



FEDERAL UNION OF BURMA

ဖက်ဒရယ်ပြည်ထောင်စုမြန်မာနိုင်ငံတော်

We support
Ministry of
Education
of
Federal Union of
Burma



IQY Technical College

(IQY Technical and Vocational Training)

IQY Technology College & IQY Degree College

IQY DEGREE COLLEGE OF IQY UNIVERSITY

FACULTY OF MEDICINE

HANDBOOK

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HANDBOOK

Faculty of Medicine

IQY University

QUALIFICATION OFFERED

Bachelor of Work Studies-Medicine and Nursing

GRADUATE PROFILE

At the end of the training programme, the medical graduates will be a professional who is:

- clinically competent, empathetic, compassionate and ethical;
- able to work in a team, communicate well and provide effective and efficient health care;
- competent in the scientific basis of medicine and its application, critical thinking, research, audit and reflective practice;
- competent in global and population health, health systems, and information usage and management;
- able to respond and adapt to the challenges, and the diverse and changing needs of patients, their families and communities, and contribute to society;
- able to respond and adapt to changes and challenges of healthcare systems of the future;
- lifelong learners committed to continuous personal and professional development;
- leaders with appropriate values and a vision to change and promote changes to improve health in the community, and the provision of health care services.

Clinical Appointments

	Duration in weeks
Introductory Clinical appointment	4
Clinical Pathology	2
Community Attachment program	4
Primary Care and Family Medicine	2
Forensic Medicine	2
Elective Appointment	4
1 st Medicine	6
Cardiology	2
Dermatology	2
Emergency Medicine	1
Gastroenterology	1
Geriatrics	1
Nephrology	1
Neurology	2
Oncology	1
Palliative Medicine	1
Endocrine	1
Pulmonology	2
Radiology	2
Rheumatology	1
Venereology	1
2 nd Medicine	6
1 st Obstetrics and Gynaecology	4
2 nd Obstetrics and Gynaecology	4
1 st Paediatrics	4
2 nd Paediatrics	4
Psychiatry	4
1 st Surgery	6
Anaesthesiology and Critical Care	2
Otorhinolaryngology (ENT) Surgery	2
Neurosurgery	1
Ophthalmology	2
Oral and Maxillofacial surgery	1
Orthopaedic Surgery and Trauma	4
Paediatric Surgery	1
Urology	1
Vascular Surgery	1
2 nd Surgery	6
Professorial Medicine	8
Professorial Obstetrics and Gynaecology	8
Professorial Paediatrics	8
Professorial Psychiatry	8
Professorial Surgery	8
Total	136

DEPARTMENT OF ANATOMY

Learning Outcomes of the Course in Anatomy

At the completion of this course, the students should be able to:

1. describe the anatomy of the components of organ systems of the body based on the anatomical region;
2. discuss the microscopic structure of organ systems in relation to their functions;
3. describe the normal intrauterine human development and basis of common congenital defects;
4. apply the anatomical knowledge in physical examination and Interpretation of medical imaging;
5. describe the basic concepts of human genetics and apply that knowledge in identifying genetic disorders.

Course Structure

Year 1 Semester 1 to Year 2 Semester 3

Lectures	- 125 hours
Practical Demonstrations	- 30 hours
Practical	- 35 hours
Cadaveric Dissections	- 116 hours
Small Group Tutorials and other small group activities	- 41 hours

Course Content

Gross Anatomy
Histology
Embryology
Human Genetics
Neuroanatomy
Radiological Anatomy
Clinical Anatomy.

Teaching and Learning Methods

Lectures
Tutorials
Demonstrations
Small Group activities
 Cadaveric dissections
 Poster Presentation
 Creation of Short Films
 Drawing and painting
 Museum classes
 Case based discussions
 Peer group discussion
Practical Sessions
e-learning lessons

Assessment Strategy

Formative Assessments

MCQs (MTF Type, SBAs, EMQs), SEQs, OSPEs.
Minimum of three assessments with immediate feedback, per semester.

Continuous (In course) Assessments

Exam	Assessment Method	Allocated Time	Marks
End of Semester 1	20 MCQs (15 MTF Type + 5 SBAs)	1 hour	3 marks
	OSPE – 20 stations	2 min each	2 marks
End of Semester 1	20 MCQs (15 MTF Type + 5 SBAs)	1 hour	6 marks
	OSPE – 20 stations	2 min each	4 marks
End of Semester 3	20 MCQs (15 MTF Type + 5 SBAs)	1 hour	3 marks
	OSPE – 20 stations	2 min each	2 marks
Total			20 marks

Eligibility to appear for the End of Course Assessments (2nd MBBS Examination)

- Minimum of 80% attendance for tutorials, practical and SGDs even with valid medical certificates or approved leave for any absence.
- Those who do not obtain a minimum of 80% attendance will have to appear for the next scheduled examination, which would be considered as a second attempt.

End of Course Assessments (Second MBBS Examination)

Exam	Assessment Method	Allocated Time	Marks
Written Paper I	MCQ: 10 MTF Type + 10 SBAs+ 5 EMQs with 4 scenarios each	2 hours	25 marks
Written Paper II	6 SEQ	2 hours	25 marks
OSPE	20 stations	2 min each	20 marks
OSVE		10 min	10 marks
Contribution from Continuous (In course) Assessments			20 marks
Total			100 marks

**SEQ= Structured Essay Question, MTF = Multiple True False, MCQ= Multiple Choice Questions, SBA = Single Best Answer, EMQ = Extended Matching Questions, OSPE=Objective Structured Practical Examination OSVE =Objective Structured Viva Examination*

The Continuous Assessment marks out of 20, will be considered only for the first attempt at the end of course assessment (2nd MBBS). For subsequent attempts the marks out of 80 will be converted to a mark out of 100

Recommended Books

Gross and Clinical Anatomy

- Gray's Anatomy for Students: with Student Consult Access 3rd Edition (2014), Richard Drake, A. Wayne Vogl, Adam W. M. Mitchell. Churchill Livingstone.
- BD Chaurasia's Handbook of General Anatomy 4th Edition (2015). CBS publisher and distribution.
- Clinical Anatomy: Applied Anatomy for Students and Junior Doctors 13th Edition (2013), Harold Ellis, Vishy Mahadevan. Wiley-Blackwell.
- Clinical Neuroanatomy (Clinical Neuroanatomy for Medical Students) 7th Edition (2010), Richard S Snell. Lippincott Williams & Wilkins.
- Clinically Oriented Anatomy 7th Edition (2013), Keith L. Moore, Arthur F. Dalley, A. M. R. Agur. Lippincott Williams & Wilkins.
- Grant's Atlas of Anatomy 13th Edition (2013), Anne M. R. Agur, Arthur F. Dalley. Wolters Kluwer Health/Lippincott Williams & Wilkins.

Embryology

- Langman's Medical Embryology 13th Edition (2014), Thomas W. Sadler. Lippincott Williams & Wilkins.

Histology

- Wheater's Functional Histology: A Text and Colour Atlas 6th Edition (2013), Barbara Young, Phillip Woodford, Geraldine O'Dowd. Churchill Livingstone.

Human Genetics

- Basic Medical Genetics 5th Edition (2018), Prof. Rohan W. Jayasekara. University of Colombo.

Supplementary Reading (Optional)

- Lasts Human Anatomy: Regional and Applied 12th Edition (2011), Chummy S Sinnatamby. Churchill Livingstone.
- McMinns Clinical Atlas of Human Anatomy 7th Edition (2013), Peter H Abrahams. Mosby.
- An introduction to Medical Genetics 3rd Edition (1963), Roberts J. A. F. Oxford University Press.
- Cunningham's Manual of Practical Anatomy: Volume 1: Upper and Lower Limbs 16th Edition (2017), Rachel Koshi. Oxford University Press.
- Cunningham's Manual of Practical Anatomy. Volume 2: Thorax and abdomen 16th Edition (2017), Rachel Koshi. Oxford University Press.
- Cunningham's Manual of Practical Anatomy. Volume 3: Head, neck and brain 16th Edition (2017), Rachel Koshi. Oxford University Press.

DEPARTMENT OF BIOCHEMISTRY

Learning Outcomes of the Course in Biochemistry

At the completion of this course, the students should be able to:

1. demonstrate knowledge and understanding of the molecular machinery of living cells;
2. demonstrate knowledge and understanding of the principles that determine the structures of macromolecules and their participation in molecular recognition;
3. describe the principles underlying enzymes and hormones and how they regulate biochemical pathways;
4. explain how the genetic information is stored and transferred from generation to generation;
5. explain the metabolic pathways involved in regulation, energy production and utilization, and how alteration of one pathway affects the other;
6. recognize how the abnormalities in biochemical processes lead to disease/s and the use of biochemical indicators in disease diagnosis and importance of molecular biology in medicine;
7. describe the requirement of micro and macronutrients by humans and how improper intake leads to various clinical conditions.

Course Structure

Year 1 Semester 1 to Year 2 Semester 3

- Lectures - 140 hours
- Practical Sessions / Small Group Discussions (SGDs) /Tutorials/
Students' Presentations - 180 hours

Course Content

- Basic Biochemistry
- Metabolic pathways and integrations to metabolism
- Clinical Biochemistry
- Biochemistry of Nutrition
- Molecular basis of diseases and treatments

Teaching and Learning Methods

- Lectures
- SGDs
- Tutorials
- Practical sessions
- Guided learning sessions
- Student's presentations

Assessment Strategy

Formative assessments

MCQs (MTF Type, SBAs, EMQs), SEQs, OSPEs.

Minimum of three assessments with immediate feedback, per semester.

Continuous (In course) Assessments

Exam	Assessment Method	Allocated Time	Marks
End of Semester 1	15 MTF type MCQ	45 min	3 marks
	2 SEQ	40 min	2 marks
End of Semester 1	15 MTF type MCQ	45 min	4.5 marks
	2 SEQ	40 min	4 marks
End of Semester 3	15 MTF type MCQ	45 min	4.5 marks
	2 SEQ	1 hour	3 marks
Total			20 marks

Eligibility to appear for the End of Course Assessments (2nd MBBS Examination)

- Minimum of 80% attendance for tutorials, practical and SGDs even with valid medical certificates or approved leave for any absence.
- Those who do not obtain a minimum of 80% attendance will have to appear for the next scheduled examination, which would be considered as a second attempt.

End of Course Assessments (Second MBBS Examination)

Exam	Assessment Method	Allocated Time	Marks
Written Paper I	MCQ: 20 MTF Type + 5 EMQs with 4 scenarios each	2 hours	25 marks
Written Paper II	5 SEQ	2 hours	25 marks
OSPE	20 stations	3 min each	20 marks
OSVE		10 min	10 marks
Contribution from Continuous (In course) Assessments			20 marks
Total			100 marks

*SEQ= Structured Essay Question, MTF = Multiple True False, MCQ= Multiple Choice Questions, SBA = Single Best Answer, EMQ = Extended Matching Questions, OSPE =Objective Structured Practical Examination OSVE =Objective Structured Viva Examination

The Continuous Assessment marks out of 20, will be considered only for the first attempt at the end of course assessment (2nd MBBS). For subsequent attempts the marks out of 80 will be converted to a mark out of 100

Recommended Books

- Lippincott's Illustrated Reviews – Biochemistry, 10th Ed, 2021. Emine E. Abali, Susan D. Cline, David S. Franklin, Susan M. Viselli Ph.D. Wolters Kluwer group.
- Harper's Illustrated Biochemistry, 31st Ed, 2018. Murray R, Rodwell V, Bender D, Botham KM, Weil AP, Kennelly PJ McGraw-Hill Education/ Medical.
- Textbook of Biochemistry with Clinical Correlations, 7th Ed, 2010, Devlin TM, John Wiley & Sons, New York.
- Lehninger principles of biochemistry 8th Ed, 2021. Nelson, D Cox, M and Hoskins A. Macmillan Learning.
- Molecular Biology of the Cell 6th Ed, 2014. Bruce A, Alexander J, Julian L, Martin R, Keith R and Peter Walter. W. W. Norton & Company
- Nutritional Biochemistry 2nd Ed, 2012. Tom Brody. Elsevier Publications.

DEPARTMENT OF PHYSIOLOGY

Learning Outcomes of the Course in Physiology

At the completion of this course, the students should be able to:

1. acquire knowledge related to the normal function of the human body;
2. describe the pathophysiological basis of disordered functions of the human body;
3. acquire selected practical skills at a preclinical level, relevant to human physiology
4. critically analyze the physiological concepts in health and their derangements in disease;
5. demonstrate basic communication skills needed for medical practice
6. demonstrate selected basic clinical skills in assessing patients

Course Structure

Year 1 Semester 1 to Year 2 Semester 3

- Lectures -140 hours
- Practical Sessions / Small Group Discussions (SGDs) /Tutorials/
Students' Presentations - 170 hours
- Hospital Visits - 12 hours

Course Content

- Foundation – cell, body fluids and biomolecules, excitable tissues
- Blood and immunology
- Cardiovascular physiology
- Respiratory physiology
- Gastrointestinal physiology
- Renal physiology
- Endocrine physiology
- Reproductive physiology
- Neurophysiology

Teaching and Learning Methods

- Lectures, face to face and online
- Tutorials
- SGD
- Practical Sessions
- Hospital/ Field Visits

Assessment Strategy

Formative Assessments

- Minimum of three per semester.
Consists of MTF Type MCQ / SBA / SEQ/ OSPE.

Continuous (In course) Assessments

Exam	Assessment Method	Allocated Time	Marks
End of Semester 1	20 MCQ (15 MTF Type + 5 SBAs)	1 hour	3 marks
	2 SEQ	40 min	2 marks
End of Semester 1	20 MCQ (15 MTF Type + 5 SBAs)	1 hour	4.5 marks
	2 SEQ	40 min	3 marks
End of Semester 3	20 MCQ (15 MTF Type + 5 SBAs)	1 hour	4.5 marks
	2 SEQ	40 min	3 marks
Total			20 marks

Eligibility to appear for the End of Course Assessments (2nd MBBS Examination)

- Minimum of 80% attendance at SGDs, Practical Sessions, Tutorials and field/hospital visits even with valid medical certificates or approved leave or any absence.
- Those who do not obtain a minimum of 80% attendance will have to appear for the next scheduled examination, which would be considered as a second attempt.

End of Course Assessments (2nd MBBS Examination)

Exam	Assessment Method	Allocated Time	Marks
Written Paper I	MCQ : 10 MTF Type + 10 SBAs+ 5 EMQs with 4 scenarios each	2 hours	25 marks
Written Paper II	5 SEQ	2 hours	25 marks
OSPE	20 stations	2 min each	20 marks
OSVE		10 min	10 marks
Contribution from Continuous (In course) Assessments			20 marks
Total			100 marks

**SEQ= Structured Essay Question, MTF = Multiple True False, MCQ= Multiple Choice Questions, SBA = Single Best Answer, EMQ = Extended matching questions, OSPE =Objective Structured Practical Examination OSVE =Objective Structured Viva Examination*

The Continuous Assessment marks out of 20, will be considered only for the first attempt at the end of course assessment (2nd MBBS). For subsequent attempts the marks out of 80 will be converted to a mark out of 100

Recommended Books

- Textbook of Medical Physiology. Hall JE, 14th edition, 2020, Elsevier Science Health Science division. Philadelphia.
- Ganong's Review of Medical Physiology. Barrett KE, Barman SM, Boitano S, Heddwon BL 25th edition, 2016, McGraw-Hill. New York.
- Hutchison's Clinical Methods. Glynn M, Drake W (Eds), 24th edition, 2018, Saunders Ltd, Philadelphia.

DEPARTMENT OF MICROBIOLOGY

Learning Outcomes of the Course in Medical Microbiology

At the completion of this course, the students should be able to:

1. identify bacteria, viruses and fungi which frequently cause disease in humans;
2. describe the clinical features and the pathogenesis of infectious diseases;
3. explain measures to prevent and control such infections including infection control practices and vaccines;
4. select relevant microbiological tests, advise on collection and transport of specimens to diagnose infectious diseases and interpret laboratory reports;
5. select antimicrobial agents effective for treatment and prophylaxis of infections;
6. justify the appropriate use of antibiotics in the healthcare setting;
7. describe the immunological mechanisms that come into play when a human host is exposed to antigens;
8. select appropriate immunological tests for diagnosis of immune mediated disorders and interpret their results

Course Structure

Year 2 Semester 4

- Lectures -32 hours
- Practical/Tutorials / Small Group Discussions (SGD) -25 hours

Year 3 Semester 5

- Lectures -28 hours
- Flipped classroom (FC) / SGD -20 hours

Course Content

- General microbiology
- Immunology

- Systematic bacteriology
- Systematic virology
- Mycology
- Antibiotics
- Clinical microbiology

Teaching And Learning Methods

- Lectures/ Multi-disciplinary lectures / FC
- SGD
- Practicals / Tutorials

Assessment Strategy

Formative Assessments- Year 3 Semester 5

- MTF type MCQ/ EMQ/ SBA/ OSPE

Continuous (In Course) Assessment

Exam	Assessment Method	Allocated Time	Marks
End of Semester 4	20 MCQ (15 MTF Type + 5 SBAs)	1 hour	10 marks
End of Semester 5	OSPE 10 stations	3 min each	10 marks
Total			20 marks

Eligibility to appear for the End of Course Assessments (3rd MBBS Part 1 Examination)

- Minimum of 80% attendance for tutorials, practical and SGDs even with valid medical certificates or approved leave for any absence.
- Those who do not obtain a minimum of 80% attendance will have to appear for the next scheduled examination, which would be considered as a second attempt.

End of Course Assessments (3rd MBBS Part 1 Examination)

Exam	Assessment Method	Allocated Time	Marks
Written Paper I	MCQ: 15 MTF Type + 3 SBA + 3 EMQs with 4 scenarios each	1.5 hours	25 marks
Written Paper II	6 SEQ	1.5 hours	25 marks
OSPE	20 stations	3 min each	30 marks
Contribution from Continuous (In course) Assessments			20 marks
Total			100 marks

* MCQ= Multiple Choice Questions, MTF = Multiple True False, SBA = Single Best Answer, EMQ= Extended Matching Questions, SEQ= Structured Essay Question

The Continuous Assessment marks out of 20, will be considered only for the first attempt at the end of course assessment (3rd MBBS Part 1 Examination). For subsequent attempts the marks out of 80 will be converted to a mark out of 100

Recommended Books

- Medical microbiology, 18th Edition 2012. D. Greenwood, R. Slack, J. Peutherer. Churchill Livingstone, London.
- Medical Microbiology, 6th Edition 2018. Mims C. A., Playfair J. H. L., Roitt I., Wakelin D., Williams R., Anderson R. M. Mosby. Elsevier.
- Basic Immunology Functions and Disorders of the Immune System, 5th Edition 2015 Abul K. Abbas, Andrew H. H. Lichtman, Shiv Pillai. Elsevier.

DEPARTMENT OF PARASITOLOGY

Learning Outcomes of the Course in Parasitology

At the completion of this course, the students should be able to:

1. describe the diagnosis and treatment of medically important parasitic diseases in Sri Lanka;
2. describe other medically important parasitic diseases in the world;
3. describe and explain the appropriate measures for the prevention and control of parasitic diseases;
4. describe arthropod vectors that are capable of transmitting parasitic diseases and parasitic zoonoses;
5. identify venomous and non-venomous snakes and describe the management of snakebites in Sri Lanka.

Course Structure

Year 2 Semester 4 to Year 3 Semester 5

- Lectures -60 hours
- Practical -30 hours
- Tutorials -20 hours

Course Content

- Intestinal nematode infections
- Tissue nematode infections
- Intestinal /urogenital protozoa infections
- Tissue protozoa infections
- Trematode infections
- Cestode infections
- Medical entomology
- Snake bites

Teaching and Learning Methods

- Lectures
- Small Group Discussions
- Practical
- Tutorials

Assessment Strategy

Continuous (In Course) Assessments

Exam	Assessment Method	Allocated Time	Marks
End of Semester 4	20 MCQ (15 MTF Type + 5 SBAs)	1 hour	10 marks
End of Semester 5	OSPE 10 stations	3 mins. each	10 marks
Total			20 marks

Eligibility to appear for the End of Course Assessments (3rd MBBS Part 1 Examination)

- Minimum of 80% attendance for tutorials, practical and SGDs even with valid medical certificates or approved leave for any absence.
- Those who do not obtain a minimum of 80% attendance will have to appear for the next scheduled examination, which would be considered as a second attempt.

End of Course Assessments (3rd MBBS Part 1 Examination)

Exam	Assessment Method	Allocated Time	Marks
Written Paper I	30 MCQ : 15 MTF type + 3 SBAs+3 EMQs with 4 scenarios each	1.5 hours	25 marks
Written Paper II	6 SEQ	1.5 hours	25 marks
OSPE	20 stations	3 min each	30 marks
Contribution from Continuous (In course) Assessments			20 marks
Total			100 marks

* MCQ= Multiple Choice Questions, MTF = Multiple True False, SBA = Single Best Answer, SEQ = Structured Essay questions, OSPE =Objective Structured Practical Examination, OSVE = Objective Structured Viva Examination

The Continuous Assessment marks out of 20, will be considered only for the first attempt at the end of course assessment (3rd MBBS Part 1 Examination). For subsequent attempts the marks out of 80 will be converted to a mark out of 100

Recommended Books

- Manson's Tropical Diseases. Cook GC, Alimuddin IZ. 23rd Edition 2013, Saunders Elsevier, Philadelphia.
- Medical Parasitology. Arora DR, Arora BB, 5th Edition 2018, CBS Publishers & Distributors.
- Basic Clinical Parasitology. Neva FA, Brown HW. 6th Edition 1996, Appleton & Lange, New York.
- Atlas of medical helminthology and protozoology. Peter L. Chiodini, Anthony H. Moody, David W. Manser. 7th Edition 2012, Churchill Livingstone.

Supplementary Reading (Optional)

WHO publications

- a) Technical Report Series of
 1. Lymphatic Filariasis
 2. Parasitic zoonoses
 3. Intestinal Protozoans & Helminthic infections
 4. Management of acute malaria
- b) Control of lymphatic filariasis
- c) Hookworm infection and anaemia
- d) Drugs used in Parasitic Diseases,
- e) Basic Laboratory Methods in Medical Parasitology

Recommended websites

- Website of the Centre for Disease Control and Prevention www.cdc.gov
- TDR- WHO - www.who.int/tdr/en/Liverpool School of Tropical Medicine - www.lstmed.ac.uk/
- Task Force for Global Health, USA - www.taskforce.org/
- Institute of Tropical Medicine Nagasaki University - www.tm.nagasaki-u.ac.jp/nekken/english/
- Anti-filariasis campaign - www.filariasiscampaign.health.gov.lk/ Anti-malaria campaign - www.malariacampaign.gov.lk/
- Weekly Epidemiological Reports - www.epid.gov.lk/

DEPARTMENT OF COMMUNITY MEDICINE

Learning Outcomes of the Course in Community Medicine

At the completion of this course, the students should be able to:

1. practice promotive and preventive medicine in respect to the commonly encountered health problems in the community;
2. explain the organization of the health care delivery system and the delivery of health care in Sri Lanka and factors related to equity, equality, and quality in health care provision;
3. promote and protect health of the following: newborns, infants, preschool children, schoolchildren, adolescents, youth, pregnant mothers, elderly, and differently able;
4. apply the basic epidemiological principles, to communicable and non-communicable disease causation, investigation of disease outbreaks, health promotion, screening, and disease prevention;
5. describe the demographic, socio-economical, cultural, occupational and environmental determinants affecting health and appropriate interventions to reduce risks for individual, patient and the community;
6. identify the health needs of populations, population sub groups and in disaster situations, with the required skills to plan, implement, monitor and evaluate health programs;
7. explain factors and movements related to globalization influence on illness, injury, and death;
8. describe the roles of people and agencies who undertake work in promotion and preventing disease and importance of liaising different sectors of the health and social care systems in providing promotion and preventing disease;
9. explain how the structure of societies impacts the health of a population in global perspective and differing approaches used by international agencies to solve public health problems;

10. explain the objectives, method of implementation, monitoring and evaluation of the following National Health Programs.
 - Maternal and Child Health (MCH)
 - Programs related to Communicable Diseases.
 - Programs related to non-Communicable diseases
11. conduct a basic research study (using quantitative and qualitative data collection methods, analyzing using biostatistics) and write a report and a scientific communiqué;
12. explain health outcome measurements, national health policy, measures taken by state to improve health of the people and tools of health economics.

Course Structure

Year 2 Semester 4 to Year 3 Semester 7

- Lectures -100 hours

Year 2 semester 6 to Year 2 semester 7

- Clerkship/ Field work -100 hours

Year 3 Semester 7

- Tutorials -50 hours

Year 3 Semester 7 to Year 3 Semester 8

- Research Project -50 hours

Course Content

- Introduction to Community Medicine
- Basic epidemiology
- Nutrition
- Demography
- Maternal and child health
- Clerkship
- Environmental health
- Occupational health
- Health promotion
- Health Planning and Management
- Statistics
- Research Methodology
- Research project
- Revision Tutorials

Teaching and Learning Methods

- Lectures, face to face and online
- Tutorials
- Small Group Discussions (SGD)
- Clerkship
- Research Project

Assessment Strategy

In course (Continuous) Assessments

Exam	Assessment Method	Allocated Time	Marks
End of Clerkship	OSPE 10 stations	3 min each	10 marks
	5 SEQ	2.5 hours	10 marks
End of Semester 7	Oral Examination on Research Project	30 min	20 marks
Total			40 marks

Eligibility to appear for the End of Course Assessments (3rd MBBS Part 2 Examination)

- Minimum of 80% attendance for tutorials, practical, SGDs and Clerkship appointment even with valid medical certificates or approved leave for any absence.
- Those who do not obtain a minimum of 80% attendance will have to appear for the next scheduled examination, which would be considered as a second attempt.

End of Course Assessments (3rd MBBS Part 2 Examination)

Exam	Assessment Method	Allocated Time	Marks
Written Paper I	60MCQ (50 MTF type+10 SBA)	3 hours	30 marks
Written Paper II	5 SEQ	3 hours	30 marks
Contribution from Continuous (In course) Assessments			40 marks
Total			100 marks

The Continuous Assessment marks out of 40, will be considered only for the first attempt at the end of course assessment (3rd MBBS Part 2 Examination). For subsequent attempts the marks out of 60 will be converted to a mark out of 100

New Assessment Format to be Implemented from Batch 02 in 2022

In course (Continuous) Assessments

Exam	Assessment Method	Allocated Time	Marks
End of Clerkship	OSPE 15 stations	3 min each	10 marks
	5 SEQ	1.5 hours	10 marks
End of Semester 7	Oral Examination on Research Project	30 min	20 marks
Total			40 marks

End of Course Assessments (3rd MBBS Part 2 Examination)

Exam	Assessment Method	Allocated Time	Marks
Written Paper I	60MCQ (50 MTF type+10 SBA)	3 hours	30 marks
Written Paper II	5 SEQ	3 hours	30 marks
Contribution from Continuous (In course) Assessments			40 marks
Total			100 marks

*SEQ= Structured Essay Question, MCQ= Multiple Choice Questions, MTF= Multiple True False, SBA = Single Best Answer, OSPE =Objective Structured Practical Examination

The Continuous Assessment marks out of 40, will be considered only for the first attempt at the end of course assessment (3rd MBBS Part 2 Examination). For subsequent attempts the marks out of 60 will be converted to a mark out of 100

Recommended Books

- Essentials of Public Health in Sri Lanka, 1st Edition 2019 University of Sri Jayewardenepura.
- Essentials of Epidemiology in Public Health, 3rd Edition 2013 - Ann Aschengrau. Jones and Bartlett learning.
- Oxford Textbook of Global Public Health, 6th Edition 2015, Volume 3, Roger Detels. Oxford University Press.
- Oxford Handbook of Medical Statistics 2nd Edition 2020, Janet Peacock and Philip Peacock. Oxford University Press.
- Parks Textbook of Preventive and Social Medicine, 23rd Edition 2015, K.Park. Banarsidas Bhanot, India.
- Textbook of Community Medicine, 5th Edition 2017, Drs. Sunder Lal, Adarsh and Pankaj. CBS Publishers and Distributors Pvt. Ltd.
- Principles and Practice of Biostatistics 7th Edition 2017, J V Dixit. Bhanot.

- Research Methods in Community Medicine: Surveys, Epidemiological Research, Programme Evaluation, Clinical Trials, 6th Edition 2008, Joseph Abramson, Z. H. Abramson. Wiley.
- Health, Behaviour and Society: Clinical Medicine in Context 1st Edition, 2011 Jennifer Cleland, Philip Cotton. Sage Publications.
- Research Skills for Medical Students, 1st Edition, 2012; Ann K. Allen. Sage Publications
- Maxcy-Rosenau-Last Textbook of Public Health & Preventive Medicine, 16th Edition 2021. McGraw Hill.
- The Oxford Textbook of Global Health of Women, Newborns, Children, and Adolescents; 1st Edition 2018, Delan Devakumar, Jennifer Hall, Zeshan Qureshi, and Joy Lawn (Eds). Oxford University Press.
- Occupational and Environmental Health -7th Edition 2018; Barry S. Levy, David H. Wegman Sherry L. Baron, Rosemary K. Sokas, Eds Oxford University Press.

DEPARTMENT OF FORENSIC MEDICINE AND TOXICOLOGY

Learning Outcomes of the Course in Forensic Medicine and Toxicology

At the completion of this course, the students should be able to:

1. describe and perform basic medicolegal duties pertaining to health services in Sri Lanka;
2. perform clinical medicolegal examinations in cases of violence in a scientific, evidence-based victim friendly manner;
3. perform forensic autopsies in sudden and unnatural deaths in a scientifically reviewable manner;
4. Interpret the clinico-pathological findings related to autopsies/clinical forensic cases and laboratory / histopathology reports to formulate relevant medicolegal opinions;
5. demonstrate effective communication skills including report writing, presentation skills and providing oral testimony in courts;
6. engage in continuing professional development with self-learning ability.

Course Structure

Year 3 Semester 5 to Year 4 Semester 7

- Lectures -87 hours
- Tutorials// Small Group Discussions (SGD) /Problem Based Learning /Seminars/Debates -23 hours

Year 3 Semester 6 to Year 4 Semester 7

- Clinical Appointment -2 weeks

Course Content

- Introductory Forensics
- Medicolegal interpretation of injuries
- Clinical Forensic Medicine
- Gender Based and Domestic Violence
- Forensic Pathology
- Forensic Toxicology
- Forensic Science
- Other Forensic Specialties
- Medical Law and Ethics
- Legal system in Sri Lanka and relevant laws

Teaching and Learning Methods

- Lectures, face to face and online
- Practical Demonstrations
- Tutorials/ SGDs
- Role plays
- Case Based Discussions
- Fixed Learning Modules

Assessment Strategy

Continuous (In Course) Assessments

Exam	Assessment Method	Allocated Time	Marks
End of Semester 5	20 MCQ (15 MTF type + 5 SBA)	1 hour	5 marks
End of Semester 6	OSPE 10 stations	6 min each	5 marks
End of Semester 7	Clinical forensic medicine evaluation Completion of medico legal reports of clinical cases, MLEF and MLR		10 marks
Total			20 marks

Eligibility to appear for the End of Course Assessments

- Satisfactory completion of clinical appointments (2 weeks)
- Satisfactory completion of Continuous Assessments

End of Course Assessments (3rd MBBS Part 2 Examination)

Exam	Assessment Method	Allocated Time	Marks
Written Paper I	MCQ: 30 MTF Type + 6 SBA + 1 EMQ with 4 scenarios	2 hours	20 marks
Written Paper II	5 SEQ	2.5 hours	30 marks
OSPE	10 stations	6 min each	25 marks
OSVE		10 mins	5 marks
Contribution from Continuous (In Course) Assessments			20 marks
Total			100 marks

SEQ= Structured Essay Question, MTF = Multiple True False, MCQ= Multiple Choice Questions, SBA = Single Best Answer, EMQ= Extended Matching Questions, OSPE = Objective Structured Practical Examination, OSVE = Objective Structured Viva Examination MLEF = Medicolegal Examination form, MLR = Medicolegal Report Form

The Continuous Assessment marks out of 20, will be considered only for the first attempt at the end of course assessment (3rd MBBS Part 2 Examination). For subsequent attempts the marks out of 80 will be converted to a mark out of 100

New Assessment Format to be Implemented from Batch 02 in 2022

Continuous (In Course) Assessments

Exam	Assessment Method	Allocated Time	Marks
End of Semester 5	20 MCQ (15 MTF type + 5 SBA)	1 hour	5 marks
End of Semester 6	OSPE 10 stations	6 min each	5 marks
End of Semester 7	Clinical forensic medicine evaluation Completion of medico legal reports of clinical cases, MLEF and MLR		10 marks
Total			20 marks

End of Course Assessments (3rd MBBS Part 2 Examination)

Exam	Assessment Method	Allocated Time	Marks
Written Paper I	MCQ: 15 MTF Type + 3 SBA + 3 EMQs with 4 scenarios each	1.5 hours	20 marks
Written Paper II	5 SEQ	2.5 hours	30 marks
OSPE	10 stations	6 min each	25 marks
OSVE		10 min	5 marks
Contribution from Continuous (In Course) Assessments			20 marks
Total			100 marks

The Continuous Assessment marks out of 20, will be considered only for the first attempt at the end of course assessment (3rd MBBS Part 2 Examination). For subsequent attempts the marks out of 80 will be converted to a mark out of 100

Recommended Books:

1. Simpson's Forensic Medicine 14th Edition 2019, Jason Payne-James, Richard Martin Jones, (Eds.). CRC Press
2. Clinical Forensic Medicine 3rd Edition 2009, WDS McLay (Ed). Cambridge University Press
3. Handbook of Forensic Pathology 2nd Edition 2006, Di Maio V.J.M., Dana S.E., CRC Press, Taylor and Francis Group.
4. Lecture Notes in Forensic Medicine. Volume I, II, III, IV (2005). L.B.L. de Alwis.

Supplementary Reading (Optional):

1. Knight's Forensic Pathology. 4th Edition 2015, Pekka Saukko, Bernard Knight, CRC Press.
2. Clinical Forensic Medicine: A Physician's Guide, 3rd Edition 2011, Margaret M Stark (Ed.). Humana Press.
3. Forensic Pathology: Principles and Practice. 1st Edition 2006, David Dolinak, Evan Matshes, Emma O Lew. Elsevier Academic Press
4. Forensic Pathology 2nd Edition 2001, Di Maio V.J.M., Di Maio D.J. CRC Press.
5. The Pathology of Trauma 3rd Edition 2000, J.K. Mason, B.N. Purdue (Eds.), Hodder Arnold Education Publishers
6. Management of Poisoning. 1st Edition 1998, Ravindra Fernando, National Poisons Information Centre Sri Lanka

DEPARTMENT OF PATHOLOGY

Learning Outcomes of the Course in Pathology

At the completion of this course, the students should be able to:

1. describe the basic pathological processes/concepts in terms of pathogenesis and morphological changes in tissues;
2. explain the association of morphological changes with basic clinical features;
3. describe specimen collection, transport and proper handling with regard to histopathological, cytological, haematological and chemical pathological investigations;
4. describe the aetiopathogenesis and pathological changes associated with disorders in cardiorespiratory, gastrointestinal and hepatobiliary genitourinary, endocrine, locomotion, and central nervous system;
5. explain the pathological basis of clinical features of diseases of the above systems;

6. describe and explain the basis of the applications of basic laboratory investigations in the diagnosis and management of diseases of such systems;
7. describe the mechanisms of common disease processes involving the blood cells (red cells, white cells, platelets) and the coagulation system;
8. interpret the results of haematological tests, in the context of the overall clinical picture of the patient;
9. explain the basis of blood grouping, compatibility testing, indications and explain the principals of managing transfusion reactions.

Course Structure

Year 2 Semester 4 to Year 4 Semester 7

- Lectures -106 hours
- Tutorials -17 hours
- Practical -30 hours
- Clinical appointment -2 weeks (48 hours)

Course Content

- General pathology
- Tumour pathology
- Systemic pathology
- Chemical pathology
- Heamatology

Teaching and Learning Methods

- Lectures, face to face and online
- Tutorials, face to face and online
- Practical, laboratory based and virtual
- Clinical appointment

Assessment Strategy

Continuous (In Course) Assessments

Exam	Assessment Method	Allocated Time	Marks
End of Semester 4	20 MCQ (15 MTF type + 5 SBA)	1 hour 15 min	10 marks
End of Semester 5	20 MCQ (15 MTF type + 5 SBA)	1 hour 15 min	5 marks
End of Semester 6	20 MCQ (15 MTF type + 5 SBA)	1 hour 15 min	5 marks
Total			20 marks

Eligibility to appear for the End of Course Assessments

- Minimum of 80% attendance for tutorials, practical and SGDs even with valid medical certificates or approved leave for any absence.
- Those who do not obtain a minimum of 80% attendance will have to appear for the next scheduled examination, which would be considered as a second attempt.

End of Course Assessments (3rd MBBS Part 2 Examination)

Exam	Assessment Method	Allocated Time	Marks
Written Paper I	40 MCQ (32 MTF type + 8 SBA)	2 hours	30 marks
Written Paper II	6 SEQ	2 hours	30 marks
OSPE	20 stations	4 min each	20 marks
Contribution from Continuous (In Course) Assessments			20 marks
Total			100 marks

* MTF = Multiple True False, MCQ= Multiple Choice Questions, SBA = Single Best Answer SEQ= Structured Essay Question, OSPE = Objective Structured Practical Examination

The Continuous Assessment marks out of 20, will be considered only for the first attempt at the end of course assessment (3rd MBBS Part 2 Examination). For subsequent attempts the marks out of 80 will be converted to a mark out of 100

New Assessment Format to be Implemented from Batch 02 in 2022

Continuous (In Course) Assessments

Exam	Assessment Method	Allocated Time	Marks
End of Semester 4	20 MCQ (15 MTF type + 5 SBA)	1 hour	3 marks
End of Semester 5	20 MCQ (15 MTF type + 5 SBA)	1 hour	3 marks
End of Semester 6	20 MCQ (15 MTF type + 5 SBA)	1 hour	7 marks
End of Semester 7	20 MCQ (15 MTF type + 5 SBA)	1 hour	7 marks
Total			20 marks

End of Course Assessments (3rd MBBS Part 2 Examination)

Exam	Assessment Method	Allocated Time	Marks
Written Paper I	15 MTF type MCQ + 3 SBA + 3 EMQ with 4 scenarios each	1.5 hours	25 marks
Written Paper II	6 SEQ	1.5 hours	25 marks
OSPE	25 stations	4 min each	30 marks
Contribution from Continuous (In Course) Assessments			20 marks
Total			100 marks

The Continuous Assessment marks out of 20, will be considered only for the first attempt at the end of course assessment (3rd MBBS Part 2 Examination). For subsequent attempts the marks out of 80 will be converted to a mark out of 100

Recommended Books

- Muir's Textbook of Pathology C Simon Herrington 15th Edition 2014. CRC Press.
- General and Systematic Pathology, 5th Edition 2009, J.C.E. Underwood, Simon Cross. Churchill Livingston.
- Essential Hematology, 6th Edition 2011, Hoffbrand AV, Pettit JE & Moss PAH Blackwell Publishing. Oxford.
- Clinical Chemistry, 9th Edition 2004, Marshall WJ, Bangert SK, Mosby. Missouri.

Supplementary Reading (Optional)

- Basic Pathology, 9th Edition, 2010 Cotron R, Kumar V, Robbins SL, Saunders. Philadelphia.
- Hematology for the medical student, 3rd Edition 2003, Schmaier AH, Petruzzelli LM Lippincott Williams & Wilkins. Philadelphia
- Kumar and Clerk's Clinical Medicine, 10th Edition, 2020, Feather A, Randall D, Waterhouse M. Elsevier
- Davidson's Principles and Practice of Medicine, 23rd Edition 2018 Ralston S, Penman I, Strachan M, Hobson R. Elsevier

DEPARTMENT OF PHARMACOLOGY

Learning Outcomes of the Course in Pharmacology

At the completion of this course, the students should be able to:

1. describe the basic principles and concepts in pharmacology;
2. describe the pharmacological basis of the drugs used in the management of diseases of different organ systems;
3. demonstrate skills in evidence-based prescribing;
4. describe the importance of preventing medication errors in improving patient safety;
5. describe the policies in medicine management;
6. describe the pharmacological principles in toxicology;
7. describe the role of the doctor in preventing misuse of drugs.

Course Structure

Year 2 Semester 4 to Year 4 Semester 7

- Lectures - - 113 hours

Course Content

- General Pharmacology
- Antimicrobial agents
- Drugs used in Anaesthesia
- Systemic Pharmacology and Therapeutics
 - Drugs used in: cardiology
 - pulmonology
 - genito-urology
 - gastroenterology
 - immunology
 - endocrinology and reproductive system
 - toxicology
 - neurology
 - psychiatry

Teaching and Learning Methods

- Lectures, face to face and online
- Small group discussions (SGD)
- Tutorials

Assessment Strategy

Continuous (In Course) Assessments

Exam	Assessment Method	Allocated Time	Marks
End of Semester 4	20 MCQ (15 MTF type + 5 SBA)	1 hour 15 min.	10 marks
End of Semester 5	20 MCQ (15 MTF type + 5 SBA)	1 hour 15 min.	10 marks
Total			20 marks

Eligibility to appear for the End of Course Assessments (3rd MBBS Part 2 Examination)

- Minimum of 80% attendance for tutorials and SGDs even with valid medical certificates or approved leave for any absence.
- Those who do not obtain a minimum of 80% attendance will have to appear for the next scheduled examination, which would be considered as a second attempt.

End of Course Assessments (3rd MBBS Part 2 Examination)

Exam	Assessment Method	Allocated Time	Marks
Written Paper I	40 MCQ (20 MTF Type + 20 SBA)	2 hours	40 marks
Written Paper II	4 SEQ	2 hours	40 marks
Contribution from Continuous (In Course) Assessments			20 marks
Total			100 marks

The Continuous Assessment marks out of 20, will be considered only for the first attempt at the end of course assessment (3rd MBBS Part 2 Examination). For subsequent attempts the marks out of 80 will be converted to a mark out of 100

New Assessment Format to be Implemented from Batch 02 in 2022

Continuous (In Course) Assessments

Exam	Assessment Method	Allocated Time	Marks
End of Semester 4	20 MCQ (15 MTF type + 5 SBA)	1 hour	3 marks
End of Semester 5	20 MCQ (15 MTF type + 5 SBA)	1 hour	3 marks
End of Semester 6	20 MCQ (15 MTF type + 5 SBA)	1 hour	6 marks
End of Semester 7	20 MCQ (15 MTF type + 5 SBA)	1 hour	6 marks
Total			20 marks

End of Course Assessments (3rd MBBS Part 2 Examination)

Exam	Assessment Method	Allocated Time	Marks
Written Paper I	MCQ : 15 MTF type + 3 SBA + 3 EMQs with 4 scenarios each	1.5 hours	40 marks
Written Paper II	6 SEQ	1.5 hours	40 marks
Contribution from Continuous (In Course) Assessments			20 marks
Total			100 marks

**MTF = Multiple True False, MCQ= Multiple Choice Questions, SBA = Single Best Answer, SEQ= Structured Essay Question*

The Continuous Assessment marks out of 20, will be considered only for the first attempt at the end of course assessment (3rd MBBS Part 2). For subsequent attempts the marks out of 80 will be converted to a mark out of 100

Recommended Books

- Rang and Dale's Pharmacology. Rang HP, Date MM, Ritter JM, Flower RJ & Henderson G. 9th Edition 2020. Elsevier
- Clinical Pharmacology. Bennett PN, Brown MJ. 12th Edition 2018, Elsevier Churchill Livingstone, London.
- Basic and clinical Pharmacology. Katzung BG, Masters SB, Trevor AJ. 14th Edition 2017. McGraw Hill Medical, New York.

Supplementary Reading (Optional)

- Sri Lankan Prescriber. State Pharmaceuticals Corporation of Sri Lanka.
- British National Formulary. 2021, BMJ Publishing Group Ltd and Royal Pharmaceutical Society.
- Sri Lanka Student Formulary. 2018, Department of Pharmacology, Faculty of Medicine, University of Colombo and Ministry of Health, Nutrition & Indigenous Medicine, Sri Lanka.
- Australian Prescriber. NPS MEDICINEWISE, Level 5, 15 Moore Street Canberra ACT 2600.
- Foundations of Pharmacology for students of Medicine and Allied Health Sciences. Jayakody RL. 2009. Ananda Press, Colombo 13.
- Goodman & Gilman's the Pharmacological basis of Therapeutics. 2018, McGraw Hill Education, New York.

** Latest editions are recommended for all books*

DEPARTMENT OF PRIMARY CARE AND FAMILY MEDICINE

Learning Outcomes of the Course in Primary Care and Family Medicine

At the completion of this course, the students should be able to:

1. describe the concepts, principles and mode of delivery of primary health care, primary care and family medicine and essential care service in Sri Lanka;
2. describe the health system and Primary Health Care model in Sri Lanka;
3. describe the doctor-patient relationship and roles and functions of a Family Physician and Primary Care doctor;
4. gather clinical, psychological, socio-cultural and environmental information relevant to health promotion, prevention and care of individuals, families and households;
5. describe prevention and management of common clinical and other issues or problems faced by people, including vulnerable groups who present at Primary Care and Family Practice;
6. analyze different interventions to different risk levels, including disasters, by primary care services;
7. explain strategies taken for continuity of care, including terminal or palliative care and end-of-life issues, for conditions that need long term management at Primary Care and Family Practice;
8. describe screening and preventive programs implemented at Primary Care (Healthy life style clinic) and Family Practice;
9. explain the process of documentation in Primary Care and Family Practice, (empanelment) and the principles of using an electronic medical record system;
10. describe community involvement activities at Primary Care and the informal networks that provide support to improve health;
11. explain the importance and demonstrate skill of communicating with patients, family members, colleagues, and public;
12. describe monitoring of services at Primary Care and clinical audits in Family Practice;
13. explain the referral and back referral from hospitals to Primary Care and the services available for further follow-up and care and apply this to patients;
14. explain the facilities available, including social support, provision of aides and home-based care, to support households and individuals with chronic illness.

Course Structure

Year 2 Semester 5 to Year 3 Semester 7

- Lectures - 20 hours
- Clerkship/field work - 50 hours

Year 3 Semester 7 to Year 3 Semester 8

- Tutorials/Small group discussions (SGD) - 10 hours

Course Content

- Primary Care
- Family Medicine

Teaching and Learning Methods

- Lectures, face to face and online
- Clerkship
- Tutorials/ SGD
- Maintaining a Portfolio

Assessment Strategy

Eligibility to appear for the End of Course Assessments

- Minimum of 80% attendance for tutorials and SGDs even with valid medical certificates or approved leave for any absence.
- Those who do not obtain a minimum of 80% attendance will have to appear for the next scheduled examination, which would be considered as a second attempt.

End of Course Assessments (1st Attempt)

Assessment Method	Allocated Time	Marks
Oral Examination and Assessment of Portfolio	20 min	40 marks
Written Paper - 20 SAQ	1 hour	60 marks
Total		100 marks

End of Course Assessments (Subsequent Attempts)

Assessment Method	Allocated Time	Marks
OSVE	20 min	25 marks
Written Paper - 20 SAQ	1 hour	75 marks
Total		100 marks

*SAQ= Short Answer Questions, OSVE = Objective Structured Viva Examination

Recommended Books

- Lecture Notes in Family Medicine. Nandani de Silva, 3rd Edition 2016. Vishva lekha, Ratmalana, Sri Lanka
- Oxford handbook of General practice, Bob Mash, 4th Edition 2018, Oxford University Press

Supplementary Reading (Optional)

- Essentials of Family Practice, Antoinette Perera, Murtagh John, 2nd Edition 2007. Vishva Lekha, Ratmalana, Sri Lanka

DEPARTMENT OF MEDICINE

Learning Outcomes of the Course in Medicine

On completion of this course, the students should be able to:

1. take an appropriate and comprehensive history, perform a physical examination, arrive at a reasonable diagnosis/diagnoses and identify problems;
2. evaluate patients with common diseases in a rational, analytical way with a view to problem-solving (clinical reasoning);
3. state indications for investigations, perform or arrange for relevant investigations and interpret results;
4. describe and relate knowledge of basic sciences and epidemiology to clinical situations and explain pathophysiological basis of diseases, judge the prognosis, and plan out investigations and treatment strategies;
5. provide comprehensive care as a member of the health care team in the following settings using a holistic and multidisciplinary approach: clinics, emergency units, wards and rehabilitation units;
6. present the clinical findings, document patient records and management plans in a legible and easily understood format and to make a concise summary;
7. communicate with patients, their families and with other health care workers in the hospital and the community;
8. recognize patients fears, beliefs, expectations and respect their physical, social, psychological and spiritual needs, cultural beliefs and be able to show empathy;
9. recognize ethical issues and apply values and principles which would help in their resolution;
10. describe organization of the health system and hospital-based care, different roles of the members of the health care team and its interaction with other health institutions, preventive services and health promotion.

Course Structure

Year 3 Semester 5 to Semester 6

- Lectures – 76 hours
- 1st Medical Appointment – 6 weeks
- 7 Short Appointments - 10 weeks

Year 4 Semester 7 to Semester 8

- Lectures - 76 hours
- 2nd Medical Appointment - 6 weeks
- 7 Short Appointments - 9 weeks

Year 5 Semester 9 to Year 5 Semester 10

- Professorial Appointment - 8 weeks

Course Content

- Clinical skills and communication skills
- Cardiovascular System
- Respiratory System
- Nephrology
- Gastrointestinal System
- Hepato-biliary system
- Endocrinology and metabolism
- Nervous system
- Hematology and Immunology
- Musculo-skeletal system
- Infections and parasitic diseases
- Dermatology
- Geriatrics
- Palliative care
- Toxicology and toxinology
- Nutrition, growth and development
- Evidence based medicine
- Emerging issues of interest (eg. COVID 19 pandemic, climate change social determinants of health)
- Ethical issues

Teaching and Learning Methods

- Lectures, face to face and online
- Task based learning and student presentations, face to face and online
- Case based discussions
- Clinical Training
- Home visits

Assessment Strategy

Formative Assessments

- During the Clinical Appointments (eg. Mini Clinical Evaluation Exercise)
- Assessment of group presentations of the home visits

Continuous (In Course) Assessments

Assessment	Assessment Type	Marks
Assessments at the end of the 4 th Year	Oral Examination based on Portfolio and Work Books <ul style="list-style-type: none">• 15 cases each from 1st and 2nd Clinical Medicine Appointments• 3-5 cases from each short appointment	10 marks
Assessments during and at the end of the Professorial Appointment	<ul style="list-style-type: none">• Assessment of performance of ward work, based on cases allocated to individual students. This will include history-taking skills, physical examination skills, clinical reasoning, formulating comprehensive plan of management, patient welfare, and knowledge related to the illness etc.)• Assessment of Communication Skills• Structured Oral Examination focusing on emergencies and ethics.• Objective Structure Clinical Examination	10 marks
Total		20 marks

Eligibility to appear for the End of Course Assessments (Final MBBS)

- Satisfactory completion of 39 weeks of clinical appointments

End of Course Assessments (Final MBBS)

Exam	Assessment Method	Allocated Time	Marks
Written Paper I	5 SEQ	3 hours	20 marks
Written Paper II	50 MCQ (20 MTF type + 30 SBA)	2 hours	20 marks
Long case		40 min with patient 20 min with examiners	20 marks
Short cases	4 cases	For each case - 5 min with patient 2.5 min with examiners	20 marks
Contribution from Continuous (In Course) Assessments			20 marks
Total			100 marks

*SEQ= Structured Essay Question, MTF = Multiple True False, MCQ= Multiple Choice Questions, SBA = Single Best Answer

The Continuous Assessment marks out of 20, will be considered only for the first attempt at the end of course assessment (Final MBBS). For subsequent attempts the marks out of 80 will be converted to a mark out of 100

Recommended Books

Basic Textbooks

- Kumar and Clark's Clinical Medicine 10th Edition. Adam Feather, David Randall, Mona Waterhouse. Elsevier.
- Davidson's Principles and Practice of Medicine 23rd Edition. Stuart H. Ralston, Ian Penman, Mark W J Strachan, Richard Hobson. Elsevier.

Handbooks

- Oxford Handbook of Clinical Medicine (Oxford Medical Handbooks) 10th Edition. Ian Wilkinson, Tim Raine, Kate Wiles, Anna Goodhart, Catriona Hall, Harriet O'Neill. Oxford University Press.
- Oxford Handbook of Emergency Medicine (Oxford Medical Handbooks) 5th Edition. Jonathan P. Wyatt, Robert G. Taylor, Kerstin de Wit, Emily J. Hotton. Oxford University Press.

Clinical science

- Hutchison's Clinical Methods: An Integrated Approach to Clinical Practice (Hutchinson's Clinical Methods) 24th Edition. Michael Glynn, William M Drake. Elsevier.
- Macleod's clinical examination Macleod's Clinical Examination 14th Edition. J. Alastair Innes, Anna R Dover, Karen Fairhurst. Elsevier.
- Talley and O'Connor's Clinical Examination - 2-Volume Set 8th Edition. Nicholas J Talley, Simon O'Connor. Elsevier.

Reference textbook

- Oxford Textbook of Medicine, Volume 1 - 4. 6th Edition. John Firth, Christopher Conlon, Timothy Cox. Oxford University Press. Harrison's Principles of Internal Medicine, Twentieth Edition (Vol.1 & Vol.2) 20th Edition. J. Larry Jameson, Anthony Fauci, Dennis Kasper, Stephen Hauser, Dan Longo, Joseph Loscalzo. McGrawHill Education.

Supplementary Reading (Optional)

- British Medical Journal
- New England Journal of Medicine
- Lancet
- Ceylon Medical Journal
- Journal of Ceylon College of Physicians
- Sri Lanka Medical Journal and Medical Journals of Galle, Jaffna, Jayewardenepura and Anuradhapura.
- Medscape – free website
- UpToDate – paid website

DEPARTMENT OF OBSTETRICS AND GYNAECOLOGY

Learning Outcomes of the Course in Obstetrics and Gynaecology

At the completion of this course, the students should be able to:

1. define and explain the basis of women's health care;
2. describe bio ethical principles in relation to the provision of evidence-based health care to women;
3. counsel and manage all aspects of normal pregnancy, labour, delivery and puerperium, and explain the basis of such management;
4. Identify, counsel and manage common gynecological problems, and explain the basis of such management;
5. Identify common obstetric and gynecological emergencies, formulate appropriate management plans, commence initial management, and explain the basis of such management;
6. Identify common abnormalities of pregnancy, labour, delivery and puerperium, formulate appropriate management plans, commence initial management and explain the principles of such management;
7. describe and explain the principles of the measures adopted in the early diagnosis of gynecological malignancies, and counsel women in this regard;
8. function effectively as medical officers providing primary health care to women in the community, perform under supervision, basic tasks and clinical procedures which are essential duties of intern house officers in obstetrics and gynaecology, and pursue post graduate studies in the future;
9. design a clinical audit, critically appraise different options of management, and write reflective reports on their experiences in relation to the provision of health care to women;
10. describe the principles involved in ensuring patient safety, and clinical risk management, in the provision of health care to women;
11. describe basic medico-legal issues and procedures in relation to women's health care;
12. perform a literature search on a given topic, formulate a presentation using MS PowerPoint, and make an oral presentation to peers.

Course Structure

Year 1 Semester 2 to Year 2 Semester 3

- Interactive and Flipped Lecture Discussions and Audio-Visual Presentations –8 hours
- Visits to a hospital – 12 Hours (4 hours X 3 visits)

Year 2 Semester 4

- Introductory Clinical Appointment – 1 week (16 hours)
- Simulation Based training - 8 hours

Year 2 Semester 4 to Year 5 Semester 9

- Interactive and Flipped Lecture Discussions, Audio Visual Presentations - 110 hours
- Simulation Based training - 12 hours

Year 3 Semester 5 to Year 4 Semester 8

- 1st Clinical Appointment - 4 weeks (160 hours)
- 2nd Clinical Appointment - 4 weeks (160 hours)

Year 5 Semester 9 to Year 5 Semester 10

- Professorial Appointment –8 weeks (356 hours)

Course Content

General Topics

- Pre pregnancy care
- Antenatal care for low- risk pregnancies
- Antenatal care for high- risk pregnancies
- Management of Labour and delivery
- Obstetric Emergencies
- Postnatal Care
- Common Gynaecological Problems
- Subfertility
- Sexual and Reproductive Health
- Early pregnancy problems
- Gynaecological oncology
- Urogynecology and pelvic floor problems

Teaching and Learning Methods

- Interactive and flipped lecture discussions and audio-visual presentations, face to face and online
- Task based learning and student presentations, face to face and online
- Clinical training and experiential learning in hospitals, and shadowing house officers
- Case presentations and Case-based Discussions (CbD)
- Bedside teaching and learning (BSTL)
- Simulation based training
- Multidisciplinary CbD and Student Seminars
- Critical appraisal of different management options in women's care and reflective writing
- Maintaining a log book and portfolio
- Independent (self-directed) learning

Assessment Strategy

Formative Assessments

- Case presentations and CbD during the 1st and 2nd Clinical Appointments
- Assessments during ward rounds, BSTL and supervised clinical training, during Professorial Appointment
- Assessment of individual tasks and group tasks assigned to students, online and face to face
- Log book and portfolio assessments, during the 3rd week of the 2nd clinical appointment, during the 5th week of the Professorial Appointment and within three days before the end of the Professorial Appointment
- Case Presentations, CbD, Mini Clinical Evaluation Exercise and Direct Observation of Procedural Skills during Professorial Appointment

Continuous (In Course) Assessments

- Objective Structured Clinical Examination (OSCE) within three days of commencement of the Professorial Appointment: 6 stations of 6 minutes duration each, on basic clinical skills and attitudes. 5 marks
- OSCE within three days before the end of the Professorial Appointment: 10 stations of 8 minutes duration each on core knowledge, skills and attitudes. 15 marks
- **Total** **20 marks**

Eligibility to appear for the End of Course Assessments (Final MBBS Examination)

- Satisfactory completion of 17 weeks of clinical appointments
- Satisfactory completion of log book and portfolio

End of Course Assessments (Final MBBS Examination)

Exam	Assessment Method	Allocated Time	Marks
Written Paper I	5 SEQ	2 hours	20 marks
Written Paper II	50 MCQ (20 MTF type + 30 SBA)	2 hours	20 marks
Obstetric Case		20 mins. with patient, 20 mins. with examiners	20 marks
Gynaecological Case		20 mins. with patient, 20 mins. with examiners	20 marks
Contribution from Continuous (In Course) Assessments			20 marks
Total			100 marks

* SEQ= Structured Essay Question, MTF = Multiple True False, MCQ= Multiple Choice Questions, SBA = Single Best Answer

The Continuous Assessment marks out of 20, will be considered only for the first attempt at the end of course assessment (Final MBBS Examination). For subsequent attempts the marks out of 80 will be converted to a mark out of 100

Recommended Books

1. Obstetrics by Ten Teachers 21st Ed. International Students' Edition. Louise E Kenny & Jennie E Myers Eds. CRC Press, Taylor & Francis Group
2. Gynaecology by Ten Teachers 21st Ed. International Students' Edition. Helen Bickerstaff & Louise E Kenny Eds. CRC Press, Taylor & Francis Group
3. Oxford Handbook of Obstetrics and Gynaecology 3rd Edition 2016, Sally Collins, Sabaratnam Arulkumaran, Kevin Hayes, Simon Jackson & Lawrence Impey Eds. Oxford Press. (New edition should be available in 2022)
4. Obstetric Emergencies – A Practical Manual. Sanjeewa Padumadasa and Malik Goonewardene Eds. CRC Press, Taylor & Francis Group 2021
5. Basic Sciences for Obstetrics and Gynaecology. Core Materials for MRCOG Part 1. A Ugwumadu Ed 2014. Oxford University Press

Supplementary Reading (Optional)

- Dewhurst's Textbook of Obstetrics & Gynaecology (9th Ed., 2018). Lees, C., Bourne, T., & Edmonds, K. (Eds.). Wiley-Blackwell.
- Obstetrics & Gynaecology: An Evidence-based Text for MRCOG (3rd Ed. 2016). Luesley, D. M., & Kilby, M. D. (Eds.). CRC Press. Taylor & Francis Group.
- Handbook of Obstetric Medicine (6th Ed. 2020). Nelson-Piercy, C. CRC Press. Taylor & Francis Group.UK
- World health Organisation. WHO Guidelines and Recommendations. relevant to Obstetrics and Gynaecology. Latest Editions. Available from: www.who.int
- International Federation of Gynaecology and Obstetrics. FIGO Guidelines and Statements. Latest Editions. Available from www.figo.org
- Royal College of Obstetricians and Gynaecologists. London. Guidelines and Research Services; Latest Editions. Available from: www.rcog.org.uk
- National Institute for Health and Care Excellence. Nice Clinical Guidelines relevant to Obstetrics and Gynaecology. Latest Editions. Available from: www.nice.org.uk
- Royal Australian and New Zealand College of Obstetricians and Gynaecologists. RANZCOG Guidelines and Statements. Latest Editions. Available from: www.ranzcog.edu.au
- American College of Obstetricians and Gynaecologists. ACOG Clinical. Clinical Guidance and Committee Opinions. Latest Editions. Available from: www.acog.org.
- Sri Lanka College of Obstetricians and Gynaecologists. SLCOG Guidelines and Position Statements. Latest Editions. Available from www.slco.org.lk

DEPARTMENT OF PAEDIATRICS

Learning Outcomes of the Course in Paediatrics

At the completion of this course, the students should be able to:

1. conduct clinical evaluations, relevant investigations, treatment and provide follow-up required for common paediatric health problems;
2. monitor optimal growth and development, prevention of relevant infectious diseases through immunisation;
3. apply the acquired knowledge and skills to provide patient centred care for the prevention and management of health problems and health promotion in children;
4. contribute to the prevention of communicable & non communicable diseases, child maltreatment as well as injuries (accidental and non-accidental);
5. demonstrate the ability to improve patient care in children based on scientific evidence, constant self-evaluation, and reflective life-long learning with updated knowledge;
6. recognize beliefs, expectations and queries of the family and respect their physical, social, psychological and spiritual needs in a compassionate manner, displaying empathy always;
7. demonstrate inter-personal communication and collaborative skills that result in the effective exchange of information and collaborations with the community, patients, their families, and health professionals;
8. demonstrate the ability to carry out responsibilities in a professional and ethical manner in the management of children;
9. demonstrate the skills needed to become the first contact doctor in the management of children with an awareness of and responsiveness to the system of health care, as well as the ability to effectively utilize resources in the system to provide optimal health care for the children;
10. provide appropriate medico-legal services pertaining to the paediatric age group where required, eg; child maltreatment;
11. counsel regarding diseases and their complications;
12. educate the community regarding hazardous environments for children.

Course Structure

Year 1 Semester 2 to Year 2 Semester 3

- Lectures - 5 hours
- Field visits to Medical Officer of Health Clinic - 4 hours (2 hours X 2 Visits)

Year 2 Semester 4

- Introductory Clinical Appointment - 1 week (24 hours)

Year 3 Semester 5 to Year 4 Semester 8

- Lectures - 80 hours

Year 3 Semester 5 to Year 4 Semester 8

- 1st Clinical Appointment - 4 weeks (120 hours)
- 2nd Clinical Appointment - 4 weeks (120 hours)

Year 5 Semester 9 to Year 5 Semester 10

- Professorial Appointment - 8 weeks (264 hours)

Course Content

- Introduction to Paediatrics
- Well Baby Care
- Infections
- Neonatology
- Respiratory Diseases
- Gastrointestinal Disorders
- Cardiology
- Nephrology and Fluid Balance
- Musculoskeletal Disorders
- Endocrinology
- Haematology and Oncology
- Neurology
- Paediatric Emergencies
- Miscellaneous conditions - Genetic Disorders, Inborn Errors of Metabolism, Child Abuse Poisoning, Behaviour Disorders

Teaching and Learning Methods

- Interactive Lecture Discussions – face to face and online
- Field Visits
- Clinical Teaching
- Community based learning
- Simulation Based Training

- Computer Based Learning - Picture stories, Video Sessions, Quizzes
- Case Based Discussions/Integrated Ward Classes/Clinical Lecture Demonstrations
- Maintaining a Log Book
- Maintaining a Portfolio which includes the report of the family visit

Assessment Strategy

Formative Assessments

- MCQs 10 MTF type and 10 SBAs Year 4 Semester 8
- Objective Structured Practical Examinations (Online/Onsite) Year 4 Semester 8

Continuous (In Course) Assessments

Assessment type	Allocated Time	Marks
During Professorial Appointment		
• Case Presentations and case-based discussions		3 marks
• Assessment of Portfolio (including the report of the family visit)		3 marks
• Structured assessment of attitudes and behavior		4 marks
• OSCE – 10 stations	3 min each	10 marks
Total		20 marks

Eligibility to appear for the End of Course Assessments (Final MBBS Examination)

- Satisfactory completion of 17 weeks of clinical appointments
- Satisfactory completion of Portfolio

End of Course Assessments (Final MBBS Examination)

Exam	Assessment Method	Allocated Time	Marks
Written Paper I	6 SEQ	3 hours	20 marks
Written Paper II	50 MCQ (20 MTF type + 30 SBA)	2 hours	20 marks
Long Case		40 mins. with patient, 20 mins. with examiners	20 marks
Short Cases	2 cases	06 mins. with patient, 4 mins. with examiners	20 marks
Contribution from Continuous (In Course) Assessments			20 marks
Total			100 marks

*SEQ= Structured Essay Question, MTF = Multiple True False, MCQ= Multiple Choice Questions, SBA = Single Best Answer, Objective Structured Clinical Examination=OSCE

The Continuous Assessment marks out of 20, will be considered only for the first attempt at the end of course assessment (Final MBBS Examination). For subsequent attempts the marks out of 80 will be converted to a mark out of 100

Recommended Books

- Illustrated Text Book of Paediatrics, 6th Edition 2021, by Tom Lissauer and Will Carroll.
- Nelson Textbook of Paediatrics, 21st Edition 2019, by Robert M. Kliegman, MD and Joseph St. Geme, MD.
- Forfar and Arneil's Textbook of Pediatrics 7th Edition 2008 by Neil McIntosh, Peter J. Helms , Rosalind L. Smyth, Stuart Logan .
- Examination Paediatrics, 5th Edition 2017, by Wayne Harris. Elsevier
- Smith's Recognizable Patterns of Human Malformation, 8th Edition 2021, by Kenneth Lyons Jones, Marilyn C. Jones, Miguel Del Campo.
- Mary Sheridan's From Birth to Five Years: Children's Developmental Progress, 5th Edition 2021, by Ajay Sharma, Helen Cockerill, Lucy Sanctuary.

DEPARTMENT OF PSYCHIATRY

Learning Outcomes of the Course in Psychiatry

At the end of the course the student should be a scholar, a scientist, a practitioner and a professional, and be able to:

1. explain biological, psychological and social factors that affect human behaviour in health and illness;
2. describe and explain basic ethical values and legal issues related to psychiatry and apply them in necessary practical situations;
3. summarise principles of promotion of mental health and prevention of mental illnesses in a community and specific populations;
4. apply basic scientific knowledge of psychology, sociology and psychiatric phenomenology in a wide range of clinical situations;
5. diagnose and rationally manage a defined range of psychiatric disorders in Sri Lanka;
6. provide comprehensive and personalized care for mentally ill in primary health care;
7. demonstrate communication skills, counselling skills and apply them in psychiatric practice;
8. establish a good therapeutic relationship with patients which is necessary for a productive professional relationship to care for the mentally ill;
9. demonstrate ability to work as a member and a leader of a team.

Course Structure

Year 2 Semester 4 to year 3 Semester 5

- ◆ Lectures and Student Presentations -30 hrs

Year 3 Semester 6 to Year 4 Semester 8

- ◆ Lectures and other learning methods - 60 hours

Year 4 Semesters 7 to 8

- Clinical Appointment and Community Mental Health - 12 weeks

Year 5 Semesters 9 to 10

- Case Based Discussions on common psychiatric presentations -12 hours
- Professorial Appointment - 8 weeks

Course Content

- Sciences Basic to Psychiatry
- Clinical Psychiatry and Psychiatric Disorders
- Community Mental Health

Teaching and Learning Methods

- Lectures
- Student led seminars
- Maintaining Case books
- Portfolio based reflective writing
- Case Based discussions
- Clinical Training
- Small group discussions
- Multi-disciplinary learning
- Field visits

Assessment Strategy

Continuous (In Course) Assessments

- Sciences Basic to Psychiatry Course 5 marks
 - Assessment of Group Presentations and Seminars
 - Assessment of Group Portfolios with individual reflective writing
- Assessment of cases written during Clinical Appointments and Community Mental Health Programme 5 marks

Eligibility to appear for the End of Course Assessments (Final MBBS Examination)

- Satisfactory completion of 12 weeks of clinical appointments

End of Course Assessments (Final MBBS Examination)

Exam	Assessment Method	Allocated Time	Marks
Written Paper I	5 SEQ	2 hours	25 marks
Written Paper II	50 MCQ (30 MTF type + 20 SBA)	2 hours	25 marks
Long Case		20 min. with patient, 20 min with examiners	25 marks
Short Cases	2 cases	20 mins	15 marks
Contribution from Continuous (In Course) Assessments			10 marks
Total			100 marks

* SEQ= Structured Essay Question, MTF = Multiple True False, MCQ= Multiple Choice Questions, SBA = Single Best Answer

The Continuous Assessment marks out of 10, will be considered only for the first attempt at the end of course assessment (Final MBBS Examination). For subsequent attempts the marks out of 90 will be converted to a mark out of 100

Recommended Books

- Shorter Oxford Textbook of Psychiatry 7th edition (2017) Paul Harrison, Philip Cowen, Tom Burns, and Mina Fazel Oxford University Press
- International Classification of Diseases 10th edition (ICD -10) 1992- chapter V / ICD 11 Diagnostic Guidelines for Mental, Behavioural and Neurodevelopmental Disorders (2022), World Health Organization, Geneva, Switzerland

Supplementary Reading (Optional)

- Oxford Handbook of Psychiatry 4th edition (2019), David Semple and Roger Smyth . Oxford University Press.
- New Oxford Textbook of Psychiatry, 3rd Edition (2020) John R. Geddes, Nancy C. Andreasen, and Guy M. Goodwin. Eds. Oxford University Press.
- Kaplan & Sadock's Comprehensive Textbook of Psychiatry 10th edition (2017) Sadock, Benjamin J, Sadock, Virginia A, Pedro Ruiz Wolters Kluwer Health/Lippincott Williams & Wilkins
- Handbook of Clinical Psychiatry. Varuni De Silva, Raveen Hanwella 2nd edition (2020), Kumaran Book House, Colombo; Chennai.

DEPARTMENT OF SURGERY

Learning Outcomes of the Course in Surgery

At the completion of this course, the students should be able to:

1. demonstrate adequate knowledge in surgical conditions, at a level appropriate for a basic doctor;
2. obtain the necessary information from the patient and the relatives, competently examine the patient eliciting physical signs, and record the findings;
3. analyse the findings and come to reasonable conclusions in the form of diagnosis or differential diagnosis and decide on an appropriate management plan and effectively communicate with patients, relatives and co-workers;
4. describe the principles of perioperative care of a patient undergoing common surgical operations;
5. demonstrate appropriate behavior in the operation theatre;
6. perform, under supervision, the procedures a basic doctor is expected to perform;
7. identify patient safety concerns and take appropriate measures to avoid or mitigate them in the provision of surgical care;
8. demonstrate the ability to engage in Evidence Based Practice and lifelong learning;
9. demonstrate ethical behavior and adequate knowledge on medico legal aspects of surgical care;
10. describe the value of audit and research in improving the quality of surgical care, and carry out a simple clinical audit;
11. work as a team member of the inter-professional surgical care team, and function as a leader if and when required;
12. describe the relevance and the implications on the family and the community in provision of surgical care including prevention and rehabilitation.

Course Structure

Year 1 Semester 2 to Year 5 Semester 9

- Lectures - 80 hours

Year 2 Semester 4

- Introductory Clinical Appointment - 1 week

Year 2 Semester 4 to Year 4 Semester 8

- 1st Clinical Appointment - 6 weeks
- 2nd Clinical Appointment - 6 weeks
- Short appointments
 - Anaesthesiology and Critical Care - 2 weeks
 - ENT Surgery - 2 weeks
 - Neurosurgery - 1 week
 - Ophthalmology - 2 weeks
 - Oral & Maxillofacial Surgery - 1 week
 - Orthopaedic Surgery and Trauma - 4 weeks
 - Paediatric Surgery - 1 week
 - Urology - 1 week
 - Vascular Surgery - 1 week

Year 5 Semester 9 to Year 5 Semester 10

- Professorial Appointment - 8 weeks

Course Content

- General / Principles of Surgery
- Gastrointestinal System and Abdomen
- Orthopaedic Surgery
- Genito-Urinary Surgery
- Trauma
- Vascular Surgery
- Ear Nose and Throat Surgery
- Ophthalmology
- Paediatric Surgery
- Neurosurgery
- Cardiothoracic Surgery
- Anaesthesiology and Critical Care

Teaching and Learning Methods

- Lectures, face to face and online
- Clinical Lecture Demonstrations - during the Final Year
- Small Group Activities
- Simulation Based Training
- Hospital based clinical training
- Bedside teaching and learning
- Patient's Home/ Community Visits during 2nd Surgery and Professorial Appointments.

- Maintaining a Logbook
- Shadow House Officer Programme during Professorial Appointment
- Independent (self-directed) Learning

Assessment Strategy

Formative Assessments

- End of Clinical Appointment assessments (MTF type MCQ, SBA, OSCE and Structured *Viva Voce*)
- Mini Clinical Examinations during clinical appointments including the Professorial Appointment.
- Opportunities for the students to do 'Self-Assessments'.

Continuous (In Course) Assessments

Assessments	Time Allocation	Marks
OSCE at the end of the Professorial Appointment 10 Stations	3 min each	10 marks
Structured Oral examination (15 minutes) with main focus on: <ul style="list-style-type: none"> ▪ Common surgical emergencies ▪ Surgical procedures and the use of devices and basic equipment Assessment of the Logbook		10 marks
Total		20 Marks

Eligibility to appear for the End of Course Assessments

- Satisfactory completion of 35 weeks of clinical appointments

End of Course Assessments (Final MBBS Examination)

Exam	Assessment Method	Allocated Time	Marks
Written Paper I	8 SAQ	3 hours	20 marks
Written Paper II	70 MCQ (30 MTF type + 40 SBA)	3 hours	20 marks
Long case with observed history taking and focused examination		30 mins.	20 marks
Short Cases	3 cases	20 mins	20 marks
Contribution from Continuous (In Course) Assessments			20 marks
Total			100 marks

*SAQ= Short Answer Question, MCQ= Multiple Choice Questions, MTF= Multiple True False, SBA = Single Best Answer, OSCE=Objective Structured Clinical Examination

The Continuous Assessment marks out of 20, will be considered only for the first attempt at the end of course assessment (Final MBBS). For subsequent attempts the marks out of 80 will be converted to a mark out of 100

Recommended Books

- Bailey and Love's Short Practice of Surgery, 27th Edition 2018, Norman S. Williams, P. Ronan O'Connell, Andrew McCaskie (Eds.). CRC Press, Taylor & Francis Group.
- Essential Surgery – Problems, Diagnosis & Management 6th Edition 2019, H George Burkitt, Clive R G Quick, Joanna B Reed. Elsevier
- Principles and Practice of Surgery 7th Edition 2017, O James Garden, Rowan W Parks (Eds.) Elsevier
- Hamilton Bailey's Physical Signs: Demonstrations of Physical Signs in Clinical Surgery, 19th Edition 2016. John S.P Lumley, Anil K. D'Cruz, Jamal J. Hoballah (Eds.) CRC Press, Taylor & Francis Group
- An Aid to Clinical Surgery 6th Edition 1998, Robin C. N. Williamson, B. P. Waxman, Peter R. Scott (Eds.). Churchill Livingstone
- Adams's *Outline of Fractures*, Including Joint Injuries. 12th Edition 2007, David Hamblen, Hamish Simpson (Eds.) Elsevier
- Adams's Outline of Orthopaedics. 14th Edition 2009, David L. Hamblen & Hamish Simpson (Eds.) Elsevier
- Apley's System of Orthopaedics and Fractures 9th Edition 2010, Louis Solomon, David Warwick, Selvadurai Nayagam . Hodder Arnold
- Pocket Guide to Urology and Nephrology 2nd Edition 2020, Neville D Perera, Rushika D Lanerolle . Ananda Press Sri Lanka
- Lecture Notes: Urology 7th Edition 2016, Amir V. Kaisary, Andrew Ballarow, Katharine Pigott . Wiley Blackwell.
- Jones' Clinical Paediatric Surgery 7th Edition 2015, John M. Hutson, Michael O'Brien, Spencer W. Beasley, Warwick J. Teague, Sebastian K. King (Eds.) Wiley-Blackwell

Learning Outcomes of the Intensive Course in English

At the completion of this course, the students should be able to:

1. construct English sentences with the following tenses: simple present, present continuous, simple past, past continuous, present perfect, simple future;
2. use simple and compound prepositions;
3. skim and scan a simple text to find specific information;
4. summarize by filtering out unnecessary details and getting to the core of a text;
5. use active and passive voices, modals, comparative and superlative forms, and conditionals;
6. describe a process using sequence markers and active or passive voice;
7. develop skills and strategies for effective listening and taking notes during lectures;
8. build vocabulary for medical purposes and use certain concepts on how vocabulary is formed/used in English (prefix, suffix etc.);
9. introduce himself or herself and others, talk about day-to-day activities and describe things and situations;
10. express personal opinion by looking at a situation with a balanced point of view;
11. give instructions, face an interview, ask for and provide information and carry on a dialogue by turn taking;
12. lead and facilitate a discussion, give opinions, agree or disagree with an opponent, and discuss and express group opinions;
13. practice using the English language through informal learning activities, i.e., variety entertainments, debates and movie screening;
14. convert data given in a non-linguistic form to a linguistic form (i.e. from a graph or table to a descriptive paragraph);
15. understand the essay format, write a coherent paragraph and then a unified coherent essay;
16. write a letter;
17. make a short speech or presentation on a given topic.

Course Content

- Grammar
- Vocabulary development
- Development of group skills
- Writing
- Speech and language use
- Listening and comprehension
- Reading and comprehension
- Composition and presentation

Teaching and Learning Methods

- Lectures
- Individual and group activities
- e-learning methods using online platforms (Zoom, Padlet, Kahoot)
- Small group discussions
- Interactive and communicative activities (debates, role-plays, language games etc.)
- Peer teaching

ASSESSMENT STRATEGY

Written Paper – 3 hours

80 Marks

Area	Question Type	
Grammar	Gap Filling, Short answers, Cloze Test, Matching, Converting sentences	25
Reading	Multiple Choice Questions (MCQ) True / False –Single True Answer type	20
Listening	MCQ True / False –Single True Answer type	20
Writing	Essay (approx. 120 words)	15
Oral Test - 5 minutes	Impromptu speech on a given topic	20 Marks
Total		100 Marks

It is compulsory to participate in the oral test. The final assessment will be held at the end of the third semester. Students must obtain the Certificate of Competency in English awarded by the Faculty of Medicine, SUSL, prior to the commencement of the final MBBS examination.

Every student must pass the assessments either during the 1st attempt or with the junior batches, prior to the Final MBBS Examination.

Recommended Book

Course Book for the Intensive Course in English prepared by the Department of English Language Teaching (Provided by the Faculty of Medicine).

Personal and Professional Development Module

Learning Outcomes of the Personal and Professional Development Module

At the completion of this module, the students should be able to:

1. describe and apply the knowledge related to ethics, compassion, empathy, communication, sociocultural aspects and humanities in relation to health;
2. demonstrate effective personal, inter-personal and learning skills;
3. recognize patients' fears, beliefs and expectations, and respect their physical, social, psychological and spiritual needs, and cultural beliefs;
4. communicate with patients, their families and with other health care workers in the hospital and the community in a professional manner;
5. recognize, analyze and manage ethical issues appropriately;
6. demonstrate effective professional skills;
7. be an effective member of the healthcare team;
8. demonstrate kindness, understanding, tolerance, compassion, empathy and humaneness.

Course Structure

Year 1 Semester 1 to Year 2 Semester 3

- Lectures – 11 hours
- Art exhibition
- Music sessions
- Poetry sessions

Year 3 Semester 5 to Year 4 Semester 8

- Lectures – 16 hours
- Small group discussions (SGD) – 9 hours
- Role play – 3 hours
- Dance and play sessions
- Story telling sessions

Year 5 Semester 9 to Year 5 Semester 10

- Communication, ethics and professionalism integrated into the professorial appointments

Course Content

- Personal Development
- Socio-cultural issues
- Communications Skills
- Medical Ethics and Professionalism
- Humaneness

Teaching and Learning Methods

- Lectures, face to face and online
- SGD
- Role play
- Art exhibitions, music sessions, poetry sessions, dance and play sessions, and story telling
- Reflective writing and maintaining a portfolio
- Learning through exemplary role models from all categories of staff

Assessment Strategy

Formative Assessments

- Assessments for group activities

• Summative Assessments

Assessment 1 – End of Semester 6

- 2 SEQs 1 hour 100 marks (pass mark = 50%)

Assessment 2 – End of Semester 8

- 2 SEQs 1 hour 100 marks (pass mark = 50%)

Students must sit for the scheduled assessments, and if unsuccessful, the immediate next assessment conducted by the Faculty. Every student must pass the assessments either during the 1st attempt or with the junior batches, prior to the Final MBBS Examination.

Recommended Book

- A Primer for Undergraduate Course in Medical Humanities and Professionalism. 1st Edition 2021. Saroj Jayasinghe, Santhushi Amarasuriya, Mahesh Rajasuriya, Kavinda Gunathilake, Panduka Karunanayake, Ashwini de Abrew. (Available in the Library, Faculty of Medicine, SUSL)

if the assigned mentor/s is/are unable to be the internal supervisor/s for a valid reason, the Coordinator of the Elective Appointment shall arrange for another member/s of the academic staff to be the internal supervisor/s.

Assessment Strategy

- Report from the external supervisor (certification of attendance and structured assessment of performance during the elective appointment)
- Structured Assessment of a reflective report (500 - 600 words), which must be submitted by each student or group of students, to the internal supervisor/s, within one month of completion of the elective appointment.
- Oral examination.

Appropriate remedial measures should be implemented if either the supervisor's report or the reflective reports is unsatisfactory. Certificates will be awarded to the three best performers.

UNETHICAL AND UNLAWFUL ACTIVITIES WHICH ARE PUNISHABLE OFFENCES

1. Plagiarism and Cheating
2. Disorderly conduct, dissent, and protests
3. Disrespect and non-compliance
4. Wrongful utilization of goods, services or information
5. Unauthorized collection of funds
6. Solicitation
7. Smoking
8. Gambling
9. Substance abuse
10. Harassment and Violence
11. Hazing and Ragging
12. Sexual harassment and sexual misconduct
13. Theft
14. Vandalism
15. Unauthorized Entry

