Instructions for students regarding correlation seminar:

Introduction:

Teaching, communication, and counseling are integral components of a doctor's professional life. Therefore, we employ correlation seminars as a means to evaluate students' communication skills, their depth of knowledge on a given topic, and the integration of that topic with various concepts from both basic and clinical science subjects.

The sessions are attended by teachers from basic science disciplines and serve as a platform for you to demonstrate your ability to convey your knowledge about the assigned topic to your fellow students. You will also be expected to address their questions and defend your arguments against the panel of teachers. By the end of these sessions, students should be capable of making vertical and horizontal correlations related to the given topic.

Types of correlation:

- Horizontal correlation: Examining the interconnections between concepts from different basic science subjects pertaining to a given topic or disease.
- Vertical correlation: Analyzing the links between the fundamental science concepts of the assigned topic and its clinical implications.

Structure of the presentation:

- Students will be grouped based on their roll numbers and assigned to seminar hall A or B.
- A group of 12-13 students will be tasked with presenting a specific topic or disease. Within that topic, each student will be assigned an objective or sub-topic to present.
- Presentation should start with clearly written name, roll number, topic and objective.
- Each student's presentation will be limited to five minutes, followed by a two-minute discussion round.
- Teachers will evaluate students based on their knowledge, presentation skills, clarity of concepts, timekeeping and professional demeanor.
- The aggregated marks will also be subject to assessment based on attendance at all seminar topics. For example, if a student presents on the first day in the first half of seminar hall A, they must also be present for the second half of presentations in seminar hall A and for both topics on day 2 in seminar A. Failure to meet this attendance requirement will result in a deduction of marks before the final mark entry.
- The marks obtained will be added to the internal assessment marks.

Tools to use:

- White board/ presentation software
- High quality images/ drawings (preferred)

Resources to use:

- Standard textbooks
- Reputed websites (text/ images must be cited)
- **Seek help from respective subject teachers**

MBBS Batch XLIV
System: Musculoskeletal System
Correlation Seminar
2082 Jestha

Topic: Systemic Lupus Erythematosus

S.no.	Hall-A	Hall-B	Objective of presentation.
1	2391	2441	Describe the microscopic anatomy of skin.
2	2392	2442	Enumerate the types of cell junctions and their functions.
3	2393	2443	Describe the structure of appendages of skin. Enumerate the important functions of each.
4	2394	2444	Describe the gross and microscopic features of SLE along with its complications.
5	2395	2445	Describe the etiology and pathogenesis of systemic lupus erythematosus.
6	2396	2446	Describe the morphological features of lupus erythematosus.
7	2397	2447	Describe briefly distribution and determinants of SLE.
8	2398	2448	List the drugs used in SLE.
9	2399	2449	List the important adverse effects of drugs used in the treatment of SLE.
10	2400	2450	What is Odd's ratio and how it resembles to relative risk, sketch briefly.
11	2401	2451	SLE patients with severe systemic involvement have the worst prognosis. Explain briefly.
12	2402	2452	Describe the impact of a SLE patient on the family and the society.

Date & Time : 2082/02/05 at 10:00 AM
Hall-A : Lecture Hall 217, New academic building
Hall-B : Lecture Room 3, Basic Science Building

Dr. Bidur Adhikari
Coordinator
Basic Medical Sciences
MBBS, BDS and PG Programs

MBBS Batch XLV
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Topic: Fracture

S.no.	Hall-A	Hall-B	Objective of presentation.
1	2403	2453	Explain the different parts of a long bone with a well labelled diagram.
2	2404	2454	Describe the microscopic anatomy of the compact bone.
3	2405	2455	Describe the ossification of long bone.
4	2406	2456	Describe the ossification of a flat bone.
5	2407	2457	Name the types of bone cells and their functions.
6	2408	2458	List the stages of fracture healing.
7	2409	2459	List organisms associated with open fracture wound infection. Explain morphology and cultural characteristics of *Clostridium perfringens*.
8	2410	2460	Define gas gangrene. Explain its pathogenesis.
9	2411	2461	Describe laboratory diagnosis of gas gangrene.
10	2412	2462	List organisms associated with open fracture wound infection. Explain morphology and cultural characteristics of *Clostridium perfringens*.
11	2413	2463	Explain the calcium metabolism and its functions.
12	2414	2464	Describe relationship between PTH, Calcitonin and Calcium level in the blood.
13	2415	2465	Describe the first aid management of fracture in the community.
14	2416	2466	Describe the impacts of fracture in the family and community level.

Date & Time : 2082/02/05 at 2:00 PM
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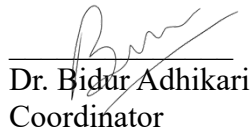

Dr. Bidur Adhikari
Coordinator
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Topic: Myasthenia Gravis

S.no.	Hall-A	Hall-B	Objective of presentation.
1	2417	2467	Describe the microscopic features of skeletal muscle.
2	2418	2468	List the energy sources for skeletal muscle contraction.
3	2419	2469	Differentiate between red and white skeletal muscles with examples.
4	2420	2470	Explain the sliding filament theory of muscle contraction.
5	2421	2471	Compare the movements of human body to that of simple machines and explain the lever mechanism in musculoskeletal system.
6	2422	2472	Describe the pathophysiology of myasthenia gravis.
7	2423	2473	Explain the roles of different drugs in treating myasthenia gravis.
8	2424	2474	Explain the mechanism of action of corticosteroids.
9	2425	2475	Describe the history taking of a patient with myasthenia gravis looking for the major tell-tale symptoms.
10	2426	2476	List the diseases causing muscle weakness.
11	2427	2477	List the methods of diagnosis of myasthenia gravis.
12	2428	2478	A patient with graduate level education has myasthenia gravis and has aesthetic complaints after developing some symptoms on his face and eye. Describe the health education strategies you would employ to communicate about the disease and counsel the patient.
13	2429	2479	Describe the terms incidence and prevalence. What kind of study would you design to obtain the incidence of myasthenia gravis in Nepal?

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Topic: Septic Arthritis

S.no.	Hall-A	Hall-B	Objective of presentation.
1	2430	2480	Explain the anatomy of a synovial joint with a well-labelled diagram.
2	2431	2481	List and describe the subtypes of synovial joint with examples of each.
3	2432	2482	List causative agents of septic arthritis. Explain morphology of *Staphylococcus aureus*.
4	2433	2483	Describe virulence factors of *Staphylococcus aureus*.
5	2434	2484	List clinical manifestation of *Staphylococcus aureus.*
6	2435	2485	Explain laboratory diagnosis of septic arthritis.
7	2436	2486	List the pathological changes in a patient with septic arthritis. Correlate them with radiological findings.
8	2437	2487	Outline the management of septic arthritis at a primary care setting.
9	2438	2488	Explain the possible outcomes of a patient with septic arthritis.
10	2439	2489	Describe the prevention of septic arthritis.
11	2440	2490	List the considerations for reintroducing a patient of septic arthritis to his community.

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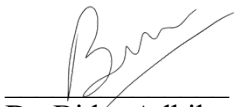

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