **Step 3: Discussion & Assessment (30 Minutes)** – A structured discussion will follow, where students will analyze the advantages, limitations, and future prospects of laser hair restoration. The teacher will assess research depth, presentation clarity, communication skills, and active participation using a checklist, providing constructive feedback for improvement.
Experiential-Learning Learning 33.13: Hair transplantation
Total Learning Hours: 2 Hours

Step 1: Project Assignment & Research (30 Minutes) – The teacher will assign the project "Post-Surgical Care of Hair Transplantation" and provide guidelines on key aspects such as wound healing, infection prevention, medication, lifestyle modifications, and patient follow-up. Students will conduct research using clinical guidelines, case studies, and expert recommendations. **Step 2: Project Development & Submission (75 Minutes)** – Students will develop a detailed post-surgical care plan, including do's and don'ts for patients, common complications, recovery timelines, and best practices for optimal results. They will submit the project in a written format and present their findings in an interactive discussion session. **Step 3: Discussion & Assessment (15 Minutes)** – A structured discussion will follow, where students will evaluate different post-care strategies and address patient concerns. The teacher will assess research depth, clarity, practicality, and application of knowledge using a checklist, providing feedback for refinement.
Experiential-Learning Learning 33.14: Follicular Unit Transplantation
Total Learning Hours: 2 Hours **Step 1: Literature Search & Paper Selection (45 Minutes)** – The teacher will assign the topic "Follicular Unit Transplantation (FUT)" and guide students in selecting a relevant research paper. Students will conduct a literature review on the surgical technique, graft survival, advantages, limitations, and patient outcomes. A final paper will be chosen in consultation with the teacher. **Step 2: Journal Club Presentation (45 Minutes)** – Students will deliver a structured presentation covering the journal details, study objectives, methodology, results, and clinical implications of FUT. The session will be conducted with faculty and peers, encouraging discussion and critical analysis. **Step 3: Discussion & Assessment (30 Minutes)** – A structured discussion will follow, where students will analyze the strengths, limitations, and real-world applications of FUT. The teacher will assess research depth, clarity of presentation, analytical skills, and engagement using a checklist, providing constructive feedback for improvement.
Experiential-Learning Learning 33.15: Eclectro-surgery and comedone extraction
Total Learning Hours: 2 Hours

Step 1: Case Assignment & Patient Evaluation (60 Minutes) – The teacher will assign a clinical case requiring electrosurgery for lesion removal and comedone extraction. Students will independently conduct a detailed patient evaluation, including history-taking, skin assessment, indications, contraindications, and pre-procedure preparation. If a patient is unavailable, a simulated case or pre-recorded clinical scenario will be used. **Step 2: Independent Procedure Execution (45 Minutes)** – Students will perform electrosurgery and comedone extraction independently, ensuring proper technique, equipment handling, safety measures, and post-procedure care. They will follow standard clinical protocols while applying learned techniques. If a live demonstration is not feasible, alternative instructional methods such as models or video simulations will be provided. **Step 3: Discussion & Assessment (15 Minutes)** – A structured discussion will follow, where students will analyze treatment efficacy, possible complications, and post-procedure care. The teacher will assess clinical skills, procedural competency, and decision-making using with constructive feedback for improvement.
Experiential-Learning Learning 33.16: Laser therapy and acne lesions
Total Learning Hours: 2 Hours **Step 1: Literature Search & Review (45 Minutes)** – The student will be assigned the topic "Laser Therapy for Active Acne Lesions" for a literature review. They will conduct an extensive review using medical textbooks, research articles, online databases, and clinical studies to gather up-to-date information on laser treatments, including fractional lasers, Nd:YAG, IPL, and other modalities. **Step 2: Content Organization & Presentation (45 Minutes)** – After collecting relevant information, the student will structure their findings, ensuring the inclusion of recent advancements, effectiveness, and safety considerations. They will then present their review to teachers and peers, encouraging academic discussion and knowledge sharing. **Step 3: Discussion & Assessment (30 Minutes)** – A structured discussion will follow the presentation to clarify key concepts, address doubts, and explore real-world applications of laser therapy for acne. The teacher will evaluate students' research depth, clarity of presentation, and engagement in discussion using checklist.
Experiential-Learning Learning 33.17: Acne surgical treatment
Total Learning Hours: 2 Hours

Step 1: Project Assignment & Research (45 Minutes) – The teacher will assign the project on "Potential Risks and Complications of Acne Surgery Procedures." Students will conduct research using medical textbooks, journal articles, and clinical studies to explore complications such as scarring, infection, post-inflammatory hyperpigmentation, and improper wound healing. **Step 2: Project Development & Submission (45 Minutes)** – Students will compile their findings into a structured report, outlining different surgical techniques, associated risks, prevention strategies, and management approaches. The project will be submitted in written form to the teacher, ensuring proper documentation and academic rigor. **Step 3: Discussion & Assessment (30 Minutes)** – A structured discussion will follow, where students will analyze their findings and discuss preventive measures and management strategies for complications. The teacher will assess the depth of research, clarity of the report, and presentation skills using a checklist, providing constructive feedback for improvement.
Experiential-Learning Learning 33.18: Nail Avulsion Surgery
Total Learning Hours: 2 Hours **Step 1: Case Assignment & Patient Evaluation (60 Minutes)** – The student will conduct a patient evaluation for a nail avulsion procedure, including history-taking, clinical examination, indications, contraindications, and pre-procedure preparation. If a patient is unavailable, a simulated case or pre-recorded clinical scenario will be provided for assessment. **Step 2: Independent Procedure Execution (45 Minutes)** – The student will independently perform the nail avulsion surgery, ensuring proper technique, aseptic precautions, pain management, and wound care under supervision. If a live case is not feasible, the procedure will be demonstrated using models or audiovisual aids for comprehensive learning. **Step 3: Discussion & Assessment (15 Minutes)** – A post-procedure discussion will take place, analyzing treatment outcomes, possible complications, and post-procedure care. The teacher will assess the student's clinical skills, procedural competency, and decision-making with feedback for improvement.
Experiential-Learning Learning 33.19: Dermoid and epidermoid cyst
Total Learning Hours: 2 Hours

Step 1: Case Assignment & Patient Evaluation (60 Minutes) – The student will evaluate a patient requiring dermoid or epidermoid cyst removal, conducting history-taking, clinical examination, indications, contraindications, and pre-procedure preparation. If a patient is unavailable, a simulated case or pre-recorded clinical scenario will be provided. **Step 2: Independent Procedure Execution (45 Minutes)** – The student will independently perform the cyst removal under supervision, ensuring proper surgical technique, aseptic precautions, excision methods, and wound closure. If a live case is not feasible, the procedure will be demonstrated using models or audiovisual aids for effective learning. **Step 3: Discussion & Assessment (15 Minutes)** – A post-procedure discussion will focus on treatment outcomes, possible complications, and post-procedure care. The teacher will assess the student's clinical skills, procedural competency, and decision-making with constructive feedback for improvement.
Experiential-Learning Learning 33.20: Dermatosurgery
Total Learning Hours: 1 Hours **Step 1: Topic Assignment & Research (20 Minutes)** – The teacher will assign the topic "Post-Procedure Care in Dermatosurgery" and provide guidelines on key aspects such as wound care, infection prevention, scar management, pain control, and patient education. Students will conduct research using medical textbooks, journal articles, and clinical guidelines. **Step 2: Designing & Conducting Educational Sessions (30 Minutes)** – Based on their research, students will develop a structured educational plan and present it through interactive training sessions for patients and their families. If direct patient interaction is not possible, the plan will be presented via PowerPoint slides, handouts, or role-play demonstrations. **Step 3: Discussion & Assessment (10 Minutes)** – A structured discussion will follow, where students will analyze common challenges in post-procedure care and propose solutions. The teacher will assess clarity of content, communication skills, and practical applicability using a checklist, ensuring a comprehensive understanding of the topic.
Modular Assessment

Assessment	**Hour**

Instructions – Conduct a structured modular assessment, that carry **75 marks**. Keep record of structured marking pattern using different assessment methods applicable to the module of the semester concern, and calculate modular grade point as shown in table 6 C. **1. Direct Observation of Procedural Skills – (25 Marks)**: Students will undergo a DOPS assessment where their procedural skills in Dermatosurgery will be directly observed and evaluated. Assessment will cover: • Preparation and Aseptic Techniques (5 Marks) • Patient Safety and Comfort (5 Marks) • Technical Skill and Procedure Execution (5 Marks) • Management of Complications (5 Marks) • Communication and Explanation (5 Marks) **2. Structured Long Answer Question – (25 Marks):** Students will answer a **Structured LAQ** to demonstrate their comprehensive understanding of **Hair Transplantation**. The question will cover the following aspects: • Introduction and Overview (5 Marks) • Techniques and Procedures (5 Marks) • Pre-Operative Assessment and Planning (5 Marks) • Post-Operative Care and Management (5 Marks) • Recent Advances and Ethical Considerations (5 Marks) **3. Oral Viva – (25 Marks):** Students will participate in an Oral Viva to assess their understanding of Dermatosurgery. The viva will cover key topics including indications, contraindications, procedural steps, pre-operative and post-operative care, management of complications, recent advancements, and ethical considerations in Dermatosurgical Procedures. Or Any practical in converted form can be taken for assessment. **(35 Marks)** and Any experiential, such as portfolios/ reflection/ presentations can be taken as an assessment. **(40 Marks)**	6

Module 34 : مطب زینت Matab-i Zeenat (Cosmetic Clinic)

Module Learning Objectives

(At the end of the module, the students should be able to)

1. Describe the process of establishing a cosmetic clinic and the GST implications in practice—regulations related to cosmetic drugs.

2. Conduct practical demonstration of procedures and software related to GST

3. Identify quality of drugs and cosmetics

Unit 1 مطب زینت کا قیام Matab-i zeenat ka qayām (Setting-up cosmetic clinic)

34.1.1 مطب زینت کا قیام (Establishment of Cosmetology Clinic)

References: 112,115

3A	3B	3C	3D	3E	3F	3G
CO6,CO7	Describe the key steps involved in establishing a cosmetic clinic.	2	Lecture	CAN	Knows-how	L&PPT ,L
CO1,CO5,CO6	Discuss and demonstrate procedures for proper sterilization and sanitation to maintain patient safety and clinic hygiene.	2	Practical34.1	PSY-GUD	Shows-how	D,DIS
CO6,CO7	Conduct a workshop on process of hiring and training the staff to provide high-quality cosmetological services.	1	Experiential-Learning34.1	PSY-ADT	Does	W
CO6,CO7	Conduct a seminar on the importance of ongoing professional development in maintaining high standards of care in cosmetology clinic.	2	Experiential-Learning34.2	CAN	Does	PER,LS,PrBL

CO1,CO5,CO6	Conduct a workshop on the handling of negative feedback or a dissatisfied patient in a professional and empathetic manner.	2	Experiential-Learning34.3	PSY-ADT	Does	PrBL,DIS,RP
CO6,CO7	Demonstrate the selection and arrangement of the equipments and instruments for various cosmetic procedures	2	Practical34.2	CC	Knows-how	D,D-M
CO6,CO7	Discuss the steps of setting up a clinical space for a cosmetology clinic.	2	Practical34.3	AFT-RES	Knows-how	DIS,BS,PER

Unit 2 بازار کاری اور اشیاء و خدمات ٹیکس Bazār kāri aur ashyā wa Khidmāt tax (Marketing and Goods and Services Tax (GST))

34.2.1 بازار کاری اور اشیاء و خدمات ٹیکس (Marketing and Goods and Services Tax (GST))

References: 113

3A	3B	3C	3D	3E	3F	3G
CO1,CO5,CO6	Demonstrate GST-related software and its application for Matab-i Zīnat.	2	Practical34.4	PSY-GUD	Shows-how	D
CO1,CO6,CO7	Discuss the GST and its implications for matab-e-zeenat.	2	Lecture	CAN	Knows-how	L,L&GD
CO1,CO5,CO6	Demonstrate how to track marketing expenses related to advertising (e.g., social media, print ads) and determine the applicable GST for each	2	Practical34.5	PSY-GUD	Shows-how	TUT,D,DIS
CO5,CO6	Prepare a project on different marketing strategies that can be implemented to promote a cosmetic clinic and their impact on attracting clients	2	Experiential-Learning34.4	PSY-ADT	Does	PrBL,PER,DIS

CO5,CO6,CO7	Conduct a seminar on the importance of customer trust in marketing, particularly in how GST charges are communicated in a cosmetic clinic	2	Experiential-Learning34.5	CE	Does	LS,PER
CO1,CO5,CO6	Conduct a workshop on managing marketing expenses in cosmetic clinics while ensuring compliance with GST laws.	2	Experiential-Learning34.6	PSY-ADT	Does	PER,W,PrBL

Unit 3 ادویہ مزینہ سے متعلق قانون اور اسکے اثرات Advia-e-muzayyenah se mutalliq qānoon aur uske asrāt (Drug and cosmetic act and its implications)

34.3.1 ادویہ مزینہ سے متعلق قانون اور اسکے اثرات (Drug and Cosmetic Act and its Implications)

References: 116

3A	3B	3C	3D	3E	3F	3G
CO1,CO4,CO7	Appraise the regulatory framework governing the safety, efficacy, and quality of drugs, cosmetics and procedures.	1	Lecture	CAN	Knows-how	L&PPT ,L
CO5,CO6,CO7	Conduct a seminar on regulations related to matab-e-zeenat and quality of drugs and cosmetics.	2	Experiential-Learning34.7	PSY-ADT	Does	PER,DIS,LS

Practical Training Activity

Practical Training 34.1 Sterilization and sanitization of cosmetology clinic

Total Learning Hours: 2 Hours

Step 1: Introduction & Protocol Overview (45 minutes) – The teacher will introduce the principles of sterilization and sanitation in a cosmetic clinic, emphasizing infection control, cross-contamination prevention, and regulatory guidelines. Various sterilization methods, including autoclaving, chemical disinfection, and UV sterilization, will be discussed, along with sanitation protocols for clinic surfaces and equipment.

Step 2: Hands-on Demonstration (45 minutes) – A live demonstration will be conducted on proper sterilization techniques for instruments, disposal of contaminated materials, and sanitation procedures for treatment rooms. If live demonstration is not feasible, video demonstrations or simulation models will be used to ensure effective learning.

Step 3: Discussion & Assessment (30 minutes) – A structured discussion will follow, focusing on best practices, challenges in maintaining a sterile environment, and adherence to safety standards. The teacher will assess the students' understanding using class presentation, interaction or viva ensuring their competence in implementing sterilization and sanitation protocols in a cosmetic clinic.

Practical Training 34.2 Cosmetology equipments and instruments

Total Learning Hours: 2 Hours

Step 1: Introduction & Demonstration (1 hour) - The teacher will demonstrate "how to select and arrange the equipments and instruments for various cosmetic procedures". Methods such as models, videos, or presentations will be used to ensure effective learning.

Step 2: Group Discussion (30 minutes) - Students will repeat the practical after the teacher and record their findings in record books. The teacher will facilitate discussions, clarify doubts, and emphasize key concepts related to the topic.

Step 3: Assessment & Feedback (30 minutes) -Students' understanding will be assessed through direct questioning. Constructive feedback will be provided to enhance their clinical reasoning and application of knowledge.

Practical Training 34.3 Establishing cosmetology clinic

Total Learning Hours: 2 Hours

Step 1: Topic Assignment (20 minutes) – The teacher will introduce the topic "Setting-up a Cosmetic Clinic" and outline key areas such as location selection, legal requirements, infrastructure, staffing, marketing, and patient care in line with Clinical Establishment Act. Students will be divided into groups, each focusing on a specific subtopic for discussion.

Step 2: Student-Led Discussion (70 minutes) – Students will present their insights on essential steps and challenges in setting-up a cosmetic clinic. They will discuss budget planning, licensing, recruitment, patient consultation processes, and business growth strategies.

Step 3: Summary & Assessment (30 minutes) – A structured discussion will highlight key takeaways, best practices, and potential challenges. The teacher will assess students based on research depth, clarity, participation, and engagement. Constructive feedback will be provided to refine their approach to setting up a successful cosmetic clinic.
Practical Training 34.4 GST softwares
Total Learning Hours: 2 Hours **Step 1: Introduction & Demonstration (45 minutes)** - The teacher will demonstrate GST=related software and its application for matab-e-zeenat. Methods such as models, videos, or presentations will be used to ensure effective learning. **Step 2: Group Discussion (45 minutes)** - Students will repeat the practical after the teacher and record their findings in record books. The teacher will facilitate discussions, clarify doubts, and emphasize key concepts related to the topic. **Step 3: Assessment & Feedback (30 minutes)** -Students' understanding will be assessed through interactions, viva or direct questioning. Constructive feedback will be provided to enhance their clinical reasoning and application of knowledge.
Practical Training 34.5 Auditing of marketing expenses
Total Learning Hours: 2 Hours **Step 1: Introduction & Expense Overview (45 Minutes)** – The teacher will introduce the importance of tracking marketing expenses for advertising across social media, print, TV, and online platforms. Key topics will include budget allocation, expense categorization, and applicable GST rates for domestic and international ads. **Step 2: Hands-on Demonstration (45 Minutes)** – A live demonstration will show how to record expenses using spreadsheets or accounting software, categorize ad spend, review invoices, and calculate GST. If a live demo is not possible, case studies or video tutorials will be used. **Step 3: Discussion & Assessment (30 Minutes)** – A structured discussion will focus on best practices, challenges in expense tracking, and GST compliance. The teacher will assess students based on their ability to categorize expenses and apply GST accurately, providing feedback for improvement.
Experiential Learning Activity

Experiential-Learning Learning 34.1: Capacity building of cosmetology unit staff
Total Learning Hours: 1 Hour **Step 1: Topic Assignment (10 minutes)** – The teacher will assign the topic "Hiring and Training Staff for a Cosmetic Clinic" to the students. They will be given guidelines on key areas to cover, including staff roles, qualifications, recruitment strategies, and training protocols. **Step 2: Student-Led Workshop (35 minutes)** – Students will conduct the workshop independently, discussing and demonstrating essential aspects of hiring and training staff. They will present hiring techniques, role-playing interview scenarios, and outline training modules covering hygiene, professionalism, and patient interaction in a cosmetic clinic. **Step 3: Discussion & Assessment (15 minutes)** – A structured discussion will follow, where students will analyze challenges in recruitment, staff retention, and training effectiveness. The teacher will assess their depth of research, clarity of presentation, communication skills, and active participation in the discussion based on the interactions to ensure all key components are comprehensively covered.
Experiential-Learning Learning 34.2: Standards of cosmetology care
Total Learning Hours: 2 Hours **Step 1: Topic Assignment & Research (45 minutes)** – The teacher will assign the topic, focusing on the importance of ongoing professional development in maintaining high standards of care in a cosmetic clinic. Students will conduct research on best practices, regulatory guidelines, and continuous education strategies to enhance patient safety and service quality. **Step 2: Content Organization & Presentation (45 minutes)** – Student will compile their findings into a structured PowerPoint presentation. The presentation will cover key aspects such as staff training, adherence to industry standards, technological advancements, and ethical considerations. It will be delivered to faculty and peers, encouraging discussion and knowledge sharing. **Step 3: Discussion & Assessment (30 minutes)** – A structured discussion will follow the presentation, allowing students to analyze critical aspects of professional development in cosmetic care. The teacher will assess depth of research, clarity of presentation, communication skills, and active participation in the discussion using a checklist.
Experiential-Learning Learning 34.3: Handling of Feedback

Total Learning Hours: 2 Hour

Step 1: Topic Assignment (30 minutes) – The teacher will assign the topic "Handling Negative Feedback or a Dissatisfied Patient in a Professional and Empathetic Manner" to the students. They will be given guidelines on key areas to cover, including the importance of patient feedback, common reasons for patient dissatisfaction, principles of professional and empathetic communication, and steps to resolve conflicts effectively.

Step 2: Student-Led Workshop (60 minutes) – Students will conduct the workshop independently, discussing and demonstrating essential techniques for addressing patient concerns. They will role-play scenarios involving patient complaints and responses, present strategies for active listening and de-escalation techniques, outline a structured approach to resolving patient dissatisfaction, and discuss real-life examples of effective complaint handling in healthcare settings.

Step 3: Discussion & Assessment (30 minutes) – A structured discussion will follow, where students will analyze key challenges and best practices in handling negative feedback. The teacher will assess their depth of understanding and application of empathetic communication, effectiveness of role-playing exercises, clarity of presentation, teamwork, and engagement in the discussion using a checklist to ensure all key components are comprehensively covered.

Experiential-Learning Learning 34.4: Marketing Strategy for Cosmetology Clinic

Total Learning Hours: 2 Hours

Step 1: Project Assignment & Guidelines (15 Minutes) – The teacher will assign the project "Marketing Strategies to Promote a Cosmetic Clinic" and provide guidelines on key areas such as digital marketing, traditional marketing, branding, and patient engagement. Students will receive instructions on structuring their marketing plan, including defining a target audience, selecting promotional channels, and budgeting.

Step 2: Project Development & Presentation (90 Minutes) – Students will work in groups to develop a comprehensive marketing strategy, outlining their target market, advertising platforms, promotional materials, and budget allocation. Each group will then present their marketing plan, showcasing their proposed strategies and justifications for their choices.

Step 3: Discussion & Assessment (15 Minutes) – A structured discussion will follow, where students analyze the strengths, challenges, and feasibility of different marketing strategies. The teacher will assess students based on creativity, clarity, practicality, and understanding of marketing principles. Constructive feedback will be provided to refine and improve their marketing approaches

Experiential-Learning Learning 34.5: Customer trust in marketing

Total Learning Hours: 2 Hours **Step 1: Literature Search & Review (Duration: 45 Minutes) -** The student will be assigned the topic "the importance of customer trust in marketing, particularly in how GST charges are communicated in a cosmetic clinic" for a seminar presentation. They will conduct thorough research using library resources, relevant online academic materials, and other credible references to gather the most up-to-date and comprehensive information on the subject. **Step 2: Content Organization & Presentation (Duration: 45 Minutes) -** After compiling and structuring the gathered information, the student will create a PowerPoint (PPT) presentation to effectively present their research. The presentation will be delivered to teachers and fellow department students, fostering academic discussion and knowledge exchange. **Step 3: Discussion & Assessment (Duration: 30 Minutes) -** Following the presentation, an interactive discussion session will be conducted to address queries, clarify key concepts, and deepen understanding. Additionally, the teacher will assess the student's performance based on research depth, presentation skills, clarity of communication, and overall effectiveness using a ckecklist.
Experiential-Learning Learning 34.6: Managing marketing expanses
Total Learning Hours: 2 Hours **Step 1: Topic Assignment (20 Minutes)** – The teacher will assign the topic "Managing Marketing Expenses in Cosmetic Clinics while Ensuring GST Compliance" and provide guidelines on budget allocation, expense tracking, and applicable GST for various advertising channels. **Step 2: Student-Led Workshop (70 Minutes)** – Students will discuss and demonstrate strategies for optimizing marketing expenses while ensuring GST compliance. They will present budgeting techniques, cost-effective ad strategies, and methods for accurate tax calculation and documentation. **Step 3: Discussion & Assessment (30 Minutes)** – A structured discussion will follow on financial challenges and best practices. The teacher will assess students based on accuracy in expense tracking, GST application, and financial planning through a checklist, providing constructive feedback for improvement.
Experiential-Learning Learning 34.7: Matab-i Zeenat
Total Learning Hours: 2 Hours

Step 1: Topic Assignment & Research (45 Minutes) – The teacher will assign the topic "Regulations related to Matab-e-Zeenat" and provide guidelines on legal, ethical, and operational compliance. Students will conduct research on licensing requirements, safety standards, patient care regulations, and industry best practices to ensure lawful and ethical operations. **Step 2: Content Organization & Presentation (45 Minutes)** – Students will compile their research into a structured presentation, covering key regulatory aspects such as legal compliance, safety protocols, ethical considerations, and patient rights. They will present their findings to faculty and peers, promoting discussion and knowledge sharing. **Step 3: Discussion & Assessment (30 Minutes)** – A structured discussion will follow, where students will analyze regulatory challenges and their impact on Matab-e-Zeenat operations. The teacher will assess the depth of research, clarity of presentation, communication skills, and engagement, using a checklist to ensure all key components are comprehensively covered.

Modular Assessment

Assessment	Hour
Instructions – Conduct a structured modular assessment, that carry **25 marks**. Keep record of structured marking pattern using different assessment methods applicable to the module of the semester concern, and calculate modular grade point as shown in table 6 C. **1. Model on Cosmetic Clinic – (25 Marks):** Students will create a Model representing the layout, infrastructure, and essential components of a Cosmetic Clinic. Assessment will cover: • Concept and Design (5 Marks) • Functionality and Practicality (5 Marks) • Creativity and Presentation (5 Marks) • Explanation and Justification (5 Marks) Or Any practical in converted form can be taken for assessment. **(25 Marks)**	2

or Any experiential, such as portfolios/ reflection/ presentations can be taken as an assessment. **(25 Marks)**	

Table 4 : Practical Training Activity

(*Refer table 3 of similar activity number)

Practical No*	Practical name	Hours
1.1	Sū'-i Mizāj Jild	2
1.2	Vitiligo and Oculo-cutaneous Albinism	6
1.3	Pityriasis alba, Nevus anemicus and Depigmentosus	6
1.4	Post-inflammatory Hypopigmentation, Progressive Macular Hypomelanosis and Idiopathic Guttate Hypomelanosis	6
2.1	Melasma	2
2.2	Freckles and Lentigo	2
2.3	Pityriasis nigra	2
2.4	Peri-orbital Hyperpigmentation	2
2.5	Hyperpigmentation due to Physical Agents	2
3.1	Atopic dermatitis and Eczematous dermatitis	4
3.2	Contact dermatitis and Seborrheic dermatitis	6
3.3	Nummular eczema, Asteatotic eczema, & Prurigo nodularis	6
3.4	Hand and Fingertip Eczema, Pompholyx, Venous Eczema and Neuro-dermatitis	8
3.5	Photo-dermatoses and Occupational dermatoses	6
4.1	Taqashshur-i Jild	6
4.2	Scalp Psoriasis	2
4.3	Pustular Psoriasis	2
4.4	Pityriasis Lichenoid and Lichen Planus	6
4.5	Palmpoplantar Psoriasis	2

4.6	Pityriasis rosea	2
5.1	Pemphigus vulgaris	2
5.2	Bullous pemphigoid	2
5.3	Dermatitis herpetiformis	2
5.4	Epidermolysis bullosa	2
5.5	Pemphigus Vegetans	2
6.1	Kawasaki disease	2
6.2	Non-healing Ulcer, Venous Ulcer and Bed Sore	6
6.3	Cutaneous Small Vessel Vasculitis and Purpura	4
6.4	Shara	2
6.5	Livedo reticularis	2
6.6	Superficial and Deep Vein Thrombosis	4
7.1	Dakhis and Zufra Talaqiyya	4
7.2	Acne vulgaris.	2
7.3	Miliaria	2
7.4	Rosacea	2
8.1	Male-Pattern Hair Loss	2
8.2	Cicatricial alopecia	4
8.3	Illa al-Nuʿāma	2
8.4	Alopecia areata	2
8.5	Trichorrhexis	2
8.6	Folliculitis Decalvans	2
8.7	Trichoptilosis	2

8.8	Premature Greying of Hair	2
8.9	Da’ al-Hayya.	2
9.1	Toxic Epidermal Necrolysis and Staphylococcal Scalded Skin Syndrome	4
9.2	Angiodema	2
9.3	Toxic Shock Syndrome and Erythroderma	4
9.4	Cutaneous Adverse Drug Reactions	2
9.5	Steven Johson Syndrome and Necrotizing Fasciitis	4
9.6	Erythema multiforme and DRESS syndrome	4
10.1	Folliculitis and Furuncle	2
10.2	Furunculosis	2
10.3	Impetigo and Bullous Impetigo	2
10.4	Ecthyma	2
10.5	Carbuncle	2
10.6	Erysipelas	2
10.7	Purpura Fulminans	2
10.8	Erythrasma	2
10.9	Trichomycosis Axillaris	2
10.10	Pitted Keratolysis	2
11.1	Cutaneous Tuberculosis.	3
11.2	Cutaneous Tuberculosis	2
11.3	Leprosy	2
11.4	Leprosy	3
12.1	Molluscum contagiosum, Cowpox & Monkey Pox	3

12.2	Ecthyma Contagiosum and Milkers Nodule	3
12.3	Herpes Simplex & Herpes zoster	3
12.4	Chickenpox & Infectious mononucleosis	3
12.5	Warts	3
12.6	Measles & Mumps	3
12.7	Hand -foot & Mouth disease	3
12.8	Viral Exanthems.	3
12.9	Erythema infectiosum & German measles	3
12.10	Cutaneous manifestations of Viral Outbreaks.	3
13.1	Dermatophytosis	2
13.2	Dermatophytosis	2
13.3	Pityriasis versicolor	2
13.4	Pityriasis versocolor	2
13.5	Deep fungal infections	2
13.6	Deep fungal infections	2
13.7	Mucormycosis	2
13.8	Mucormycosis	2
13.9	Candidiasis.	4
14.1	Scabies	2
14.2	Pediculosis	2
14.3	Arthropod-born Dermatoses	2
14.4	Arthropod-born Dermatoses	2
14.5	Tick-induced Disorders	2

14.6	Rickettsial infections	3
14.7	Kysanur Forest Disease	2
14.8	Borreliosis (Lyme Disease)	2
14.9	Cutaneous Leishmaniasis and Elephantiasis	3
15.1	Cutaneous Manifestation of AIDS	2
15.2	Syphilis	2
15.3	Lymphogranuloma Venerum	2
15.4	Genital Herpes	2
15.5	Donovanosis	2
16.1	Pediatric Dermatoses	2
16.2	Infantile Acne	2
16.3	Roseola infantum	2
16.4	Diaper Dermatitis	2
16.5	Blistering Distal Dactylitis	2
16.6	Juvenile Xanthogranuloma	2
16.7	Miliaria	2
16.8	Angular Cheilitis	2
16.9	Lichen nitidus	2
16.10	Chronic Bullous Disease of Childhood	2
16.11	Childhood Dermatitis Herpetiformis	2
16.12	Cutaneous Mastocytosis	2
16.13	Perianal Streptococcal Dermatitis	2
16.14	Traction Alopecia	2

16.15	Loose Anagen Syndrome	2
17.1	Senile Xerosis	2
17.2	Easy Bruising Syndrome	2
17.3	Senile Purpura	2
17.4	Senile pruritus	3
17.5	Senile rosacea	2
17.6	Dermatoporosis	3
17.7	Dermatoheliosis	3
17.8	Lentigo Senilis	3
18.1	Delusions of Parasitosis	2
18.2	Body Odour Delusion	2
18.3	Delusions of Parasitosis, Morgellons disease, and Body Odor Delusion	1
18.4	Neurotic excoriation	2
18.5	Malingering	2
18.6	Dermatitis artefacta, Neurotic excoriation and Malingering.	1
18.7	Body dysmorphic disorder.	2
18.8	Cutaneous dysesthesia	2
18.9	Body Dysmorphic Disorder & Cutaneous Dysesthesia	1
18.10	Onychotillomania	2
18.11	Lichen Simplex Chronicus	2
18.12	Trichotillomania, Onychotillomania and Lichen Simplex Chronicus	1
19.1	Immunologically Mediated Skin Disorders	2
19.2	Lupus Erythematosus	1

19.3	Lupus erythematosus	1
19.4	Dermatomyositis from other Inflammatory myopathies	1
19.5	Dermatomyositis	1
19.6	Lichen sclerosis et atrophicus	1
19.7	Lichen sclerosis et atrophicus	1
19.8	Morphea	2
20.1	Hyperandrogenism	2
20.2	Hereditary Endocrine Syndromes	2
20.3	Acanthosis Nigricans	2
20.4	Diabetic Foot Ulcers	2
20.5	Pyoderma gangrenosum	2
20.6	Necrobiosis Lipoidica Diabeticorum	2
20.7	Diabetic dermatopathy	2
20.8	Perforating folliculitis and Diabetic Bullae	2
20.9	Scleroderma adultorum	2
20.10	Hypothyroidism and Hyperthyroidism.	4
20.11	Hypoparathyroidism and Hyperparathyroidism	4
20.12	Addison’s disease and Cushing’s syndrome	4
21.1	Kwahiorkar and Marasmus -related skin manifestations	2
21.2	Kwahiorkar and Marasmus	2
21.3	Vitamin and Mineral deficiencies	4
21.4	Xanthoma	4
21.5	Cutaneous Amyloidosis	4

21.6	Porphyria cutanea tarda	4
22.1	Rheumatologic and Connective Tissue Disorder	3
22.2	Mixed Connective Tissue Disorders	3
22.3	Cutaneous manifestations of Reiter's syndrome	3
22.4	Systemic Sclerosis & Scleroderma	4
22.5	Sjogren syndrome and Behcet's disease	4
22.6	Cutaneous Sarcoidosis	3
23.1	Skin manifestations during pregnancy	2
23.2	Pemphigoid Gestationis	2
23.3	Pruritus in pregnancy	2
23.4	Polymorphic Eruption of Pregnancy	2
23.5	Atopic Eruptions during Pregnancy	2
24.1	Skin manifestations of thromboembolic diseases	2
24.2	Heart failure and thromboembolic diseases	2
24.3	COPD and Bronchogenic carcinoma	4
24.4	Jaundice and Hepatitis	4
24.5	Celiac disease and Irritable Bowel Disease	4
24.6	Nephrotic syndrome	2
24.7	End Stage Renal Disease and Nephrogenic systemic fibrosis	2
25.1	Sartan, Saláat, and Saiqaroos	2
25.2	Cancer Adjuvant Treatment	2
25.3	Actinic keratosis and Seborrheic Keratosis	4
25.4	Squamous Cell Carcinoma	2

25.5	Basal Cell Carcinoma.	2
25.6	Acquired Nevomelanocytic nevus, Solar Lentigo and Lentigo Simplex.	4
25.7	Mycosis fungoides and Paget’s disease	4
26.1	Lamellar Ichthyosis and Harlequin Ichthyosis.	4
26.2	Palmoplantar Keratoderma	2
26.3	Tuberous sclerosis	2
26.4	Darier’s disease	2
27.1	Skin layers and cosmetological significance	3
27.2	Skin appendages and cosmetology	3
27.3	Healing process	3
27.4	Facial symmetry and proportions	3
27.5	Facial cosmetic procedures	2
27.6	Fitzpatrick skin types	3
27.7	Baumann skin types	3
28.1	Cosmetic drugs for moisturization and hydration	2
28.2	Cosmetics for sun protection and UV care	2
28.3	Cosmetic drugs for hair and nail care	2
28.4	Unani compound formulations and single drugs used for anti-aging and rejuvenation	2
28.5	Unani drugs for skin lightening and pigment control	2
28.6	Unani cleansers	2
28.7	Aadverse reactions of Hair Cosmetics	2
28.8	Adverse reactions of cosmetics	2
28.9	Adverse effects of Spa procedures	2

28.10	Adverse Effects of Spa, Beauty Parlour and Salon Procedures	2
29.1	Skin ageing	1
29.2	Types of skin ageing	2
29.3	Harkat wa Sukun Badani and Nafsani and skin ageing	3
29.4	Intrinsic skin ageing	3
29.5	Extrinsic skin ageing	3
29.6	Topical cosmetic agents for skin ageing skin aging	2
29.7	Systemic agents for skin aging	2
29.8	Anti-ageing skin care	2
29.9	Unani treatment plan for skin aging	2
30.1	Deodorants and Perfumes	1
30.2	Cleansers	1
30.3	Body Care Powders	1
30.4	Cosmetics for different skin types and age groups	2
30.5	Cosmetics for Different Environmental Conditions	1
30.6	Moisturizers for body parts, skin types, and age groups	2
30.7	Moisturizers for dermatological disorders	1
30.8	Counselling for different skin types	3
30.9	Cosmetic care regimens for the face	3
30.10	Cosmetic care regimens for the hair	3
30.11	Cosmetic care regimens for body parts	2
31.1	Sibagh and Daluk	1
31.2	Tila and Ghāza	1

31.3	Hydra-facial in Facial Xerosis	2
31.4	Hydrafacial Procedure	2
31.5	Lactic Acid Peel	2
31.6	Glycolic Acid Peel	2
31.7	Jessner's chemical Peel	2
31.8	PUVA	2
31.9	Photodynamic therapy (PDT)	2
31.10	Photobiomodulation (PBM)	2
31.11	Laser Therapy	2
32.1	Cosmetics for acne scars	2
32.2	Cosmetic of acne vulgaris	2
32.3	Cosmetics for Post-inflammatory Hyperpigmentation.	2
32.4	Cosmetics for melasma	2
32.5	Cosmetic for Nevus of Ota	2
32.6	Cosmetic for solar lentigens	2
32.7	Cosmetics for telogen effluvium	2
32.8	Cosmetic for folliculitis deculvans	2
32.9	Cosmetic for Hypertrichosis	2
32.10	Cosmetics for female pattern hair loss (FPHL)	2
33.1	Laser therapy	2
33.2	Croyotherapy	2
33.3	Cauterization and Electrodessication	2
33.4	Dermabrasion	2

33.5	Microneedling with Radiofrequency and collagen Induction Therapy	2
33.6	Automated Microneedling (Dermapen)	1
33.7	Dermarolling and microneedling	2
33.8	Leech therapy for hair disorders	2
33.9	Wet cupping for hair disorders	2
33.10	PRP with micro-needing	2
33.11	Derma Pen and Radiofrequency	2
33.12	Hair transplantation	2
33.13	Comedone extraction	1
33.14	Incision and drainage of cystic acne lesion	1
33.15	Punch excision for acne scars	1
33.16	Nail avulsion, earlobe repair, and corn removal surgeries	1
33.17	Dermoid and epidermoid cyst	1
33.18	Lipoma excision	2
34.1	Sterilization and sanitization of cosmetology clinic	2
34.2	Cosmetology equipments and instruments	2
34.3	Establishing cosmetology clinic	2
34.4	GST softwares	2
34.5	Auditing of marketing expenses	2

Table 5 : Experiential learning Activity

(*Refer table 3 of similar activity number)

Experiential learning No*	Experiential name	Hours
1.1	Sū'-i Mizāj Jild	4
1.2	Vitiligo and Occulo-cutaneous Albinism	4
1.3	Nevus depigmentosus, Post-inflammatory Hypopigmentation, Progressive Macular Hypomelanosis and Idiopathic Guttate Hypomelanosis	8
1.4	Nevus Anaemicus and Idiopathic Guttate Hypomelenosis	6
1.5	Vitiligo	4
2.1	Common moles	3
2.2	Post-inflammatory Hyper-pigmentation	3
2.3	Mongolian Spot	2
2.4	Lichen planus pigmentosus	2
2.5	Drug Induced Hyperpigmentation	3
3.1	Atopic dermatitis	3
3.2	Eczematous dermatitis	3
3.3	Nar Farsi	3
3.4	Atopy and Skin diseases	3
3.5	Seborrheic dermatitis	3
3.6	Contact dermatitis	3
3.7	Asteatotic eczema	3
3.8	Prurigo nodularis	3

3.9	Prurigo nodularis	3
3.10	Hand and Fingertip Eczema	3
3.11	Venous eczema	3
3.12	Photo-dermatoses	3
3.13	Occupational Dermatoses	3
4.1	Guttate Psoriasis	3
4.2	Chronic Plaque Psoriasis	3
4.3	Inverse Psoriasis	3
4.4	Lichen Planus	3
4.5	Lichen planus	2
4.6	Pityriasis Lichenoid	3
4.7	Pityriasis rosea	3
4.8	Pityriasis rosea	3
4.9	Pityriasis Rubra Pilaris	3
5.1	Pemphigus	3
5.2	Pemphigoid	2
5.3	Cicatricial Pemphigoid	3
5.4	Dermatitis herpetiformis	3
5.5	Epidermolysis bullosa	2
6.1	Kawasaki disease	3
6.2	Venous Ulcer	3
6.3	Qarha	3
6.4	Stasis Ulcer	3

6.5	Medium Vessel Vasculitis	3
6.6	Purpura	3
6.7	Banat al-Layl	2
6.8	Telengiectasia	3
6.9	Deep Vein Thrombosis	3
7.1	Ingrown Nail	3
7.2	Nail Disorders	3
7.3	Hydradenitis Suppurativa	3
7.4	Sebaceous and Sweat Gland Disorders.	4
8.1	Telogen Effluvium	3
8.2	Female Pattern Hair Loss	3
8.3	Intisār-i Shaʿr	3
8.4	Alopecia areata	3
8.5	Salaʿ	3
8.6	Premature Greying of Hair	2
8.7	Shayb	3
8.8	Favus	3
8.9	Saʻfa	3
9.1	Toxic Epidermal Necrolysis	3
9.2	Erythroderma	3
9.3	Toxic Shock Syndrome.	3
9.4	Cutaneous Adverse Drug Reactions	3
9.5	Steven Johson Syndrome	3

9.6	Steven Johson Syndrome	3
9.7	Necrotizing Fasciitis	2
9.8	Erythema multiforme and DRESS syndrome	3
9.9	Erythema multiforme	3
10.1	Folliculitis, Furuncle and Furunculosis	3
10.2	Folliculitis, Furuncle & Furunculosis	3
10.3	Impetigo, Bullous Impetigo and Ecthyma	3
10.4	Impetigo	3
10.5	Carbuncle & Erysipelas	3
10.6	Carbuncle and Erysipelas	3
10.7	Purpura Fulminans and Erythrasma.	3
10.8	Purpura Fulminans and Erythrasma	3
10.9	Trichomycosis Axillaris	2
11.1	Cutaneous Tuberculosis	3
11.2	Scrofuloderma	2
11.3	Leprosy	3
11.4	Lupus Vulgaris	2
11.5	Leprosy	3
12.1	Molluscum Contagiosum & Ecthyma Contagiosum.	4
12.2	Molluscum Contagiosum & Ecthyma Contagiosum	4
12.3	Herpes Simplex, Herpes zoster, Chickenpox & Infectious mononucleosis	4
12.4	Chickenpox & Herpes zoster	4
12.5	Measles & Mumps	4

12.6	Warts & Mumps	4
12.7	Hand - foot & mouth disease & Viral Exanthems	4
12.8	Hand - foot & Mouth disease	4
12.9	Erythema infectiosum & German measles	4
12.10	Erythema infectiosum & German measles (Rubella).	3
13.1	Dermatophytosis	3
13.2	Dermatophytosis	3
13.3	Superficial fungal infections	3
13.4	Superficial fungal infections	3
13.5	Deep fungal infections	3
13.6	Deep fungal infections	3
13.7	Mucormycosis	3
13.8	Mucormycosis.	3
13.9	Candidiasis	1
13.10	Candidiasis	1
14.1	Scabies	3
14.2	Pediculosis & Demodicosis	3
14.3	Arthropod-born Dermatoses	3
14.4	Chagas Disease	3
14.5	Rocky Mountain Spotted Fever	3
14.6	Mediterranean Spotted Fever	3
14.7	Borreliosis	2
14.8	Kysanur Forest Disease.	2

14.9	Elephantiasis	2
14.10	Cutaneous Leishmaniasis	2
15.1	Cutaneous Manifestations of AIDS	1
15.2	Cutaneous Manifestation of AIDS	1
15.3	Syphilis	2
15.4	Gonorrhoea	1
15.5	Lymphogranuloma Venerum	2
15.6	Lymphogranuloma Venerum	1
15.7	Genital Herpes	2
15.8	Venereal warts	1
15.9	Donovanosis	2
16.1	Common Pediatric Dermatoses	3
16.2	Pediatric Skin Care	2
16.3	Infantile acne	3
16.4	Neonatral Pustural Melanosis	2
16.5	Roseola infantum	3
16.6	Blistering Distal Dactylitis	3
16.7	Juvenile Xanthogranuloma	3
16.8	Milia	3
16.9	Angular Cheilitis	2
16.10	Lichen striatus	3
16.11	Fifth Disease	3
16.12	Child hood Dermatitis Herpetiformis	2

16.13	Cutaneous Mastocytosis	2
16.14	Perianal Streptococcal Dermatitis	2
16.15	Traction Alopecia	2
16.16	Loose Anagen Syndrome	1
17.1	Geriatric Skin Diseases	2
17.2	Geriatric Skin Care	3
17.3	Senile Xerosis	2
17.4	Painful Bruising Syndrome	3
17.5	Senile Pruritus	3
17.6	Senile purpura	2
17.7	Senile rosacea.	2
17.8	Dermatoporosis	3
17.9	Dermatoheliosis	3
17.10	Lentigo Senilis	3
18.1	Psycho-Cutaneous Disorders	6
18.2	Delusions of Parasitosis.	2
18.3	Morgellons disease	2
18.4	Body Odour Delusion	1
18.5	Dermatitis artefacta	2
18.6	Neurotic excoriation	2
18.7	Malingering	1
18.8	Body Dysmorphic Disorder	2
18.9	Cutaneous Dysesthesia	2

18.10	Body Dysmorphic Disorder & Cutaneous Dysesthesia.	1
18.11	Trichotillomania	2
18.12	Trichotillomania	2
18.13	Lichen Simplex Chronicus	1
19.1	Immunotherapy in Dermatology	1
19.2	Immuno-dermatological Disorders	2
19.3	Lupus erythematosus	2
19.4	Lupus erythematosus	1
19.5	Dermatomyositis	2
19.6	Dermatomyositis	1
19.7	Lichen sclerosis et atrophicus	1
19.8	Lichen sclerosis et atrophicus	1
19.9	Morphea	2
20.1	Unani Medicine in Endocrinopathies	3
20.2	Diabetic Foot Ulcers	3
20.3	Acanthosis Nigricans	2
20.4	Diabetic Ulcers, Pyoderma gangrenosum, and Perforating folliculitis	3
20.5	Diabetic dermopathy	3
20.6	Necrobiosis Lipoidica Diabeticorum and Perforating folliculitis	4
20.7	Dermatological manifestations of Diabetes mellites	3
20.8	Dermatological manifestations of thyroid disorders	3
20.9	Hypothyroidism	2
20.10	Hyperthyroidism	1

20.11	Parathyroid-related disorders.	3
20.12	Hypoparathyroidism	2
20.13	Hyperparathyroidism	1
20.14	Adrenal gland	3
20.15	Addison’s disease	2
20.16	Cushing’s syndrome	1
21.1	Nutritional and Metabolic disorders	2
21.2	Kwahiorkar and Marasmus	3
21.3	Kwashiorkar and Marasmus	2
21.4	Cutaneous manifestations of Scurvy	3
21.5	Vitamin and Mineral deficiencies	2
21.6	Xanthoma	2
21.7	Lifestyle modifications and self-care techniques	2
21.8	Cutaneous Amyloidosis	3
21.9	Cutaneous Amyloidosis	2
21.10	Cutaneous porphyria	3
21.11	Cutaneous porphyria	2
22.1	Rheumatologic and Connective Tissue Disorders	3
22.2	Rheumatologic and Connective Tissue Disorders	2
22.3	Mixed Connective Tissue Disorders	3
22.4	Reiter’s syndrome	3
22.5	Systemic Sclerosis and scleroderma	3
22.6	Systemic Sclerosis and scleroderma	3

22.7	Sjogren syndrome and Behcet's disease	2
22.8	Sjogren Syndrome and Behcet's disease	4
22.9	Cutaneous Sarcoidosis	3
23.1	Skin manifestations in pregnancy	1
23.2	Pemphigoid Gestationis	3
23.3	Pruritus in Pregnancy	3
23.4	Polymorphic Eruption of Pregnancy	3
23.5	Atopic Eruption during Pregnancy	3
24.1	Heart failure and thromboembolic diseases	2
24.2	Cutaneous Manifestations of Heart failure and thromboembolic Diseases	2
24.3	Cutaneous Manifestations of COPD and Bronchogenic carcinoma	4
24.4	Cutaneous manifestations of Biliary Cirrhosis and Hepatic Carcinoma	4
24.5	Cutaneous Manifestations of Jaundice and Hepatitis	2
24.6	Sclerosing Cholangitis and Wilson disease	4
24.7	Irritable Bowel Disease and Celiac disease	4
24.8	Nephrotic syndrome	2
24.9	Nephrogenic Systemic Fibrosis	2
25.1	Skin Cancer	2
25.2	Skin Cancer	3
25.3	Actinic keratosis.	2
25.4	Seborrheic Keratosis.	2
25.5	Actinic Keratosis.	1
25.6	Basal Cell Carcinoma.	2

25.7	Basal Cell Carcinoma & Squamous Cell Carcinoma.	2
25.8	Nodular Basal Cell Carcinoma.	1
25.9	Atypical Melanocytic Nevi and Atypical Cutaneous Melanoma	4
25.10	Desmoplastic Melanoma.	1
25.11	Kaposi's Sarcoma	2
25.12	Mycosis fungoides.	2
25.13	Paget's disease.	2
26.1	Gene therapy	2
26.2	X-linked recessive Ichthyosis	1
26.3	Ichthyosis vulgaris	2
26.4	Palmoplantar Keratoderma	2
26.5	Xeroderma pigmentosa	1
26.6	Tuberous sclerosis	2
26.7	Neurofibromatosis	1
26.8	Darier's disease	2
27.1	Skin analysis and dermascopy	3
27.2	Skin healing process	3
27.3	Fillers for facial symmetry	3
27.4	Facial structures and cosmetology	3
27.5	Sensitive Skin	3
27.6	Oily, dry and combination skin	3
27.7	Ageing-prone skin	3
27.8	Fitzpatrick skin type classification	3

27.9	Baumann skin type classification	2
28.1	Cosmeceuticals for skin lightening and pigment control	3
28.2	Anti-ageing and rejuvinating agents	3
28.3	Lip and eye care formulations	3
28.4	Cosmetic formulations	3
28.5	Research and innovation in Unani cosmetics	4
28.6	Management of adverse reactions of facial cosmetics	3
28.7	Adverse effects of cosmetics	3
28.8	Adverse reactions with procedures of Spa, Beauty parlour and Salon	4
29.1	Skin ageing	3
29.2	Makul wa Mashrubat and skin ageing	2
29.3	Naum wa Yaqza and skin ageing	2
29.4	Photo-aged skin	3
29.5	Skin ageing	3
29.6	Extrinsic skin ageing	3
29.7	Laser resurfacing in photo-damaged skin	3
29.8	Dermal fillers in photo-aged skin	3
29.9	Wrinkles	2
29.10	Photo-ageing	2
30.1	Antiperspirants	2
30.2	Shaving Preparations	2
30.3	Cleansures	2
30.4	Cosmetics for Different Body Parts	2

30.5	Adverse Effects of Cosmetics	3
30.6	Herbal cosmetics	2
30.7	Moisturizers in xeroderma	2
30.8	Moisturizers in dermatocosmetology	1
30.9	Geriatric skin care	3
30.10	Sun screen	3
30.11	Protective cosmetic procedures for hair	2
30.12	Hand and foot care	2
31.1	Unani Cosmetic Procedures	2
31.2	Ubtan, Sibgha, Daluk, and Ghaza	2
31.3	Facial Xerosis and Hydra-facial	2
31.4	Superficial Chemical Peels	3
31.5	Deep chemical peels	3
31.6	Salicylic Acid Peel	3
31.7	Trichloroacetic Acid (TCA) Peel in Post-inflammatory hyperpigmentation	3
31.8	Micro-dermabrasion	2
31.9	Q-switched Nd:Yag laser	3
31.10	Taskhin-i Jild	3
32.1	Chemical peel for Acne vulgaris	3
32.2	Laser therapy for Melasma	3
32.3	Cosmetic procedure for Solar lentigines	3
32.4	Cosmetic Procedures for Drug-induced Hyperpigmentation	3
32.5	Cosmetic modalities for Nevus of Ota and Nevus of Ito	2

32.6	Laser therapy on Hirsutism	3
32.7	Mesotherapy for androgenetic alopecia	3
32.8	Cosmetic procedure for scarring alopecia	3
32.9	Cosmetic Procedures for Genetic Hair Disorders.	3
33.1	Electrodessication	2
33.2	Types of lasers	2
33.3	Cauterization	2
33.4	PRP combined with microneedling for face	2
33.5	Dermabrasion on surgical and traumatic scars	2
33.6	Various modes of Ilam	2
33.7	Hijama and Cosmetic dermatology	2
33.8	Hair transplantation	2
33.9	PRP and Hair disorders	2
33.10	Leech therapy and Cosmetic Dermatology	2
33.11	Scalp Reduction Surgery	2
33.12	Laser Hair restoration surgery	2
33.13	Hair transplantation	2
33.14	Follicular Unit Transplantation	2
33.15	Eclectro-surgery and comedone extraction	2
33.16	Laser therapy and acne lesions	2
33.17	Acne surgical treatment	2
33.18	Nail Avulsion Surgery	2
33.19	Dermoid and epidermoid cyst	2

33.20	Dermatosurgery	1
34.1	Capacity building of cosmetology unit staff	1
34.2	Standards of cosmetology care	2
34.3	Handling of Feedback	2
34.4	Marketing Strategy for Cosmetology Clinic	2
34.5	Customer trust in marketing	2
34.6	Managing marketing expanses	2
34.7	Matab-i Zeenat	2

Table 6 : Assessment Summary: Assessment is subdivided in A to H points

6 A : Number of Papers and Marks Distribution

Subject Code	Paper	Theory	Practical	Total
UNIPG-AJT	4	100 x 4 Papers = 400	400	800

6 B : Scheme of Assessment (Formative and Summative Assessment)

Credit frame work

UNIPG-AJT consists of 34 modules totaling 64 credits, which correspond to 1920 Notional Learning Hours. Each credit comprises 30 Hours of learner engagement, distributed across teaching, practical, and experiential learning in the ratio of 1:2:3. Accordingly, one credit includes 5 hours of teaching, 10 hours of practical training, 13 hours of experiential learning, and 2 hours allocated for modular assessment, which carries 25 marks.

Formative Assessment : Module wise Assessment: will be done at the end of each module. Evaluation includes learners active participation to get Credits and Marks. Each Module may contain one or more credits.

Summative Assessment: Summative Assessment (University examination) will be carried out at the end of Semester VI.

6 C : Calculation Method for Modular Grade Points (MGP)

Module Number & Name (a)	Credits (b)	Actual No. of Notional Learning Hours (c)	Attended Number of notional Learning hours (d)	Maximum Marks of assessment of modules (e)	Obtained Marks per module (f)	MGP =d*f/c*e*100
Semester No : 3						
Paper No : 1 (عمومی امراض جلد ' Umūmī Amraze Jild Common skin disorders)						
M 1 امراض سوء مزاج جلد وقلت لون Amraze Sū'-i Mizāj Jild wa Qillat-i Lawn (Amraze Sue Mizaj Jild and Hypo Pigmentary Disorders)	2	60		50		
M 2 امراض کثرت لون Amrāḍ-i Kasrat-i Laun (Hyper Pigmentary Disorders)	1	30		25		
M 3 نار فارسی Nār Fārsi (Dermatitis)	3	90		75		
Paper No : 2 (متعدی امراض جلد، جلدی امراض طفولت وشیخوخت Muta'ddi Amraze Jild, Jildi Amraze Tufulat wa Shaikhokhat Infectious Skin Disorders, Pediatric & Geriatric Dermatology)						
M 10 امراض جرثومیہ Amrāḍ-i Jursūmiyyā (Bacterial Infections)	2	60		50		
M 11 متفطرات عفونیہ Mutafattirāt-i 'Ufūniyyā (Mycobacterial Infections)	1	30		25		
Paper No : 3 (امراض نظامی کی جلدی علامات وسلعات Amrāze Nizāmī ki Jildi Alāmāt wa Sila'āt Skin Manifestations of Systemic Diseases & Neoplasia)						
M 18 نفسیاتی جلدی امراض Nafsiyāti Jildi Amrādh (Psychodermatology)	2	60		50		
M 19 N مناعتی جلدی امراض Manā'ati Jildi Amrādh (Immuno-dermatology)	1	30		25		
Paper No : 4 (تزئینیات Tazeeniyat Cosmetology)						
M 27 مبادیات تزئینیات Mabadiyat-i Tazeeniyat (Fundamentals of cosmetology)	2	60		50		
M 28 ادویہ مزینہ Adviā Muzayyenah (Cosmeceuticals)	2	60		50		
	16	480		400		

Semester No : 4						
Paper No : 1 (عمومی امراض جلد ' Umūmī Amraze Jild Common skin disorders)						
M 4 امراض حطاطی حرشفی Amraze Hatātī Harshāfī (Papulo-Squamous Disorders)	2	60		50		
Paper No : 2 (متعدی امراض جلد، جلدی امراض طفولت و شیخوخت Muta'ddi Amraze Jild, Jildi Amraze Tufulat wa Shaikhokhat Infectious Skin Disorders, Pediatric & Geriatric Dermatology)						
M 12 امراض ویروسی عفونی Amraze wayrūsī 'Ufūni (Viral infections)	3	90		75		
M 13 امراض فطاری عفونی Amrādh-i Futāri Ufuni (Fungal infections)	2	60		50		
Paper No : 3 (امراض نظامی کی جلدی علامات و سلعات Amrāze Nizāmī ki Jildi Alāmāt wa Sila'āt Skin Manifestations of Systemic Diseases & Neoplasia)						
M 20 غددی جلدی امراض Ghudadi Jildi Amrādh (Dermato-endocrinology)	3	90		75		
M 21 استحالاتی و تغذیاتی امراض کے جلدی ظواہرات Istihālāti wa Taghziyāti Amrādh ke Jildi Zawāhirāt (Skin manifestations of Metabolic & Nutritional Disorders)	2	60		50		
Paper No : 4 (تزئینیات Tazeeniyat Cosmetology)						
M 29 شیخوخت جلد Shaikhukhat-i Jild (Skin Ageing)	2	60		50		
M 30 ذاتی و خصوصی نگہداشت کے لیے مصنوعات Zāti wa Khususi Nigahdāsht ke liye Masnuāt (Personal and Special Care Products)	2	60		50		
	16	480		400		
Semester No : 5						
Paper No : 1 (عمومی امراض جلد ' Umūmī Amraze Jild Common skin disorders)						
M 5 امراض منفط Amraze Munaffitā (Vesiculo-bullous Disorders)	1	30		25		
M 6 امراض عروقی جلدی Amraze 'Urūqī Jildī (Vascular skin disorders)	2	60		50		

M 7 امراض اظفار، غدہ عرقیہ و دہنیہ Amraze Azfār, Ghudda Araqiyyā wa Duhniyya (Disorders of nail, sebaceous and sweat glands)	1	30		25		
Paper No : 2 (متعدی امراض جلد، جلدی امراض طفولت و شیخوخت Muta'ddi Amraze Jild, Jildi Amraze Tufulat wa Shaikhokhat Infectious Skin Disorders, Pediatric & Geriatric Dermatology)						
M 14 امراض طفیلی و اوالی Amrādh-i Tufaili wa Awāli (Parasitic & Protozoal infections)	2	60		50		
M 15 امراض منتقلہ جنسیہ Amrādh-i Muntaqilā Jinsiyā (Sexually Transmitted Diseases (STDs))	1	30		25		
Paper No : 3 (امراض نظامی کی جلدی علامات و سلعات Amrāze Nizāmī ki Jildi Alāmāt wa Sila'āt Skin Manifestations of Systemic Diseases & Neoplasia)						
M 22 امراض حداری و امراض نسیج واصل کے جلدی ظواہرات Amraze Hudari aur Amraze Naseeje Wasil ke Jildi Zawāhirāt (Skin manifestations of Rheumatologic & Connective Tissue Disorders)	2	60		50		
M 23 حمل کے جلدی ظواہرات Hamal ke Jildi Zawāhirāt (Skin manifestations during pregnancy)	1	30		25		
M 24 امراض قلب و عروق، ریہ، قناۃ غذائی، کبد و مرارہ اور گردہ کے جلدی ظواہرات Amrādhe Qalb wa Uruq, Riya, Qnāte Ghizāyi, Kabid wa Mirārā aur Gurdā ke jildi Zawāhirāt (Skin manifestations of Cardiovascular, Respiratory, Alimentary Tract, hepatobiliary & Renal Diseases)	2	60		50		
Paper No : 4 (تزئینیات Tazeeniyat Cosmetology)						
M 31 تدابیر مزینہ Tadabeer-i Muzayyenah (Cosmetic Regimes)	2	60		50		
M 32 امراض جلد کے جمالیاتی مسائل تک رسائی Amrāze Jild ke Jamāliyāti Masāil tak rasāyi (Approach to cosmetic problems in dermatology)	2	60		50		
	16	480		400		
Semester No : 6						
Paper No : 1 (عمومی امراض جلد ' Umūmī Amraze Jild Common skin disorders)						
M 8 امراض شعر Amraze Sha'r (Trichology)	2	60		50		

M 9 امراض جلد طواری Amraze Jild Tawārī (Emergency in dermatology)	2	60		50		
Paper No : 2 (متعدی امراض جلد، جلدی امراض طفولت و شیخوخت Muta'ddi Amraze Jild, Jildi Amraze Tufulat wa Shaikhokhat Infectious Skin Disorders, Pediatric & Geriatric Dermatology)						
M 16 جلدی امراض اطفال Jildi Amrādh-i Atfāl (Paediatric Dermatology)	3	90		75		
M 17 جلدی امراض شیخوخت Jildi Amrādh-i Shaikhukhat (Geriatric Dermatology)	2	60		50		
Paper No : 3 (امراض نظامی کی جلدی علامات و سلعات Amrāze Nizāmī ki Jildi Alāmāt wa Sila'āt Skin Manifestations of Systemic Diseases & Neoplasia)						
M 25 سلعات جلد و تحت الجلد Sil'ate Jild wa Taht-al Jild (Dermal and sub-cutaneous Neoplasm)	2	60		50		
M 26 جینیاتی جلدی امراض Jiniyāti Jildi Amrādh (Geno-dermatology)	1	30		25		
Paper No : 4 (تزئینیات Tazeeniyat Cosmetology)						
M 33 جراحیات جلد Jarahiyat-i Jild (Dermato-Sugery)	3	90		75		
M 34 مطب زینت Matab-i Zeenat (Cosmetic Clinic)	1	30		25		
	16	480		400		
MGP = ((Number of Notional learning hours attended in a module) X (Marks obtained in the modular assessment) / (Total number of Notional learning hours in the module) X (Maximum marks of the module)) X 100						

6 D : Semester Evaluation Methods for Semester Grade Point Average (SGPA)

SGPA will be calculated at the end of the semester as an average of all Module MGPs. Average of MGPS of the Semester For becoming eligible for Summative assessment of the semester, student should get minimum of 60% of SGPA

SGPA = Average of MGP of all modules of all papers = add all MGPs in the semester/ no. of modules in the semester Evaluation Methods for Modular Assessment

Semester No : 3
Paper No : 1 عمومی امراض جلد 'Umūmī Amraze Jild Common skin disorders

A S.No	B Module number and Name	C MGP
1	M1. امراض سوءمزاج جلدوقلت لون Amraze Sū'-i Mizāj Jild wa Qillat-i Lawn (Amraze Sue Mizaj Jild and Hypo Pigmentary Disorders)	C 1
2	M2. امراض کثرت لون Amrāḍ-i Kasrat-i Laun (Hyper Pigmentary Disorders)	C 2
3	M3. نار فارسی Nār Fārsi (Dermatitis)	C 3
Paper No : 2 متعدی امراض جلد، جلدی امراض طفولت وشیخوخت Muta'ddi Amraze Jild, Jildi Amraze Tufulat wa Shaikhokhat Infectious Skin Disorders, Pediatric & Geriatric Dermatology		
A S.No	B Module number and Name	C MGP
4	M10. امراض جرثومیہ Amrāḍ-i Jursūmiyyā (Bacterial Infections)	C 4
5	M11. متفطرات عفونیہ Mutafattirāt-i 'Ufūniyyā (Mycobacterial Infections)	C 5
Paper No : 3 امراض نظامی کی جلدی علامات وسلعات Amrāze Nizāmī ki Jildi Alāmāt wa Sila'āt Skin Manifestations of Systemic Diseases & Neoplasia		
A S.No	B Module number and Name	C MGP
6	M18. نفسیاتی جلدی امراض Nafsiyāti Jildi Amrādh (Psychodermatology)	C 6
7	M19.N مناعتی جلدی امراض Manā'ati Jildi Amrādh (Immuno-dermatology)	C 7
Paper No : 4 تزئینیات Tazeeniyat Cosmetology		
A S.No	B Module number and Name	C MGP

8	M27.مبادیات تزئینیات Mabadiyat-i Tazeeniyat (Fundamentals of cosmetology)	C 8
9	M28.ادویہ مزینہ Adviā Muzayyenah (Cosmeceuticals)	C 9
	Semester Grade point Average (SGPA)	(C1+C2+C3+C4+C5+C6+C7+C8+C9) / Number of modules(9)
Semester No : 4		
Paper No : 1 عمومی امراض جلد ‘Umūmī Amraze Jild Common skin disorders		
A **S.No**	**B** **Module number and Name**	**C** **MGP**
1	M4.امراض حطاطی حرشفی Amraze Hatātī Harshāfī (Papulo-Squamous Disorders)	C 1
Paper No : 2 متعدی امراض جلد، جلدی امراض طفولت و شیخوخت Muta’ddi Amraze Jild, Jildi Amraze Tufulat wa Shaikhokhat Infectious Skin Disorders, Pediatric & Geriatric Dermatology		
A **S.No**	**B** **Module number and Name**	**C** **MGP**
2	M12.امراض ویروسی عفونی Amraze wayrūsī ‘Ufūni (Viral infections)	C 2
3	M13. امراض فطاری عفونی Amrādh-i Futāri Ufuni (Fungal infections)	C 3
Paper No : 3 امراض نظامی کی جلدی علامات و سلعات Amrāze Nizāmī ki Jildi Alāmāt wa Sila’āt Skin Manifestations of Systemic Diseases & Neoplasia		
A **S.No**	**B** **Module number and Name**	**C** **MGP**
4	M20. غددی جلدی امراض Ghudadi Jildi Amrādh (Dermato-endocrinology)	C 4
5	M21. استحالاتی و تغذیاتی امراض کے جلدی ظواہرات Istihālāti wa Taghziyāti Amrādh ke Jildi Zawāhirāt (Skin manifestations of Metabolic & Nutritional Disorders)	C 5

Paper No : 4 تزئینیات Tazeeniyat Cosmetology		
A S.No	B Module number and Name	C MGP
6	M29. شیخوخت جلد Shaikhukhat-i Jild (Skin Ageing)	C 6
7	M30. ذاتی وخصوصی نگہداشت کے لیے مصنوعات Zāti wa Khususi Nigahdāsht ke liye Masnuāt (Personal and Special Care Products)	C 7
	Semester Grade point Average (SGPA)	(C1+C2+C3+C4+C5+C6+C7) / Number of modules(7)

Semester No : 5		
Paper No : 1 عمومی امراض جلد ‘ Umūmī Amraze Jild Common skin disorders		
A S.No	B Module number and Name	C MGP
1	M5. امراض منفطہ Amraze Munaffitā (Vesiculo-bullous Disorders)	C 1
2	M6. امراض عروقی جلدی Amraze ‘Urūqī Jildī (Vascular skin disorders)	C 2
3	M7. امراض اظفار، غدہ عرقیہ ودہنیہ Amraze Azfār, Ghudda Araqiyyā wa Duhniyya (Disorders of nail, sebaceous and sweat glands)	C 3
Paper No : 2 متعدی امراض جلد، جلدی امراض طفولت وشیخوخت Muta’ddi Amraze Jild, Jildi Amraze Tufulat wa Shaikhokhat Infectious Skin Disorders, Pediatric & Geriatric Dermatology		
A S.No	B Module number and Name	C MGP
4	M14. امراض طفیلی واوالی Amrãdh-i Tufaili wa Awãli (Parasitic & Protozoal infections)	C 4
5	M15. امراض منتقلہ جنسیہ Amrãdh-i Muntaqilã Jinsiyã (Sexually Transmitted Diseases (STDs))	C 5

Paper No : 3 امراض نظامی کی جلدی علامات و سلعات Amrāze Nizāmī ki Jildi Alāmāt wa Sila'āt Skin Manifestations of Systemic Diseases & Neoplasia		
A S.No	B Module number and Name	C MGP
6	M22. امراض حداری و امراض نسیج واصل کے جلدی ظواہرات Amraze Hudari aur Amraze Naseeje Wasil ke Jildi Zawāhirāt (Skin manifestations of Rheumatologic & Connective Tissue Disorders)	C 6
7	M23. حمل کے جلدی ظواہرات Hamal ke Jildi Zawāhirāt (Skin manifestations during pregnancy)	C 7
8	M24. امراض قلب و عروق، ریہ، قناۃ غذائی، کبد و مرارہ اور گردہ کے جلدی ظواہرات Amrādhe Qalb wa Uruq, Riya, Qnāte Ghizāyi, Kabid wa Mirārā aur Gurdā ke jildi Zawāhirāt (Skin manifestations of Cardiovascular, Respiratory, Alimentary Tract, hepatobiliary & Renal Diseases)	C 8
Paper No : 4 تزئینیات Tazeeniyat Cosmetology		
A S.No	B Module number and Name	C MGP
9	M31. تدابیر مزینہ Tadabeer-i Muzayyenah (Cosmetic Regimes)	C 9
10	M32. امراض جلد کے جمالیاتی مسائل تک رسائی Amrāze Jild ke Jamāliyāti Masāil tak rasāyi (Approach to cosmetic problems in dermatology)	C 10
	Semester Grade point Average (SGPA)	(C1+C2+C3+C4+C5+C6+C7+C8+C9+C10) / Number of modules(10)
Semester No : 6		
Paper No : 1 عمومی امراض جلد ' Umūmī Amraze Jild Common skin disorders		

A S.No	B Module number and Name	C MGP
1	M8. امراض شعرAmraze Sha'r (Trichology)	C 1
2	M9. امراض جلد طواریAmraze Jild Tawārī (Emergency in dermatology)	C 2
Paper No : 2 متعدی امراض جلد، جلدی امراض طفولت و شیخوخت Muta'ddi Amraze Jild, Jildi Amraze Tufulat wa Shaikhokhat Infectious Skin Disorders, Pediatric & Geriatric Dermatology		
A S.No	B Module number and Name	C MGP
3	M16. جلدی امراض اطفالJildi Amrãdh-i Atfãl (Paediatric Dermatology)	C 3
4	M17. جلدی امراض شیخوختJildi Amrãdh-i Shaikhukhat (Geriatric Dermatology)	C 4
Paper No : 3 امراض نظامی کی جلدی علامات و سلعاتAmrāze Nizāmī ki Jildi Alāmāt wa Sila'āt Skin Manifestations of Systemic Diseases & Neoplasia		
A S.No	B Module number and Name	C MGP
5	M25. سلعات جلد و تحت الجلدSil'ate Jild wa Taht-al Jild (Dermal and sub-cutaneous Neoplasm)	C 5
6	M26. جینیاتی جلدی امراضJiniyāti Jildi Amrādh (Geno-dermatology)	C 6
Paper No : 4 تزئینیاتTazeeniyat Cosmetology		
A S.No	B Module number and Name	C MGP
7	M33. جراحیات جلدJarahiyat-i Jild (Dermato-Sugery)	C 7
8	M34. مطب زینتMatab-i Zeenat (Cosmetic Clinic)	C 8

	Semester Grade point Average (SGPA)	(C1+C2+C3+C4+C5+C6+C7+C8) / Number of modules(8)

S. No	Evaluation Methods
1.	Method explained in the Assessment of the module or similar to the objectives of the module.

6 E : Question Paper Pattern

MD/MS Unani Examination

UNIPG-AJT

Sem VI

Time: 3 Hours ,**Maximum Marks:** 100

INSTRUCTIONS: All questions compulsory

		Number of Questions	Marks per question	Total Marks
Q 1	Application-based Questions (ABQ)	1	20	20
Q 2	Short answer questions (SAQ)	8	5	40
Q 3	Analytical based structured Long answer question (LAQ)	4	10	40
				100

6 F : Distribution for summative assessment (University examination)

S.No	List of Module/Unit	ABQ	SAQ	LAQ
Paper No : 1 (عمومی امراض جلد ' Umūmī Amraze Jild Common skin disorders)				
(M-1) امراض سوء مزاج جلد و قلت لون Amraze Sū'-i Mizāj Jild wa Qillat-i Lawn (Amraze Sue Mizaj Jild and Hypo Pigmentary Disorders) (Marks: Range 5-15)				
1	**(U-1)** امراض سوء مزاج جلد Amrāḍ-i Sū'-i Mizāj Jild	No	Yes	Yes
2	**(U-2)** امراض لون کی درجہ بندی Amrāḍ-i Lawn ki Darjābandī (Classification of Pigmentary Disorders)	No	Yes	No
3	**(U-3)** امراض قلۃ لون Amrāḍ-i Qillat-i Lawn (Hypo Pigmentary Disorders)	No	Yes	Yes
(M-2) امراض کثرت لون Amrāḍ-i Kasrat-i Laun (Hyper Pigmentary Disorders) (Marks: Range 5-20)				
1	**(U-1)** کلف، نمش بیکر و خیلان Kalaf, Namash-i Baker & Khīlān (Melasma, Baker's Nevus and Moles)	Yes	Yes	Yes

2	**(U-2)** بقع منغول، کثرت لون بعد التہاب، بھق اسود و برش Buq‘ā Mongol, Kasrat-i Lawn bā‘d al-Iltihāb, Bahaq Aswad, Barash (Mongolian Spot, Post-Inflammatory Hyperpigmentation, Pityriasis Nigra, Freckles and Lentigo)	Yes	Yes	Yes
3	**(U-3)** لائکن مسطح لونی و آنکھوں کے گرد کثرت لون Lichen Musattah Launi wa Ānkhon ke gird Kasrat-i Laun (Lichen Planus Pigmentosus and Peri-orbital Hyperpigmentation)	No	Yes	Yes
4	**(U-4)** خارجی عوامل، معدنیات، ادویہ اور کیمیکل سے لاحق کثرت لون Khārijī A‘wāmil, Mā‘daniyyāt, Advia aur Chemical se Lāhiq Kasrat-i Lawn (Hyperpigmentation due to Physical Agents, Minerals, Drugs, and Chemicals)	Yes	Yes	Yes
(M-3) نار فارسی Nār Fārsi (Dermatitis) (Marks: Range 5-20)				
1	**(U-1)** نار فارسی کی درجہ بندی Nār Fārsī ki Darjābandī (Classification of Dermatitis)	No	Yes	No
2	**(U-2)** التہاب جلد ایٹوپی و التہاب جلد اکزیمی Iltihāb-i Jild Atopi wa Iltihāb-i Jild Ikzīmī (Atopic Dermatitis and Eczematous Dermatitis)	Yes	Yes	Yes
3	**(U-3)** التہاب جلد حزازی و التہاب جلد تعلقی Iltihāb-i Jild Hazāzī wa Iltihāb-i Jild Ta‘alluqī (Seborrheic Dermatitis and Contact Dermatitis)	Yes	Yes	Yes
4	**(U-4)** اکزیمہ قرصیہ، اکزیمہ یبسیہ، و حکہ عقدی Ikzīmā Qursiyyā, Ikzīmā Yubsiyyā, wa Hikka ‘Uqadī (Nummular Eczema, Asteatotic Eczema, and Prurigo Nodularis)	Yes	Yes	Yes
5	**(U-5)** التہاب جلد اصابع و ید، فاقوع، اکزیمہ وریدی و التہاب جلد عصبی Iltihāb-i Jild Asābi‘ wa Yad, Fāqū‘, Ikzīmā Warīdī wa Iltihāb-i Jild ‘Asabī (Hand and Fingertip Eczema, Pompholyx, Venous Eczema and Neuro-dermatitis)	Yes	Yes	No
6	**(U-6)** التہاب جلد شمسی و التہاب جلد مہنی Iltihāb-i Jild Shamsī wa Iltihāb-i Jild Mihni (Photo Dermatoses and Occupational Dermatoses)	Yes	Yes	Yes
(M-4) امراض حطاطی حرشفی Amraze Hatātī Harshāfī (Papulo-Squamous Disorders) (Marks: Range 5-20)				
1	**(U-1)** امراض حطاطی حرشفی کا عمومی جائزہ Amraz-i Hatātī Harshafī ka ‘Umūmī Jāyezā (Overview of Papulo Squamous Disorders)	No	Yes	No

2	**(U-2)** تقشر جلد اور اسکی اقسام Taqashshur-i Jild aur Uski Aqsām (Scaling Disorders and its types)	Yes	Yes	Yes
3	**(U-3)** نخالیہ حزازی ولائکن مسطح Nakhāliyyā Hazāzī wa Lichen Musattah (Pityriasis Lichenoid and Lichen Planus)	No	Yes	Yes
4	**(U-4)** نخالیہ حمراء شعری ونخالیہ وردیہ Nakhāliyyā Humra Sha'rī wa Nakhāliyyā Wardiyyā (Pityriasis Rubra Pilaris and Pityriasis Rosea)	Yes	Yes	Yes
(M-5) امراض منفطہ Amraze Munaffitā (Vesiculo-bullous Disorders) (Marks: Range 5-20)				
1	**(U-1)** امراض منفطہ کا عمومی جائزہ Amraze Munaffitā ka 'Umūmī Jāyezā (Overview of bullous disorders)	No	Yes	No
2	**(U-2)** داء الفقاع اور اسکی اقسام Dā' al-Fūqā' aur Uski Aqsām (Pemphigus & its types)	Yes	Yes	Yes
3	**(U-3)** فقاعیہ اور اسکی اقسام Fuqāiyyā aur Uski Aqsām (Pemphigoid & its types)	No	Yes	Yes
4	**(U-4)** Iltihāb-i Jild Harbasiyya al-Shakl	No	Yes	Yes
5	**(U-5)** انحلال البشرہ فقاعی Inhilāl al-Bashrā Fuqā'ī (Epidermolysis bullosa)	No	Yes	Yes
(M-6) امراض عروقی جلدی Amraze 'Urūqī Jildī (Vascular skin disorders) (Marks: Range 5-20)				
1	**(U-1)** امراض عروقی جلدی کا عمومی جائزہ Amraze 'Urūqī Jildī ka 'Umūmī Jāyezā (Overview of vascular skin diseases)	No	Yes	No
2	**(U-2)** مرض کواسکی Marz-i Kawasakī (Kawasaki disease)	No	Yes	No
3	**(U-3)** قروح: قرحہ وریدی، قروح مزمنہ قرحہ قطاۃ، قروح بلخیہ، تثلیج، قرحہ عصبی و قرحہ التہاب عروق Qurūh: Qarha Warīdī, Qurūh Muzmina, Qarha Qatāt, Qurūh -i Balkhiyya, Taslīj, Qarha 'Asbī wa Qarha Iltihāb-i 'Urūq (Ulcers: venous ulcer, non-healing ulcer, bed sore, oriental sore, chilblain, neuropathic ulcer & vasculitic ulcer)	Yes	Yes	Yes
4	**(U-4)** التہاب عروق جلدی اور فرفریہ Iltihāb-i 'Urūq Jildi aur Furfuriyyā (Cutaneous vasculitis & purpura)	No	Yes	Yes

5	**(U-5)** شری وتمدداوعیۂشعریہ Sharā wa Tamaddud-i Awʻiya Shaʻrīyya (Urticaria & telangiectasia)	No	Yes	Yes
6	**(U-6)** التہابوریدی Iltihāb-i Warīdī (Phlebitis)	No	Yes	Yes
(M-7) امراضاظفار،غدہعرقیہودہنیہ Amraze Azfār, Ghudda Araqiyyā wa Duhniyya (Disorders of nail, sebaceous and sweat glands) (Marks: Range 5-15)				
1	**(U-1)** امراضاظفار،غدہعرقیہودہنیہ کاعمومیجائزہ Amraz-i Azfār, Ghudda Araqiyyā wa Duhniyya ka ʻUmūmī Jāyezā (Overview of nail, sweat and sebaceous gland disorders)	No	Yes	No
2	**(U-2)** امراضاظفار Amraz-i Azfār (Disorders of nails)	No	Yes	No
3	**(U-3)** امراضغدہعرقیہودہنیہ Amraz-i Ghudda Araqiyyā wa Duhniyya (Disorders of sweat and sebaceous glands)	No	Yes	Yes
(M-8) امراضشعر Amraze Shaʻr (Trichology) (Marks: Range 5-20)				
1	**(U-1)** انتشارشعر Intisār-i Shaʻr (Hair loss/baldness)	Yes	Yes	Yes
2	**(U-2)** صلع Salaʻ (Alopecia)	No	Yes	Yes
3	**(U-3)** امراضساقالشعر Amraz-i Sāq al- Sha'r (Hair shaft disorders)	No	Yes	No
4	**(U-4)** شیب Shayb (Premature greying of hair)	No	Yes	Yes
5	**(U-5)** کثرتشعر،سعفہ،داءالحیہوعلۃالنعامہ Kasrat-i Shaʻr, Saʻfa, Dā' al-Hayya wa ʻIlla al-Nuʻāma (Hypertrichosis, favus, Da' al-Hayya & Illa al-Nuʻāma)	No	Yes	No
(M-9) امراضجلدطواری Amraze Jild Tawārī (Emergency in dermatology) (Marks: Range 5-20)				
1	**(U-1)** انحلالبشرہسمیومتلازمہجلدمسموطعنقودی Inhilāl-i Bashra Sammī wa Mutalazimā Jild Masmūt (Toxic epidermal necrolysis & staphylococcal scalded skin syndrome)	No	Yes	No
2	**(U-2)** صدمہسمیواحمرارجلد Sadma Sammi wa Ihmirār-i Jild (Toxic shock syndrome & erythroderma)	No	Yes	Yes
3	**(U-3)** جلدیمنفیاثراتواوذیمہعروقی Jildi Manfi Asrāt wa Ūdhīma ʻUrūqī (Cutaneous adverse drug reactions & angioedema)	No	Yes	Yes

4	**(U-4)** اسٹیون جونسن سنڈروم اور تاکل انسجہ بشریہ Steven Johson Syndrome wa Ta'akkul-i Ansijā Bashriyyā (Steven Johson Syndrome & necrotizing fasciitis)	Yes	Yes	Yes
5	**(U-5)** حمامی متعدد الاشکال وڈریس سنڈروم Humāmi Muta'ddid al-Ashkāl wa Dress syndrome (Erythema multiforme & DRESS Syndrome)	No	Yes	Yes
S.No	**List of Module/Unit**	**ABQ**	**SAQ**	**LAQ**
Paper No : 2 (متعدی امراض جلد، جلدی امراض طفولت وشیخوخت Muta'ddi Amraze Jild, Jildi Amraze Tufulat wa Shaikhokhat Infectious Skin Disorders, Pediatric & Geriatric Dermatology)				
(M-10) امراض جرثومیہ Amrāḍ-i Jursūmiyyā (Bacterial Infections) (Marks: Range 5-15)				
1	**(U-1)** التہاب جریبی، خراج، دمل Iltihāb-i Jūraybī, Khurāj, Dummal (Folliculitis, furuncle, and furunculosis)	No	Yes	Yes
2	**(U-2)** قوبا منطقیہ، قوبا منطقیہ فقاعیہ، اکثیمہ Qubā Mantaqiyā, Qubā Mantaqiyā Fuqāyiyā, Aksimā (Impetigo, bullous impetigo, and ecthyma)	No	Yes	Yes
3	**(U-3)** جمرہ، ماشری Jamra, Māsharā (Carbuncle and erysipelas)	No	Yes	Yes
4	**(U-4)** فرفریہ خاطفہ، وذح Furfuriyyā Khātifā, Wazah (Purpura fulminans and erythrasma)	No	Yes	No
5	**(U-5)** قوبا شعری ابطی، انحلال جلد مشقق Qūbā Shā'ri Ibtī, Inhīlāl-i Jild Mushaqqaq (Trichomycosis axillaris and pitted keratolysis)	No	Yes	No
(M-11) متفطرات عفویہ Mutafattirāt-i 'Ufūniyyā (Mycobacterial Infections) (Marks: Range 5-15)				
1	**(U-1)** دق الجلد اور اسکی اقسام Diqq al-Jild aur Uski Aqsām (Cutaneous tuberculosis and its types)	No	Yes	Yes
2	**(U-2)** جذام اور اسکی اقسام Juzām aur Uski Aqsām (Leprosy and its types)	No	Yes	Yes
(M-12) امراض ویروسی عفونی Amraze wayrūsī 'Ufūni (Viral infections) (Marks: Range 5-20)				
1	**(U-1)** پوکس وائرس (Pox virus)	No	Yes	Yes
2	**(U-2)** نملہ، ویریسیلا اور ایسٹن بار وائرس Namlā, Vericellā aur Epstin barr virus (Herpes, Vericella and Epstin barr virus)	No	Yes	Yes

3	**(U-3)** ویروس ورم حلیمی بشری و پیرا مکسووائرس Vairus-i waram-i Hulaimi Bashari wa Para-myxo virus (Human papilloma virus & para-myxo virus)	Yes	Yes	Yes
4	**(U-4)** پیکورناوائرس (Picorna virus)	No	Yes	Yes
5	**(U-5)** پاروَوائرس، ٹوگاوائرس اور امراض ویروسیہ کے جلدی ظواہرات Parvo virus, toga virus aur Amrãdh-i Wairusiyã ke jildi zawãhirãt (Parvo virus, toga virus, and cutaneous manifestations of viral outbreaks)	Yes	Yes	No
(M-13) امراض فطاری عفونی Amrãdh-i Futãri Ufuni (Fungal infections) (Marks: Range 5-20)				
1	**(U-1)** قوبا اور اسکی اقسام Quba aur uski aqsãm(Dermatophytosis & its types)	Yes	Yes	Yes
2	**(U-2)** سطحی فطاری امراض Satahi Futãri Amraz (Superficial fungal infections)	Yes	No	Yes
3	**(U-3)** امراض فطاری غائرہ Amraze Futãri Ghãyirã (Deep fungal infections (mycosis)	No	Yes	Yes
4	**(U-4)** فطار عفنی / سیاہ پھپھوند Futãr-i Afni / Siyãh fafund (Mucormycosis/black fungus)	No	Yes	Yes
5	**(U-5)** داءالمبیضات Dãul Mubyazzãt (Candidiasis)	Yes	Yes	No
(M-14) امراض طفیلی و اوالی Amrãdh-i Tufaili wa Awãli (Parasitic & Protozoal infections) (Marks: Range 5-20)				
1	**(U-1)** جرب، قمل و داءالدویدیات Jarb, qumul wa Dã' al dawiwiyãt (Scabies, pediculosis, and demodicosis)	No	Yes	Yes
2	**(U-2)** مفصلیات سے منتقل ہونے والے جلدی امراض Mafsiliyãt se muntaqil hone wãle jildi Amrãdh (Arthropod-born dermatoses)	No	No	Yes
3	**(U-3)** قرادہ اور رکیتسیہ سے لاحق ہونے والے امراض Qurãdah aur rickettsiã se lãhaq hone wãle Amrãdh (Tick-induced disorders & rickettsial infections)	No	Yes	Yes
4	**(U-4)** داءالبورلیات/مرض لایم، مرض غابات کیاسانور Dã'ul boriliyãt / Maradh-i lyme, Maradh-i Ghãbãt-i Kyasãnur (Borreliosis/Lyme Disease, Kysanur Forest disease)	No	Yes	Yes
5	**(U-5)** اوالیات عفونیہ Awaliyãt-i Ufuniyã (Protozoal infections)	Yes	Yes	No
(M-15) امراض منتقلہ جنسیہ Amrãdh-i Muntaqilã Jinsiyã (Sexually Transmitted Diseases (STDs)) (Marks: Range 5-15)				

1	**(U-1)** مرض ایڈز Maradh-i AIDS (Aquired immuno-deficiency syndrome (AIDS))	No	Yes	No
2	**(U-2)** آتشک وسوزاک Aatishk wa Sozāk (Syphilis and gonorrhoea)	No	Yes	Yes
3	**(U-3)** ورم حبیبی لمفاوی زہری Waram-i Hubaibi limfāwi Zahri (Lymphogranuloma venerum)	No	Yes	No
4	**(U-4)** نملہ تناسلی وثالیل زہراویہ Namlā Tanāsuli wa Sā'leel Zahrāwiyā (Genital herpes and venereal wart)	No	Yes	No
5	**(U-5)** ورم حبیبی اربی Waram-i Hubaibi Urbi (Donovanosis (granuloma inguinale)	No	Yes	No
(M-16) جلدی امراض اطفال Jildi Amrādh-i Atfāl (Paediatric Dermatology) (Marks: Range 5-20)				
1	**(U-1)** بچوں کو لاحق ہونے والے جلدی امراض Bachchon ko lāhaq hone wāle āam Jildi Amrādh (Common paediatric dermatoses)	Yes	Yes	No
2	**(U-2)** بچوں کے جلد کی نگہداشت Bachchon ke jild ki nigahdāsht (Paediatric skin care)	No	Yes	Yes
3	**(U-3)** نومولود کو لاحق ہونے والے جلدی امراض Naumaulud ko Lāhaq hone wāle Jildi Amrādh (Neonatal dermatoses)	Yes	Yes	Yes
4	**(U-4)** بچوں کو لاحق ہونے والے جلدی امراض Bachchon ko Lāhaq hone wāle Jildi Amrādh(Paediatric dermatoses)	No	Yes	Yes
5	**(U-5)** امراض شعر Amrādh-i Shā'r (Disorders of hair)	No	Yes	No
(M-17) جلدی امراض شیخوخت Jildi Amrādh-i Shaikhukhat (Geriatric Dermatology) (Marks: Range 5-20)				
1	**(U-1)** جلدی امراض شیخوخت کا عمومی جائزہ Jildi Amrādh-i Shaikhukhat kā Umumi Jayezā (Overview of geriatric dermatoses)	No	Yes	No
2	**(U-2)** معمر افراد کے جلد کی عام نگہداشت Mu'ammar Afrād ke jild ki āam Nigahdāsht (General geriatric skin care)	No	Yes	Yes
3	**(U-3)** شیخوخی یبوست شیخوخی وکدم الجلد Yabusat-i Jild Shaikhukhi wa Razz-i Jild Shaikhukhi (Senile xerosis and Senile bruises)	Yes	Yes	Yes

4	(U-4) فرفریہ شیخوخی، حکہ شیخوخی وورديہ شیخوخی Furfuriyā Sahaikhukhi, Hikkā Shaikhukhi wa Wardiyā Shaikhukhi(Senile purpura, senile pruritus, and senile rosacea)	Yes	Yes	Yes
5	(U-5) تخلخل جلد، تشمس جلد وبرش شیخوخی/ابقعہ کبدیہ Takhalkhul-i Jild, Tashamus-i Jild, wa Barash-i Shaikhukhi / Buqā'-i Kabidiyā (Dermatoporosis, Dermatoheliosis, and lentigo senilis/ liver spots)	No	Yes	Yes
S.No	**List of Module/Unit**	**ABQ**	**SAQ**	**LAQ**
Paper No : 3 (امراض نظامی کی جلدی علامات وسلعات Amrāze Nizāmī ki Jildi Alāmāt wa Sila'āt Skin Manifestations of Systemic Diseases & Neoplasia)				
(M-18) نفسیاتی جلدی امراض Nafsiyāti Jildi Amrādh (Psychodermatology) (Marks: Range 5-20)				
1	(U-1) نفسیاتی جلدی امراض کا عمومی جائزہ Nafsiyāti Jildi Amrādh kā Umumi Jāyezā (Overview of Psycho-cutaneous Disorders)	No	Yes	Yes
2	(U-2) اضطرابات وہمیہ Izterābāte Wahmiya (Delusional Disorders)	Yes	Yes	Yes
3	(U-3) اضطرابات مفتعلہ Izterābāte Muftaélā (Factitious Disorder)	Yes	Yes	Yes
4	(U-4) اضطرابات جسدیۃ الشکل Izterābāte Jasadiyatush Shak'l (Somatoform Disorder)	Yes	Yes	Yes
5	(U-5) اضطرابات وسواسی اجباری Izterābāte waswāsi Ijbari (Obsessive-compulsive disorder)	Yes	Yes	Yes
(M-19) N مناعتی جلدی امراض Manā'ati Jildi Amrādh (Immuno-dermatology) (Marks: Range 5-20)				
1	(U-1) مناعتی جلدی امراض کا عمومی جائزہ Manā'ati Jildi Amrāz kā Umumi Jāyezā (Overview of Immuno-dermatology)	Yes	Yes	Yes
2	(U-2) داءالذئبۃ الحمامیۃ (Lupus erythematosus)	Yes	Yes	Yes
3	(U-3) التہاب العضلات والجلد Iltihāb-ul-Azalāt wal-Jild (Dermatomyositis)	Yes	Yes	Yes
4	(U-4) حزاز متصلب وضموری Hazāz Mutasallib wa Dhamuri (Lichen Sclerosis et atrophicus)	Yes	Yes	Yes
5	(U-5) قُشَيْبَة Qushaiyya (Morphea)	Yes	Yes	Yes

(M-20) غدد ی جلدی امراض Ghudadi Jildi Amrādh (Dermato-endocrinology) (Marks: Range 5-20)				
1	**(U-1)** غدد ی جلدی امراض کا عمومی جائزہ Ghudadi Jildi Amrādh kā Umumi Jāyezā (Overview of Dermato-endocrinology)	No	Yes	Yes
2	**(U-2)** ذیابیطس شکری کے جلدی ظواہرات Ziyābetus Shakari ke jildi Zawāhirāt (Dermatological manifestations in diabetes mellitus)	Yes	Yes	Yes
3	**(U-3)** امراض غدہ درقیہ کے جلدی ظواہرات Amrādhe Gudda'e Darqiyya ke jildi Zawāhirāt (Skin manifestations of thyroid disorders)	Yes	Yes	Yes
4	**(U-4)** امراض غدہ جار درقیہ کے جلدی ظواہرات Amrādhe Gudda'e Jār Darqiyya ke jildi Zawahirāt (Skin manifestations of Parathyroid disorders)	Yes	Yes	Yes
5	**(U-5)** امراض غذہ کظریہ کے جلدی ظواہرات Amrādhe Gudda'e Kuzriya ke jildi Zawāhirāt (Skin manifestations of diseases of Adrenal gland)	Yes	Yes	Yes
(M-21) استحالاتی وتغذیاتی امراض کے جلدی ظواہرات Istihālāti wa Taghziyāti Amrādh ke Jildi Zawāhirāt (Skin manifestations of Metabolic & Nutritional Disorders) (Marks: Range 5-20)				
1	**(U-1)** تغذیاتی واستحالاتی امراض کے جلدی ظواہرات کا عمومی جائزہ Taghziyāti wa Istihālāti Amrādh ke Jildi Zawāhirāt ka Umumi Jāyeza (Overview of Skin manifestations of nutritional & metabolic disorders)	No	Yes	No
2	**(U-2)** لحمیاتی سوء تغذیہ Lahmiyāti Sue Taghziya (Protein-energy Malnutrition)	Yes	Yes	Yes
3	**(U-3)** معدنی وحیاتینی نقص تغذیہ Mā'dani wa Hayātini Naqse Taghziya (Mineral and Vitamin Deficiencies)	Yes	Yes	Yes
4	**(U-4)** ورم اصفر اور اس کی اقسام Warame Asfar Aur Uski Aqsām (Xanthoma & its types)	Yes	Yes	No
5	**(U-5)** جلدی داء النشوانی اور اس کی اقسام Jildi Dāun Nashwāni Aur Uski Aqsām (Cutaneous amyloidosis and its Types)	No	Yes	No
6	**(U-6)** جلدی بورفیریا اور اس کی اقسام Jildi Borpheria Aur Uski Aqsām (Cutaneous porphyria & its types)	No	Yes	No
(M-22) امراض حداری وامراض نسیج واصل کے جلدی ظواہرات Amraze Hudari aur Amraze Naseeje Wasil ke Jildi Zawāhirāt (Skin manifestations of Rheumatologic & Connective Tissue Disorders) (Marks: Range 5-20)				

1	(U-1) امراض حداری وامراض نسیج واصل کے جلدی ظواہرات کا عمومی جائزہ Amrādhe Hudāri aur Amrādhe Nasije Wāsil ke Jildi Zawāhirāt ka Umumi Jāyeza (Overview of Skin manifestations of rheumatologic and connective tissue disorders)	No	Yes	No
2	(U-2) امراض انسجۃ الضامہ Amrādhe Anseja-tudh-dhamma (Mixed connective tissue diseases)	Yes	Yes	Yes
3	(U-3) متلازمہ ریتر Mutalāzima Reiter (Reiter's syndrome)	Yes	Yes	No
4	(U-4) تصلب جلد و تصلب نظامی Tasallube Jild wa Tasllube Nizāmi Scleroderma & Systemic Sclerosis	Yes	Yes	No
5	(U-5) متلازمہ شوگرین و مرض بہجت Mutalazima Sjogren wa Maradhe Behcet (Sjogren syndrome & Behcet's disease)	Yes	Yes	Yes
6	(U-6) سارکویدوسس (Sarcoidosis)	No	Yes	Yes
(M-23) حمل کے جلدی ظواہرات Hamal ke Jildi Zawāhirāt (Skin manifestations during pregnancy) (Marks: Range 5-20)				
1	(U-1) حمل کے جلدی ظواہرات Hamal ke Jildi Zawāhirāt (Skin manifestations of Pregnancy)	No	Yes	Yes
2	(U-2) شبیہ الفقاع حملی Fuqāe Hamali (Pemphigoid Gestationis)	Yes	Yes	No
3	(U-3) حکہ دوران حمل Hikkā Daurāne Hamal (Pruritus in pregnancy)	Yes	Yes	Yes
4	(U-4) حمل کے بثورات متعدد الشکل Hamal ke Busurāte Mutaddid-us-Shak'l (Polymorphic eruption of pregnancy)	Yes	Yes	No
5	(U-5) حمل کے بثورات تاتبی Hamal ke Busurāte Tā'tabi (Atopic eruption of pregnancy)	Yes	Yes	No
(M-24) امراض قلب و عروق، ریہ، قناۃ غذائی، کبد و مرارہ اور گردہ کے جلدی ظواہرات Amrādhe Qalb wa Uruq, Riya, Qnāte Ghizāyi, Kabid wa Mirārā aur Gurdā ke jildi Zawāhirāt (Skin manifestations of Cardiovascular, Respiratory, Alimentary Tract, hepatobiliary & Renal Diseases) (Marks: Range 5-20)				
1	(U-1) امراض قلب و عروق Amrādhe Qalb wa Uruq (Cardiovascular Diseases.)	No	Yes	Yes
2	(U-2) امراض ریہ Amrādhe Riya (Respiratory Diseases)	Yes	Yes	Yes

3	**(U-3)** امراض کبد و مرارہ Amrādhe Kabid wa Mirārā (Hepatobiliary Diseases)	Yes	Yes	Yes
4	**(U-4)** امراض قناۃ غذائی Amrādhe Qanāte Ghizāyi (Alimentary tract Diseases)	Yes	Yes	Yes
5	**(U-5)** امراض گردہ Amrādhe Gurda (Renal Diseases)	No	Yes	No
(M-25) سلعات جلد و تحت الجلد Sil'ate Jild wa Taht-al Jild (Dermal and sub-cutaneous Neoplasm) (Marks: Range 5-20)				
1	**(U-1)** سلعات جلد و تحت الجلد کا عمومی جائزہ Sil'āte Jild wa Tah't-al Jild kā Umumi Jāyezā (Overview of Dermal and sub-cutaneous Neoplasia)	No	Yes	No
2	**(U-2)** تقران مشّی و تقران سفعی Taqrāne Massi wa Taqrāne Saf'i (Seborrheic keratosis, Actinic keratosis)	Yes	Yes	Yes
3	**(U-3)** سرطان خلیات قاعدی و سرطان خلیات حرشفیہ Sartāne Khalyāte Qāyedi wa Sartāne Khalyāte Harshafiyā (Basal cell carcinoma & Squamous cell carcinoma)	Yes	Yes	Yes
4	**(U-4)** سلعات لونیہ: حمیدہ و خبیثہ Sil'āte Launiyā: Hameedā wa Khabeesā (Melanocytic tumors: benign & malignant)	Yes	Yes	Yes
5	**(U-5)** سرکومہ کاپوسیم، فُطار فُطرانی و مرض باجیہ Sārcoma Kāposium, Futāre Futrāni wa Maradhe Bājiya (Kaposi's sarcoma, Mycosis fungoides & Paget's disease)	Yes	Yes	Yes
(M-26) جینیاتی جلدی امراض Jiniyāti Jildi Amrādh (Geno-dermatology) (Marks: Range 5-20)				
1	**(U-1)** جینیاتی جلدی امراض کا عمومی جائزہ Jiniyāti Jildi Amrādh ka Umumi Jāyeza (Overview of Geno-dermatology)	No	Yes	No
2	**(U-2)** ساک Sumāk (Ichthyosis)	Yes	Yes	Yes
3	**(U-3)** جُفاف الجلد ملون و تقرن الجلد و راحی و نعلی Jufāf-ul Jild Mulawwin wa Taqarrun-ul Jild Rāhi wa Nā'li (Xeroderma Pigmentosum & Palmoplantar keratoderma)	Yes	Yes	Yes
4	**(U-4)** تصلب درنی Tasallube Darni (Tuberous sclerosis)	Yes	Yes	Yes
5	**(U-5)** ورم عصبی لیفی و مرض ڈیریر Warame Asabi lifi wa Maradhe Darier (Neurofibromatosis & Darier's Disease)	Yes	Yes	Yes
S.No	**List of Module/Unit**	**ABQ**	**SAQ**	**LAQ**
Paper No : 4 (تزئینیات Tazeeniyat Cosmetology)				

(M-27) مبادیات تزئینیات Mabadiyat-i Tazeeniyat (Fundamentals of cosmetology) (Marks: Range 5-20)				
1	**(U-1)** تزئینیات کا عمومی جائزہ Tazeeniyat kā umumi jayezā(Overview of cosmetology)	No	Yes	No
2	**(U-2)** جلد کی اطلاقی تشریح برائے تزئینیات جلد Jild ki itlāqi tashrih Barā-i Tazeeniyāt-i Jild (Applied anatomy of skin for cosmetology)	Yes	Yes	Yes
3	**(U-3)** چہرے کی اطلاقی تشریح Chehre ki itlāqi tashrih (Applied facial anatomy)	Yes	Yes	Yes
4	**(U-4)** جلد کی اقسام کی وضاحت اور درجہ بندی Jild ki aqsām ki wazāhat aur darjā bandi (Description and classification of Skin Types)	Yes	Yes	Yes
(M-28) ادویہ مزینہ Adviā Muzayyenah (Cosmeceuticals) (Marks: Range 5-20)				
1	**(U-1)** ادویہ مزینہ کی درجہ بندی Adviā Muzayyenah ki darjā bandi (Classification of Cosmetic Drugs)	No	Yes	Yes
2	**(U-2)** زینت جلد کے لیے مستعمل یونانی ادویہ، انکے افعال اور فعال اجزا Zeenat-i Jild ke liye mustamal unani adviā, unke af''āl aur fa'āl ajzā (Unani drugs commonly used in cosmetics, their mode of actions and active principles)	Yes	Yes	Yes
3	**(U-3)** ادویہ مزینہ کے مضر اثرات Māddā-i muzayyenah ke muzir asrāt (Adverse reactions of cosmetics)	Yes	Yes	Yes
4	**(U-4)** تغسیل، بیوٹی پارلر اور سیلون میں مستعمل تدابیر کے مضر اثرات Taghseel, beauty parlour aur saloon mein mustamal tadabeer ke muzir asrāt (Adverse reactions of Procedures done in Spa, beauty parlour and salon)	Yes	Yes	Yes
(M-29) شیخوخت جلد Shaikhukhat-i Jild (Skin Ageing) (Marks: Range 5-15)				
1	**(U-1)** شیخوخت جلد کی منافع الاعضائی ماہیت اور درجہ بندی Shaikhukhat-i Jild ki munāfe-ul-āzāyi māhiyat aur aqsām (Pathophysiology and classification of skin ageing)	No	Yes	Yes
2	**(U-2)** اسباب ستہ ضروریہ کے شیخوخت جلد پر اثرات Asbāb-i sittā zaruriyā ke jild par asarāt (Effects of Asbab-i Sitta Zaruriyā on Skin Ageing)	No	Yes	Yes
3	**(U-3)** شیخوخت جلد کا تشخیصی مطالعہ Shaikhukhat-i jild kā tashkheesi mutālā (Clinical evaluation of old age skin)	No	Yes	Yes

4	**(U-4)** شیخوخت جلد کا علاج Shaikhukhat-i Jild ka Ilāj (Antiageing treatments)	No	Yes	Yes
(M-30) ذاتی وخصوصی نگہداشت کے لیے مصنوعات Zāti wa Khususi Nigahdāsht ke liye Masnuāt (Personal and Special Care Products) (Marks: Range 5-20)				
1	**(U-1)** ذاتی نگہداشت کے لیے مصنوعات Zāti wa nigahdāsht ke liye masnuāt (Personal care products)	No	Yes	Yes
2	**(U-2)** مزینات Muzayyenāt (Cosmetics)	No	Yes	Yes
3	**(U-3)** مرطبات Murattibāt (Moisturizers)	No	Yes	Yes
4	**(U-4)** مختلف اقسام جلد کے لیے نگہداشت زینت اور کاونسلنگ Mukhtalif aqsām ki jild ke liye nigahdāsht aur counselling (Cosmetic care and counselling for different types of skin)	Yes	Yes	Yes
5	**(U-5)** زینت کے لحاظ سے اہم بدنی اعضاء کی خصوصی دیکھ بھال اور تدابیر Zeenat-i Jild ke lihaz se aham badani āza ki khususi dekhbhāl aur tadābeer (Special Care and Tadābeer for cosmetologically important body parts)	No	Yes	Yes
(M-31) تدابیر مزینہ Tadabeer-i Muzayyenah (Cosmetic Regimes) (Marks: Range 5-20)				
1	**(U-1)** غازہ، غالیہ، ابٹن وطلا Ghaza, Ghaliya, Ubtan and Tila (Ghaza, Ghaliya, Ubtan and Tila)	No	Yes	Yes
2	**(U-2)** انکباب وتغسیل وجہ Inkibāb & Taghseel-i waj'h (Facial Steam & HydraFacial)	No	Yes	Yes
3	**(U-3)** تقشیر جلد، فرک وتسحیج جلد دقیق Taqshir-i Jild, Fark wa Tashij-i Jild Daqeeq (Peeling, Scrubbing & microdermabrasion)	Yes	Yes	Yes
4	**(U-4)** تسخین جلد اور اسکی اقسام Taskheen-i Jild aur uski Aqsām(Phototherapy and various modes of light therapy)	Yes	Yes	Yes
(M-32) امراض جلد کے جمالیاتی مسائل تک رسائی Amrāze Jild ke Jamāliyāti Masāil tak rasāyi (Approach to cosmetic problems in dermatology) (Marks: Range 5-20)				
1	**(U-1)** چہرے سے متعلق امراض کے جمالیاتی طریقہ کار Chehre se mutalliq amrāz ke Jamāliyāti Tareeqā-i kar (Cosmetic modalities for Face and related disorders)	Yes	Yes	Yes

2	**(U-2)** بالوں سے متعلق امراض کے جمالیاتی طریقہ کار Bālon se mutalliq amrāz ke Jamāliyāti Tareeqā-i kar (Cosmetic modalities for Hairs and related disorders)	Yes	Yes	Yes
(M-33) جراحیات جلد Jarahiyat-i Jild (Dermato-Sugery) (Marks: Range 5-20)				
1	**(U-1)** عملیات جراحی برائے جمالیات جلد Amaliyāt-I Jarrāhi Barā-i Jamliyāt-i Jild (Minor surgical procedures for cosmetic concern)	Yes	Yes	Yes
2	**(U-2)** بالوں کے امراض میں مستعمل جراحیات Balon ke Amraz me mustamal jarahiyāt (Surgical procedures for hair disorders)	No	Yes	No
3	**(U-3)** بالوں کی پیوند کاری Balon ki pevandkari (Hair transplantation)	Yes	Yes	Yes
4	**(U-4)** بثور لبنیہ اور اس سے پیدا شدہ نشانات کے لیے عمل جراحی Busoor-e-labniyā aur us se paidāshuda nishanāt ke liye amal-i jarrahi (Surgical procedure for acne and acne scars)	Yes	Yes	Yes
5	**(U-5)** جلد اور ناخونوں کے لیے انقطاعی عملیات جراحی Jild aur nākhunon ke liye Inqitāi amaliyāt-e-jarrahi (Excision surgeries for skin and nails)	Yes	Yes	Yes
(M-34) مطب زینت Matab-i Zeenat (Cosmetic Clinic) (Marks: Range 5-20)				
1	**(U-1)** مطب زینت کا قیام Matab-i zeenat ka qayām (Setting-up cosmetic clinic)	Yes	Yes	No
2	**(U-2)** بازار کاری اور اشیاء و خدمات ٹیکس Bazār kāri aur ashyā wa Khidmāt tax (Marketing and Goods and Services Tax (GST))	No	Yes	No
3	**(U-3)** ادویہ مزینہ سے متعلق قانون اور اسکے اثرات Advia-e-muzayyenah se mutalliq qānoon aur uske asrāt (Drug and cosmetic act and its implications)	No	Yes	No

6 G : Instruction for the paper setting & Blue Print for Summative assessment (University Examination)

Instructions for the paper setting.

1. University examination shall have 4 papers of 100 marks.

Each 100 marks question paper shall contain:-

• Application Based Question: 1 No (carries 20 marks)

• Short Answer Questions: 8 Nos (each question carries 05 marks)

• Long Answer Questions: 4 Nos (each question carries 10 marks)

2. Questions should be drawn based on the table 6F.

3. Marks assigned for the module in 6F should be considered as the maximum marks. No question shall be asked beyond the maximum marks.

4. Refer table 6F before setting the questions. Questions should not be framed on the particular unit if indicated “NO”.

5. There will be a single application-based question (ABQ) worth 20 marks. No other questions should be asked from the same module where the ABQ is framed.

6. Except the module on which ABQ is framed, at least one Short Answer Question should be framed from each module.

7. Long Answer Question should be analytical based structured questions assessing the higher cognitive ability.

8. Create Blueprint based on instructions 1 to 7.

6 H : Distribution of Practical Exam (University Examination)

S.No	Heads	Marks
1	Major Practical: Long Case Evaluation of the Single Patient Duration: 90 minutes Marks: 100 marks The candidate will conduct a comprehensive evaluation of the assigned patient. The assessment will be based on the following criteria: • Detailed History Taking: 10 marks • General and Systemic Physical Examination: 15 marks • Specific Examination of Skin: 25 marks • Differential Diagnosis: 10 marks • Provisional and Final Diagnosis: 10 marks • Relevant Investigations and Procedures: 10 marks • Management Plan: 20 marks	100
2	Minor Practical: Two Therapeutic Procedures Duration: 90 minutes Marks: 25 marks for each procedure The candidate will perform two assigned therapeutic procedures in their entirety. Each procedure will be evaluated based on the following criteria: 1. Patient History and Goals: 5 marks 2. Skin and Hair Analysis: 5 marks 3. Pre-procedure Planning: 5 marks 4. Procedure Execution Assessment: 5 marks 5. Post-procedure Care and Follow-up: 5 marks **List of Therapeutic Procedures:** • Chemical Peels & Meso-cocktails • Dermabrasion • Dermabrasion with RF • HydraFacial • Galvanic Facial • Laser for Depigmentation	50

	• Laser for Hair Reduction • Cauterization for Wart or Skin Tag Removal • PRP (Scalp) • PRP (Face) • GFC (Scalp) • GFC (Face) • Microneedling with Dermaroller • Microneedling with Dermapen • Botox (BTX) & Dermal Fillers or Biosimulators • Cryotherapy for Skin Lesions • Lipolytic Injections • Dermal Threads • Electroporation • Injectable Moisturizers • Anti-ageing Procedures like Exosomes, NMN & PDRN	
3	Spotter Evaluation • Number of Spotters: 5 • Duration: 90 minutes • Marks: 10 marks for each spotter The candidate will be assigned five spotters. Each spotter will be evaluated based on the following criteria: Assessment Points for Each Spotter (10 Marks) 1. Identification and Description (2 marks): Accurately identify the spotter (image, tool, or instrument) and provide a brief description of its purpose. 2. Indications or Applications (2 marks): Demonstrate knowledge of its uses or applications in dermato-cosmetology. 3. Technique or Functionality (2 marks): Understand the method of usage or functionality of the tool or instrument. 4. Safety and Precautions (2 marks): Highlight necessary safety measures, contraindications, and precautions during use.	50

5. Maintenance and Sterilization (2 marks): Show awareness of proper cleaning, maintenance, and sterilization practices to ensure effective and safe use.

List of Instruments and Equipments

1. Cryotherapy Equipment & Meso Gun
2. Dermatoscope (traditional & digital both)
3. Phototherapy Equipment (UVA, UVB & UVC) including Hand-held devices
4. Radiofrequency (RF) Devices
5. Ultrasound Therapy Devices like High Intensity Focused Ultrasound (HIFU), High Frequency Ultrasound (HFUS) & Liposonix
6. Dermabrasion Machines
7. Lasers (Fractioal CO2 Laser, Q-switched Nd:YAG, Alexandrite & Ruby Lasers, Nd-YAG Laser, Erbium:YAG Laser, PDL, IPL, Erbium Glass Lasers, Alexandrite Laser, Diode Lasers, Excimer Laser with UVB & Picosecond Alexandrite & Nd:YAG Lasers etc.
8. Tattoo Removal Equipment
9. Scalpels and Surgical Blades
10. Extraction Tools
11. Skin Scanning Devices
12. Light Therapy Equipment (PDT & PBM)
13. Woods Lamp
14. Autoclave
15. Feet Bath Massager
16. Galvanic Facial Machine
17. Hair Transplantion Tools
18. Chemical Peels
19. 3D imaging System in Dermatology
20. High Frequency Spot Removal Device
21. Tricoscope
22. Scalp analyzer
23. Hair density meter
24. Phototrichogram

	25. Trichoscan 26. Hair tensile strength tester	
4	Assessing teaching ability	25
5	Assessing presentation skills	25
6	Viva (4 examiners: 25 marks/ examiner)#	100
7	Logbook (Activity Record)	25
8	Practical/Clinical Record: There should be a minimum of one practical from each module.	25
Total Marks		**400**

No separate marks for dissertation viva.

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Abbreviations

Domain		T L Method		Level	
CK	Cognitive/Knowledge	L	Lecture	K	Know
CC	Cognitive/Comprehension	L&PPT	Lecture with PowerPoint presentation	KH	Knows how
CAP	Cognitive/Application	L&GD	Lecture & Group Discussion	SH	Shows how
CAN	Cognitive/Analysis	L_VC	Lecture with Video clips	D	Does
CS	Cognitive/Synthesis	REC	Recitation		
CE	Cognitive/Evaluation	SY	Symposium		
PSY-SET	Psychomotor/Set	TUT	Tutorial		
PSY-GUD	Psychomotor/Guided response	DIS	Discussions		
PSY-MEC	Psychomotor/Mechanism	BS	Brainstorming		
PSY-ADT	Psychomotor Adaptation	IBL	Inquiry-Based Learning		
PSY-ORG	Psychomotor/Origination	PBL	Problem-Based Learning		
AFT-REC	Affective/ Receiving	CBL	Case-Based Learning		
AFT-RES	Affective/Responding	PrBL	Project-Based Learning		
AFT-VAL	Affective/Valuing	TBL	Team-Based Learning		
AFT-SET	Affective/Organization	TPW	Team Project Work		
AFT-CHR	Affective/ characterization	FC	Flipped Classroom		
		BL	Blended Learning		
		EDU	Edutainment		
		ML	Mobile Learning		
		ECE	Early Clinical Exposure		
		SIM	Simulation		
		RP	Role Plays		
		SDL	Self-directed learning		

		PSM	Problem-Solving Method		
		KL	Kinaesthetic Learning		
		W	Workshops		
		GBL	Game-Based Learning		
		LS	Library Session		
		PL	Peer Learning		
		RLE	Real-Life Experience		
		PER	Presentations		
		D-M	Demonstration on Model		
		PT	Practical		
		X-Ray	X-ray Identification		
		CD	Case Diagnosis		
		LRI	Lab Report Interpretation		
		DA	Drug Analysis		
		D	Demonstration		
		D-BED	Demonstration Bedside		
		DL	Demonstration Lab		
		DG	Demonstration Garden		
		FV	Field Visit		
		JC	Journal Club		
		Mnt	Mentoring		
		PAL	Peer Assisted Learning		
		C_L	Co Learning		