

Information Booklet

On

MBBS Program



**Patan Academy of Health Sciences
School of Medicine
(PAHS-SOM)
Lalitpur, Nepal**

2010

PAHS Mission Statement

PAHS

is

dedicated to sustained improvement of the Health of the people in Nepal, especially those who are poor and living in rural areas, through innovation, equity, excellence and love in education, service and research

From the Desk of Vice Chancellor

Dear Friends

First of all, on behalf of the Patan Academy of Health Sciences (PAHS), I would like to thank you for considering studying medicine at our institution. Since PAHS was established with a very clear mission of improving health care of the people of Nepal, especially those living in rural/remote areas, it is important, at the very outset, that your own dream and vision matches with that of PAHS. As the Vice Chancellor of PAHS, I, therefore, have the responsibility to inform our mission and goals and what we expect of our graduates so that you can make an informed decision.

Although our country has made significant progress in health care, there is severe disparity between urban and rural area which is reflected in the difference in health indices among those two groups of population. One of the main reasons behind this state of affairs is the unwillingness of the doctors to go and serve in rural areas. In a poor country like ours, where there are many limitations, young doctors can easily identify seemingly valid reasons to justify their staying in the cities or worse still going abroad. However, the very fact that the society has been so generous to let the medical students learn from their diseases and practice on their bodies helping them to become skillful doctors, they have a legitimate expectation that these young doctors will, upon completion of their training, take care of their health and that of their community.

As professionals we all have moral obligation to provide our professional services to the society and especially to those who are disadvantaged. Hence, we feel that it is morally not justifiable to abandon this society and the people. PAHS expects its graduates to serve the country and her people, especially those living in rural, underprivileged area. We have designed our admission policy which provides opportunity for all sectors including those from far and remote areas. We have designed our curriculum such that it will help our students become technically competent, caring, compassionate and socially responsible doctors. Our curriculum takes our students to rural community, urban slums and rural hospitals so that the students can see the reality of life and develop the necessary skills to work in resource constrained settings.

Furthermore, PAHS has also given high priority to interact and collaborate with the ministry of Health and Population, Local Government and Communities for creating favorable environment for the graduates to work in periphery and provide continued support for their professional development to the extent possible. Thus we also expect our graduates to become an important player in improving the health care scenario of Nepal in general and rural Nepal in particular. In doing so there is a potential for them to evolve into and establish themselves as a role model and leaders in their professional fields.

In short, you are someone who aspires to become a knowledgeable, skillful, caring and compassionate doctor and willing to use your competence to improve the health of the people, especially those who are underprivileged and marginalized, then PAHS definitely is the right choice. If, however, you want to make the medical profession a stepping stone to personal benefit alone, here or abroad, then I would strongly urge you to reconsider your decision to apply in MBBS Program of PAHS.

I wish you all the success.

Arjun Karki, MD
Vice Chancellor

List of Content

1. Introduction
2. Overview of MBBS Curriculum
3. Teaching-Learning Methods
4. Student Assessment Scheme
5. Internship
6. Teaching Hospital and Training Sites
7. Eligibility Criteria
8. Types of Seat
9. Selection Process
10. Fee Structure
11. Service Bond
12. How to Apply
13. Health Examination
14. Sample PQA Tests

1. Introduction

Patan Academy of Health Sciences (PAHS) is an autonomous, not-for-profit, public institution of higher education established in 2064 B.S. (2008 A.D.) with the charter granted by the Parliament of Nepal. PAHS aims to work in close partnership with the national health system to improve the health care services in the remote/rural areas primarily through producing technically competent and socially responsible health care workers.

In order to achieve this goal, PAHS School of Medicine has adopted innovative strategies in medical education, especially in areas such as student selection, curriculum, teaching-learning methodology, student assessment and faculty recruitment. PAHS MBBS curriculum focuses on holistic care of individual and community.

For inspiring its graduates to serve in remote/rural areas of Nepal, PAHS has adopted a multi – pronged approach which includes preferential enrollment of students of rural origin, training them in a value based curriculum with emphasis on community health sciences and exposing them to rural health care institutions. It also aims to provide continuous support to the graduates while working in the rural areas. By helping them to acquire required competencies and instilling values of social responsibility in its graduates, PAHS intends to inspire/motivate and enable its graduates to become health care providers in the challenging settings of rural Nepal, as well as to become future leaders of Nepal’s health care system.

Patan Hospital, the 450 bedded tertiary care institution, upon which the PAHS is founded, provides natural ambience for learning holistic and compassionate care. Its history of more than 25 years (more than 50 years if one takes into account its mother institution of Shanta Bhawan) provides the basis for this.

PAHS has already built a rich network with prestigious academic institutions and leaders in many universities around the world so as to learn and benefit from the national as well as international experiences and best practices for the proper development, effective implementation and the continuous improvement of the quality of its academic programs.

2. Overview of PAHS MBBS Curriculum

The total duration of PAHS MBBS curriculum is six years. Different components of the curriculum along the six years are as follow:

Components	Introductory Course	Basic Sciences	Clinical Sciences			Internship
			Junior Clinical Clerkship	Rural Rotation	Advanced Clinical Clerkship	
Duration	½ year	2 years	1½ years	½ year	½ year	1 year

The six-month long **Introductory Course** is the foundation block for integration of medically relevant natural sciences, basic principles of community health sciences as well as learning important skills of communication. This course also includes learning concepts of ethics,

professionalism and the basics of history taking and physical examination skills, as a parallel course of **Introduction to Clinical Medicine (ICM)** which also runs through the Basic Science Course.

During the two years long **Basic Science Course**, students are introduced to fundamental concepts about the structure and function of the human body in health and disease as well as the principles of using medicine to treat disease according to organ-systems of the body rather than disciplinary approach. This will help them develop an integrated and meaningful understanding of the basic sciences mechanism as applied in analyzing and resolving real patient problems using Problem Based Learning method.

During **Clinical years** students will rotate through different clinical specialties in the Hospital learning how to evaluate and take care of patients in evidence based scientific approach guided by compassion and empathy. This will be followed by six months of rural rotation where the students will learn to manage patients in resource poor setting. Students then return for six months of advanced clerkship in the hospital.

Community Health Sciences (CHS) forms a core part of the curriculum and occupies 25% of the curricular time. PAHS believes that in order to make a significant impact on the health of Nepali people, medical graduates need to have a firm grasp of concepts of preventive health and social determinants of health as well as having skills in health management, biostatistics, epidemiology and research. The course will help the students learn about the health care system in Nepal, their roles in the system and will provide the opportunity to think about how one might improve that system.

Primary Care is internationally recognized to be a key area that must be implemented to make a nation's health care system effective and efficient. PAHS is including a longitudinal primary care course during the Clinical Sciences years, and the six-month long **Rural Rotation** in district level hospitals during the final year that are supervised by a primary care physician like MDGP. The rural rotation will allow students to integrate all the knowledge and skills acquired in tertiary level hospital and community postings and to apply them to the rural context.

Thus, in summary, the PAHS MBBS curriculum uses a variety of innovative strategies in order to help the student become the kind of doctors who are able and willing to address the real health care needs of Nepal. Depending upon whether the students have received partial or full scholarship, the PAHS graduates will be required to serve in rural areas for at least two and four years respectively.

3. Teaching-Learning Methods

Teaching-learning methods applied at PAHS School of Medicine are as follows:

- Problem Based Learning (PBL)
- Community Based Learning and Education (Residential Community Posting)
- Lectures/ Seminar
- Lab works / Practical Classes / Demonstrations
- Clinical Presentation
- Clinical Classes

- Small Group Sessions
- Practical Skills Teachings
- Self-Directed Learning

Among these methods, Problem Based Learning (PBL), Clinical Presentation Curriculum (CPC) with small group sessions, as well as Community Based Learning and Education (CBLE) are the principal teaching learning methods adopted for PAHS MBBS program.

Problem Based Learning (PBL) is an instructional method in which learners first encounter a problem followed by a systematic, learner-centered inquiry and reflection process. The problem given to the student will serve as a stimulus to self directed learning independently or in a group. Students develop skills of independent enquiry as well as learning to identify gaps in knowledge, and thereby inculcate a habit of lifelong learning skills that is so important for all doctors, but particularly those working in remote rural areas.

Community Based Learning and Education (CBLE): It is a well recognized fact that the production of technically competent health care workers or the advancement of medical technology alone is not enough to solve the health problems of populations. As a result the health care workers of present generation have to play a new role as the community-oriented health professional. Because PAHS has a philosophical commitment for experiential learning, a significant part of the its Community Health Sciences curriculum will be taught in diverse rural community setting through regular periodic postings. This is expected to allow students to keep their feet well grounded in the reality of life, as well as encourage an attitude of compassion and desire to contribute to their society and ultimately help produce community-oriented health care professionals.

The **Clinical Presentation** curriculum is based on the premise that the body responds to insults like infection, trauma etc in finite ways and the patient presents to the doctor with one of these responses we call symptom, sign or abnormal lab result. Clinical teaching, based on the presentation (or the body responses) rather than learning a list of disease entities will help the students approach a problem in a practical way.

4. Student Assessment Scheme

The principle of ‘**Assessment Drives Learning**’ has been the fundamental premise for developing student assessment scheme. During the MBBS course, there will be assessment of not only clinical skills, and knowledge, but also of attitudes and professionalism- using the PAHS attributes assessment tool. Students who fail to demonstrate professional attitude and behavior will **NOT** graduate. Students Assessment Scheme includes Formative as well as Summative Assessments.

Formative Assessments: There will be formative assessment in each of the three phases of the MBBS curriculum to assess the mastery of both content (mastery of knowledge and skills) and process (learning process and development of professional values and behaviors) evaluation. It will be done on a regular basis so as to give feedback to students and faculty as to how the students are performing, so that their deficiencies can be addressed in time. Students have to pass in both content as well as process evaluation to appear in summative examinations.

Comprehensive Summative Examinations: There will be four comprehensive final summative examinations as follows where external examiners are involved.

- Comprehensive Introductory Courses Examination (CICE - at the end of Introductory Courses)
- Comprehensive Basic Sciences Examination (CBSE - at the end of Basic Science)
- Comprehensive Clinical Sciences Examination I (CCSE I) - at the end of one and half years of Clinical Sciences. This is the final examination for all of the minor specialties
- Comprehensive Clinical Sciences Examination II (CCSE II) - at the end of five years of curriculum.

Students cannot proceed forward unless they pass the Summative examination at the end of Introductory and Basic Science Block.

5. Internship

Like all medical graduates students will have to undergo year-long compulsory rotational internship training as per the prescribed scheme and guidelines. During this time students will work in the hospital as a student doctor and participate in taking care of patients both at personal level and as a member of the health care team. Following this the students will have to sit for the National Medical Licensing Exam administered by Nepal Medical Council before becoming eligible for NMC registration.

6 Teaching facilities, Teaching Hospital and Training Sites

Besides the usual classrooms, a well resourced library, Media centre with computers and Hi-speed internet facilities, well equipped Basic Science Labs will be available to students..

Patan Hospital is the principal Teaching Hospital of PAHS. PAHS has also been building partnership with other hospitals, MOHP, local bodies and communities in selecting appropriate training sites for regular Residential Community Field Postings of students as well as for the deployment of PAHS graduates in peripheral areas afterwards.

7. Eligibility Criteria-

- All Nepali citizens who have completed 17 years and have not exceeded forty years of age on the last day of submission of application.
- Must have passed 10 + 2 or equivalent qualifications recognized by Universities/ Board of Nepal with Physics, Chemistry, Biology (PCB) and having passed in each subject securing a minimum of 50% in PCB and also in aggregate

or

Must have completed Proficiency Certificate Level in Health Sciences (General Medicine, Medical Lab Technology, Dental Hygiene, Ophthalmic Science and Pharmacy) securing a minimum of 50% in PCB and also in aggregate and have registered with Nepal Health Professional Council with Level 2 (“Kha”) registration.

(Those applicants who have completed the above and are studying or have completed higher level study can also apply.)

8. Types of Seats

There will be four types of seats in the PAHS MBBS Program: Full Scholarship (tuition fee waived), Partial Scholarship, Collaborative Scholarship and Full Fee Paying. There is a provision of Reservation as stipulated in the PAHS Act. Besides a seat has been reserved for a child of Faculty and staff of PAHS including Patan Hospital .

Reservation : Ten percent of Full fee paying/ Partial scholarship seats have been reserved for those who have lived in ‘village’ and have studied in ‘public’ school and fall under the category of Female, Dalit, Adhivasi/Janajati, Madhesi or residing permanently in the backward region. Applicants who belong to the above mentioned category and are also “economically marginalized” and wish to avail full scholarship should apply in Full Scholarship category only as provision has been made for preference in selection for the same.

Mandatory service obligation: two years in government or PAHS designated institutions for those who are in partial scholarship scheme

Full Scholarship Category: Only those applicants who are “economically marginalized” and have studied in public school (grade 8, 9, 10) can apply for these seats. Further preference will be given to applicants who

- fall under the category of Female, Dalit, Adhivasi/Janajati, Madhesi
- is the resident of the remote region
- have done Certificate Health Sciences and have worked in Government Health institutions of remote regions for at least 2 years

Mandatory service obligation: four years in government or PAHS designated institutions

Partial Scholarship Category: Anyone who meets the eligibility criteria can apply in this category but preference in selection will be given to applicants who

- have done their schooling (grade 8, 9, 10) from ‘public’ school
- fall under the category of Female, Dalit, Adhivasi/Janajati, Madhesi
- is the resident of the remote region
- have done Certificate in Health Sciences and have worked in government institutions of remote regions for at least 2 years

Mandatory service obligation: two years in government or PAHS designated institutions

Collaborative Scholarship Scheme: This scheme will be activated only when an agreement is reached with a Local Government Body, an organization or an individual to the effect that such Body, an organization or an individual will support student/s from a particular district, preferably remote.

The Local Government Body can nominate candidates from that particular district among which competition will take place. In the absence of nomination by the Local Government Body, all the applicants applying in full scholarship from that particular district will compete in this seat and selection will be done according to the criteria set by PAHS. The candidate will have to meet the

minimal standard set by PAHS, failing which the seat will not be awarded to that particular district. The information that such a seat is available can be obtained from the office of Local Government Body.

Mandatory service obligation: at least four years (may be more depending on condition led down by the Sponsor) in Sponsor/ PAHS/ Government designated institutions

Staff Scholarship Quota: Applicant must be son/daughter of currently working Faculty and Staff of PAHS including PH.

Mandatory service obligation: four years in government or PAHS designated area

Full Fee Paying Category: Anyone who meets the eligibility criteria can apply in this category.

Mandatory service obligation: Students in this category are also encouraged to serve in the rural areas

9. Student Selection Process

Selection process employs well validated selection tools such as psychometric testing combined with carefully structured interviews for selecting the most appropriate candidates rather than directly testing one's knowledge on Physics, Chemistry and Biology. *Only those candidates who have scored well and rank high up in their respective category in written test will be invited for interview.*

Written Tests (PQA): Personal Quality Assessment (PQA) is an instrument designed to assess a range of personal qualities considered to be important for the study and practice of medicine. It comprises questions, grouped into following four sections to measure cognitive skills as well as particular personality/attitudinal traits relevant to practice of Medicine.

MAT (Mental Agility Test)- It is designed to measure fluid intelligence. It is a high level reasoning ability skills test. It is designed to discriminate between those of higher than average ability in this dimension. The test asks a series of verbal, numerical and spatial problem-solving questions.

MOJAC (Moral Orientation in Justice and Caring)- It describes a number of situations where people have to decide what to do according to their opinions or values. There is no right or wrong answer to the questions, rather candidates are asked to choose the answer that most closely reflects their value system and what they believe is appropriate in each situation.

NACE (Narcissism, Aloofness, Confidence and Empathy)- It presents statements about people and lists the way individuals might think and behave in certain situations. Here also, candidates are asked to indicate how true or false each statement is about them.

PCI (Personal Characteristics Inventory)- It asks respondents to rate themselves on statements designed to establish how honest they are about themselves and how truthful they are about their thoughts, feelings and attitudes

Please refer to the link <http://www.pqa.net.au/files/description.htm> for more information on PQA and last section of this information booklet for Sample PQA Tests.

Interviews: Multiple Mini Interviews (MMI) is a series of short, structured interviews used to assess personal traits/qualities of the candidates that require direct observation/interaction and are not possible to assess in the written tests (PQA). There will be five interview stations each lasting for 8 minutes, where each candidate performs the pre-structured tasks and/or responds to the structured queries put forth by the interviewer/observer. Candidates are given two minutes in between stations to read the instructions, relax and reflect before entering the next station.

Candidates do not require any specific preparation or knowledge to undertake **PQA**. The questions do not test academic knowledge and do not require any special understanding of science. ***Furthermore training and practice in the test items is neither necessary nor advantageous.***

Final Selection Process:

All applicants irrespective of the category should qualify in written test and interview.

1. **Reservation:** The applicants who have scored the highest in both the written and interview will be selected. The remaining candidates who have passed both the tests will then compete in the respective category (Full Fee paying or Partial Scholarship Scheme) of their choice.

2. **Full Fee Paying Category:** The applicants who have scored the highest in both the written and interview will be selected.

3. **Partial Scholarship Category:** For those who have qualified in written test and interview, preference will be given to applicants who

- have done their schooling (grade 8, 9, 10) from 'public' school
- fall under the category of Female, Dalit, Adhivasi/Janajati, Madhesi
- are residents of the remote region
- have done Certificate in Health Sciences and have worked in government institutions of remote regions for at least 2 years

4. **Full Scholarship Category:** For those who have qualified in written test and interview, preference will be given to applicants who

- fall under the category of Female, Dalit, Adhivasi/Janajati, Madhesi
- are residents of the remote area
- have done Certificate in Health Sciences and have worked in government institutions of remote regions for at least 2 years

5. Collaborative Scholarship Scheme: If seat becomes available in collaborative scholarship scheme and Local Government Body nominates candidates, the applicants who have scored the highest in both the written and interview will be selected provided they secure the minimum standard set by PAHS. In the absence of nomination by the Local Government Body, all the applicants applying in full scholarship from that particular district will compete for this seat and for those who have qualified in written and interview, preference will be given to applicants who

- have done their schooling (grade 8, 9, 10) from 'public' school
- fall under the category of Female, Dalit, Adhivasi/Janajati, Madhesi
- have done Certificate in Health Sciences and have worked in government institutions of remote regions for at least 2 years

6. Staff Scholarship Quota: The applicants will have to score the minimum required score in written and interview and one best applicant will be selected based on criteria set by PAHS.

Tie:

In the event that there is a tie in the score obtained for the last seat/s among the applicants in a particular category, the average percentage score obtained in the School Leaving Certificate Exam and 10 +2 or equivalent will be used as the deciding factor. In case of second tie, the average percentage score obtained in Physics, Chemistry and Biology in 10+2 or equivalent will be used as deciding factor

Result:

The Admission Committee will produce a final list of selected students and a waiting list and post this in the PAHS Notice Board and Website. The decision of the Admission Committee will be final.

10. Fee Structure

Candidates selected for admission into the MBBS program will be enrolled upon payment of the Tuition Fee as given below immediately after the announcement of the list of selected candidates, and after they are declared fit to pursue study of Medicine by the Medical Committee set by PAHS. Failing to do so will lead to cancellation of his/her admission and the candidate on the waiting list shall be admitted in his/her place in the respective categories.

	<u>Full Scholarship</u>	<u>Partial Scholarship</u>	<u>Full Paying</u>	<u>Collaborative</u>
First Year	Waived	Rs. 7.5 Lakhs	Rs. 15 Lakhs	4 lakhs
Second Year	Waived	Rs. 2 Lakhs	Rs. 4 Lakhs	4 lakhs.
Third Year	Waived	Rs. 2 Lakhs	Rs. 4 Lakhs	4 lakhs
Fourth Year	Waived	Rs. 2 Lakhs	Rs. 4 Lakhs	4 lakhs
Fifth Year	Waived	Rs. 1.5 Lakhs	Rs. 3 Lakhs	4 lakhs
Total Tuition fee	Waived	Rs 15 Lakhs	Rs 30 Lakhs	20 Lakhs

Other Fees:

Admission fee	Rs 10000.00 (one time)
Library Fee	Rs. 5000.00 (per annum)
Lab fee	Rs. 6000.00 (per annum)
Extra curricular activities	Rs.4000.00 (per annum)
Examination fee	Rs.12000.00 (per annum)
Computer and IT	Rs.5000.00 (per annum)
Health Insurance Fee	Rs. 2000.00(per annum)
Hostel Fee	Rs.2500.00 (per month, tentative)
Miscellaneous	Rs.3000.00 (per annum)
Nepal Medical council fee	Rs.3000.00 (one time)
Deposit (refundable)	Rs.20000.00 (one time)

The above mentioned fees will have to be paid by students of all categories except the full Scholarship students. The fees other than the tuition fee are subject to revision as and when necessary.

11. Mandatory Service obligation

All candidates who have been selected for admission under any category of Scholarship Scheme will have to sign a written agreement agreeing to fulfill the required mandatory service obligation before they could be admitted into the program. Parents/ guardians of these candidates will also be required to be present for endorsing the bond. Under no circumstances will any candidate be excused from this obligation. PAHS Act mandates the provision of withholding candidates' MBBS certificate till the obligation has been fulfilled.

12. How to Apply

The applicants should buy the Application Form from PAHS Admission Information Desk with a bank voucher for Rs 500 from Laxmi Bank , Lagankhel branch in Patan Hospital premises.

A bank voucher of Rs.1500 from any branch of Laxmi Bank should be enclosed with the form as examination fee during registration of application form. Initial verification of the duly filled application form and submitted documents will be done during registration of form at PAHS. Detailed verification will be done later and if documents are not found to be in order, PAHS

holds the right to disqualify such forms but opportunity to rectify will be given once. The dates of distribution of Admission card required to sit in the entrance exam will be informed during registration. Dates of subsequent tests will be informed during the time of distribution of admit card for the particular test.

The written test will take place within one week of the last date of submission of forms and interviews of the selected applicants will take place in about three weeks from the time of written test. The final result will be published in two weeks after that.

PAHS Admission Committee reserves the right to disqualify forms which are improperly or incompletely filled or if the required documents are missing. Hence, the candidates are strongly advised to read the instructions for filling the application form carefully and do thorough check for ensuring that all fields on application form are filled properly and all required documents have been submitted along with it.

13. Health Checkup

All students need to undergo physical examination upon their selection into the MBBS program, their personal health files will be created, and remedial measures will be taken if needed. All admitted students will have to comply with the rules made by the Medical Committee.

14. Sample PQA Test

MOJAC, NACE and PCI will be conducted in Nepali and MAT will be in English.

Example of MAT Test:

Mental Agility Test (MAT) Example Items

Verbal The following series of letters comes from the alphabet using a certain rule. What is the next letter in the series?

Series: C G L R ?

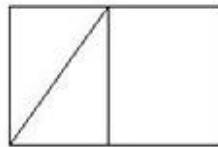
(A) Z (B) V (C) Y (D) W

Arithmetic If each number is derived from the row above using a certain rule, which is the missing number?

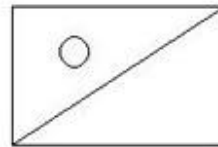
3 ? 7 12
2 2 5
0 3

(A) 1
(B) 6
(C) 5
(D) 9

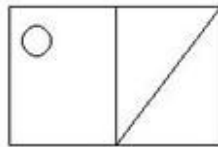
Spatial The figure on the left has been distorted? What did it look like before it was distorted?



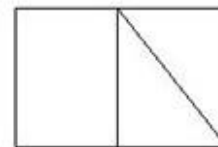
A



B



C



D

Example of MOJAC Test

Situation:

Peter and Jenny have known each other from childhood. Although from different families, they have always attended the same school and have lived next door to each other all their lives. They are as close as brother and sister. They are now in their final year of school. In a Mathematics exam, Peter happens to glance at Jenny who is sitting some three desks away and sees her take a sheet of paper from her coat pocket. Peter continues to stare and cannot believe what he is seeing - Jenny is cheating.

Some time after the exam, a teacher approaches Peter and says, "Jenny is in a lot of trouble. She has been accused of cheating, but I am certain she would not do that. You were sitting near her in the exam. Would you come with me to see the School Principal now and say that you saw no evidence of her cheating?"

What is your opinion? How do you feel about each of the following statements?

Question 1: Close friends should always look after each other

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

Question 2: Cheating is always wrong

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

Question 3: It is important to get the best marks you can, whatever it takes

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

Question 4: Some things are greater than friendships

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

Question 5: A good friend is always forgiving

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

Question 6: The truth must always be told regardless of who might get hurt

- A. Strongly Agree
- B. Agree
- C. Disagree
- D. Strongly Disagree

Example of NACE Test

This test contains statements about the way you might behave and think in certain situations, and general statements about people. Read each of them quickly and decide whether you think each statement is:

- A: definitely false
- B: false on the whole
- C: true on the whole
- D: definitely true

- 1) I am aware of how frustrated I can get
- 2) I think others would describe me as easy going
- 3) I know I am more capable than most people
- 4) Others will talk, but I will act
- 5) I often feel dominated by others

Example of PCI Test

Read each of them quickly and decide whether you think each statement is, for you:

- A: definitely false
- B: false on the whole
- C: true on the whole
- D: definitely true

- 1) I am always early for appointments
- 2) I am an emotional person
- 3) I like to explore new ideas
- 4) I often feel that people are talking about me
- 5) I have trouble sleeping after a busy day

Good Luck

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