

**FOUNDATION UNIVERSITY COLLEGE OF DENTISTRY
ISLAMABAD**



**STUDY GUIDE
GENERAL MEDICINE
3rd YEAR BDS**

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Introduction

Dear Students,

Asalam-O-Alaikum,

We welcome you all to 3rd Year BDS clinical clerkship. This year you will enter into a clerkship program in which you will rotate in Disciplines of Medicine and Allied and Surgery and Allied along with other dental specialties. The **3rd-year Medicine Clerkship** is a 24-week course that aims to train dental graduates in management of adult medical diseases.

At the end of this course the Graduates of Dentistry program will be able to:

- Apply clinical science and basic medical knowledge to patient care
- Apply clinical skills of history taking and physical examination
- Apply communication skills
- Practice health promotion, prevention and disease notification
- Perform procedures, investigate and treat patients appropriately
- Use critical thinking, problem-solving, decision making skills in patient management
- Demonstrate appropriate attitude & professionalism during medical practice
- Apply knowledge of legal and ethical issues during patient management
- Apply IT skills for information retrieval during medical practice
- Appraise critically published research, use results of published research in patient management and plan and perform own research.
- Practice quality assurance in medicine
- Demonstrate aptitude for personal development (CPD)

We wish you all success.

Department of Medicine
Foundation University Dental College, FUI Islamabad

Organization of Department of Medicine

Department of Medicine consists of three Medical Units at Fauji Foundation Hospital. Each medical unit entails patients of general medicine and its sub-specialties with OPD and emergency call days twice a week as follows:

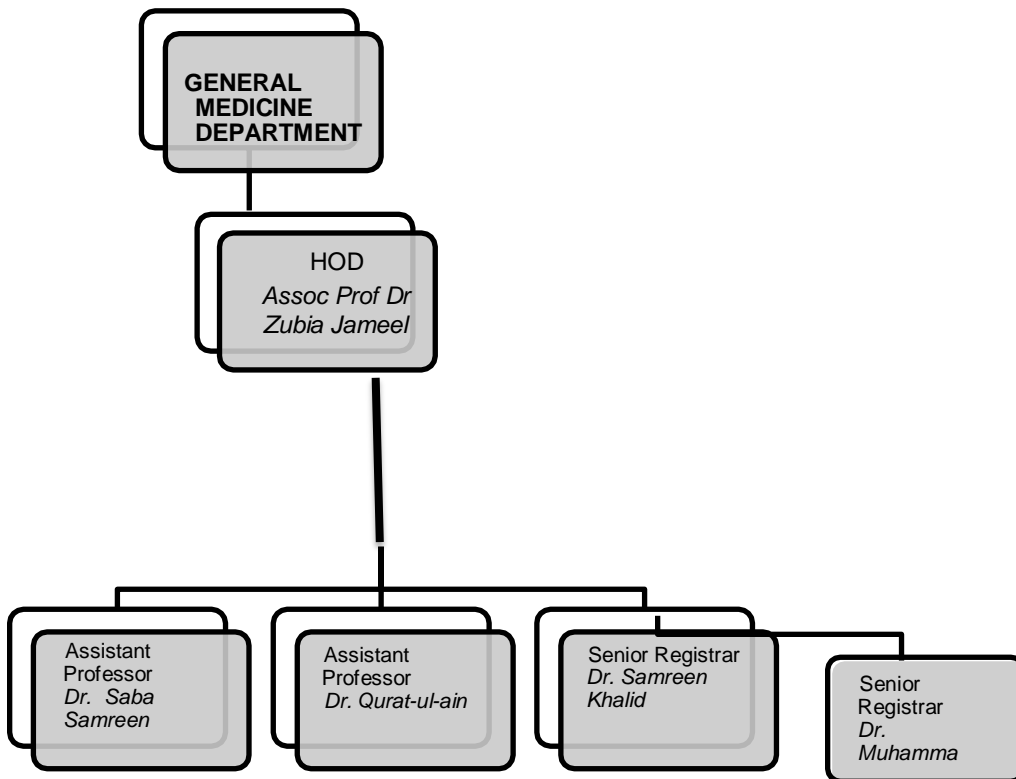
- ✓ Medicine Unit 1- Monday, Thursday
- ✓ Medical Unit 2- Tuesday, Friday
- ✓ Medical Unit 3- Wednesday, Saturday

The following sub-specialties are a part of Department of Medicine:

- Cardiology
- Gastroenterology
- Rheumatology & Rehabilitation
- Nephrology & Dialysis
- Pulmonology
- Neurology
- Oncology
- Intensive care
- Dermatology
- Psychiatry

Faculty designated for Dental Teaching

ORGANOGRAM GENERAL MEDICINE



Learning outcomes of Medicine Clerkship

Department of Medicine expects students to obtain competency in the following six areas to the level expected of a new practitioner:

Patient Care

Students must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. The competent graduate recognizes and thoroughly characterizes a problem. The graduate develops an informed plan of action, acts to resolve the problem, and subsequently assesses the results of his/her action. (Problem-solving skills).

Medical Knowledge

Students must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care. (Health scholar).

Interpersonal and Communication Skills

Students must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. Students are expected to:

- communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds;
- communicate effectively with physicians, other health professionals, and health related agencies;
- work effectively as a member or leader of a health care team or other professional group;
- act in a consultative role to other physicians and health professionals;
- maintain comprehensive, timely, and legible medical records;
- possess leadership qualities;
- possess managerial skills;
- Develop adequate emotional and social intelligence.

Professionalism and ethics

Students must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles. Students are expected to demonstrate:

- compassion, integrity, and respect for others;
- responsiveness to patient needs that supersedes self-interest;
- respect for patient privacy and autonomy;
- accountability to patients, society and the profession; and,

- Sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.
- Recognition of the ethical issues of medical practice and health policy; identification of alternatives in difficult ethical choices; analyzes systematically the conflicting considerations supporting different alternatives; and formulates, defends, and effectively carries out a course of action that takes account of this ethical complexity. The graduate combines a willingness to recognize the nature of the value systems of patients and others with commitment to his/her own system and the ethical choices necessary to maintain his/her own ethical integrity.

Practice-Based Learning and Improvement (PBLI)

Students must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning. Students are expected to develop skills and habits to be able to meet the following goals:

- The competent graduate is aware of the limits of her/his personal knowledge and experience. The graduate actively sets and pursues clear learning goals, exploits new opportunities for intellectual growth and professional enlightenment, is capable of critical, reliable and valid self-assessment, and applies the knowledge gained to the practice of his/her profession. (Life-long learning)
- identify strengths, deficiencies, and limits in one's knowledge and expertise (self-assessment and reflection);
- set learning and improvement goals;
- identify and perform appropriate learning activities;
- systematically analyze practice using quality improvement (QI) methods, and implement changes with the goal of practice improvement;
- incorporate formative evaluation feedback into daily practice;
- locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems (evidence-based medicine);
- use information technology to optimize learning; and,
- Participate in the education of patients, families, students, residents and other health professionals.

Systems-Based Practice (SBP)

Students must demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care. Students are expected to:

- work effectively in various health care delivery settings and systems relevant to their clinical specialty;

- coordinate patient care within the health care system relevant to their clinical specialty;
- incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate;
- advocate for quality patient care and optimal patient care systems;
- Work in inter-professional teams to enhance patient safety and improve patient care quality.

Teaching and Learning Methodologies

Teaching and learning methods are primarily focused more on promoting active learning through active participation of the learner. Actively learning students take charge of their own learning, actively seeking guidance and performance feedback from tutors, and routinely conducting self-assessment of their own learning needs.

Teaching and learning modalities:

1. Large Group Interactive Sessions (LGIS)
2. Small Group Interactive Sessions (SGIS)
3. Self-Directed Learning (SDL)

Following teaching modalities may be used for small group teaching:

1. Video demonstrations
2. Students' presentations
3. Discussions
4. Peer learning
5. Projects/ Assignments

Learning Objectives of Medicine Clerkship

At the end of clerkship in Medicine a medical graduate should be able to:

S. No.	Topic	Learning Objectives	Learning Strategy	Assessment
1	Introduction to medical ethics and professionalism	<ul style="list-style-type: none"> • Describe Principles of medical Ethics • Illustrate Importance of maintaining confidentiality • Describe Process of informed consent • Describe Procedure of breaking bad news • Illustrate End-of-life care principles. • Appraise Importance of communication skills in medicine 	<p>LGIS</p> <p>SGIS</p>	MCQ's
2	Introduction of stress and its management	<ul style="list-style-type: none"> • Enumerate the types of stress related disorders • Differentiate acute stress, adjustment disorders and PTSD • Describe the diagnostic criteria and types of dissociative disorders • Enumerate the steps involved in management of dissociative disorder • Appraise the prognosis of stress related disorders 	LGIS	<p>MCQ's</p> <p>SEQ's</p>
3	Depression and anxiety and its management	<ul style="list-style-type: none"> • ICD-10 diagnostic criteria of depression/anxiety • Classify depression/anxiety according to severity • Enumerate the etiology of depression/anxiety • Enlist possible adverse outcomes • Assess the mood of the patient • Assess the depression related thought abnormalities • Enumerate the available treatment options for depression/anxiety • Classify antidepressants, Indications, side effects 	<p>LGIS</p> <p>Clinical Rotation</p>	<p>MCQ's</p> <p>SEQ's</p>
4	Delirium, dementia, memory loss and management	<ul style="list-style-type: none"> • Define and enlist clinical features of delirium 	<p>LGIS</p> <p>Clinical Rotation</p>	<p>MCQ's</p> <p>SEQ's</p>

S. No.	Topic	Learning Objectives	Learning Strategy	Assessment
		<ul style="list-style-type: none"> • Enumerate the etiological factors of delirium • Perform the cognitive functions • Enlist possible set of investigation • Enumerate the available treatment options for delirium • Define and enlist clinical features of dementia • Perform the cognitive functions • Enlist possible set of investigation • Enumerate the available treatment options for dementia 		
5	Psychoactive Substance Abuse and management	<ul style="list-style-type: none"> • Enumerate the groups of drugs of potential abuse • Enlist the sign, symptoms of opioid dependence, withdrawal • Enlist the sign, symptoms of Cannabinoids dependence and withdrawal • Enlist the sign, symptoms of benzodiazepine dependence and withdrawal • Enlist the areas of importance in history of patient with drug abuse • Comment on general physical examination • Comment on appearance and behavior of the patient 	LGIS SGIS Clinical Rotation	MCQ's OSCE
6	Introduction to basic skin lesions	<ul style="list-style-type: none"> • Define basic skin lesion/s • Describe basic skin lesions • Define Eczema and its types • Diagnose Urticaria and classify 	LGIS	MCQ's
7	Mouth ulcers and common infections affecting oral cavity	<ul style="list-style-type: none"> • Define oral infections and its types • Diagnose and classify bacterial infections • Classify fungal infections of oral cavity • Classify viral infections of oral cavity 	LGIS	MCQ's

S. No.	Topic	Learning Objectives	Learning Strategy	Assessment
15	Bronchial asthma, COPD and its management	<ul style="list-style-type: none"> • Identify symptoms and signs of bronchial asthma • Plan workup of a patient with bronchial asthma • Categorize management of asthma in a stepwise plan • Propose prognostic factors in acute severe attack • Check inhaler technique and regular use • Auscultate a patient with asthma • Discriminate between asthma and COPD • Evaluate a patient with acute COPD exacerbation • Formulate long term management of COPD • Propose prognostic factors in COPD • Counsel a patient about smoking cessation 	<p>LGIS</p> <p>Clinical Rotation</p> <p>SGIS</p>	<p>MCQ's</p> <p>OSCE</p>
16	Pulmonary tuberculosis	<ul style="list-style-type: none"> • Describe Mycobacterium TB and its pathogenesis • Identify organ involvement in extra-pulmonary TB • Design workup of a patient with pulmonary TB • Construct management of a patient with TB and treatment into first and second line drugs • Summarize side effects/doses of various anti-TB drug • Counsel a patient diagnosed as a case of MDR-TB 	<p>LGIS</p> <p>SGIS</p> <p>Clinical Rotation</p>	<p>MCQ's</p> <p>SEQ's</p> <p>OSCE</p>
17	Pneumonia	<ul style="list-style-type: none"> • Differentiate between Community Acquired and Hospital Acquired Pneumonia 		

S. No.	Topic	Learning Objectives	Learning Strategy	Assessment
		<ul style="list-style-type: none"> • Plan workup of a patient with Community Acquired and Hospital Acquired Pneumonia • Devise management of CAP and HAP • Categorize severity of CAP and HAP based on certain prognostic factors • Demonstrate radiological signs of consolidation • Examine a patient of Pneumonia 		
18	Pulmonary thromboembolism	<ul style="list-style-type: none"> • Classify risk factors of pulmonary embolism • Propose investigations with suspected PE • Plan management of a case of pulmonary embolism • Counsel a patient about side effects and drug interactions of anti-coagulant therapy 	<p>LGIS</p> <p>SGIS</p>	<p>MCQ's</p> <p>SEQ's</p> <p>OSCE</p>
19	Acute respiratory failure and ABGs	<ul style="list-style-type: none"> • Discriminate between type I and type II respiratory failure • Construct indications of mechanical ventilation • Summarize weaning criteria and complications of mechanical ventilation • Differentiate between different types of oxygen delivery masks • Counsel patient about brain death of a relative on mechanical ventilation 	<p>LGIS</p> <p>SGIS</p>	<p>MCQ's</p> <p>SEQ's</p>
20	Differential Diagnosis of Anemia	<ul style="list-style-type: none"> • Define and classify anemia by morphology and RBC indices. • Relate anemia to an underlying cause, complication • Outline investigations to know the type and cause of anemia • Design management of anemia and its complications 	<p>LGIS</p> <p>Clinical Rotation</p>	<p>MCQ's</p> <p>SEQ's</p>

S. No.	Topic	Learning Objectives	Learning Strategy	Assessment
		<ul style="list-style-type: none"> Outline health measures to prevent enteric fever 		
25	HIV and management	<ul style="list-style-type: none"> Recognize signs and symptoms of HIV infection. Plan workup with clinical suspicion of HIV infection Management of AIDs and its complications Outline health measures to prevent HIV infection 	LGIS	MCQ's SEQ's
26	Common oral fungal infections	<ul style="list-style-type: none"> Recognize signs and symptoms of oral fungal infections. Plan workup of a patient with oral ulcers Devise management of oral fungal infections and its complications Outline health measures to prevent oral ulcers 	LGIS	MCQ's SEQ's
27	Malaria and dengue fever	<ul style="list-style-type: none"> Recognize the symptoms of dengue fever/malaria Assess the severity and complications of both Order investigations for diagnosis of both Outline the management of dengue fever/malaria and its complications Examine the patient for petechial rash, spleen Prepare the public about the outbreak and preventive measures 	LGIS SGIS Clinical Rotation	MCQ's SEQ's OSCE
28	Causes of acute diarrhea and management	<ul style="list-style-type: none"> Differentiate the causes of diarrhea based on history Assess the severity and complications Order investigations for diagnosis Categorize management of complicated and uncomplicated diarrhea 	LGIS	MCQ's SEQ's

S. No.	Topic	Learning Objectives	Learning Strategy	Assessment
		<ul style="list-style-type: none"> • Examine the patient for dehydration (postural hypotension) • Describe the preventive measures to population 		
29	Meningo-encephalitis	<ul style="list-style-type: none"> • Reproduce the pathogenesis of meningitis and its infective causes • Identify clinical features of meningitis and encephalitis • Differentiate different types of meningitis based on typical CSF changes • Plan management of meningitis and encephalitis • Construct plan for prophylaxis of contacts in meningitis 	LGIS SGIS	MCQ's SEQ's
30	Differential diagnosis of headache	<ul style="list-style-type: none"> • Describe Types of headache • Diagnose migraine and trigeminal neuralgia • Outline management of migraine and trigeminal neuralgia 	LGIS	MCQ's
31	Epilepsy	<ul style="list-style-type: none"> • Diagnose and classify epilepsy • Plan investigations in epilepsy • Outline management of epilepsy • Check effects of drugs in pregnancy • Counsel a patient with epilepsy 	LGIS	MCQ's SEQ's
32	Cerebrovascular accident	<ul style="list-style-type: none"> • Diagnose and classify stroke • Relate to an underlying cause, risk factor • Plan investigations of a patient with stroke • Outline management of stroke • Check for target organ damage of stroke • Check blood pressure targets in stroke 	LGIS SGIS Clinical Rotation	MCQ's SEQ's

S. No.	Topic	Learning Objectives	Learning Strategy	Assessment
33	Parkinsonism and movement disorders	<ul style="list-style-type: none"> • Diagnose Parkinson's disease • Relate Parkinson's disease to an underlying cause, risk factors and Signs • Plan management of a patient with Parkinson's disease • Counsel a patient with Parkinson's disease 	LGIS SGIS	MCQ's SEQ's
34	Peptic ulcer disease and GERD	<ul style="list-style-type: none"> • Recognize the predisposing factors • Identify the symptoms of Acid peptic disease and GERD • Order investigations for diagnosis • Outline management of acid peptic disease and GERD • Outline health measures 	LGIS SGIS	MCQ's SEQ's
35	Coeliac Disease and Malabsorption	<ul style="list-style-type: none"> • Enlist different forms of malabsorption • Identify the symptoms and signs of mal-absorption • Describe manifestations and complications of celiac disease • Design laboratory investigations • Outline management plan • Examine the patient for anemia, koilonychia • Counsel the patient about disease 	LGIS Clinical Rotation	MCQ's SEQ's OSCE
36	Inflammatory Bowel Disease	<ul style="list-style-type: none"> • Identify predisposing factors of IBD • Recognize clinical features of IBD • Formulate investigations of IBD • Outline management plan of IBD • Examine for extra-intestinal manifestations • Counsel a patient with IBD 	LGIS Clinical Rotation	MCQ's SEQ's
37	Acute Viral Hepatitis	<ul style="list-style-type: none"> • Describe the pathogenesis of AVH and its infective causes • Identify clinical features of AVH 	LGIS SGIS Clinical Rotation	MCQ's SEQ's OSCE

S. No.	Topic	Learning Objectives	Learning Strategy	Assessment
		<ul style="list-style-type: none"> • Differentiate different types of hepatitis based on typical LFTs changes • Plan management of AVH • Construct plan for prophylaxis of contacts • Identify physical signs in a patient with AVH 		
38	Chronic Liver Disease and HCC	<ul style="list-style-type: none"> • Diagnose and plan management of CLD • Diagnose, investigate and manage chronic viral Hepatitis B & C, and autoimmune hepatitis • Advise necessary investigations, diagnose and formulate treatment plan of HCC • Describe differential diagnosis and management plan of jaundice • Diagnose and manage acute fulminant hepatic failure 	LGIS SGIS	MCQ's SEQ's
39	Nephrotic syndrome and acute nephritis	<ul style="list-style-type: none"> • Clinically differentiate between the two syndromes • Diagnose and classify nephrotic and nephritic • Relate to the underlying cause • Identify symptoms and signs • Outline management • Counsel a patients with nephrotic/ nephritic syndrome 	LGIS SGIS Clinical Rotation	MCQ's SEQ's OSCE
40	Acute renal failure	<ul style="list-style-type: none"> • Diagnose and classify ARF • Relate ARF to the underlying cause • Plan management of ARF • Check for clinical signs of ARF • Counsel a patient with ARF 	LGIS Clinical Rotation	MCQ's OSCE

S. No.	Topic	Learning Objectives	Learning Strategy	Assessment
41	CKD and Renal Replacement therapy	<ul style="list-style-type: none"> • Diagnose and classify CRF • Relate CRF to the underlying cause • Plan management of CRF • Describe renal replacement therapy • Identify and outline the need of RRT 	LGIS	MCQ's SEQ's
42	UTI and renal stones	<ul style="list-style-type: none"> • Identify clinical features of UTI • Relate them to an underlying cause • Plan management of UTI • Identify symptoms of renal stones • Outline management of renal stones 	LGIS	SEQ's MCQ's
43	Thyroid disorders	<ul style="list-style-type: none"> • Describe causes of Hypo and hyperthyroidism • Describe Clinical features of Hypo-hyperthyroidism • Investigate hypo-hyperthyroidism • Illustrate Treatment of Hypo-hyperthyroidism • Describe Thyroid disease in Pregnancy • Describe Secondary Hypo-hyperthyroidism 	LGIS	MCQ's SEQ's OSCE
44	Disorders of parathyroid gland	<ul style="list-style-type: none"> • Elaborate Physiology of normal parathyroid gland • Illustrate Types of hyperparathyroidism • Diagnose hyperparathyroidism clinically and Biochemically • Discuss treatment of hyperparathyroidism • Describe types of hypoparathyroidism • Diagnose hypoparathyroidism clinically and Biochemically • Manage hypoparathyroidism 	LGIS SGIS	MCQ's SEQ's
45	Diabetes Introduction	<ul style="list-style-type: none"> • Relate Diabetes to underlying causes, risk factors • Diagnose Diabetes Mellitus clinically and Biochemically 	LGIS SGIS Clinical Rotation	MCQ's SEQ's OSCE

S. No.	Topic	Learning Objectives	Learning Strategy	Assessment
		<ul style="list-style-type: none"> • Classify Diabetes Mellitus • Diagnose target organ damage of Diabetes Mellitus 		
46	Complications of diabetes	<ul style="list-style-type: none"> • Recognize signs and symptoms of Hypoglycemia • Relate underlying causes, risk factors for Hypoglycemia • Manage and prevent Hypoglycemia • Recognize signs and symptoms of Diabetic Ketoacidosis • Relate underlying causes, risk factors for Diabetic Ketoacidosis • Describe management and prevention of Diabetic Ketoacidosis • Describe management and prevention of Diabetic Hyperosmolar coma • Describe diagnostic process of microvascular complications 	LGIS SGIS	MCQ's SEQ's
47	Management of diabetes	<ul style="list-style-type: none"> • Describe management and prevention of microvascular complications • Describe diagnostic process of macrovascular complications • Describe management and prevention of macrovascular complications • Illustrate Evidence based clinical trials on Chronic complications • Illustrate Advantages and disadvantages of oral hypoglycemic drugs in Diabetes Mellitus • Describe Early Insulinization in type 2 Diabetes • Describe Types of Insulin • Justify when and what to administer 	LGIS SGIS	MCQ's SEQ's OSCE

Learning Resources

Reference Textbooks:

1. Longmore M, Wilkinson I, Torok E (eds). Oxford Handbook of Clinical Medicine Eighth edition. Oxford University Press, Inc., New York 2018.
2. Munro J, Edwards C, (eds). Macleods Clinical Examination, Ninth edition. Churchill Livingstone, UK, 2017.
3. Papadakis MA, McPhee SJ, Rabow MW, (eds). Current Medical Diagnosis and Treatment 2019, Fiftieth edition. McGraw-Hill Companies, Inc., United States of America.
4. Kumar P, Clark M, (eds). Kumar & Clark's Clinical Medicine. 9th Edition, Saunders Elsevier Ltd. 2019.
5. Colledge NR, Walker BR, Ralston SH, (eds). Davidsons Principles & Practice of Medicine. Twenty-eights edition. Churchill Livingstone Elsevier Ltd. 2018.
6. www.uptodate.com

Journals:

1. British Medical Journal (BMJ)
2. New England Journal of Medicine (NEJM)
3. Lancet
4. Journal of the College of Physicians & Surgeons (JCPSP)
5. Journal of Ayub Medical College (JAM)

Clinical Learning Activities and Mandatory Tasks

Patient Care and Clinical Skills Activities for Students

Students will take part in patient management in OPDs, Wards and Emergency Department during their rotations. This will include following tasks:

- Taking patient's history
- Performing clinical examination
- Formulating a differential diagnosis
- Planning investigations
- Formulating a treatment plan.
- Planning admissions and referrals.
- Counseling the patients.

The following Clinical Skills are to be practiced by the students during their clinical rotation:

- Drawing blood samples
- Nasogastric intubation
- Foley catheterization
- Airway management/ETT insertion
- Setting up IV cannula and IV infusions
- Pleural and peritoneal aspirations

The following procedures are to be observed or assisted by the students during their clinical rotation:

- Lumbar puncture
- Hemodialysis
- Endoscopy/ Sigmoidoscopy/ Colonoscopy
- Bronchoscopy
- ETT/ Echocardiography

Student-Patient Encounter Log

Students must log information about their patient encounters during the clerkship experience. All final-year students will log cases in Medicine **LOG BOOK**. The log book is part of formative assessment of medical students during their clinical rotation in medicine. The mandatory tasks to be performed and assessed in the log book are as follows:

- Every student is required to write *case records* of at least 10 patients.
- Every student is required to complete a minimum of 3 *case-based discussions (CbD)*.
- Every student is required to complete a minimum of 6 *Mini-Clinical Evaluation Exercise (Mini-CEX)* forms.
- Every student is required to complete a minimum of 6 *Direct Observation of Procedural skills (DOPS)* forms.
- Every student is required to complete a minimum of 10 *data interpretations*.
- Every student is required to record a minimum of 6 *Emergency managements*.
- Every student is required to have minimum of one demonstration/revision of clinical methods from each system.

Assessment Structure

Formative/ Internal Assessment

The internal assessment in Medicine comprises of 10% (20 out of 200 marks).

S. No.	Distribution	Theory (90)	Practical (90)
1.	Attendance	2.5 (Lectures)	2.5 (Wards)
2.	Student log book	-	2.5
3.	First term test	2.5	-
4.	Second term test	2.5	-
5.	End-of-Rotation Examination Medicine	-	2.5
6.	Send-up/ Pre-Annual Examinatio	2.5	2.5
	<u>Grand Total</u>	10	10

Summative Assessment (including internal assessment) 3rd Professional BDS

1) Total marks for Medicine	200 (180+20)
2) Theory	100 (90 +10)
3) Oral & Practical plus Clinical	100 (90 +10)
4) Pass marks	50%

Each candidate must pass in both the written and practical examination individually.

FOUNDATION UNIVERSITY COLLEGE OF DENTISTRY & HOSPITAL

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