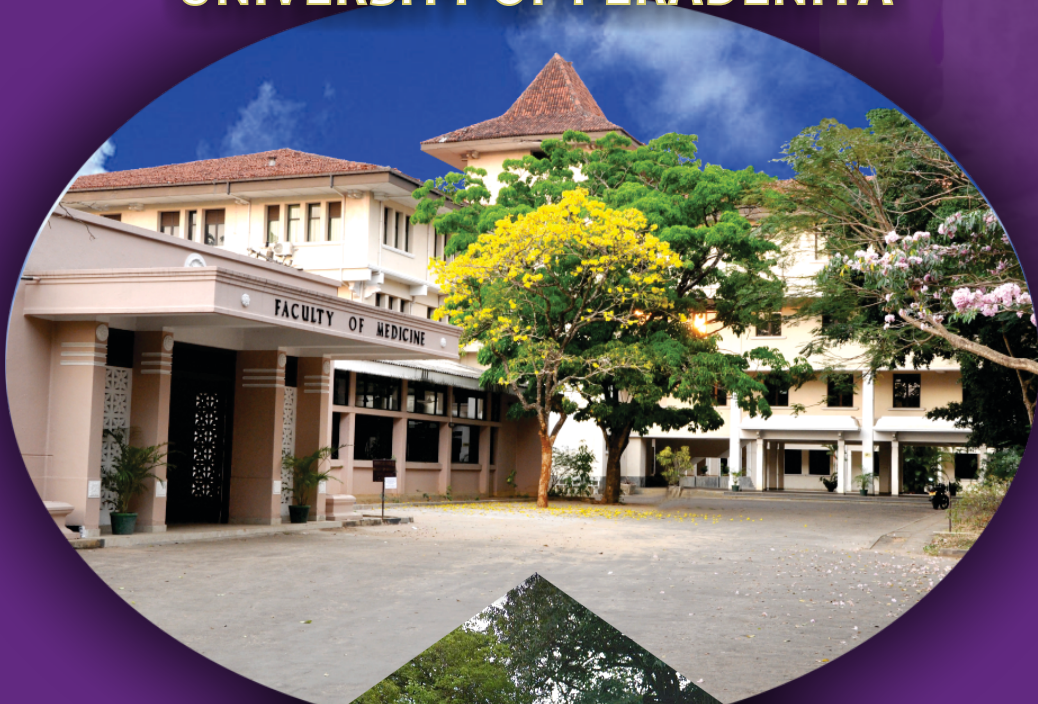




FACULTY OF MEDICINE

UNIVERSITY OF PERADENIYA



HANDBOOK

2017/18 Batch



Handbook for 2017/18 Batch

**Faculty of Medicine
University of Peradeniya**

Year of Publication
2018

MESSAGE FROM THE VICE CHANCELLOR

It is with great pleasure that I welcome all the new entrants to the Faculty of Medicine on behalf of the University of Peradeniya. Those who gain admission to the University are indeed a privileged group considering the numbers who qualify to enter the Sri Lankan University system. Undoubtedly, the primary objective of a medical undergraduate would be to complete the course in Medicine successfully and serve the poor patients of this country. The University offers an environment conducive for intellectual pursuits of a diverse nature. It has one of the best libraries in South Asia covering many branches of learning. Hence, those who gained admission to the university should make use of this unique opportunity, using the facilities provided, and lay a solid foundation for their future by achieving academic excellence.



In comparison to most universities in the country, University of Peradeniya is the only residential university that provides full complement of facilities besides providing excellent academic training programmes. It also provides facilities such as sports and many other supplementary opportunities to the undergraduates. I firmly believe that the students should make use of these opportunities to improve their physical and mental fitness, leadership qualities, interpersonal and communication skills to become useful citizens to the society in general.

In addition, the University of Peradeniya also has a large number of student societies covering wide interests ranging, from nature exploration, conservation and scientific innovation to culture, music, drama and religious and social activities. Hence, the students should gainfully engage themselves in some of the activities mentioned above to broaden their horizons.

In conclusion, I take this opportunity to wish all of you a very pleasant and a memorable stay at the university and every success in your future academic activities.

Professor Upul B. Dissanayake
Vice-Chancellor
University of Peradeniya

MESSAGE FROM THE DEAN

I am delighted and privileged to congratulate every single one of you on your entry into this most noble profession. We do welcome you with open arms into the folds of the intelligentsia. Today, you take a little step, which will become a giant leap in a quest towards transforming every one of you to be a doctor in the years to come.



Medical Education challenges even the best and the brightest of minds to learn the science of medicine and public health, together with the art of compassionate care. As one of our country's premier medical schools, the Faculty of Medicine, University of Peradeniya, is dedicated to impart knowledge and skills of humane healing through innovative educational techniques.

Our faculty is composed of teachers who are passionate about their work and are always poised to make significant contributions to medicine, health care and translational research. We are dedicated to provide all students with a high quality educational experience that is rigorous and committed to inculcate professionalism. In recent years, our medical school has become an even better place to pursue a useful learning experience. With modernized facilities, a redesigned curriculum with early clinical exposure and new academic partnerships, we are looking at a dazzling future.

Our very many achievements are a tribute to the University, our faculty, our students, our staff, and our alumni. We treat each batch of new entrants with a focused vision towards producing a future generation that would be a credit to this august institution. We hope that they would be the *crème de la crème* of medical leaders who would be well prepared to practice their chosen specialties and trained to meet the needs of even the most discerning members of Sri Lankan society.

Prof. Asiri Abeyagunawardena

Dean

Faculty of Medicine

University of Peradeniya

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1. University of Peradeniya



The University of Peradeniya: Nestling among the peaceful and salubrious hills of Hantana

1.1 Physical Setting

The University of Peradeniya is located amidst great natural beauty just 8 km from the city of Kandy - the historic capital of the last independent Kingdom of Sri Lanka. Access to the university premises is through the Galaha road, close to the Royal Botanical Gardens of Peradeniya, a popular tourist attraction, famous for its rare tropical plants and orchids. The University is situated east and south of the Peradeniya town where the Colombo - Kandy road crosses the Mahaweli River, the longest river in Sri Lanka. It straddles the valley of the Mahaweli and spreads part of the way up the Hantana ranges on the east. The Mahaweli River flows across the campus towards the north enhancing the natural beauty of the university.

The area of land vested in the university is approximately 2500 acres, extending down the valley of the Mahaweli River from Hindagala to the Peradeniya Bridge. About 300 acres have been developed to accommodate the faculties, halls of residence, staff bungalows administrative offices and centres for extracurricular activities.



1.2 History

The University of Peradeniya traces its origin to the University of Ceylon established by the University of Ceylon ordinance in Colombo, in July 1942. After much controversy and debate, Peradeniya was identified as the most suitable location for the establishment of a new university which could house many faculties, halls of residence, staff quarters and other facilities. The university was officially opened in Peradeniya as the University of Ceylon, Peradeniya, on 20th April 1954 by the Duke of Edinburgh. The University of Ceylon continued to function as 2 campuses; Peradeniya and Colombo until 1967, when the University of Colombo was granted independence. The Universities Act (No 16 of 1978) created provision for the establishment of these campuses as independent universities. Under section 139(1) of this act, the Peradeniya campus was established as an independent university, under the name "University of Peradeniya, Sri Lanka". Sir Ivor Jennings the first Vice-Chancellor, on his first visit to the campus site in 1944 with the site plan of the architect Sir Patrick Abercrombie's, has written, "No University in the world would have such a setting".

The faculties created in the University of Peradeniya were Agriculture and Veterinary Science in 1949, Arts in 1952, Dental Sciences in 1954, Medicine in 1962, Science and Engineering in 1964, Allied Health Sciences in 2006 and Management in 2015.

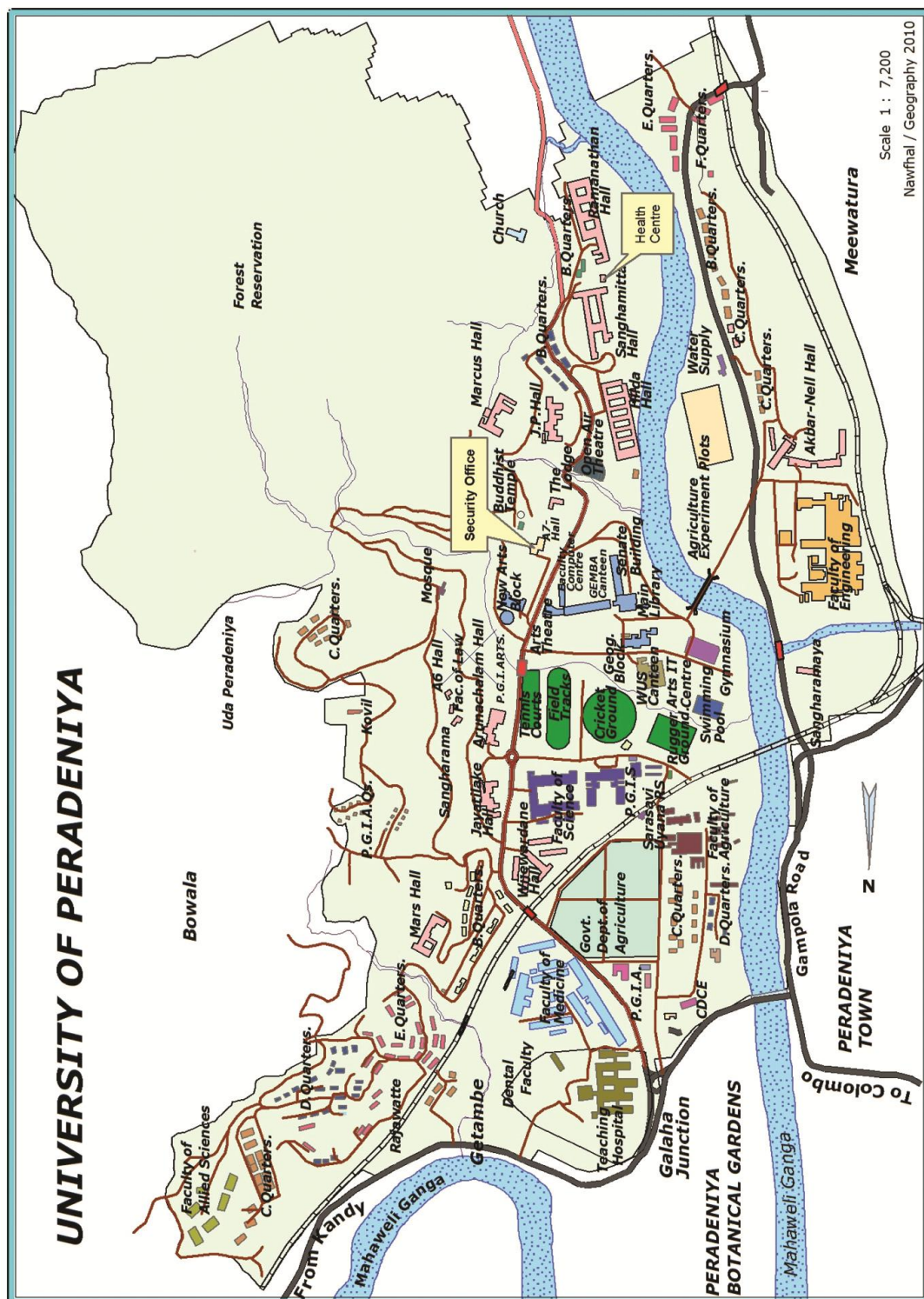
1.3 Climate

The university is situated at an elevation of 500-1000 meters above sea level and has a comfortable mild climate endemic to the Sri Lankan hill country. Peradeniya is located in the wet zone of the country and receives a rainfall of 100 inches from both monsoons spread throughout the year. There is usually a short dry season in January and February.

The environmental temperature fluctuates between 18-30°C. Higher temperatures are usually experienced in the months from February to May with a progressively lower temperature in the second half of the year. The nights are cool and the mornings misty in the months of December and January.

1.4 University Park

The University Park has numerous trees, which have been planted at the commencement of construction of the university. Most of them flower in early March. The University Park flourishes with blossoming flowers from May to August. Flowers line the pathways of the university situated in the vicinity of the Arts faculty along the banks of the Mahaweli River. There are a variety of shade trees in the University Park including the forest reserve at the upper region of the Hantana range which covers about 350 acres.





1.6 Vision, Mission, Values and Goals of the University

Vision

Be a centre of excellence in higher education with national, regional and global standing.

Mission

University of Peradeniya strives to offer globally recognized knowledge and education to knowledge seekers at undergraduate, postgraduate and non-graduate levels and deliver education, training and research programs by conducting professional and curriculum-based teaching and learning and conduct high quality research for national, regional and global needs whilst maintaining highest levels of efficiency, effectiveness, integrity and transparency in contributing to the development of a knowledge-based society.

Values

- Highest standard of teaching, learning & research
- Academic freedom
- Integrity and transparency in all its functions
- Respect for cultural diversity

Goals

- Quality and relevance of all undergraduate & postgraduate programs in the University, enhanced to achieve international recognition in Higher Education.
- Developed resources to enhance the quality of research contributing to the national and international requirements available.
- Administrative and financial efficiency within the framework of corporate governance enhanced.
- Opportunities for a wider range of educational programs to contribute to the development of a knowledge-based society increased.
- Physical & human resources to offer a conducive and aesthetic environment for academic pursuits enhanced.



1.7 University Crest



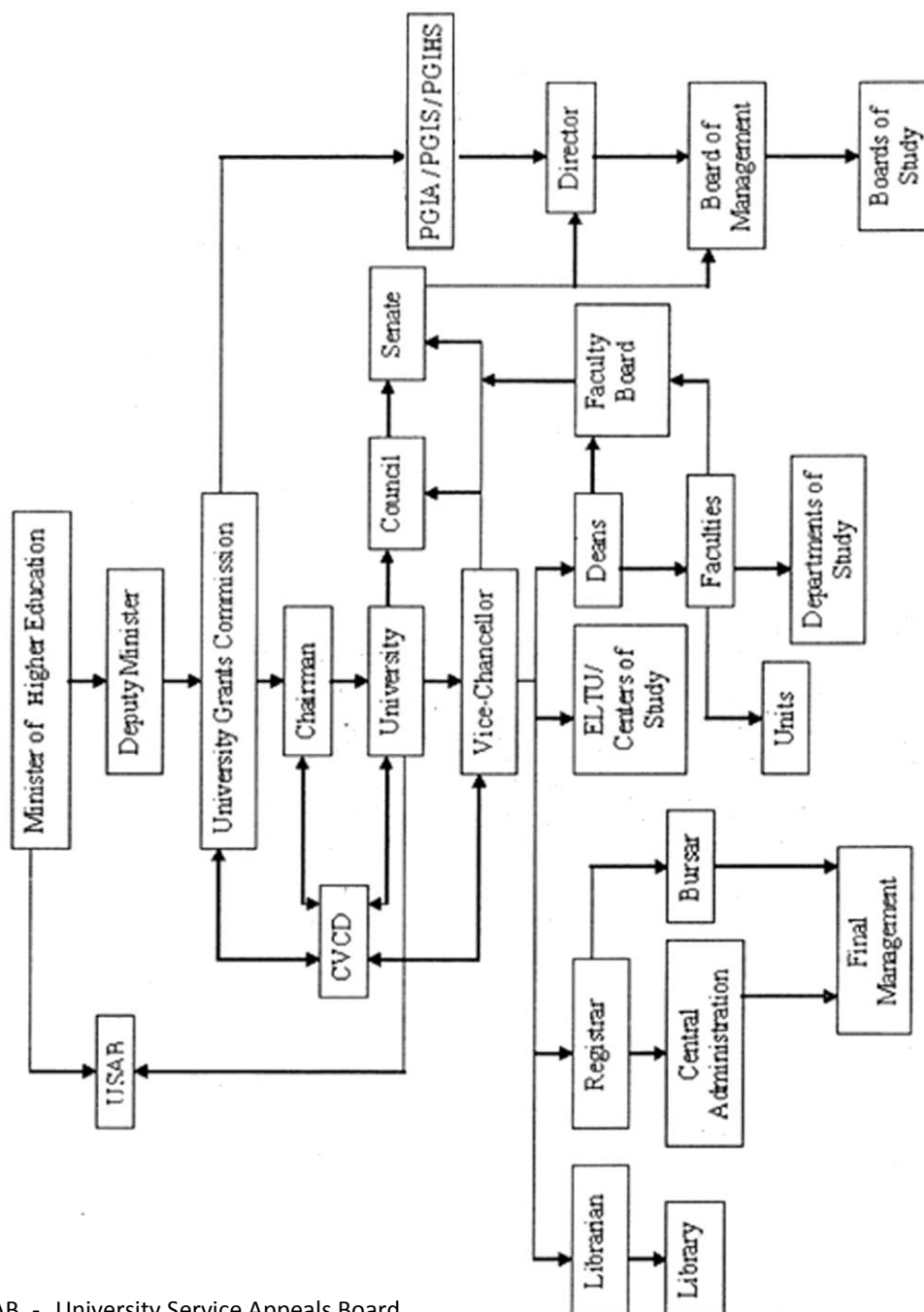
In establishing its identity at its inception in 1942, the then University of Ceylon decided that a coat-of-arms would not be in keeping with the traditions of an oriental country. Instead, it chose a seal with a lion motif that has remained the university's logo over the years although small changes were made during its transformation into the University of Peradeniya.

The original Logo of the university consisted of a lion--the lion being the symbol of Sri Lanka-- surrounded by a circle containing the Sanskrit motto "Sarvasva Locanam Sastram" (Knowledge is the eye unto all) and the words University of Ceylon in English. Outside the circle was a design of "Pala Pethi", a symbol of purity and wisdom in indigenous art, represented here by stylized lotus petals of the Kandyan Period. The colours of the Logo are gold on maroon.

In 1978, when the University of Peradeniya became an independent entity, the Council adopted the Logo of the University of Ceylon without the Sanskrit motto, but with the words University of Peradeniya in Sinhala, Tamil and English. The annual reports from 1979 came to carry the Sanskrit aphorism from Hitopadesha, "Vidya Dadati Vinayam" (Knowledge gives discipline). In 1991, the Council decided to restore the original Sanskrit Motto in the University Logo. As it was observed that the shape of the "Pala Pethi" and the original colour combinations have changed over the years, the Council decided in 2011 to restore all the features of the Logo in accordance with its original design.



1.8 Organization of the University



USAB - University Service Appeals Board

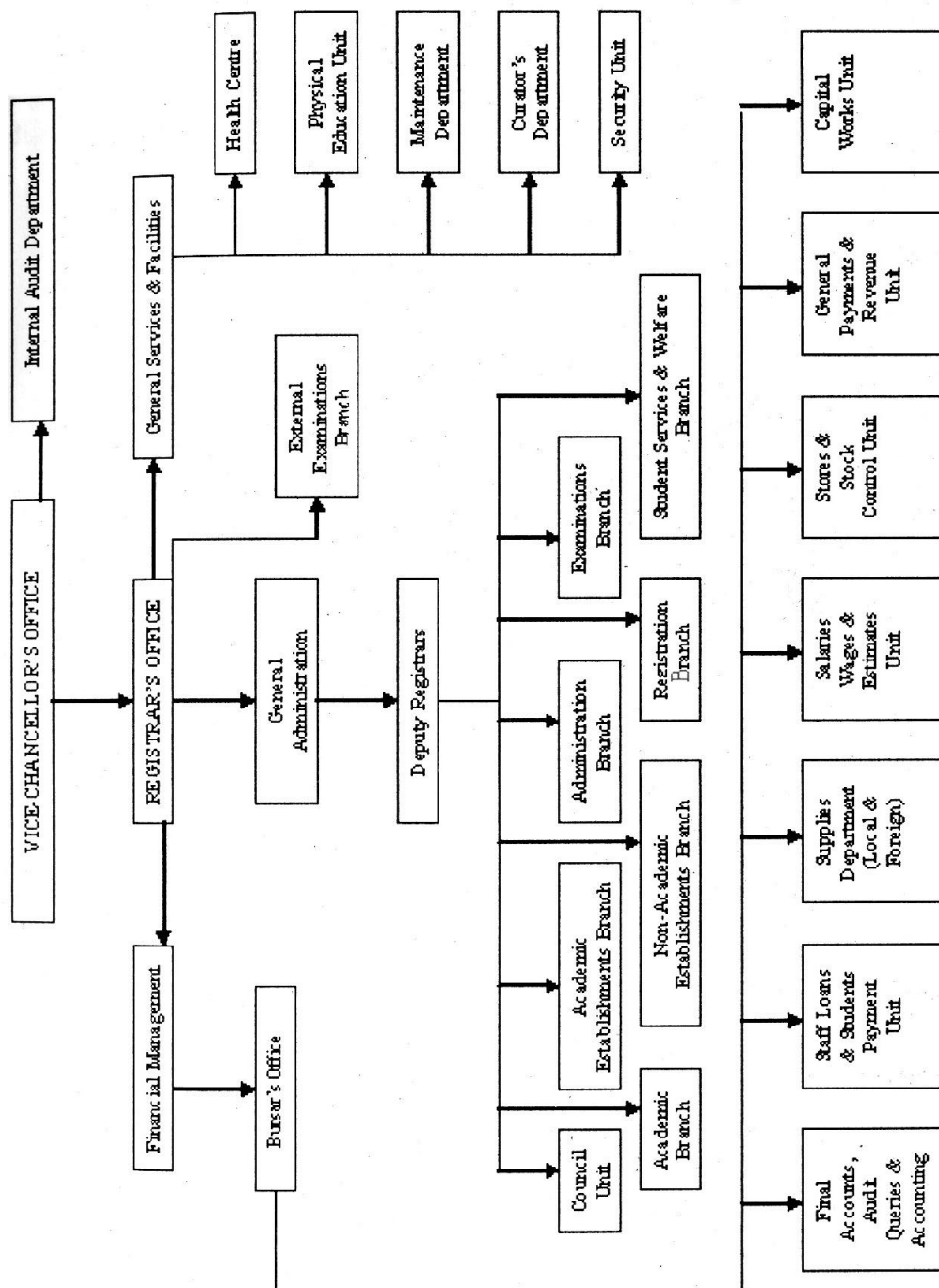
CVCD - Committee of Vice Chancellors and Directors

ELTU - English Language Teaching Unit

PGIA - Post Graduate Institute of Agriculture

PGIS - Post Graduate Institute of Science

PGIHS- Postgraduate Institute of Humanities and Social Sciences





1.9 Faculties and Institutes

There are nine faculties and three postgraduate institutes in the University of Peradeniya.

1. Faculty of Agriculture
2. Faculty of Allied Health Sciences
3. Faculty of Arts
4. Faculty of Dental Sciences
5. Faculty of Engineering
6. Faculty of Management
7. Faculty of Medicine
8. Faculty of Science
9. Faculty of Veterinary Medicine and Animal Science
10. Postgraduate Institute of Agriculture
11. Postgraduate Institute of Humanities and Social Sciences
12. Postgraduate Institute of Science

2. Faculty of Medicine

2.1 Location

The Faculty of Medicine is located at the entrance to the University of Peradeniya close to Galaha Junction.





2.2 Mission Statement

"To

- produce scientifically trained, socially responsible, compassionate doctors and instill in them a spirit of inquiry and learning.
- contribute to the body of knowledge in medicine and allied fields in a meaningful manner.
- help serve the immediate and long term medical and social needs of our society."

The Faculty offers a medical course leading to the Degree of Bachelor of Medicine and Bachelor of Surgery (MBBS). The duration of the course is 5 academic years.

2.3 General Information

Faculty of Medicine

University of Peradeniya
Peradeniya
Sri Lanka

Tel. Nos. : 081-2396206
Fax : 081-2389106
Website : med.pdn.ac.lk

Administrative Officers

Dean Prof. Asiri Abeyagunawardena
Telephone 081-2388840/ 081-2396200
Extension 6200
Email deanmed@pdn.ac.lk

Senior Assistant Registrar Ms. Samantha Herath
Telephone 081-2055163 / 081-2396201
Extension 6201
Email armed@pdn.ac.lk

Senior Assistant Bursar Mrs. W. H. A. D. Dilrukshi
Telephone 081-2386778, 081-2396202
Extension 6202
Email anoma.cvlanka@gmail.com



Curriculum Coordinating Committee (CCC)

Chairperson Dr. Devani Dissanayake (Senior Lecturer, Dept. of Community Medicine)
Telephone 081-2396235

Student Affairs Committee

Chairperson Dr. Manoji Pathirage (Senior Lecturer, Dept. of Medicine)
Telephone 081-2396472

2.4 List of Academic Staff

Department of Anaesthesiology & Critical Care

Prof. M.V.G. Pinto	- Professor & Head
Dr. W.M.A.S.B. Wasala	- Lecturer
Dr. A.B. Abeysondera	- Lecturer
Dr. H.M.A.U. Jayasinghe	- Lecturer (Probationary)

Department of Anatomy

Prof. S.B. Adikari	- Professor (Chair)
Prof. H.M.A. Sominanda	- Professor
Dr. J.K. Dissanayake	- Senior Lecturer & Head
Dr. H.A. Amaratunga	- Senior Lecturer
Dr. S.M.K. Gamage	- Senior Lecturer
Dr. D.R.K.C. Dissanayake	- Lecturer (Probationary)
Dr. L.Y.V. Pathirana	- Lecturer (Probationary)

Department of Biochemistry

Prof. J.G.S. Ranasinghe	- Professor (Chair)
Prof. H.K.I. Perera	- Professor & Head
Prof. C.N.R.A. Alles	- Professor
Dr. P.H.P. Fernando	- Senior Lecturer
Dr. W.I.T. Fernando	- Senior Lecturer
Dr. M.K. Prasad	- Senior Lecturer
Dr. S.P.R.P. Premathilake	- Lecturer (Probationary)
Dr. B. L. Goonapienuwala	- Lecturer (Probationary)
Dr. A.W.D.T. Ambagaspitiya	- Lecturer (Probationary)

Department of Community Medicine

Prof. A. Jayasinghe	- Professor
Prof. P.V.R. Kumarasiri	- Professor
Prof. S.D. Dharmaratne	- Associate Professor & Head
Dr. D.S. Dissanayake	- Senior Lecturer
Dr. K. Pethiyagoda	- Senior Lecturer
Dr. S.M.J.P. Suraweera	- Senior Lecturer
Dr. T.M.S.U.B. Thennakoon	- Senior Lecturer
Dr. W.M.S.N.K. Navaratne	- Lecturer



Department of Forensic Medicine

Prof. K.A.S. Kodikara	- Professor & Head
Prof. D.M.G. Fernando	- Professor
Dr. D.H. Edussuriya	- Senior Lecturer
Dr. Induwara Goonaratne	- Senior Lecturer
Dr. Amal Vadysinghe	- Senior Lecturer

Department of Medicine

Prof. S.A.M. Kularatne	- Senior Professor (Chair)
Prof. W.M.C.J. Jayasinghe	- Professor
Prof. I.B. Gawarammana	- Professor
Prof. W.A.T.A. Jayalath	- Professor
Prof. A. Medagama	- Professor & Head
Prof. D.M.P.U.K. Ralapanawa	- Professor
Dr. L.P.M.M.K. Pathirage	- Senior Lecturer
Dr. S. Abeyagunawardena	- Senior Lecturer
Dr. C.L. Dandeniya	- Lecturer (Probationary)
Dr. D.A.C.L. Dalugama	- Lecturer (Probationary)
Dr. R.A. Abeysekera	- Lecturer (Probationary)
Dr. B.M.D.G. Yasarathne	- Lecturer (Probationary)

Department of Microbiology

Prof. F. Noordeen	- Professor
Dr. C.D. Gamage	- Senior Lecturer & Head
Dr. V. Liyanapathirana	- Senior Lecturer
Dr. B.N. Dissanayake	- Senior Lecturer
Dr. C.N. Ratnatunga	- Lecturer
Dr. A.L. Tennegedara	- Lecturer (Probationary)

Department of Obstetrics & Gynaecology

Deshabandu Prof. Kapila Gunawardana	- Professor (Chair)
Dr. E.W.Samarakoon	- Senior Lecturer
Dr. S.A. Karunananda	- Senior Lecturer
Dr. R.M.C.J. Ratnayake	- Senior Lecturer & Head
Dr. Chaminda Kandauda	- Senior Lecturer
Dr. M.C. Gihan	- Lecturer (Probationary)



Department of Paediatrics

Prof. A. Abeyagunawardena	- Senior Professor (Chair) and Dean
Prof. R.M. Mudiyanse	- Professor
Dr. T. Kudagammana	- Senior Lecturer & Head
Dr. A.H.H.M. Jayaweera	- Senior Lecturer
Dr. P.V. Dissanayake	- Senior Lecturer
Dr. R.S. Thalgahagoda	- Senior Lecturer
Dr. M.G.D.V.K. Kiridana	- Senior Lecturer

Department of Parasitology

Prof. W.D.S.J. Wickramasinghe	- Professor
Dr. W.M.D.R. Iddawala	- Senior Lecturer & Head
Dr. R.P. Morel	- Senior Lecturer
Dr. D.N. Atapattu	- Senior Lecturer

Department of Pathology

Prof. N.V.I. Ratnatunga	- Senior Professor (Chair)
Prof. D.M. Dissanayake	- Professor
Prof. R.N. Waduge	- Associate Professor
Dr. R.Gunawardena	- Senior Lecturer
Dr. S. Wijetunge	- Senior Lecturer & Head
Dr. E.H. Siriweera	- Senior Lecturer
Dr. H.B.V.S. Jayasinghe	- Senior Lecturer
Dr. R.M.P.M. Ratnayake	- Senior Lecturer
Dr. G.S.S. Hegoda	- Lecturer (Probationary)

Department of Pharmacology

Dr. U. Dangahadeniya	- Senior Lecturer
Dr. Y. Illangasekera	- Senior Lecturer & Head
Dr. H.F.S. Fonseka	- Senior Lecturer
Dr. H.M.T.W. Seneviratne	- Senior Lecturer

Department of Physiology

Prof. V.S. Weerasinghe	- Professor (Chair)
Prof. N.S. Kalupahana	- Professor & Head
Prof. W.D.M.T.L. Dassanayake	- Professor
Dr. A. Kariyawasam	- Senior Lecturer
Dr. S.D.I. Nanayakkara	- Senior Lecturer
Dr. A.S. Ariyasinghe	- Senior Lecturer
Dr. D.W.P. Dahanayake	- Senior Lecturer
Dr. A.A.C. Alahakoon	- Lecturer (Probationary)
Dr. T.D.P. Nandadeva	- Lecturer (Probationary)



Department of Psychiatry

Prof. T. Rajapaksha	- Professor
Dr. G.S.S.R. Dias	- Senior Lecturer
Dr. Pabasari Ginige	- Senior Lecturer & Head
Dr. Dewasmika Ariyasinghe	- Senior Lecturer
Dr. H.G.V.W. Wijesiri	- Lecturer (Probationary)

Department of Radiology

Prof. P.B. Hewavithana	- Professor & Head
Dr. S. Rosairo	- Senior Lecturer
Dr. J.J.K.H. Udupihille	- Senior Lecturer
Dr. F. Setheequ	- Lecturer (Probationary)

Department of Surgery

Prof. M.D. Lamawansa	- Professor (Chair)
Prof. K.B. Galketiya	- Professor
Dr. A.U.B. Pethiyagoda	- Senior Lecturer
Dr. R. Kotakadeniya	- Senior Lecturer
Dr. A.D. Dharmapala	- Senior Lecturer & Head
Dr. A.K.B.B.T.B. Samarasinghe	- Senior Lecturer
Dr. E.M.U.J.B. Ekanayake	- Senior Lecturer
Dr. R.M.J.B.S. Rathnayake	- Senior Lecturer
Dr. H.C.M. Hettiarachchi	- Senior Lecturer
Dr. S.P.M. Peiris	- Senior Lecturer
Dr. B.K. Dassanayake	- Lecturer (Probationary)
Dr. C.J.G. Galappaththy	- Lecturer (Probationary)

Medical Education Unit (MEU)

Prof. K. Marambe	- Professor & Director
Dr. T.M.S.H. Dharmaratne	- Lecturer (Probationary)

Nuclear Medicine Unit (NMU)

Dr. L. Watawana	- Senior Lecturer
Dr. D.K.K. Nanayakkara	- Senior Lecturer & Head



2.5 Dean's Office

Dean	:	Prof. Asiri Abeyagunawardena
Senior Assistant Registrar	:	Ms. Samanthi Herath
Senior Assistant Bursar	:	Mrs. W. H. A. D. Dilrukshi

Staff of the Dean's Office

Ms. Dilumini Chandrasekera <i>Stenographer</i>	Mr. Gihan D Samarawickrama <i>Management Assistant</i>
Ms. Asha Wijenayake <i>Senior Staff Assistant</i>	Ms. Kalani Konara <i>Management Assistant</i>
Mr. Sampath Nawaratne <i>Senior Computer Operator</i>	Ms. Nilanthi Gunaratne <i>Labourer</i>
Ms. Shayamali Arampath <i>Staff Assistant</i>	Mr. Indika Fernando <i>Labourer</i>
Ms. Shyama Gunarathna <i>Computer Applications Assistant</i>	Mr. Dhanushka Karunathilake <i>Labourer</i>
Ms. Menuka Wijayasinghe <i>Clerk</i>	Mr. Ranil Kalupahana <i>Labourer</i>
Ms. Nirmalie Cabral <i>Senior Staff Assistant</i>	Mr. BMCB Disanayake <i>Driver</i>
Ms. Niroshani Kumari <i>Clerk</i>	Mr. RPGC Rajapakshe <i>Driver</i>
Ms. Madhushani Ekanayake <i>Stenographer</i>	Mr. WMACB Wijesundara <i>Driver</i>
Ms. Wasana Rathnayake <i>Trainee Technical Officer</i>	

Staff of the Curriculum Coordinating Centre

Ms. Vasana Fernando <i>Computer Applications Assistant</i>
Mr. Shanaka Aponsu <i>Technical Officer</i>
Ms. Wajira Kangaraarachchi <i>Clerk</i>



2.6 Senior Student Counsellors

Dr. W.I.T. Fernando	Department of Biochemistry Tel: 0812396324, 0718385664 Email: irushikawit@yahoo.com
Dr. L.P.M.M.K. Pathirage	Department of Medicine Tel: 0812396472, 0714877008 Email: manojipathi@yahoo.com
Dr. J.K. Dissanayake	Department of Anatomy Tel: 0812396265, 0714460857 Email: jayamkd@yahoo.com
Dr. S. Wijetunge	Department of Pathology Tel: 0812396648, 0777366424 Email: suwijetunge@gmail.com
Dr. Chaminda Kandauda	Department of Obstetrics & Gynaecology Tel: 0777575256 Email: chadesil@yahoo.co.uk

Deputy Proctor

Prof. Neil Alles	Department of Biochemistry Tel: 0812396331, 0718502120 Email: cnraa@pdn.ac.lk
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Helpline

Senior Assistant Registrar
081-2055163 / 081-2396201
0718502066
armed@pdn.ac.lk
helplinemed@pdn.ac.lk



2.7 The Medical Library

The library network of the University comprises the Main Library and several branch libraries. The Medical Library, which serves both the Dental and Medical Faculties is situated close to the main entrance of the Faculty of Medicine and it contains about 35,000 volumes of books and a collection of Medical and Dental journals. Registered undergraduates, postgraduates and staff are eligible for library membership.

Library Hours

Monday - Friday	7.30 a.m. to 6.30 p.m.
Weekends and public holidays	7.30 a.m. to 5.00 p.m.

Services

- Reference and Lending services
- Library Orientation programmes
- Inter - Library Loan services
- Wi-Fi facilities and Online Public Access Catalogue
- Online Database searching facilities
- Photocopying facilities
- Discussion Room Facilities

Further details may be obtained from “A Brief Guide to the Medical Library, University of Peradeniya” which will be given to you on registration.

2.8 Medical E-Library

Located in the Medical Library building, the E- Library consists of computers with internet access which could be used by staff and students for web-based activities. The facility can accommodate up to 70 students at a given time and has areas dedicated for Laptop/tablet users requiring Wi-Fi access. The E-Library coordinates the online learning system MOODLE. MOODLE is an important tool that enables learning and teaching within the Faculty. Students are expected to utilise this facility maximally for self-directed learning which is an important component of the teaching/learning activities in the present curriculum. The E-Library is also the place for students to obtain their Internet access usernames and passwords. The E-Library also provides Wi-Fi facilities to the rest of the faculty and access points can be found in the canteen, ELTU complex, ground floor of the Pre-Clinical block and the library complex. The academic programme, student time tables and notices are displayed on the Faculty web page and students are periodically directed to look up the site.



2.9 Hospitals available for clinical attachments and teaching

The students receive their clinical training at the following hospitals:

1. Teaching Hospital Peradeniya: This is situated within walking distance of the Faculty of Medicine and serves as the professorial unit for training of final year medical students.
2. Teaching Hospital, Kandy: This is situated in Kandy, about 6 km away from the Faculty of Medicine.
3. Sirimavo Bandaranaike Specialised Children's Hospital. This is situated within walking distance of the Faculty of Medicine
4. Base Hospital, Gampola - This is situated about 16 km away from the Faculty of Medicine.
5. Base Hospital, Mawanella - This is situated about 20 km away from the Faculty of Medicine.
6. Teaching Hospital, Kegalle - This is situated about 32 km away from the Faculty of Medicine.

2.10 English Language Teaching Unit

The English Language Teaching Unit (ELTU) provides an intensive course in English to new entrants of the faculty. This is structured to provide students with the basic skills needed to follow their course of study in English. An on-going English course provides an opportunity for students to further develop their English language ability. Special classes are held for those students who require special assistance in the language.

3. Services

The following services are available in the University.

3.1 Student Counseling Service

At University level

The University maintains a student counseling service to assist students who require guidance pertaining to academic, social or personal matters. The Unit is located in the Student Services Centre and is headed by a Director of Student Counseling. Services are offered by senior members of the academic staff. This service is used by many students and is completely confidential in nature.

At faculty level

This may be the first time you are away from home. It's natural to be worried when you are in an unfamiliar environment facing new experiences. You are not alone! Talking about your fears and anxieties will give relief and help.



Senior Student Counselors, Heads of Departments and other academic staff members are available to assist students.

3.2 Academic Mentors

An academic mentor will guide students throughout the undergraduate period to achieve their highest potential. They not only help the students to overcome any difficulties they face but also guide students to reach their academic goals.

During the orientation period, a small group of students will be allocated to one academic staff member who will be the Academic Mentor throughout the undergraduate period. Academic mentoring offers students the opportunity to discuss specific academic concerns with an academic staff member, at a personal and individual level. They may offer suggestions on strategies to improve academic performance or address other issues interfering with academic performance. This opportunity may be used not only to discuss academic performance but also to discuss any other problems encountered. Academic mentors will also direct students to relevant people who may provide further assistance. It is important that student meet the mentor at least once a semester.

3.3 The Faculty of Medicine Soft Skills Program

Soft skills (co-generic skills) are personal attributes that enable a person to interact effectively and harmoniously with other people. Teaching of soft skills to medical undergraduates was implemented in the year 2013 through the student affairs committee of the faculty. The main objective of the program is to help students develop essential personal skills which would be useful not only through their undergraduate course but also during future employment, postgraduate studies and life in general. These skills cover a wide range of areas including communication skills, time management, conflict resolution, leadership and many more. At present the program is offered to medical students starting at the orientation program. These sessions are conducted by academic staff members of the faculty with particular interest in a related area or by invited “non-faculty” experts. The sessions are structured as presentations or as interactive workshops. The soft skills program has received positive feedback from a great majority of students. The faculty intends to develop the soft skills program in the future with continued feedback from students, staff and external experts.

3.4 Information Technology Centre

It is located adjacent to the gymnasium and provides internet and computer training facilities to university students.



3.5 Health Center

The Health Centre, headed by the Chief Medical Officer, provides preventive and curative health care to the University community including non-resident students and employees. The preventive health section, under the supervision of the Public Health Inspector, manages disinfection, cleaning, epidemiological work, vector control, food hygiene, waste disposal, environmental sanitation, water supplies sanitation and health education. This section also ensures enforcement of Campus public health regulations and industrial and structural pest control.

Curative health care is provided in the form of a daily out patients service, medical laboratory service and other ancillary medical services including medical examinations of staff, students and counseling service. The Health Centre provides these services with the assistance of the Chief Medical Officer, several Medical Officers and support staff. Emergencies are referred to Peradeniya and Kandy Teaching Hospitals. Dental treatment facilities are provided by the Faculty of Dental Sciences.

3.6 Police and Security Services

The closest is Peradeniya Police station situated on the Kandy - Colombo road near the Peradeniya Teaching Hospital.

The main Security Office of the University of Peradeniya is located near the New Arts Theatre. Any matters pertaining to security or breach of law may be reported to the security personnel or police.

3.7 Other Services

For the convenience of a significant resident population on the Campus, the University continuously upgrades infrastructure and facilities of service units.

Service Units

- Water and electricity supply.
- Telephone network.
- Drainage, sewerage and general maintenance of lands, buildings and furniture
- Banks
 - Bank of Ceylon - a branch is located adjacent to the Senate building.
 - People's Bank- a branch is located near the main administrative block while the main office is on the Galaha Road.
- A central canteen, book shop, tailoring shop and a barber saloon are maintained at the World University Service Centre (WUS Centre).
- Post office/ Sub-Post Office and telephone booths.
- Cooperatives and other shops (WUS Center provides some of these facilities).



4. Accommodation

The University of Peradeniya was originally planned as an entirely residential facility. Due to the increased intake of students in recent years, residential facilities could not be provided to all the students. However, a majority of students and a limited number of staff are provided residential facilities.

4.1 Accommodation Facilities for Students

The University has 19 halls of residence for students.

Part time wardens from among the senior academic staff are appointed in charge of the organization and maintenance of discipline in the halls of residence. They are assisted by permanent sub-wardens and part time academic sub-wardens.

Most halls of residence consist of rooms which are shared by 2 or 3 students. An attempt is made to accommodate students of different faculties in the same halls of residence.

A nominal fee is charged for the room and an additional fee per month is levied on students who use personal electrical appliances such as irons, radios etc. Meals are available in hall canteens where food is provided at prices fixed by the university.

4.2 Halls of Residence

Akbar Nell Hall	New Sangaramaya
Arunachalam Hall	Ramanathan Hall
Hilda Obeysekara Hall	Sangamitta Hall
Hindagala Hall	Sarasaviyana Hall
James Peiris Hall	Sir Ivor Jennings Hall
Jayathilake Hall	Wijewardena Hall
Kehelpannala Bhikku Hostel	Malalasekara Hall
Marcus Fernando Hall	Ediriweera Saratchandra Hall
Marrs Hall	Senaka Bibile Hall
New Akbar Hall	

4.3 Activities in Halls of Residence

Halls of residence are not mere hostels but a community where numerous social activities happen. Most halls have their own playing area. Students are free to join in any society or societies of their choice. The Inter-hall sports meet is an event that should not be missed while the "Hall Night" is a very popular annual function among students.



5. Sports facilities at the University of Peradeniya



University Grounds

5.1 Sport facilities

Facilities for sports such as Athletics, Badminton, Cricket, Chess, Elu, Football, Hockey, Netball, Rugby, Swimming, Table Tennis, Tennis, Volleyball, Weight Lifting and Wrestling are available for students and members of staff at the university. The playing field is equipped with a cinder running track (which has a straight 400 meters track), Tennis courts, Volleyball courts, Cricket, Rugby and Hockey grounds. The university swimming pool is a well-designed pool which fulfils international standards.

Indoor sports facilities are too available at the well-equipped gymnasium which is one of the largest in Sri Lanka.

In addition, limited facilities are available at the halls of residence for sports. University sports facilities are also made available to schools and clubs of the Kandy area and for national events.

Department of Physical Education coordinates all the sports facilities available at the University. Office of the Department of Physical Education is located at the University Gymnasium and the staff consists of Director, Permanent Instructors and several part time Coaches. Acting Director is Mr. M.D. Palitha Kumara (ext. 2164).

5.2 Students' Sports Council

This consists of Captains and Vice-captains of the twenty three sports recognized for the awarding of university colours.



5.3 University Gymnasium

The University possesses a fully equipped gymnasium.

The students may use the gymnasium on:

Weekdays: from 9 a.m. to 11 a.m.
from 4 p.m. to 7 p.m.

Saturdays: from 3 p.m. to 6 p.m.

5.4 Other Sports Activities

The Department of Physical Education and Students' Sports Council organize sports activities. Competitions are organized for new entrants, inter-faculty, inter-hall and at inter-university levels.

The university teams participate in competitions held at district and provincial levels and in international competitions abroad.

6. Food and other Commodities

University students can buy food at special rates within the University premises. Special rates apply to rice and curry and other food items prepared in university canteens. Each faculty and hall of residence has one or more canteens which cater to the needs of students.

Commodities are available at the two university co-operative shops which are conveniently located on the Campus. These cater to the general needs of the entire University community. Dairy products, meat and vegetables are available at special prices at the sales outlet of the Department of Animal Husbandry which is located opposite the Faculty of Veterinary Science. Students can also purchase variety of food items and day to day requirements from places such as "Hela Bojun" food stall located in front of the Faculty of Agriculture, Super Markets, Shopping complexes and sales outlets situated in close proximity to the University premises. The town of Peradeniya (1 km away) and the city of Kandy (5 km away) are the main shopping centers.



7. Campus Societies

7.1 Cultural, Drama and Music Societies

- Arts Council
- English Drama Society
- Film Society
- Gandarwa Sabhawa
- Sinhala Natya Mandalaya
- Sinhala Sangamaya
- Tamil Sangeetha Natya Sangam
- Tamil Society

7.2 Religious Societies

Religious Activities

The university comprises a multi-religious population of Buddhist, Catholic, Christian, Hindu and Islamic people. A Buddhist Temple, a Roman Catholic Church, a Christian Church, a Hindu Kovil and a Mosque are located within the university campus to ensure freedom and facilities to practice any religious faith within the university.

There are five registered religious societies in the university which organize religious activities. These societies are as follows:

- Buddhist Brotherhood
- Newman Society (For Roman Catholics)
- Student Christian Movement
- Hindu Society
- University Muslim Majlis

In addition, there are religious bodies organized by the employees of the University such as the University Buddhist Society.

7.3 Other Societies

- Arunachalam Hall Alumni Association
- Botanical Society
- Computer Society
- Engineering Faculty Arts Circle
- Explorers' Club
- Hanthana Conservation Society
- Production Engineering Students Society MIDI Group
- Sports Council
- Students Meditation Society (Sinhala Bhavana Samajaya)



8. Entertainment



Open Air Theater



Arts Theater

Stage dramas are held at the Sarathchandra Open Air Theater while film festivals are held in the Arts Theater, regularly.

9. Places of importance in the vicinity

9.1 Royal Botanical Gardens

The Royal Botanical Gardens, a wonderful natural resource, is situated a few yards away from the university premises.

9.2 Embekka, Gadaladeniya and Lankathilaka shrines

These places of religious worship situated in Pilimathalawa, a few kilometers from the university premises have immense historic value and reflect the rich cultural heritage of Sri Lanka.



10. Places of Worship on Campus and in Kandy

10.1 University Buddhist Viharaya

Housed in the renovated telephone exchange, this complex provides a place for students to practice meditation, observe *sil* on *Poya* days and participate in *Dhamma* discussions. Tel: 081 2388975/ Uni. ext. 2111/2113

10.2 Gatambe Viharaya

It is a place of Buddhist worship frequently visited by students during leisure time, especially on *Poya* days.

10.3 Dalada Maligawa (Temple of the Tooth)

The *Sri Dalada Maligawa*, the temple of the sacred Tooth Relic of Lord Buddha is situated in the center of Kandy town, 5 km away from Peradeniya. The serene and calm environment of the *Dalada Maligawa* creates unmatched tranquility on the mind of any visitor.

10.4 University Hindu Temple

This Hindu temple which is located at lower Hantana provides a place of worship for Hindu students. Tel: 081 2388139

10.5 University Mosque

With easy access from the campus, it provides a place of worship for Muslim students. It also has a limited facility for accommodating students and guests.

10.6 University Christian Churches

A Christian Chapel (Chaplain - 081 2388294) and a Catholic Church (Chaplain - 081 2388292) are located on the campus providing opportunities for prayer and fellowship.



11. Risks and hazards

Thieves, River and Infectious Diseases

Students of the campus are vulnerable to many risks and hazards. Knowing these risks would be useful to be safe throughout the university life. Ragging is the main misfortune that students may face first and foremost. However, over the past few years there has been a dramatic reduction in instances of ragging. Ragging is prohibited in the university. Students are expected to report incidents of ragging to the appropriate personnel (deputy proctor, student counselors or any staff member). This will enable the university to take necessary action against culprits.

Occasionally, instances of robbery are reported within the campus, especially in residential halls. There is a 24-hour security service for every residential hall that helps minimize these occurrences. It is advisable to lock the room when away and while sleeping.

Spread of infectious diseases occurs sporadically as the university host a large number of students from all parts of Sri Lanka. The risk is minimal when compared to other universities of the country due to adequate space. In the event of sickness, residential treatment may be obtained through the Health Centre that offers a 24-hour service for emergencies or Peradeniya and Kandy Teaching Hospitals.

Some incidents of drowning have been reported in the Mahaweli River. Therefore, it is necessary to take adequate precautions. It is advisable to refrain from bathing in the Mahaweli River.

12. Important Telephone Numbers

All extensions listed below can be accessed from outside the university, without operator assistance. However, if you are calling

- ☎ within Kandy area: add 239 before the extension number
- ☎ from outside Kandy area: add 081-239 before the extension number
- ☎ internationally: add +94 81 239 before the extension number

University Extensions

General	2000-2299
Security	2133
Health center	2022
Library	2470-2499

The complete university directory is found at <http://www.pdn.ac.lk/uop/directory>



Police Stations

Kandy 081-2233333
Peradeniya 081-2388222

Hospitals

Kandy 081-2233337
Peradeniya 081-2388001

Fire Brigade 081-2244444

13. Transition from School to University

Tips for surviving the change

It is important to acknowledge that academic work at university level differs from what students have been exposed to in schools. In the university, the student is the master of his or her own learning. Students are expected to be independent and monitor their own progress. It is envisaged that they would search for information, identify learning mechanisms and reflect on extending and applying knowledge gained.

Students need to be proficient in the following skills:

- Listening skills
- Reading skills
- Note-taking skills
- Skills of expression in both speech and writing

The above proficiencies may be acquired by advice given by the staff, reading, practicing (speaking and writing) and utilising library resources.

14. Teaching and Learning in the University

Modes of learning

Verbal Learning

Committing to memory

This is what is commonly associated with learning. Some things, such as lists, formulae, scientific laws and definitions, diagrams and certain precise descriptions in medicine, have to be learned this way. The material is memorized as it stands.

Becoming familiar with information, ideas and concepts

This mode of learning is deeper than memorization where what is learnt is understood in a way that allows re-phrasing, summarizing or establishing connections. These operations may occur when students listen, read, take notes, discuss, write a report or an essay or when just thinking about the topic in question.



This kind of learning may not occur in the first encounter with the content. However, repeated encounters in different contexts will enable understanding.

Learning to think theoretically and critically

Each subject has its own body of theory in which certain concepts are crucial. An important aspect of learning includes developing and in some cases testing hypotheses, through experiment, field-work, case-work or intensive reading, depending on the area of study. This mode of learning requires the power of thinking critical as well as in a professional sense - not just about history but as a historian; not just about physics but as a physicist.

Reflective learning

A student of higher education is a responsible and independent learner. Even though it is necessary to note and act upon formal feedback provided by teachers, it is equally important for students to think about (or reflect on) what is learnt. Increasingly, programs of study explicitly require students to engage in reflection. However even if they do not, students would benefit much from developing these skills.

The skill of reflection may be developed by continually contemplating (thinking) on the following:

- What did I learn?
- How did I learn?
- Can I explain real life situations using the new knowledge?
- What are my strengths and weaknesses?
- What are my priorities?
- How can I improve and build upon the learning process?
- How am I performing towards short-, medium- and long-term goals?
- What (if anything) is blocking my learning?
- What are the gaps in my knowledge and skills, and how can I best work towards addressing these gaps?

Practical learning

There are two main kinds of practical learning.

Practical procedures

This plays an important role in medicine where learning is not purely verbal and students learn new perceptual and motor skills, and learn to make judgments based on observations.



Learning to assume the role of a 'Professional'

This is an important aspect in all branches of medicine, education, law and social work. It is necessary to cultivate the practice of making judgments based on observation and speaking and reacting in an appropriate way. In any situation of practical learning it is necessary initially to acquire adequate knowledge and subsequently to observe experienced persons. It will be observed that practical learning is enhanced by the different kinds of verbal learning; what is not clear in a text or a lecture becomes clear when done practically while laboratory experiments and cases are clarified when heard, discussed or read.

Study Habits

- Be organized. This includes planning, keeping track of what's done, maintaining orderly books, notes and hand-outs and allocating available time between the various subjects.
- Make good use of study times. Address complex aspects when fresh. Beware of postponing difficult work and spending excessive time on activities that do not require much effort.
- Identify and avoid distractions.
- Refrain from studying when experiencing fatigue. However, do not give up too easily. It is important to distinguish between real fatigue and discouragement or lack of interest, and plan breaks accordingly. If a student experiences a feeling of defeat by a particular problem, a brief involvement with a different type of activity (and possibly a change of scene) will often be rejuvenating.

15. Sources of Learning

15.1 Lectures

Listening to learn

Listening is not a passive process in which the listener is merely required to keep the ears and mind 'open' for whatever information to 'go in'. Listening in order to learn is essentially an active process, which involves attempting to think along with the speaker, which requires 'keeping in step' with the speaker mentally, in order to learn. This is done purely by sustained effort of attention and concentration which is known as active listening.

Anticipation

This is an important aspect of active listening. Most often the listener anticipates what the speaker is about to say next. In the one-way communication of a lecture, anticipation needs to be cultivated deliberately, as part of the process of thinking along with the lecturer. Active listening is a key to understanding and retaining. If the habit of thinking along with the lecturer is cultivated, revision would be merely following a train of thought that is already familiar.



Questions and Cues

It is important to listen to a lecture with certain general questions in mind and to have specific questions to suggest themselves as the lecture proceeds. It is necessary to be alert to certain kinds of cues in the speaker's language.

It is important to

- identify the general topic of the lecture, which may be stated at the beginning of the lecture. On the other hand, the general topic may emerge at a later stage.
- have a sense of the general purpose of a lecture. It may be used to introduce a new area of study, to introduce new concepts, to comment in detail on a text or to summarize.
- question how any lecture relates to the previous one. Lectures especially on a wide and complex topic are often presented in the form of a series. The lecturer may indicate the connections but it is important that the student attempts to make connections and links both between one lecture and another and between what is known already and what is now being taught.
- allow specific questions to arise in your mind as a lecture is proceeding. This will, in fact, happen when attempting to anticipate not just how a sentence will end but how an argument will develop, or how one piece of information can be reconciled with another, what the outcome of an experimental procedure or the implications of a principle will be.
- remain alert to what is being emphasized by the lecturer and what is regarded as peripheral. Linguistic cues such as "We must remember that ..." "It is important to note ..." "The main reason for this is ..." are indicative of such cues.
- be alert to cues which indicate the way an argument is proceeding. Words and phrases like 'moreover' or 'in addition to' indicate that a supporting point is being made. Phrases like 'on the other hand' indicate a contrast. 'However' and 'in spite of this' indicate a qualification of what has just been said. Speakers (and, as we shall see, writers also) use these devices to make what they are saying 'hang together' and form a coherent whole.

Efficient learning consists in organizing and relating, and not just in memorizing. However even memorizing itself is made easier when the subject-matter is well organized.

Taking notes at lectures

Many students spend much time in a lecture scribbling wildly in an effort to 'take down' as much as possible. This custom - and the habit of some lecturers - of simply reading their lecture notes aloud in a rather mechanical fashion caused the lectures to be defined as "the process whereby the notes of the lecturer become the notes of the student



without passing through the minds of either". But even a lecture delivered with vigor and spontaneity, during which the students merely scribble down what they can, defeats the purpose of a 'live lecture'. The main purpose of a 'live lecture' is to give listeners the benefit of all the enrichment of meaning that comes from the spoken word as compared with its written equivalent. This enrichment is produced by the speaker's use of intonation, emphasis and pace and by the ability to observe facial expressions and gestures while listening to the voice. An attempt to transcribe what is being said, would result in missing of these extra cues to meaning. A lecture is something to be listened to and thought about. Therefore, lecture notes should be made based on the following general principles.

- To reflect the structure of the lecture.
- To reflect the important points in the lecture.
- To be condensed and paraphrased into the most economical form consisting of abbreviated statements of just headings. Limited use of certain standard abbreviations (such as eg. or mmHg) is acceptable but it should not be excessive, since notes will then be unreadable.
- In some instances it may be acceptable to write verbatim what the lecturer is saying especially when a detailed problem is being worked through (eg. in a mathematical proof).
- Notes should contain their own cues (underlining, insertion of NB, vertical line in the margin, use of colored pencil) to important sections.
- They should be well spaced, so that they can be amplified and additional information added later.

Following up a lecture

It is necessary to link lectures with one's own reading. It is important to make a note of references to reading provided at the lecture. Referencing should be done as soon as possible after the lecture. It is advisable to talk to a member of staff about references, if clarifications are required.

Revising notes

If the examination requires memorization, it is necessary to recall the main points in lecture notes. However, revision is not primarily committing notes to memory. Revision is essentially a process of reconstructing what has been learned and partially forgotten - bringing the pieces together mentally in order to retrace the path traveled during prior learning. If revision is approached in this way, reconstruction of new ideas and new inter-relationships suggest themselves, amplifying the original view of the subject.



15.2 Reading

Nature of the reading process

Reading is a language-based set of complex skills. Many of the listening skills developed are transferable to reading. Like listening, reading is an active process and depends a great deal on the reader's ability to anticipate what is coming next and use questions and cues. Unlike listening, it is done in solitude and silence, which makes it in some ways more difficult. However, it can be done in the reader's own time and pace and repeated as often as necessary.

Directing your reading

Students are exposed to reading a limited number of recommended textbooks while in schools. However Higher Education demands exposure to a large volume of reading matter. 'Reading lists' provided at the beginning of the session, may be alarmingly long. However, it is important to realize that many of these books are not intended to be read verbatim. It is important to note therefore that different texts are read in different ways. Even though the content of some books on the list are discussed at lectures, others will have to be read independently in the preparation of assignments or in studying for examinations.

Using the library

The library will be useful in accessing material on reading lists and locating additional sources of information. Learning to use the library is a necessary and highly rewarding achievement. It is necessary for students to accustom themselves to the arrangements related to accessing reading material which includes using the catalogue, reference room, and periodicals room.

15.3 Written Work

In the course of study, students will be requested to submit work in written form. It may be in the form of a short paper to be read at a seminar or tutorial, a write-up of an experiment or practical or essays. Guidance will be provided on the approximate length and the list of relevant books. It is important to understand that as a student of a Higher Education Institution the student is expected to provide a critical account of the field of study in contrast to what is expected by a school essay. It is necessary at this level to cite references to authoritative writing to illustrate that views from other sources have been considered and state own judgment or opinion.



15.4 Learning from Patients

Clinical teaching program is developed on the basis of experiential learning through patient encounters in order to facilitate patient-centered attitudes. Evaluating patient's perspectives and developing collaborative relationships are promoted to inculcate professionalism and empathy. Students are promoted to interact with patients from the early stages of the curriculum to develop communication and clinical skills. A range of opportunities are provided to participate in patient care, to witness a range of major surgical and interventional procedures and to perform some of the non-invasive simple but essential procedures under supervision. The faculty encourages patients to provide feedback to medical students to facilitate learning by reflecting on their own performances.

Therefore, consider patients as an important learning resource. Always talk to patients, take histories, examine patients, follow up the management as well as take part in patient management - you can learn so much from these activities. Also, learn by visiting communities when opportunities are provided in the curriculum - spend time and make observations on how things happen in real life.





16. Curriculum of the MBBS degree program of the Faculty of Medicine

Preamble

The traditional curriculum of the Faculty of Medicine University of Peradeniya was revised in 2004 and was named as, the "Beyond 2004 revised curriculum". This revision took into consideration and incorporated changes suggested by World Federation of Medical Education (WFME) conforming to the needs and demands of the modern world. This revised curriculum was first introduced in the year 2005 for 2004/2005 entrants to the medical Faculty. As opposed to traditional methods of teaching, the revised curriculum focuses mainly on early clinical relevance, self-directed learning, integration, structure and function-based learning, professional development and community oriented learning. This curriculum was further revised in 2007, 2010 and 2013. After considering the recent developments and changes in the trends in medical education locally and globally the faculty revised the medical curriculum in 2016 but preserving the 2004 modular format.

Following policy documents were referred when formulating these revisions:

Locally: Sri Lanka Qualification Framework Sep 2015, QA review standards, UGC Standing Committee core curriculum and benchmark statements.

Internationally: United Kingdom - General Medical Council (GMC) policy documents on "Outcomes for graduates (Tomorrow's Doctors) July 2015" and "Promoting excellence: standards for medical education and training 2016" and WFME Global Standards for Quality Improvement 2015, American Association of Medical Colleges (AAMC) Curriculum Inventory 2016.

Aims of the MBBS Course

The graduate should

1. possess an attitude towards medicine that is both scientific and humane and have the characteristics of high ethical standards required for professional life.
2. possess knowledge, skills and attitudes that will enable the holistic management of medical problems affecting individuals and the community.
3. be able to deal appropriately with all emergencies utilizing the facilities available.
4. be aware of the limitations of knowledge and skills and be prepared to seek help when necessary.
5. be able to work in a team, and provide leadership in activities related to health.
6. be able to provide medico-legal services to the judicial system of the country.
7. be able to assess evidence both as to its reliability and relevance and appreciate that conclusions are reached by logical deductions.
8. be able to continue self-directed learning and contribute towards progress of medical sciences.



9. demonstrate knowledge of the interaction between the man and environment and their responsibility in promoting a healthy environment.
10. be able to communicate effectively with fellow practitioners, patients and their families, other professionals and public.

Intended Learning Outcomes (ILO)

ILOs of the medical curriculum are based on competencies that should be achieved by medical students as future doctors.

Competencies to be achieved at the end of the MBBS program are listed below.

These are listed under ten major headings.

1. Patient care
2. Knowledge for practice
3. Practice-based learning and improvement
4. Communication and inter-personal skills
5. Professionalism
6. Health care systems-based practice
7. Inter-professional collaboration
8. Personal and professional development
9. Promoting health and preventing disease in the community
10. Assist the legal system in the administration of justice

1. Patient care

Patient-centered care that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health

Students should be able to

- 1.1 obtain relevant and accurate information about patients and their conditions through history-taking, physical and mental state examination and the use of laboratory data, imaging and other tests (in relation to history taking, should also be able to obtain environmental and occupational history from patients wherever relevant).
- 1.2 interpret laboratory data, imaging studies and other tests required for the area of practice.
- 1.3 summarize clinical findings and present summary to other members of the health care team.
- 1.4 make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence and clinical judgment.



- 1.5 develop and carry out patient management plans. This includes customized therapy for a given patient after considering possible differential diagnoses, determining appropriate investigations and being aware of all therapeutic options.
- 1.6 refer patients when appropriate, ensuring continuity of care throughout transitions between providers or settings and follow up on patient progress and outcomes.
- 1.7 counsel and educate patients and their families to empower them to participate in their care and to enable shared decision making.
- 1.8 organizes and prioritizes responsibilities to provide care that is safe, effective and efficient.
- 1.9 perform procedures specified as essential for a generalist.
- 1.10 provides health care services to patients, families and communities aimed at preventing health problems and maintaining health.
- 1.11 be an inspiring role model to the immediate and larger society.
- 1.12 perform supervisory responsibilities (eg. ensuring safety of co-workers and patients by supervising radiation protection measures, infection control, conducting autopsies, handling blood products, body fluids and tissues).

2. Knowledge for practice

Knowledge of established and advancing biomedical, clinical, epidemiological and social-behavioral sciences and the application of this knowledge to patient care

Students should be able to

- 2.1 apply a logical and analytic approach to clinical situations.
- 2.2 apply to medical practice biomedical scientific principles, method and knowledge relating to: anatomy, biochemistry, physiology, pathology, microbiology, parasitology and pharmacology.
- 2.3 prioritize health problems and management strategies based on current scientific principles in health care.
- 2.4 contribute to the creation, dissemination, application and translation of new health care knowledge and practices.
- 2.5 contribute to the advancement of the discipline by way of conducting research.
- 2.6 apply psychological principles, method and knowledge to medical practice.
- 2.7 apply social science principles, method and knowledge to medical practice.

3. Practice-based learning and improvement

Ability to investigate and evaluate one's care of patients, to appraise and assimilate scientific evidence and to continuously improve patient care based on constant self-evaluation and life-long learning

Student should be able to

- 3.1 identify strengths, deficiencies and limits in one's knowledge and expertise through self, peer and teacher assessments.





- 3.2 set learning and improvement goals and achieve those through teacher assistance or by independent study.
- 3.3 identify gaps in knowledge, skills and attitudes and perform learning activities that address these issues.
- 3.4 incorporate feedback into daily practice.
- 3.5 locate, appraise and assimilate evidence from scientific studies related to patients' health problems.
- 3.6 contribute to the advancement of the discipline by way of conducting research.
- 3.7 quantify the diseases and health problems.
- 3.8 use information technology to optimize learning.
- 3.9 participate in the education of patients, families, students, trainees, peers and other health professionals.
- 3.10 continually identify, analyse and implement new knowledge, guidelines, standards, technologies, products or services that have been demonstrated to improve outcomes.

4. Communication and Interpersonal Skills

Effective interpersonal and communication skills in exchange of information and collaboration with patients, their families and health professionals

Students should be able to

- 4.1 communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds.
- 4.2 communicate effectively with colleagues within one's profession or specialty, other health professionals and health related agencies.
- 4.3 work effectively with others as a member or leader of a health care team or other professional group.
- 4.4 act in a consultative role to other health professionals where appropriate.
- 4.5 maintain comprehensive, timely and legible medical records (Bed Head Ticket, Diagnosis card, referral letters, prescriptions, Medico Legal Reports).
- 4.6 demonstrate sensitivity, honesty and compassion in difficult conversations, including those about death, end of life, adverse events, bad news, disclosure of errors and other sensitive topics.
- 4.7 demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions.



5. Professionalism

Be committed to carrying out professional responsibilities and adherence to ethical principles

Student should be able to demonstrate

- 5.1 compassion, integrity (honesty) and respect for others.
- 5.2 responsiveness to patient needs that supersedes self-interest during practice (patient-centered care as opposed to doctor-centered).
- 5.3 respect for patient privacy and autonomy during consultations (being patient centered as opposed to doctor centered).
- 5.4 accountability to patients, society and the profession.
- 5.5 sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities and sexual orientation.
- 5.6 commitment to ethical principles pertaining to provision or withholding of care, confidentiality and informed consent.
- 5.7 compliance with laws, policies, and regulations relevant to the practice of medicine.

6. Health Care Systems-based Practice

Be aware of and be responsive to the larger context and system of health care and call effectively on other resources in the system to provide optimal health care

Students should be able to

- 6.1 work effectively in various health care delivery settings and systems including preventive sector.
- 6.2 coordinate patient care within the health care system.
- 6.3 incorporate considerations of cost and risk-benefit analysis in patient/population-based care.
- 6.4 advocate for quality patient care and optimal patient care systems.
- 6.5 improve quality of the services provided by careful observation, routine recording of change, reflection and offering suggestions for change - identify system errors and implement potential systems solutions.
- 6.6 perform administrative and practice management responsibilities.
- 6.7 identify shortcomings of the system and implement solutions (eg. clinical audit).
- 6.8 describe and use health care system and health information system in Sri Lanka.





7. Inter-Professional Collaboration

Engage in an inter professional team in a manner that optimizes safe, effective patient and population centered care

Students should be able to

- 7.1 work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity and trust.
- 7.2 communicate with other health professionals in a responsive and responsible manner that supports the maintenance of quality health care in hospitals and the community.
- 7.3 participate in different team roles, in inter professional teams, to establish, develop and continuously enhance patient and population-centred care.

8. Personal and Professional Development

Engage in activities related to lifelong personal and professional growth

Students should be able to demonstrate

- 8.1 self-awareness of limitations in knowledge, skills, and emotion and engage in appropriate help-seeking behaviors.
- 8.2 healthy coping mechanisms to respond to stress.
- 8.3 manage conflict between personal and professional responsibilities.
- 8.4 flexibility and maturity in adjusting to change with the capacity to alter one's behavior.
- 8.5 trust worthiness among team members responsible for patient care.
- 8.6 leadership skills that enhance team functioning; the learning environment, and/or the health care delivery system.
- 8.7 self-confidence that puts patients, families, and members of the health care team at ease.
- 8.8 That they recognize ambiguity as part of clinical health care and mobilize appropriate resources in dealing with uncertainty.
- 8.9 continue self-education in order to develop one's practice by accessing information from different sources and evaluating their authenticity.

9. Promoting Health and Preventing Disease in the Community

Students should be able to

- 9.1 define health and describe dimensions of health, illness, disease and wellbeing.
- 9.2 describe the determinants of health problems.
- 9.3 quantify the diseases and health problems.
- 9.4 be familiar with the services available in the field of Maternal and Child Health.
- 9.5 describe and use health care system and health information system in Sri Lanka.



10. Assist the Legal System in the Administration of Justice

Students should be able to

- 10.1 manage a person for medico-legal purposes.
- 10.2 conduct postmortem examinations.
- 10.3 evaluate skeletal productions towards identification, determining cause of death and time since death.
- 10.4 use laboratory and other diagnostic services effectively by collecting appropriate specimens from the relevant cases, preserving, documenting, labeling and sending samples for analysis.
- 10.5 prepare relevant documents for submission to Court in a legible and accurate manner and operate information storage and retrieval systems effectively.
- 10.6 present findings gathered from the examination of patients and autopsies honestly in a clear, concise manner, both orally and in writing, to relevant authorities (colleagues, support staff, courts, police and other governmental and non-governmental organizations).
- 10.7 apply knowledge of science and logical method to medico legal problems and formulate and defend an opinion assessing the reliability of evidence.

The academic program is constituted of the following four streams:

- **Scientific Basis of Medicine (SBM)** - Providing the knowledge base to perform clinical, laboratory and management skills
- **Communication, Learning and Research (CLR)** - Improving communication skills, English proficiency, web-based learning and research skills
- **Doctor in Society (DIS)** - Addressing the doctor's role in society in relation to population issues and judicial medicine issues
- **Hospital and Community based Training (HCT)** - Application of the principles of scientific medicine in the hospital-based and community-based health care practice settings. This is further divided into ten clinical streams which is conducted in the three and 3 and 1/2 years of clinical and community-based training program.

The teaching/learning methods used in the curriculum are listed below.

- **Lectures** - Lectures are learning aids which provides guidance for self- study. Some lectures are conducted in an interactive manner.





- **Small Group Discussions (SGD)/Tutorials** - Active participation of students are encouraged. Wide discussion of topics ensures understanding and facilitates quick retrieval of information.
- **Clinical Case of Relevance (CCR) / PBL Tutorials (PBLT)** - These sessions are arranged to help students understand the clinical application of basic science concepts. This activity is expected to generate interest among the students, improve self- directed learning skills, communication skills and team skills. It is important that students participate actively in discussions.
- **Practical classes** - These sessions are aimed at demonstrating certain practical skills, providing opportunity for students to practice skills and enabling appreciation of theory learnt.
- **Skills lab sessions** – These sessions provide opportunities to practice skills on models and mannequins.
- **Clinical/ward work** - It is essential that students make maximum use of this opportunity. Learning from patients by talking to, observing and examining them, making notes, presenting case histories and taking part in discussions on management are important aspects of this exercise.
- **Student Presentations and Seminars** - As students are required to prepare for seminars through self- directed learning and collaboration, these activities ensure active learning.
- **Assignments** - Completion of assignments enables a learner to consolidate knowledge, acquire new knowledge and be creative.
- **Field visits** – These encourage contextual learning through observations and interactions with relevant stakeholders.
- **Research project work** - This encourages systematic inquiry, teamwork, collaborative practice, interpersonal communications, data collection, record keeping, analysis, scientific writing and presentation of results.
- **Mini Clinical examination (MiniCEX)** - Assessment of clinical skills. They provide feedback through formative assessments in the workplace which helps in professional development.
- **Portfolio** - Development of portfolio encourages reflection on personal experiences and make students engaged in focused learning. It promotes life-long learning.





Progression of the academic program - Themes

Years	Themes
• Years 1 to 2 (Y1S1, Y1S2, Y2S1)	Normal structure to perform function, regional structure, integrated functions, basis of dysfunction
<i>At the end of year 2 semester 1, Second MBBS Barrier will be imposed.</i>	
• Year 2 (Y2S2) • Year 3 (Y3S1, Y3S2) • Year 4 (Y4S1, Y4S2) <i>Third MBBS</i> • Year 5 <i>Final MBBS</i>	<div style="display: flex; align-items: center;"><div style="font-size: 3em; margin-right: 10px;">}</div><div>Mechanisms of onset and progression of diseases Principles of management Hospital-based Clinical training</div></div>

Objectives of the Streams

SBM stream

At the end of Year 1 and 2

Student should be able to

1. describe the normal structure and function of the human body and integrate their interrelationships.
2. describe the basis of clinical and laboratory assessment of normal function (those that are to be done by a newly passed out doctor).
3. perform basic clinical examinations (adhering to standard procedure) listed in the modules.
4. demonstrate humanitarian attitude during interaction with teachers, patients and fellow students.
5. describe the dysfunctions and the mechanisms of dysfunction of the organ systems.
6. describe the basis of clinical and laboratory assessment of such organ system dysfunctions.
7. describe the relations of organs within the regions (Head & neck, chest, abdomen, pelvis, limbs).
8. apply the knowledge on structure to localize pathologies and their complications.
9. perform clinical skills listed in the modules at the level of a novice.
10. interpret laboratory findings indicating dysfunction.
11. perform as per guidelines the tests that a newly passed out graduate is expected to perform.
12. demonstrate basic life support skills on models.
13. demonstrate good interpersonal skills - rapport, sense of responsibility and respect.





At the end of year 3

Student should be able to

1. describe the mechanisms of disease, general principles of management, basic pharmacological principles and their applications.
2. present a complete history with respect to common symptoms to the clinical teacher.
3. perform a complete clinical examination to detect abnormalities, interpret the results of investigations in the background of the clinical history and finally write a report about the patient.
4. prepare a general management plan for those patients presenting with disorders common to Sri Lanka - holistic management is emphasized.
5. demonstrate professional skills- mutual respect, responsibility, work in teams, function within accepted norms of ethical behaviour.

At the end of year 4

Student should be able to;

1. describe pathophysiology, clinical features, management of common diseases listed under the modules.
2. make a differential diagnosis/ diagnosis of a given patient using the tools available to a doctor.
3. demonstrate the skill of clinical thinking during clinical examination and patient management.
4. communicate with patients, superiors, subordinates and peers effectively during history taking, examination and management.
5. demonstrate high ethical standards during doctor patient interactions.

CLR- stream

At the end of year 4

Student should be able to

1. demonstrate communication skills (verbal, written) that are necessary for patient management, community health care and judicial medicine.
2. use information technology for continued professional development, health education and promotion and service.
3. demonstrate skills of active learning (search for knowledge using different media) and carryout a scientific research project analysing data scientifically.
4. identify ethical issues related to medical and health research.
5. interpret research reports.
4. write scientific papers and reports.
5. make scientific presentation.



DIS- stream

At the end of year 4

Should be able to

1. describe the public health principles and apply them to promote health and to prevent ill health.
2. describe the concepts of population health.
3. describe basic primary health care services to special groups such as pregnant mothers, children, adolescents, elderly and disabled.
4. identify a judicial medical problem in the ward or in the community.
5. manage such problems as expected of a general medical officer after following the brief Training program provided by the Ministry of Health.
6. explain basic principles of medical ethics and apply same in their daily practice.

HCT stream (Extends from years 3 to 5, including final year lectures and professorial appointments)

At the end of year 5

Student should be able to

detect clinical problems (history, examination, investigations) and present a complete management plan taking into consideration ethical, community, professional norms expected of a newly qualified doctor based on scientific evidence.





Detailed Curriculum

The medical program is a fulltime course conducted over a period of five years. Attendance at all the academic components and the clinical appointments is compulsory. The five years of study consist of eight semesters in the pre-clinical and para-clinical segments and a clinical clerkship program of 3 1/2 years, overlapping with the basic sciences from year 2. Students will follow an Intensive English Course before starting the academic course.

A semester consists of 15 weeks. The semesters are identified by their year and number. ie. Year one Semester one (Y1S1), Year one Semester two (Y1S2), Year two Semester one (Y2S1), Year two Semester two (Y2S2), Year three Semester one (Y3S1), Year three Semester two (Y3S2), Year four Semester one (Y4S1), Year four Semester two (Y4S2). The clinical curriculum does not have a semester structure.

The four streams, Scientific Basis of Medicine (SBM), Doctor in Society (DIS), Communication, Learning and Research (CLR) and Hospital and Community based Training (HCT) consists of several modules and the modules are conducted in specified years and semesters.

Pre-clinical segment of the Curriculum

Y1S1, Y1S2 and Y2S1 (Includes modules of SBM and CLR Streams)

The semester, code, module and credits are as follows.

Semester	Code	Module	Credits	Department
Y1S1	MED1101	Foundation to Human Anatomy	2	Anatomy
Y1S1	MED1102	Foundation to Human Physiology	3	Physiology
Y1S1	MED1103	Biomolecules and Metabolism	4	Biochemistry
Y1S1	MED1104	Anatomy of Limbs	4	Anatomy
Y1S1	MED1105	Communication, Learning and Research - 1 (English, Communication and Web-based Learning)	2 (Non-GPA)	ELTU/ e-Library/ Medical Library
Y1S1 Semester Examination				
Y1S2	MED1206	Anatomy of Thorax and Abdomen	4	Anatomy
Y1S2	MED1207	Cardiovascular, Respiratory and Alimentary Functions	7	Physiology
Y1S2	MED1208	Biochemical basis of Cardiorespiratory functions, Alimentation and Nutrition	5	Biochemistry
Y1S2 Semester Examination				
Y2S1	MED2109	Neuroanatomy, Head and Neck	5	Anatomy
Y2S1	MED2110	Genitourinary system, Pelvis and Perineum	2	Anatomy
Y2S1	MED2111	Neuroendocrine functions, Excretion and Reproduction	8	Physiology
Y2S1	MED2112	Biochemical basis of Neuroendocrine, Excretory and Reproductive functions	6	Biochemistry
Y2S1 Semester Examination				
Second MBBS Barrier				

**Para-clinical segment of the Curriculum****Y2S2, Y3S1, Y3S2, Y4S1 and Y4S2 (Includes modules of SBM, CLR, DIS Streams)**

The semester, code, module and credits are as follows.

Semester	Code	Module	Credits	Department
Y2S2	MED2213	Foundation in Pathology	6	Pathology
Y2S2	MED2214	Foundation in Pharmacology	3	Pharmacology
Y2S2	MED2215	Infection - 1	4	Microbiology, Parasitology
Y2S2	MED2216	Communication, Learning and Research - 2 (Statistics)	2	Community Medicine
Y2S2	MED2217	Doctor in Society - 1 (Population and Environment)	2	Community Medicine
Y2S2	MED2218	Integrated Applied Medicine – 1	2	Pathology
Y2S2 Semester Examination				
Y3S1	MED3119	Pathology of Respiratory, Cardiovascular, Musculoskeletal, Endocrine and Lymphoreticular systems	4	Pathology
Y3S1	MED3120	Drugs acting on the Cardiovascular, Respiratory, Skeletal and Endocrine systems	2	Pharmacology
Y3S1	MED3121	Defenses of the Body	1	Microbiology, Parasitology
Y3S1	MED3122	Communication, Learning and Research - 3 (Research Methodology)	2	Community Medicine
Y3S1	MED3123	Doctor in Society - 2 (Ethics and Traumatology-1)	4	Forensic Medicine
Y3S1	MED3124	Behavioural Sciences	1(Non-GPA)	Psychiatry
Y3S1 Semester Examination				
Y3S2	MED3225	Pathology of Nervous, Gastrointestinal and Genitourinary systems	4	Pathology
Y3S2	MED3226	Drugs acting on the Nervous, Gastrointestinal, Genitourinary systems	2	Pharmacology
Y3S2	MED3227	Infection – 2	2	Microbiology, Parasitology
Y3S2	MED3228	Growth, Development and Nutrition	1	Paediatrics
Y3S2	MED3229	Doctor in Society - 3 (Maternal and Child Health, Occupational Health and Disease prevention)	3	Community Medicine
Y3S2 Semester Examination				



Semester	Code	Module	Credits	Department
Y4S1	MED4130	Communication, Learning and Research - 4 (Communication in Health Care)	1	Community Medicine
Y4S1	MED4131	Doctor in Society - 4 (Traumatology 2, Toxicology and applied medical ethics)	3	Forensic Medicine
Y4S1	MED4132	Haematology	1	Pathology

(Clinical Lectures, Medical Imaging, Integrated Applied Medicine – 2 and Research Project will commence from this semester)

Y4S1 Semester Examination				
Y4S2	MED4233	Communication, Learning and Research - 5 (Research Project)	4	Community Medicine
Y4S2	MED4234	Doctor in Society - 5 (Applied Epidemiology, Community Paediatrics and Health Promotion)	3	Community Medicine
Y4S2	MED4235	Medical Imaging	2	Radiology, Nuclear Medicine Unit
Y4S2	MED4236	Therapeutics	1	Pharmacology
Y4S2	MED4237	Integrated Applied Medicine - 2	3	
Y4S2 Semester Examination				



Pre-clinical Segment: 52 credits

Para-Clinical Segments: 63 credits

Total Number of Credits for Pre-Clinical and Para-Clinical Segments: 115 Credits

At the end of each semester, an examination will be held and will include questions from the modules studied during that semester. Components of the examination include Multiple Choice Questions (MCQ), Short Answer Questions (SAQ), Objective Structured Practical Examination (OSPE), Viva Voce and other relevant types of examinations.

At the end of each semester examination a grade will be awarded for each module. These grades range from 'A' to 'E'.

At the end of Y2S1 Examination a Grade Point Average (GPA) will be calculated from the grade points obtained for all the Y1S1, Y1S2 and Y2S1 modules. The GPA and summary of results released at this point shall be referred to as the results of the "Second MBBS examination" and is a barrier to proceed to the third year. Only those students who have obtained a GPA of 2 or above and a minimum of 'C' grade in all modules will be allowed to proceed to Y2S2 semester. If a student has obtained 'C minus' grade for one module and 'C' grades for all the other modules, that C minus grade will be automatically upgraded to 'C' grade.

Even after upgrading, if a student has obtained 'C minus' or less for any module, that student is considered as referred in those modules and that student must sit the examination for the same module at the scheduled repeat examination. A repeat examination will be held 5 weeks after the release of results of the Y2S1 examination. The maximum possible grade obtainable in any such subsequent attempt is 'C' grade.

A student is allowed a maximum of 4 attempts to pass a given module. If unsuccessful after 4 attempts, the studentship will be terminated.

Award of Distinctions

At the end of Y1S2 students will be awarded distinctions, medals and prizes for Anatomy, Biochemistry and Physiology based on the raw marks obtained for those subjects in all the modules of the first three semesters.

Distinctions will be awarded to students who obtain a mark of over 70 %.

Prior to commencement of Y2S2 coursework, a 4-week Introductory Clinical Appointment will be conducted.





Para-Clinical Segment (Years 2,3,4 (includes modules of SBM, CLR and DIS streams and the clinical program-HCT))

Para-Clinical coursework will begin from Y2S2 semester onwards. During Y3S1, Y3S2, Y4S1 and Y4S2, clinical training (HCT) will be provided in the morning and coursework related to SBM, CLR and DIS streams in the afternoons.

Grades from 'A' to 'E' will be given for each module at the end of semester examinations during Y2S2, Y3S1, Y3S2, Y4S1 and Y4S2 examinations. A student obtaining a 'C minus' or less in any module must sit the examination for the same module at the next available attempt. The maximum possible grade in any such subsequent attempt is C.

The Year 3 semester 2 examination is not a bar examination and all students could proceed to year 4.

A minimum of grade of 'C' should be obtained for all modules of Y2S2, Y3S1, Y3S2, Y4S1 and Y4S2 to qualify to sit the Final MBBS examination.

At the end of the fourth year (after Y4S2 Examination) the Grade Point Average (GPA) will be calculated from the grade points obtained for the module examinations (Y2S2, Y3S1, Y3S2, Y4S1 and Y4S2). The GPA and summary of results released at this point shall be referred to as the results of the Third MBBS examination.

Award of Distinctions

At the end of year 4, students will be awarded distinctions, medals and prizes for Pathology, Pharmacology, Microbiology, Parasitology, Community Medicine and Forensic Medicine based on raw marks obtained for the relevant subject components identified by relevant departments.

Distinctions will be awarded to students who obtain a mark of over 70%.

Year 5 is spent entirely in clinical training in the University units at the Teaching Hospital Peradeniya. However, afternoon lectures will be conducted by the following clinical departments; Medicine, surgery, Gynaecology & Obstetrics, Paediatrics, Psychiatry and Anaesthesiology.

Psychiatry will be assessed as a separate subject in the final year. The Behavioural Science Module in Year 3 will be examined by Psychiatry OSCE examination held in the final year.



OUTLINE OF THE CLINICAL PROGRAMME HOSPITAL & COMMUNITY BASED TRAINING STREAM (HCT)

	Total number of weeks
1. Introductory Clinical Appointment (ICA) Four placements of 1 week	4 weeks
2. Medicine, Surgery, Gynaecology and Obstetrics, Paediatrics Appointments (MSGOP) Four placement of 4 weeks	16 weeks
3. Short Appointments (SA) Six placements of 4 weeks	24 weeks
1. Community Medicine	4 weeks
2. Forensic Medicine	4 weeks
3. Dermatology/Sexually Transmitted Diseases (STD)/Rheumatology (2+1+1)	4 weeks
4. Clinical Pathology and Transfusion Medicine/Family Medicine (3+1)	4 weeks
5. Ear Nose Throat (ENT)/Ophthalmology (2+2)	4 weeks
6. Radiology/Respiratory Medicine/Neurology (2+1+1)	4 weeks
4. Long Clinical Rotation (LCR) Ten placements of 4 weeks	40 weeks
1. Medicine 1	4 weeks
2. Medicine 2	4 weeks
3. Medicine 3	4 weeks
4. Surgery 1	4 weeks
5. Surgery 2	4 weeks
6. Surgery 3	4 weeks
7. Gynaecology & Obstetrics	4 weeks
8. Paediatrics	4 weeks
9. Psychiatry	4 weeks
10. Orthopedic Surgery/Cardiology/Neurosurgery(2+1+1)	4 weeks
5. Professorial Appointments Five placements of 8 weeks	40 weeks
1. Medicine	8 weeks
2. Surgery	8 weeks
3. Gynaecology and Obstetrics	8 weeks
4. Paediatrics	8 weeks
5. Psychiatry/Anaesthesiology & Critical Care (4/4 weeks)	8 weeks

Total of 124 weeks

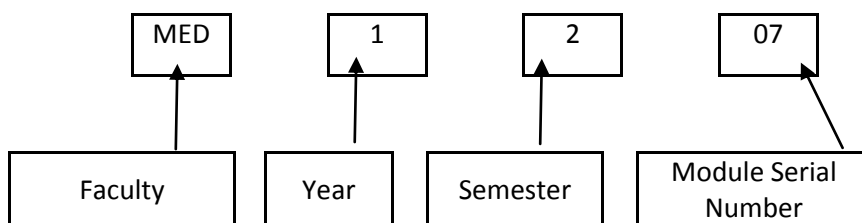
(As of November 2017)





Notations used in the document

Notation for Modules



Semesters are indicated by the year followed by the semester.

eg. Year 1 Semester 1 is indicated as Y1S1

Credit Calculation

1 Credit = 15 lectures/SGD/tutorials/CCR/PBL tutorials
 = 30 practicals/seminars/student assignments, guided student presentations, museum classes/demonstrations
 = 45 Clinical Work

Calculation of credits

One credit is equivalent to 15 hours of lectures/SGD/tutorial or 30 hours of practical work.

Student generated learning- SGL is not credited.

Documents referred to in the process of Curriculum Development, 2013

The following documents served as a guide and desirable knowledge, skills and attitudes identified in the documents, were considered and adopted during the process of revision.

1. Guidelines and specifications on standards and criteria for accreditation of medical schools in Sri Lanka and courses of study provided by them. Sri Lanka Medical Council - 2011
2. Subject benchmark statement in Medicine. Committee of Vice Chancellors and Directors and University Grants Commission - May 2006
3. Tomorrows doctor. General Medical Council UK - 2009
4. Sri Lanka Qualifications Framework. Ministry of Higher Education - 2012
5. Strategic framework for strengthening undergraduate medical education in addressing the current health challenges. World Health Organization -2012



Module Description

Orientation Program

Orientation Program is of 1-3 months duration depending on the commencement of the course. It consists of Intensive English Course, Soft skills program and the Information literacy skills course.

Course Code	: MEDORIENT1
Course Title	: Intensive Course in English
No. of Credits	: Non-credit
Pre-requisites	: None
Compulsory/Optional	: Compulsory
Aim:	To enhance the English language competence of the new entrants in order to follow the MBBS course effectively.
Intended learning Outcomes: On successful completion of this course, the students should be able to <ul style="list-style-type: none">• form sentences and questions using tenses: simple present, present continuous, past, past continuous, present perfect, future.• understand the unit order of English sentences and construct & identify simple, compound & complex sentences.• use simple & compound prepositions; articles; location structure & function words; definitions; special structures with 'it' & 'there'; link words & phrases.• use active & passive voices; modals; comparative & superlative forms, & conditionals.• skim and scan a text to find specific information. (i.e. extensive and Intensive reading); identify topic sentences & supporting details in a paragraph; predict and read with meaning and use contextual clues to understand the general sense of a text.• develop skills and strategies for effective listening (i.e. differentiate between intensive and extensive listening), and take notes during lectures.• build vocabulary for medical purposes by using different techniques, and use some concepts about how vocabulary is used in English (prefix, suffix etc.).• introduce himself/herself and others; talk about day-to-day activities; describe people, things and situations; use common forms of greeting in social conversations.• face an interview; give instructions; ask for and provide information; carry on a dialogue by turn taking.• lead and facilitate a discussion; give opinions, and agree/disagree with an opponent.• gain confidence and practice in using the English language through informal learning activities, i.e., a variety entertainment, debates and movie screening.	
Time Allocation: 250 hours	
Course Syllabus/Course Description This module consists of all four skills (writing, speaking, listening and reading) with more emphasis on grammar, vocabulary development, writing and speech. The focus will be to improve students' general English proficiency and introduce English for Academic Purposes (EAP)	
Assessment	Percentage Mark
End of course	100%



Course Code : MEDORIENT2 Course Title : Co-generic skills No. of Credits : Non-credit Pre-requisites : None Compulsory/Optional : Compulsory	
Aim: To provide students with a foundation to develop co-generic skills required for personal and professional development.	
Intended Learning Outcomes: On successful completion of this course, the students should be able to demonstrate awareness related to <ul style="list-style-type: none"> • time management • positive thinking • leadership skills • communication • motivation and attitude development • personal development • knowing when to ask for help and whom to go to • managing emotions • knowing when to suspect depression/anxiety • conflict resolution • dealing with interpersonal issues • career guidance • effective study methods 	
Time Allocation (Hours): Lectures 8, Seminars/workshops 8	
Course content/Course description: Communication skills, Time management, Positive thinking, Leadership skills, Motivation and attitude development, Personal development, When to ask for help and whom to go to, Managing emotions, When to suspect depression/anxiety, Conflict resolution, Career guidance, Effective study methods	
Recommended Texts (if any): <ul style="list-style-type: none"> • Learning doctor patient communication skills- A guide for medical students – R.M Mudiyanse • Soft skills solutions. Stepping stones to Success. Ann Cross and Martha Lanaghen (2015) 	
Assessment	Percentage Mark
No formal assessment	



Course Code : MEDORIENT3	
Course Title : Introduction to library system and web based information	
No. of Credits : Non-Credit	
Pre-requisites : None	
Compulsory/Optional : Compulsory	
Aims: To introduce students to use the information sources in the Medical Library and to find appropriate electronic information through the web and the web based databases on medical and health sciences to support their course work and research.	
Intended Learning Outcomes: On successful completion of this course, the students should be able to <ul style="list-style-type: none">• recognize the information requirements and learn where to search for information.• identify different kinds of information in the library web page on medical sciences• identify the types of open access information on medical sciences in the web.• develop skills to conduct literature search in different databases.	
Time Allocation (Hours): Lectures 2	
Course content/Course description: <ul style="list-style-type: none">• How to use the library to find information.• General rules and regulations, obtaining membership etc.,• Finding information for course work, assignments, research purposes etc., from the available information sources in the library as well as from the library web page.• The difference between print and e resources.• Different types of open access models such as open access journals and open access repositories• Literature searching• LMS (Moodle)• Online medical databases (Pubmed, medline)	
Recommended Texts (if any):	
Assessment	Percentage Mark
No formal assessment	





Course Code : MED1101 Course Title : Foundation to human Anatomy No. of Credits : 2 Pre-requisites : None Compulsory/Optional : Compulsory	
Aim(s): To provide <ol style="list-style-type: none"> 1. an introduction to the organization of normal human structure in order to understand the structure-function relationship and the basis of ill health by providing a knowledge on cellular basis of life, organization of tissues of the body, early embryogenesis and human genetics and evolution. 2. an overview of biological variation and imaging modalities in medicine. 	
Intended Learning Outcomes: On successful completion of the module, students should be able to <ul style="list-style-type: none"> • describe the basic structure of the cell and the levels of organization of multicellular organism. • state the events of cell cycle and describe cell division. • identify and describe basic tissue types and their light microscopic appearance. • describe early embryogenesis. • explain the organization of genetic material and information flow, and patterns of inheritance • apply the above knowledge to explain the basis of common genetic disorders and their pattern of inheritance • describe human evolution • state the different imaging modalities and explain their basic principles. 	
Time Allocation (Hours): Lectures 23 hrs Practicals 14 hrs	
Course content/Course description: Introduction to anatomy, cell and its functional adaptations, microscopy and multi cellular organism. Introduction to basic tissues, their organization and functional adaptations, early embryogenesis, introduction to human genetics, genes, chromosomes, levels of information flow, inheritance and its patterns, human evolution and introduction to imaging.	
Recommended Texts: <ol style="list-style-type: none"> 1. Last's Anatomy: Regional and Applied by C.S. Sinnatamby 2. Wheater's Functional Histology: A Text and Colour Atlas by B. Young et al 3. Gray's Anatomy for students by Richard L. Drake 4. Langman's Medical Embryology by T.W. Sadler 5. Human embryology by MS Chandrasekara 6. Applied Anatomy for Students and Junior Doctors by Harold Ellis 7. Essential Clinical Anatomy by Keith L. Moore 	
Assessment	Percentage Mark
In-course	-
End-semester	100%



Course Code : MED1102 Course Title : Foundation to Human Physiology No. of Credits : 3 Pre-requisites : None Compulsory/Optional : Compulsory	
Aim(s): 1. To provide an introduction to functions of the body, cellular physiology and homeostatic mechanisms 2. To enable the student to understand the function and mechanisms of the musculoskeletal system, the function of blood and its components, and the physiological basis of haematological disorders, diagnostics and management strategies.	
Intended Learning Outcomes: On successful completion of the course, student should be able to <ul style="list-style-type: none">• state the metric units of measurement of physiological parameters.• explain the mechanisms that maintain homeostasis.• describe the body composition and body compartments.• explain the mechanisms of membrane transport and membrane potentials.• explain the basic arrangement of the nervous system and transmission of nerve impulses.• explain the mechanism of muscle contraction and changes of the muscle tissue in response to exercise.• explain the physiological basis of muscle disorders.• describe the composition of blood and the functional role of its components.• explain the haemostatic and anti-clotting mechanisms and the physiological basis of bleeding disorders and their diagnosis and management.• explain the mechanisms of regulation of body temperature.• measure and body temperature.• interpret the tests of blood coagulation and blood grouping.	
Time Allocation (Hours): Lectures-30, Tutorials/SGDs-4, Practicals-15h	
Course content/Course description: Introduction to homeostasis; body composition; membrane transport and ion channels; resting membrane potential and action potential; electrical and chemical basis of function of nerve, muscle, neuromuscular junction and synapse; neurotransmitters and NMJ blockers; autonomic nervous system; regulation of body temperature; contraction and relaxation of muscle; effect of exercise on muscles; changes in muscles to meet the functional demand; physiological basis of muscle disorders; composition of blood; anaemia and polycythaemia; haemostasis; haemostatic disorders; blood groups and transfusions.	
Recommended Texts: 1. Textbook of Medical Physiology by A.C. Guyton and J.E. Hall 2. Review of Medical Physiology by William F. Ganong	
Assessment	Percentage Mark
In-course	0
End-semester	100



Course Code	: MED1103
Course Title	: Biomolecules & Metabolism
No. of Credits	: 4
Prerequisites	: None
Compulsory/ Optional	: Compulsory

Aim(s):

To provide a comprehensive understanding of biochemistry of the cell, biomolecules, cellular metabolism, metabolic regulation and an introduction to homeostasis, in relation to human body.

Intended learning outcomes:

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

- describe biochemical functions of the fundamental unit of life (cell).
- describe the role of biomolecules in the cell with respect to structure and function and their synthesis.
- explain function and regulation of enzymes.
- describe and compare the mechanisms of generating cellular energy.
- explain the biochemical role of vitamins and minerals.
- explain the role of hormones and enzymes in metabolic regulation and homeostasis.
- demonstrate the basic procedures and techniques in biochemical analysis
- interpret the observations in basic biochemical tests use in biomolecules & metabolism
- interpret, analyze, communicate and present their knowledge related to biomolecules & metabolism

Time Allocation (Hours) : Lectures-40 Tutorials/ SGD-10 Practical Work-16
Student seminar- 6

Course Content/ Course Description:

Cell basics, Membrane and biomolecules, Enzymes, Regulation of enzyme activity, Energy for the cell, Glycolysis, TCA cycle, Oxidation of fatty acids and amino acids, Electron transport chain, HMP shunt, Gluconeogenesis, Glycogen metabolism, Lipid synthesis, Ketone body metabolism, Synthesis of nucleic acids, Synthesis of proteins, Collagen, Homeostasis, Regulation of metabolism, Energy for the muscle, Vitamins and minerals in metabolism.

Recommended Texts:

1. Lippincott's Illustrated Reviews: Biochemistry by R.A. Harvey & D.R. Ferrier
2. Harper's Illustrate Biochemistry by R. Murray et al
3. Biochemistry by J.M. Berg, J. L. Tymoczko and L. Stryer.
4. Biochemistry Made Easy by The Department of Biochemistry, Faculty of Medicine,
University of Peradeniya
5. Basic Medical Biochemistry- A clinical approach by M.A. Liberman & A.D. Marks
6. Food and Nutrition by T.W. Wickramanayake
7. Introduction to Human Nutrition by Michael J. Gibney

Assessment	Percentage Mark
In-course	-
End-semester	100%



Course Code : MED1104 Course Title : Anatomy of limbs No. of Credits : 4 Pre-requisites : None Compulsory/Optional : Compulsory	
Aim(s): To enable the student to understand the organization and the structure of tissues of the musculoskeletal system and limbs with reference to their functions, the anatomical basis of related disorders, diagnostics and management strategies.	
Intended Learning Outcomes: On successful completion of the module students should be able to <ul style="list-style-type: none">• describe the growth and development, organization and structure of the tissues of musculoskeletal system and limbs.• identify the gross structure of the limbs and the microscopic structure of the musculoskeletal tissues.• explain how the limb structure is adapted to perform its function• explain the basic biomechanics of limb movement.• apply the above knowledge to explain the anatomical basis of related disorders, diagnostics and management strategies.	
Time Allocation (Hours): Lectures 23hrs Tutorials/SGD 7hrs Practicals 60 hrs	
Course content/Course description: Development, osteology, surface anatomy, regional anatomy and cross-sectional anatomy of the limbs. Structure of musculoskeletal tissues and ossification of bones. Clinical correlation and Imaging.	
Recommended Texts (if any): <ol style="list-style-type: none">1. Last's Anatomy: Regional and Applied by C.S. Sinnatamby2. Wheater's Functional Histology: A Text and Colour Atlas by B. Young et al3. Grant's Dissector by P. W. Tank4. Gray's Anatomy for students by Richard L. Drake5. Langman's Medical Embryology by T.W. Sadler6. Human embryology by MS Chandrasekara7. Applied Anatomy for Students and Junior Doctors by Harold Ellis8. Essential Clinical Anatomy by Keith L. Moore	
Assessment	Percentage Mark
In-course	-
End-semester	100%



Course Code	: MED1105
Course Title	: Communication Learning and research – 1 (CLR-1) (Communication and Web-based learning)
No. of Credits	: 2 (Non GPA)
Pre-requisites	: None
Compulsory/Optional	: Compulsory (Pass before sitting for the Final MBBS examination)

Aims:

1. To introduce students to find appropriate electronic information through the web and the web based databases on medical and health sciences and to conduct a web based literature search to support their course work and research.
2. To introduce students to common productivity software applications to facilitate learning.
3. To introduce communication skills as applied in medical practice to students.
4. To enhance students' written and spoken communication skills in English.

Intended Learning Outcomes:

1. Information searching Skills:
 - understand the need for information and identify different kinds of information in the web on medical sciences and evaluation of information.
 - identify different search techniques for information gathering
 - conduct literature search in PubMed database (through HINARI) successfully.
 - Identify and grade these search results based on their strength of evidence/reliability.
 - learn how to use information ethically.
2. IT productivity application skills for learning
 - Demonstrate how to navigate commands and menus of common word-processing, spread sheets and presentation software
 - create different types of graphs using different types of data in a spreadsheet program, create various simple analysis
 - Formatting of documents in word processors.
 - Design presentations.
3. Communication skills
 - Demonstrate skills in doctor patient communication; building rapport, asking questions and listening and understanding narratives
 - Demonstrate skills in workplace based communication; written and verbal communication in workplace, collaborative skills and administrative letters
 - Demonstrate skills in interactive learning/ teaching; teaching and health education



4. Communication skills in English

- write a summary by filtering out unnecessary details and getting to the core of a piece of academic writing
- describe data given in a non-linguistic form to a linguistic form (i.e. from a graph/table to a descriptive paragraph)
- describe a process using sequence markers and active/passive voice.
- use the component parts of a formal letter and write one on a given topic/situation
- understand the essay format; write a coherent paragraph and then a unified coherent essay
- ask questions to elicit information
- use information from a given reading text to do a presentation
- make a short speech on a given condition (individual presentation)
- argue, critique, state a point, discuss and express group opinions to the class
- express personal opinion by looking at a situation in a balanced point of view

Time Allocation (Hours): Lectures 15 Tutorials 8 Practicals 14

Course content/Course description:

- Introduction to information and different types of information on the web coming from different domains, open access information etc.,
- Identify the subjects, keywords, synonyms of keywords of the required information.
- Steps in getting prepared to search for information on the web.
- Evaluation of information using specific criteria for information evaluation.
- Introducing different search strategies such as simple search, truncation, advanced bullion search etc.,
- Searching PubMed database (through HINARI) on a given topic using different search strategies and limitations given in the database.
- Finding full articles, books using databases, library catalogues, union lists, union catalogues and library networks like HELLIS.
- Copyright laws, Plagiarism, Citing of references and preparation of a bibliography.
- Common productivity software packages available for students use in the university network
- Using software for word processing, designing documents/flyers/posters/ books etc.
- Using spreadsheets for data handling and analysis.
- Using presentation software for creating presentations





- What is communication? Communication in medical settings, How to use information gathering skills in clinical practice, How to use information giving skills in clinical settings
- Communication skills in workplace, Documentation, patient records keeping, Medico legal documentation.
- Visiting a hospital ward/OPD/Clinics to speak to patients and gather their information and present narratives and identify main information themes in their stories.(Practical)
- This module consists of genre-based writing skills (summary, process, report, formal letter and essay writing), speaking and presentation skills

Recommended Texts (if any):**Assessment**

End of semester

100%





Course Code	: MED1206
Course Title	: Anatomy of Thorax and Abdomen
No. of Credits	: 4
Pre-requisites	: None
Compulsory/Optional	: Compulsory

Aim(s):

To provide a comprehensive understanding of the organization and the structures of the thorax and abdomen, development and histology of the cardiovascular, respiratory and gastro intestinal systems with reference to their functions, anatomical basis of related disorders, diagnostics and management strategies.

Intended Learning Outcomes:

On successful completion of the module students should be able to

- describe the organization and structure of the thorax, abdomen and their organs.
- identify the gross structures in the thorax and abdomen and their relationships
- identify the microscopic structure of the organs in the cardiovascular, respiratory and gastro intestinal systems.
- describe the development of cardiovascular, respiratory and gastro intestinal systems.
- explain how the structure of the cardiovascular, respiratory and gastro intestinal systems are adapted to perform their functions.
- apply the above knowledge to explain the anatomical basis of related disorders, diagnostics and management strategies.

Time Allocation (Hours): Lectures 20hrs, Tutorials/SGDs 03hrs Practicals 74hrs

Course content/Course description:

Osteology, surface anatomy and regional anatomy of the thorax and abdomen. Development and histology of the cardiovascular, respiratory and gastro intestinal systems with their related clinical correlations. Imaging and cross-sectional anatomy of the thorax and abdomen.

Recommended Texts (if any):

1. Last's Anatomy: Regional and Applied by C.S. Sinnatamby
2. Wheater's Functional Histology: A Text and Colour Atlas by B. Young et al
3. Grant's Dissector by P. W. Tank
4. Gray's Anatomy for students by Richard L. Drake
5. Langman's Medical Embryology by T.W. Sadler
6. Human embryology by MS Chandrasekara
7. Harold Ellis Clinical Anatomy: Applied Anatomy for Students and Junior Doctors by Harold Ellis
8. Essential Clinical Anatomy by Keith L. Moore

Assessment	Percentage Mark
In-course	-
End-semester	100%



Course Code	: MED1207
Course Title	: Cardiovascular, Respiratory and Alimentary Functions
No. of Credits	: 7
Pre-requisites	: None
Compulsory/Optional	: Compulsory

Aim: To enable the student to understand the functions of the cardiovascular, respiratory and alimentary systems with a view of learning the basis of relevant disorders, diagnostics and management strategies

Intended Learning Outcomes:

On successful completion of the course, the students should be able to

- describe the functions of the cardiovascular, respiratory and alimentary systems.
- perform clinical examinations of the cardiovascular and respiratory systems.
- explain the physiological basis of the common dysfunctions of the cardiovascular, respiratory and alimentary systems.
- explain the basis for performing investigations in relation to the cardiovascular, respiratory and alimentary systems and interpret their findings.

Time Allocation (Hours): Lectures 60 Tutorials/SGDs 10 Practicals 24

Course content/Course description:

Heart as a pump; Electrocardiography; Cardiac output and venous return; Flow dynamics; Role of the vascular endothelium in regulation of blood flow; Blood pressure and its regulation; Tissue fluids; Circulation through special regions; Hypovolaemia and shock; Dehydration; Examination of arterial and venous pulses; Measurement of blood pressure; Examination of the Cardiovascular System; Autonomic functions; Mechanics of breathing; Gas exchange and diffusion of gases; Transport of respiratory gases; Lung function testing; Regulation of respiration; Role of respiration in acid-base balance; Respiration in special circumstances (Exercise/Altitude / Deep sea diving /Air and space travel); Clinical examination of the respiratory system; Basic life support; Respiratory insufficiencies; Heart failure and cardiac shunts; cardiac murmurs; General organization of the alimentary canal to perform its function; Fate of food in the alimentary tract (Stomach/gastric secretion/ gastric emptying, Small intestine/secretory process of the duodenum, Liver, Gall bladder, Pancreas, Gastro intestinal hormones, Digestion, Absorption, Large intestine); Alimentary disorders and functional defects.

Recommended Texts (if any):

1. Textbook of Medical Physiology by A.C. Guyton and J.E. Hall
2. Review of Medical Physiology by William F. Ganong

Assessment	Percentage Mark
In-course	
End-semester	100%



Course Code	: MED1208
Course Title	: Biochemical Basis of Cardiorespiratory Functions, Alimentation and Nutrition
No. of Credits	: 5
Prerequisites	: None
Compulsory/ Optional	: Compulsory
Aim(s): To provide a comprehensive understanding of biochemistry of the respiratory, cardiovascular and alimentary systems. To provide a comprehensive understanding of nutrition and dietetics.	
Intended learning outcomes: On successful completion of this course, the students should be able to <ul style="list-style-type: none">• describe the biochemical role of red cell, plasma proteins and vascular endothelium.• explain biochemical bases of anaemia and haemoglobinopathies.• describe the acid base balance and blood gas transport.• describe the effects of exercise on muscle and markers of muscle damage.• describe the role of the digestive system in obtaining nutrients.• explain the effects of selected gastrointestinal disorders on digestion and absorption.• apply the knowledge of biochemical changes in the assessment of gastrointestinal disorders.• describe the nutritional requirement and dietetics in relation to physiological class.• calculate energy requirement for different levels of activity• explain effects of free radicals and antioxidants.• interpret the biochemical changes of disorders in respiratory, cardiovascular and alimentary systems.• demonstrate the basic procedures and techniques in biochemical analysis• interpret the observations in basic biochemical tests use in Cardiorespiratory Functions, Alimentation and Nutrition• interpret, analyze, communicate and present their knowledge related to Cardiorespiratory Functions, Alimentation and Nutrition	
Time Allocation (Hours): Lectures-47 Tutorials/SGD-10 Practical Work-32 Student seminar-06	
Course Content/ Course Description: Acid base balance, Alveolar surfactant, Transport of respiratory gases, Haemoglobin, Abnormal Haemoglobin, Plasma proteins, Nutritional factors affecting erythropoiesis, Red cell metabolism, Haemolytic anaemia, Biochemical effects of exercise on muscle, Identification of muscle damage, Role of vascular endothelium in regulation of blood flow/ blood pressure, Digestion and absorption of food, Role of liver and pancreas in digestion and absorption, Liver functions, Biochemical tests of liver dysfunction, Healthy diet, Components of diet and food processing, Energy requirement, Protein requirement, Digestive disorders, Metabolic changes in alcoholism, Protein energy deficiency, Free radicals and antioxidants, Dietary management in diseases.	



**Recommended Texts:**

1. Textbook of Medical Physiology by A.C. Guyton and J.E. Hall
2. Harper's Illustrate Biochemistry by R. Murray et al
3. Lippincott's Illustrated Reviews: Biochemistry by R.A. Harvey & D.R. Ferrier
4. Biochemistry by J.M. Berg, J. L. Tymoczko and L. Stryer.
5. Biochemistry Made Easy by The Department of Biochemistry, Faculty of Medicine, University of Peradeniya
6. Basic Medical Biochemistry- A clinical approach by M.A. Liberman & A.D. Marks
7. Clinical Biochemistry- An Illustrated Colour Text by A. Gaw, R.A. Cowan, D.O'Reilly, M.J. Stewart & J. Shepherd
8. Food and Nutrition by T.W. Wickramanayake
9. Introduction to Human Nutrition by Michael J. Gibney

Assessment	Percentage Mark
In-course	-
End-semester	100%





Course Code	: MED2109
Course Title	: Neuroanatomy, Head and Neck
No. of Credits	: 5
Pre-requisites	: None
Compulsory/Optional	: Compulsory
Aims: To enable the student to <ol style="list-style-type: none">1. understand the organization and structure of the human nervous system in order to relate the functions and the basis of dysfunctions.2. understand the organization and structure of head and neck region with reference to the anatomical basis of the related diseases, diagnostics and management strategies.	
Intended Learning Outcomes: On successful completion of the module, the students should be able to <ul style="list-style-type: none">• describe the development, structure and organization of the central and peripheral nervous systems.• identify gross and microstructure of the components of the nervous system.• apply the above knowledge to explain the anatomical basis of common clinical problems, diagnostic and managements strategies related to the nervous system.• describe the development, structure and organization of different regions of the head and neck.• identify the gross structures in the head and neck region and their relationships.• apply the above knowledge to explain the anatomical basis of common clinical problems, diagnostic and managements strategies related to head and neck.	
Time Allocation (Hours):	Lectures 30 Tutorials/SGDs 16 Practicals 58
Course content/Course description: Osteology, surface anatomy and regional anatomy of the head and neck and structure of nervous system. Development, histology, clinical correlation, Imaging and cross-sectional anatomy of nervous system and the head and neck region.	
Recommended Texts: <ol style="list-style-type: none">1. Clinical Neuroanatomy by Richard S. Snell2. Last's Anatomy: Regional and Applied by C.S. Sinnatamby3. Wheater's Functional Histology: A Text and Colour Atlas by B. Young et al4. Grant's Dissector by P. W. Tank5. Gray's Anatomy for students by Richard L. Drake6. Langman's Medical Embryology by T.W. Sadler7. Human embryology by MS Chandrasekara8. Applied Anatomy for Students and Junior Doctors by Harold Ellis9. Essential Clinical Anatomy by Keith L. Moore	
Assessment	Percentage Mark
In-course	-
End-semester	100%



Course Code	: MED2110
Course Title	: Genitourinary system, Pelvis and Perineum
No. of Credits	: 2
Pre-requisites	: None
Compulsory/Optional	: Compulsory

Aims:

To enable the students to

1. understand the organization and structure of the genitourinary system in order to relate the functions and basis of dysfunctions.
2. understand the organization and structure of pelvis and perineum with reference to the anatomical basis of related diseases, diagnostics and management strategies.

Intended Learning Outcomes:

On successful completion of the module, the students should be able to,

- describe the development, structure and organization of the genitourinary system.
- explain the anatomical basis of common clinical problems, diagnostic and management strategies related to genitourinary system.
- describe the development, structure and organization of the pelvis and perineum.
- identify the gross structures in the pelvis and perineum and their relationships.
- identify the microstructure of genitourinary organs.
- apply the above knowledge to explain the anatomical basis of common clinical problems, diagnostic and managements strategies related to pelvis and perineum.

Time Allocation (Hours): Lectures 12 Tutorials/SGDs 2 Practicals 32

Course content/Course description:

Osteology, surface anatomy and Regional anatomy of the pelvis and perineum and structure of genitourinary system. Development and histology of genitourinary system and structures of the pelvis and perineum region with their related clinical correlation, Imaging and cross-sectional anatomy.

Recommended Texts (if any):

1. Last's Anatomy: Regional and Applied by C.S. Sinnatamby
2. Wheater's Functional Histology: A Text and Colour Atlas by B. Young et al
3. Grant's Dissector by P. W. Tank
4. Gray's Anatomy for students by Richard L. Drake
5. Harold Ellis Clinical Anatomy: Applied Anatomy for Students and Junior Doctors by Harold Ellis
6. Langman's Medical Embryology by T.W. Sadler
7. Essential Clinical Anatomy by Keith L. Moore

Assessment	Percentage Mark
In-course	-
End-semester	100%



Course Code	: MED2111
Course Title	: Neuro-endocrine Functions, Excretion and Reproduction
No. of Credits	: 8
Pre-requisites	: None
Compulsory/Optional	: Compulsory

Aim(s): To enable the student to understand the functions of the nervous, endocrine, excretory and reproductive systems and understand the basis of disorders and their management strategies

Intended Learning Outcomes:

On successful completion of the course, the students should be able to

- describe the functions of the nervous, endocrine, excretory and reproductive systems.
- perform clinical examination of the nervous system.
- assess the functions of the special senses.
- explain the physiological basis for the dysfunctions of the nervous, endocrine, excretory and reproductive systems.
- explain the basis for performing investigations, interpreting the findings and management strategies in relation the nervous, endocrine, excretory and reproductive systems.

Time Allocation (Hours):	Lectures 72	Tutorials/SGD 10	Practicals 24
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Course content/Course description:

Overview of the nervous system; sensory and motor systems; special senses; physiology of pain; cerebellum and motor coordination; basal ganglia; posture, balance; memory and limbic system; speech and language; sleep and arousal; physical examination of the nervous system; applied physiology of neurological disorders and investigations of neural functions; functional organization of the endocrine system; functions and dysfunctions of pituitary, hypothalamus; thyroid, parathyroid, adrenal, endocrine pancreas and other endocrine glands; functions of the kidneys and formation of urine; GFR and factors affecting GFR; renal clearance; counter current mechanisms; tubular functions; renal handling of water; role of the kidney in acid-base balance; other functions of the kidneys; micturition; derangement of renal functions; Spermatogenesis and male sex hormones; ovarian cycle and female sex hormones; puberty; sexuality and sexual response; fertilization; tubal functions and implantation; pregnancy; parturition; puerperium and lactation; psychosocial and psychological aspects of human sexuality; adolescence; pregnancy; parturition; puerperium; physiology of the fetus; contraceptives methods; applied physiology of acute and chronic renal failure; acid-base and electrolyte disturbances.

Recommended Texts (if any):

Textbook of Medical Physiology by A.C. Guyton and J.E. Hall
Review of Medical Physiology by William F. Ganong

Assessment	Percentage Mark
In-course	
End-semester	100%



Course Code	: MED2112
Course Title	: Biochemical Basis of Neuroendocrine, Excretory and Reproductive Functions
No. of Credits	: 6
Prerequisites	: None
Compulsory/ Optional	: Compulsory

Aim(s):

To provide a comprehensive knowledge on biochemistry of neuroendocrine, excretory and reproductive functions in relation to human body.

Intended learning outcomes :

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

- describe the process of gene expression, cell cycle and their regulation.
- explain the principles of molecular diagnostic methods and their applications in medicine.
- describe the biochemical bases of growth and ageing.
- explain the biochemical role of hormones with respect to homeostasis.
- describe the basis of metabolic derangements and interpret the biochemical investigations.
- describe the biochemistry of neurotransmitters and biochemical basis of related disorders.
- describe biochemical basis of disposal of cell waste.
- apply the knowledge of disposal of cell waste in the diagnosis of disorders.
- demonstrate the basic procedures and techniques in biochemical analysis
- interpret the observations in basic biochemical tests use in Neuroendocrine, Excretory and Reproductive Function
- interpret, analyze, communicate and present their knowledge related to Neuroendocrine, Excretory and Reproductive Functions

Time Allocation (Hours): Lectures-60 Tutorials/ SGD-08 CCR-5 Practical Work-28
Student Seminar-06

Course Content/ Course Description:

Nucleic acid and gene, DNA replication, Cell cycle, DNA and cancer cell, Molecular methods in medicine and recombinant DNA technology, Factors affecting growth and development, Prenatal growth, Bone growth and remodeling, Markers of bone growth, Biochemistry of ageing, Functional organization of the endocrine system, Endocrine function & dysfunction, Biochemistry of thyroid, parathyroid, adrenal, pancreatic, GI and reproductive hormones, effects of hormones on bone, glucose homeostasis, Derangement of glucose metabolism, Tests for glucose homeostasis, Thyroid function tests, Lipoproteins, Disorders of lipid metabolism and obesity, Inborn errors of metabolism, Derangements in metabolism of amino acids, carbohydrates, nucleic acids, porphyrin and lysosomal functions, Neurotransmitters and related disorders, Maintenance of extracellular environment of brain, Disposal of cell waste, Nitrogenous waste (urea, uric acid & creatinine), Xenobiotics, Abnormal constituents of urine.



Recommended Texts:

1. Lippincott's Illustrated Reviews: Biochemistry by R.A. Harvey & D.R. Ferrier
2. Harper's Illustrate Biochemistry by R. Murray et al
3. Biochemistry by J.M. Berg, J. L. Tymoczko and L. Stryer.
4. Biochemistry Made Easy by The Department of Biochemistry, Faculty of Medicine, University of Peradeniya
5. Basic Medical Biochemistry- A clinical approach by M.A. Liberman & A.D. Marks
6. Clinical Biochemistry- An Illustrated Colour Text by A. Gaw, R.A. Cowan, D.O'Reilly, M.J. Stewart & J. Shepherd
7. Food and Nutrition by T.W. Wickramanayake

Assessment	Percentage Mark
In-course	-
End-semester	100%





Course Code	: MED2213
Course Title	: Foundation in Pathology
No. of Credits	: 6
Pre-requisite	: Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/optional	: Compulsory

Aim: To enable the student to understand the general pathological processes of diseases encountered in medical practice and apply this knowledge to diseases

Intended learning outcomes

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

1. describe the general pathological processes in disease conditions seen in medical practice.
2. explain the pathogenesis, morphological changes in tissue/organs, clinical features, sequelae and complications of these general pathological processes.
3. identify the mentioned morphological changes using microscopic slides and mounted gross specimens.
4. apply the knowledge of these general pathological processes in patients to explain the basis of their clinical signs and symptoms.
5. explain the basics of haematological disorders
6. explain the basics of biochemical abnormalities in disease status.
7. outline commonly encountered laboratory reports in clinical practice and explain their pathological basis.
8. interpret these laboratory reports.

Time Allocation (Hours): Lectures 70 Tutorials 5 Practical/Museum Classes 30

Course content /Course Description

Cell response to injury and cell death (necrosis and apoptosis), acute inflammation and suppuration, chronic inflammation, tuberculosis, leprosy, atherosclerosis, cellular adaptations of growth and differentiation, cellular accumulations and pathologic calcification, wound healing, healing in specialized tissue, congestion and oedema, thrombosis, embolism, ischaemia and infarction, amyloidosis and neoplasia. Applied general pathology in cardiovascular system, respiratory system, gastro-intestinal tract, liver, hepatobiliary tract and pancreas, urinary tract and central nervous system. Introduction to clinical haematology and basics of haematological disorders. Introduction to clinical chemistry and basics of biochemical abnormalities in disease.



Recommended Texts

- Robbins and Cotran Pathologic basis of disease by Vinay Kumar, Abdul Abbas and Jhon Aster
- Concise pathology by Parakrama Chandrasoma and Clive Taylor
- Muir's text book of Pathology. Edited by David Levison, Robin Reid, Alistair Burt, David Harrison and Stewart Fleming
- Walter and Israel General Pathology by I. C. Talbot and J. B. Walter
- General and systematic pathology by J. C. E Underwood and S. S. Cross
- Clinical Chemistry by William J Marshall
- Hoffbrand's essential haematology by Victor Hoffbrand and Paul A. H. Moss

Assessment	Percentage Mark
In-course	
End Semester	100%





Course Code	: MED2214
Course Title	: Foundation in Pharmacology
No. of Credits	: 3
Pre-requisites	: Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/Optional	: Compulsory

Aim(s): To enable the student to understand the basic principles related to drug therapy

Intended learning outcomes:

At the end of this module the student should be able to

- describe the basic concepts in pharmacodynamics and explain their clinical significance
- describe the basic concepts in pharmacokinetics and explain their clinical significance
- explain how the autonomic function could be modified by drugs
- explain the basis of drug therapy in pain control
- explain the basis of drug therapy in neoplastic disease
- explain the basis of drug therapy in infections

Time Allocation (Hours): Lectures 34 SGD 11

Course content/ Course description:

Pharmacodynamics
 Pharmacokinetics
 Drugs acting on the Autonomic nervous system
 Principles of drug therapy in pain control
 Principles of drug therapy in neoplasia
 Principles of anti-microbial drug therapy

Recommended Texts

Clinical pharmacology by Bennett P.N., Brown M.J and Sharma P.
 Rang & Dale's Pharmacology by Rang H. P., Dale M. M., Ritter J.M, Flower R.J and Henderson G.
 Medical Pharmacology at a Glance by Neal M.J.

Assessment	Percentage Mark
In-course	
End-semester	100%



Course Code	: MED2215
Course Title	: Infection 1
No. of Credits	: 4
Pre-requisites	: Pass Y1 S1, Y1 S2, Y2 S1 semester examinations
Compulsory/Optional	: Compulsory

Aim(s):

To provide knowledge on systematic medical microbiology and parasitology including the transmission, pathogenesis, principles of diagnosis, prevention and treatment of infections caused by medically important microbes and parasites.

Intended learning outcomes (ILOs)

Students should be able to

- Describe the general properties, classification and reproduction of viruses, bacteria, fungi and parasites of medical importance.
- Perform light microscopy to visualize bacteria and parasites.
- Explain the mechanisms by which viruses, bacteria, fungi and parasites cause disease in humans.
- Describe the major clinical features of diseases caused by viruses, bacteria, fungi and parasites in humans.
- Evaluate the methods of diagnosis and prevention of infections/diseases caused by viruses, bacteria, fungi and parasites.
- Describe the principles of treatment of infections/diseases caused by viruses, bacteria, fungi and parasites

Time Allocation (Hours): Lectures 38 Small group discussion (SGD) 16
Practical work 10 Seminars 02

Course content/Course description:

Overview of micro-organisms and parasites in relation to human health; proving causation of infections; Koch's postulates and its limitations; microbial classification and visualization; microbial growth, dissemination and survival within and outside the human host; parasites and people - host parasite relationship; processes by which organisms cause diseases; methods of preventing infections to include sterilization and disinfection.

Introduction to medically important viruses; viruses causing hepatitis; pox/ adeno/ parvo/ papova viruses; herpes viruses; respiratory viruses; entero viruses and viruses causing gastroenteritis; arbo viruses; retro viruses/ oncogenic viruses/ prions; viruses of zoonotic importance to include rabies; diagnosis and prevention of viral infections.



Introduction to medically important bacteria and fungi; Gram positive cocci to include staphylococci; streptococci and enterococci; Gram negative cocci to include Neisseria and Moraxella; Gram positive bacilli to include corynebacteria, bacillus, norcardia and listeria; mycobacteria; anaerobes including clostridia, actinomycetes and prevotella; Gram negative bacilli to include enterobacteriaceae, pseudomonads and other NLF of clinical importance; Gram negative coccobacilli to include haemophilus, bordetella, legionella and pasteurella; vibrio, campylobacter and helicobacter; spirochaetes; chlamydia, rickettsiae and mycoplasma; superficial, sub cutaneous and deep mycoses.

Introduction to medically important parasites; malaria parasites; intestinal protozoa - amoebae and ciliates; intestinal and urogenital protozoa - giardia, trichomonas and cryptosporidia; haemoflagellates; tissue coccidia; helminths-intestinal nematodes; tissue nematodes; cestodes and trematodes; arthropods of medical importance; parasitic zoonoses; animal bites and stings, poisonous snakes and envenomation.

Recommended Texts (if any):

1. Jawetz, Melnick and Adelberg's Medical Microbiology, Recent Ed, Mc Graw Hill Press.
2. Mims C, Dockrell, Goering, RV, Roitt I, Wakelin D and Zukerman, M. Medical Microbiology – Recent Ed, Elsevier Mosby Publishers.
3. White DO and Fenner F. Medical Virology – Recent Ed, Academic Press, San Diego, USA.
4. Manson's Tropical Diseases -Recent Ed.
5. Worms and Human Disease - Ralph Muller and Derek Wakelin.
6. Peters W, Gilles HM. Colour Atlas of Tropical Medicine and Parasitology. Recent Ed. London: Mosby-Wolfe.
7. Any other relevant Microbiology and Parasitology text books.

Assessment	Percentage Mark
In-course	20%
End-semester	80%



Course Code : MED2216	
Course Title : Communication, Learning and Research – 2 (Statistics)	
Credits : 2	
Pre-requisite : Pass Y1S1, Y1S2, Y2S1 semester examinations	
Compulsory/Optional : Compulsory	
Aim/s: To develop basic knowledge and skills of medical statistics among medical students.	
Intended learning outcomes : At the end of this module, the students should be able to apply to practical situations <ul style="list-style-type: none">• scales of measurements, variables, classification of variables and measures of central tendency.• the laws of probability.• statistical distributions and the application of normal distribution.• population, sample, sampling variation, standard error of the mean, sampling distribution of mean. and the sampling distribution of difference.• hypothesis testing and P value of a significant test.• parametric and non parametric tests.• different probability sampling and non probability sampling methods, concepts in selecting the appropriate sampling methods, regression, correlation and use of these concepts in calculations.	
Time Allocation : Lectures 25 Tutorials : 05	
Course Syllabus/ Course Description Scales of measurements, Variables, Classification of variables, Measure of central tendency, Laws of probability, Statistical distributions, Application of normal distribution, Population, Sample, Sampling variation, Standard error of the mean, Sampling distribution of mean and the sampling distribution of difference, Hypothesis testing and P value of a significant test, Parametric and non parametric tests, Probability sampling and non probability sampling methods, Concepts in selecting the appropriate sampling methods, Regression, Correlation and use of these concepts in calculations.	
Recommended Reading and/ or References and/ or Prescribed Texts 1. Swinscow T D V, Campbell M J. (2002) Statistics at square one. 10 th edition. BMJ Books. 2. Douglas G. Altman (1991). Practical Statistics for Medical Research, Chapman & Hall	
Assessment	Percentage Mark
In-course	
End Semester	100%



Course Code	: MED2217
Course Title	: Doctor In Society (DIS) – 1 (Population and Environment)
No. of Credits	: 2
Pre-requisites	: Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/ Optional	: Compulsory

Aim(s) :

To provide knowledge on health problems related to the environment, prevention of such problems, concepts of demography, primary health care and accident prevention.

Intended learning outcomes:

At the end of this module, the students should be able to

- describe how to control and prevent health problems related to the environment.
- calculate and interpret demographic indicators and describe how demographic patterns affect health.
- explain principles of primary health care and apply them to Sri Lankan context.
- apply concepts of medical sociology in solving health problems.
- describe principles of injury prevention.

Time Allocation (Hours): Lectures 28 Small Group Discussion (SGD) 2

Course Content/ Course Description:

Health problems caused by water pollution, air pollution, improper waste and sewage disposal, noise pollution, poor housing, food sanitation and their control and prevention, Demographic transition and population structure, Fertility, mortality and migration patterns, Calculation and interpretation of demographic indicators, Concepts of life tables, Indirect and direct standardization. Concepts of primary health care and its applications, Application of concepts of medical sociology, Injury surveillance and prevention, Oral health, Emerging health problems.

Recommended Texts (if any):

1. Park's Textbook of Preventive and Social Medicine by K. Park
2. Demography of Sri Lanka, Issues and Challenges by Department of Demography, University of Colombo, Sri Lanka
3. De Silva WI. Sri Lanka Paradigm shifts in population, 2015

Assessment	Percentage Mark
In-course	
End-semester	100%



Course Code	: MED2218
Course Title	: Integrated Applied Medicine 1 (IAM - 1)
No. of Credits	: 2
Pre-requisites	: Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/Optional	: Compulsory
Aim: To facilitate transition from basic sciences to hospital based training by reinforcing relevance of basic sciences to clinical practice, facilitating recall of clinically relevant basic science concepts and encouraging students to engage in active learning and facilitate critical thinking.	
Intended Learning Outcomes: At the end of this module, the students should be able to <ul style="list-style-type: none">• Apply the knowledge of relevant clinical anatomy and explain the pathophysiological and biochemical mechanisms involved in understanding symptoms and signs of clinical conditions.	
Time Allocation (Hours): Lectures: 15 Students assignments/guided-students presentations 30	
Course content/Course description: Anatomical, pathophysiological and biochemical basis of anemia, jaundice, edema, Loss of consciousness, convulsions, hemorrhages, shock, headache, paralysis, dyspnea, acute abdominal pain, chest pain, abnormal uterine bleeding, oliguria, acid base and electrolyte disturbances, menopause, growth retardation, metabolic response to trauma, acute confusional state, short stature, bleeding disorders, palpitation, syncope, acute and chronic pain, polyuria, cyanosis.	
Recommended Texts (if any): <ul style="list-style-type: none">• Snell. R. S. Clinical Anatomy by Regions, Latest Edition• Barrett. K. E. et al. Ganong's Review of Medical Physiology, Latest Edition• Murray. R. K. et al. Harper's Illustrated Biochemistry. Latest Edition• Colledge. N. R. et al. Davidson's Principles & Practice of Medicine. Latest Edition• Kumar P and Clark C. Clinical Medicine Latest Edition• Kumar V et al., Robbins Basic Pathology Latest Edition	
Assessment	Percentage Mark
In-course	
End-semester	100%



Course Code	: MED3119
Course Title	: Pathology of Respiratory, Cardiovascular, Musculoskeletal, Endocrine and Lymphoreticular systems
No. of Credits	: 4
Pre-requisite	: Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/optional	: Compulsory

Aims :

Enable the student to

1. work out, using general pathology concepts, the pathological basis of the common diseases encountered in medical practice in relation to respiratory, cardiovascular, musculoskeletal, lymphoreticular and endocrine systems.
2. plan the relevant laboratory investigations when faced with the clinical problems in relation to the above systems.

Intended learning outcomes:

At the end of this module, the students should be able to

1. describe the aetiopathogenesis and pathological changes that occur in common diseases of the respiratory, cardiovascular, musculoskeletal, endocrine and lymphoreticular systems.
2. apply the general pathology concepts to describe the pathological changes and the clinical features of these diseases.
3. identify the mentioned pathological changes using microscopic slides and mounted gross specimens.
4. plan relevant laboratory and other investigations in relation to the above diseases and explain pathological basis for the selection of these investigations.

Time Allocation : Lecture 49 Tutorials 5 Practicals/Museum Classes 12

Course content /Course Description

- Disease of respiratory system including infections, obstructive and restrictive lung diseases and neoplasms and radiological manifestations of lung diseases.
- Disease of cardiovascular system including hypertension and other vascular diseases, ischemic heart disease, valvular heart disease, rheumatic carditis, infective endocarditis, other myocardial and pericardial diseases, heart failure and biochemical investigations of myocardial infarction.
- Diseases of the musculoskeletal system including congenital, metabolic and infective diseases of bone, fracture healing, bone tumours, neuromuscular diseases and imaging of bone diseases.
- Diseases of endocrine system including pituitary, adrenal, thyroid, parathyroid glands and assessment of endocrine dysfunction. Pathology and investigation of diabetes mellitus, metabolic syndrome and obesity. Common endocrine problems of childhood and inborn errors of metabolism.
- Pathology of lymph node and spleen.



Recommended Texts

- Robbins and Cotran Pathologic basis of disease by Vinay Kumar, Abdul Abbas and Jhon Aster.
- Concise pathology by Parakrama Chandrasoma and Clive Taylor.
- Muir's text book of Pathology. Edited by David Levison, Robin Reid, Alistair Burt, David Harrison and Stewart Fleming
- Walter and Israel General Pathology by I. C. Talbot and J. B. Walter.
- General and systematic pathology by J. C. E Underwood and S. S. Cross
- Text book of Pathology by Harsh Mohan
- Clinical Chemistry by William J Marshall

Assessment	Percentage Mark
In-course	
End Semester	100%





Course Code	: MED3120
Course Title	: Drugs acting on the Cardiovascular, Respiratory, Skeletal and Endocrine systems
No. of Credits	: 2
Pre-requisites	: Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/Optional	: Compulsory
Aim(s): To enable the student to understand the basic pharmacology of drugs used in cardiovascular, respiratory, bone/joint, fluid/electrolyte, endocrine and immune disorders	
Intended learning outcomes: At the end of this module the student should be able to <ul style="list-style-type: none"> • explain the mechanism of action, pharmacokinetics, clinical uses, adverse effects and interactions of drugs used in cardiovascular diseases • explain the mechanism of action, pharmacokinetics, clinical uses, adverse effects and interactions of drugs used in respiratory diseases • Demonstrate the ability to counsel patients regarding the use of inhaler devices • explain the mechanism of action, pharmacokinetics, clinical uses, adverse effects and interactions of drugs used in metabolic bone diseases and joint diseases • explain the mechanism of action, pharmacokinetics, clinical uses, adverse effects and interactions of drugs used in fluid and electrolyte disorders, endocrine disease and modulation of immunity • Demonstrate the ability to counsel patients regarding insulin injection technique 	
Time Allocation (Hours): Lectures 20 SGD 10	
Course content/ Course description <ul style="list-style-type: none"> • Drugs affecting cardiac contractility and vascular tone, drugs in hypertension, coronary artery disease, heart failure, dyslipidemia, cardiac arrhythmias and thrombotic disorders • Drugs in asthma, COPD, pulmonary tuberculosis • Drugs in metabolic bone diseases and joint diseases • Drugs in fluid and electrolyte imbalance, thyroid disorders, diabetes, adrenocortical disorders and immunomodulation 	
Recommended Texts Clinical pharmacology by Bennett P.N., Brown M.J and Sharma P. Rang & Dale's Pharmacology by Rang H. P., Dale M. M., Ritter J.M, Flower R.J. and Henderson G. Medical Pharmacology at a Glance by Neal M.J.	
Assessment	Percentage Mark
In-course	
End-semester	100%



Course Code	: MED3121
Course Title	: Defenses of the body
No. of Credits	: 1
Pre-requisites	: Pass Y1 S1, Y1 S2, Y2 S1 semester examinations
Compulsory/Optional	: Compulsory

Aim(s): To provide a broad understanding of basic immunology, including the developmental pathways of cells involved in the defense against various insults, innate and adaptive immune responses and immune response in health and disease to include vaccination, hypersensitivity, autoimmune disorders, tolerance and immunodeficiency.

Intended learning outcomes

Students should be able to

- Describe the anatomy and organization of the cells and organs associated with the defenses of the body.
- Explain the functional significance of the anatomical arrangement of the cells and organs associated with the defenses of the body.
- Explain the process of recruitment of immune cells to the site of infection to include the main features of inflammation and its role in the defenses of the body.
- Analyze the basis of hypersensitivity reactions to describe the 4 types of hypersensitivity.
- Explain the basis of auto immunity with examples how autoimmunity contributes to the disease process, different methods available to treat autoimmunity and the immunological basis for transplant rejection and tumour immunity.
- Explain reasons for failure of the defenses of the body (natural and acquired); classify the immunodeficiency disorders and outline the effects of failure of the defenses of the body.
- Discuss the immunological basis of serological diagnosis of infective diseases and vaccination.

Time Allocation (Hours): Lectures 13 Small group discussion (SGD) 02

Course content/Course description:

Introduction to the defense system; innate immunity; complements and the inflammatory response; cells and organs of the immune system; antigen and the immune response; acquired immune system and cellular immunity; humoral immunity; developmental pathway of cells of the immune system; dysfunction of immune system to include hypersensitivity, autoimmunity, tumour immunity, transplant rejection and immuno-deficiencies; immunological basis of serological diagnosis of infective diseases and vaccination.

**Recommended Texts (if any):**

1. Basic Immunology by Abul K. Abbas and Andrew H. Lichtman, Saunders. Recent Ed.
2. Kuby Immunology by Richard A. Goldsby, Thomas J. Kindt and Barbara A. Osborne. Recent Ed.
3. Janeway's Immunobiology by Kenneth M. Murphy, Paul Travers, Mark Walport. Recent Ed
4. Any other standard text book in immunology, microbiology, medicine, paediatrics.

Assessment	Percentage Mark
End-semester	100%





Course Code	: MED3122
Course Title	: Communication, Learning and Research – 3 (Research Methodology)
Credits	: 2
Pre-requisite	: Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/ Optional	: Compulsory
Aim: To enable the student to conduct scientific research and take decisions based on scientific evidence.	
Intended learning outcomes: At the end of this module, the students should be able to <ul style="list-style-type: none">• identify a research problem.• conduct a scientific literature review• write research objectives.• describe the different research methods used in clinical and epidemiological studies.• calculate sample size.• identify possible errors in research including confounding effects.• state the methods used to control errors and confounding effects.• assess the validity and reliability of results and study instruments.• judge the cause-effect relationship and learn evidence based decision making.• create end-text references and in-text citations in the prescribed format.	
Time Allocation : Lectures/SGD 30	
Course Syllabus/ Course Description Basics of research methodology necessary for medical students (including the scope of medical research), Steps in the development of a research protocol, Conducting and writing a literature review, Writing references and in-text citations, Formulating research objectives, Frequency measuring techniques used in health and medicine, Different types of research methods used in health and medical sciences, (descriptive studies, observational analytical studies, and different types of experimental study designs), Methods used to minimize errors in health/ medical research, Methods used to ensure validity and reliability of results of research and research instruments, Causation theories used in medical research, Data collection techniques.	
Recommended Reading And/ or References and/ or Prescribed Texts <ol style="list-style-type: none">1. R Bonita, R Beaglehole, T Kjellström (2006). Basic Epidemiology. 2nd edition, World Health Organization.2. Hulley, S. B. (2007). Designing clinical research. Philadelphia, PA, Lippincott Williams & Wilkins.3. Rothman, K. J., S. Greenland, et al. (2008). Modern epidemiology. Philadelphia, Wolters Kluwer Health/Lippincott Williams & Wilkins.4. Schlesselman, J. J. and P. D. Stolley (1982). Case-control studies : design, conduct, analysis. New York, Oxford University Press.	
Assessment	Percentage Mark
Continuous Assessment	
Assessments/ Labs	
Assessments/ Labs	
Mid-semester Examination	100%



Course Code	: MED3123
Course Title	: Doctor In Society (DIS) –2 (Ethics and Traumatology 1)
No. of Credits	: 4
Pre-requisites	: Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/Optional	: Compulsory

Aim: To identify medico-legal issues related to death, identify and document effects of trauma for legal purposes, appreciate the broader role of the medical officer at a scene of crime and to apply the theory of ethics in medical practice.

Intended Learning Outcomes:

At the end of this module, the students should be able to

- construct a definition for death appreciating the different types of death and conditions simulating death.
- interpret changes which occur and are introduced after death while appreciating the medico legal importance of death and its changes.
- describe the procedure to be followed in the disposal of a dead body, legally, in cases of deaths under different circumstances.
- evaluate the role of the medical officer in solving crimes.
- formulate a code of conduct for doctors in medical practice considering the different professional relationships.
- apply principles of physiology and pathology to determine the response of the body to trauma.
- interpret injuries and their consequences which occur as a result of trauma for medico legal purposes.
- justify the importance of maintaining and presenting accurate, legible and complete medico legal records and providing oral evidence to court .
- describe the role of the medical officer in conducting scene visits/exhumations, issuing certificates.
- apply the principles of ethics, rights and law to solve problems that arise during medical practice and research appreciating the standards set by the Sri Lanka Medical Council.
- interpret findings which help in the identification of individuals.

Time Allocation (Hours): Lectures 57 Tutorials 2 Practicals/Demonstration 2

Course content/Course description:

Introduction to Forensic Medicine - branches, scope and the need, Investigation of crimes, Roles and responsibilities of a doctor in maintaining relationships, Code of conduct for doctors, Medical Ethics - Introduction to basic principles and ethical concepts, Death and death related issues, Disposal of a dead body and inquest, Changes after death and estimation of time since death , Post mortem artifacts, Legal system of Sri Lanka with special reference to practice of medicine, Pathology and patho-physiology of trauma, Basic injuries, Injuries by physical and chemical agents, Time of injury, Patterns of injuries, Classification of injuries for legal purposes , Regional injuries (Thoracic, Abdominal, Head, Neck, Face, teeth and spinal cord), Identification for medico legal purposes, History taking and examination of medico-legal cases,



Introduction to autopsy and techniques, Negative autopsy, Introduction to cause of death, mode of death and circumstances of death, Law of murder and homicide, Exhumation and excavation, Court procedure and expert testimony in courts, Testimonial capacity, testamentary capacity, fitness to plead and dying declaration, Scene of crime, The role of a medico legal officer at a scene of mass disaster, Trace evidence, Health care rights, Research ethics, Medical malpractice and illegal medical practice, Sri Lanka Medical Council, Debates on controversial issues.

Recommended Texts:

1. Shepherd R. Simpson's Forensic Medicine. Oxford University Press, London
2. Knight B, Saukko P. Knight's Forensic Pathology. Oxford University Press. London
3. Gordon I, Shapiro HA, Berson SD. Forensic Medicine. A guide to principles. Churchill Livingstone. New York
4. Fisher RS, Petty CS. Forensic Pathology. A handbook for pathologists. Castle house publications. London
5. Mason JK, Purdue BN. The pathology of trauma. Oxford University Press. London
6. Fisher RS, Spitz WU. Medicolegal investigation of death. Charles C Thomas USA
7. Mant AK. Taylor's principles and practice of Medical jurisprudence. Churchill Livingstone. New Delhi
8. Alwis LBL. Medical law, ethics, duties and forensic psychiatry

Assessment	Percentage Mark
In-course	
End-semester	100%





Course Code	: MED3124
Course Title	: Behavioural Science
Credits	: 1 (Non-GPA)
Pre-requisite	: Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/ Optional	: Compulsory

Aim: To provide the desired knowledge and understanding of concepts in clinical psychology related to psychiatry, in order to lay the foundation for further training in relation to mental health.

Intended learning outcomes :

At the end of this module, the students should be able to

1. demonstrate a knowledge of the psychological concepts underlying individual and group behaviour, emotions, learning, intelligence and memory.
2. demonstrate the ability to describe basic psychological concepts related to personality and development, sick role and illness behaviour.
3. demonstrate an awareness of how stress and grief reactions may impact on behaviour
4. demonstrate an awareness of how stigma arises and how it may impact on behaviour and healthcare practices

Time Allocation: Lectures 15

Course syllabus/ Course Description

Emotions and the limbic system, Describe the difference between emotions and thoughts, the normal range of human emotions in reference to everyday life events and describe the biological basis of normal human emotions, Learning and memory, Briefly describe the normal process of memory formation, techniques of improving long term memory and briefly discuss the effect of emotion on memory formation, Intelligence, Describe definitions of intelligence, common methods of measuring intelligence and factors that may influence an individual's level of intelligence, Freud and the unconscious, Describe the structure of the mind as described by Freud, common defense mechanisms and briefly describe personality theory as described by Freud, Developmental psychology, Briefly describe the different psychological theories of development: Piaget's theory of cognitive development, Erikson's theory of psychosocial development, Kohlberg's theory of moral development. Describe the important aspects of normal psychological development during childhood and adolescence, Personality, Describe what is meant by personality, briefly describe theories of personality: e.g. dimensional theories, categorical or 'type' theories. Describe factors that may influence personality development. Factors influencing behaviour, Demonstrate awareness that behavior can be studied objectively, describe the factors that influence individual behavior, and describe how and why behavior in a group may differ from individual behaviour. Can behavior be changed? Briefly discuss when medical professionals may need to attempt to change behavior, and briefly describe techniques of changing behaviour, Sick role and illness behaviour, Describe different ways in which individuals may react to illness, and demonstrate awareness of concepts of sick role and illness behavior. Reactions to stress, Describe what is meant by the term stress, and the different ways in which individuals react to stress. Grief and



bereavement, Describe the terms grief and bereavement, normal reactions to loss (normal grief), the support (non medical) usually given to a bereaved person in the community, and how this may effect that person. Breaking bad news, Describe what is meant by breaking bad news, and the process and factors to consider when breaking bad news. Briefly describe stages an individual goes through when dealing with impending death. Introduction to human sexuality, Demonstrate ability to draw a diagram and briefly describe the normal sexual response for male and females. Describe the term "sexual orientation", Attitudes and stigma, Describe the meaning of the term stigma. Discuss common (non medical) examples associated with stigma in society, and discuss factors that may contribute to stigma. List commonly stigmatized illnesses, and discuss factors that maybe causing this stigma. Describe effects of stigma on the patient and family.

Recommended Reading:

Shorter Oxford Text book of Psychiatry, Michael Gelder, Paul Harrison and Philip Cowen, Oxford University Press

Assessment*	Percentage Mark/ Percentage

*Assessed during continuous assessment in psychiatry (held at the end of the professorial clinical appointment in psychiatry) and during the psychiatry examination in final year (Final MBBS).





Recommended Texts:

- Robbins and Cotran Pathologic basis of disease by Vinay Kumar, Abdul Abbas and Jhon Aster.
- Concise pathology by Parakrama Chandrasoma and Clive Taylor.
- Muir's text book of Pathology; Edited by David Levison, Robin Reid, Alistair Burt, David Harrison and Stewart Fleming
- Walter and Israel General Pathology by I. C. Talbot and J. B. Walter.
- General and systematic pathology by J. C. E Underwood and S. S. Cross
- Text book of Pathology by Harsh Mohan
- Clinical Chemistry by William J Marshall

Assessment	Percentage Mark
In-course	
End Semester	100%





Course Code	: MED3226
Course Title	: Drugs acting on the Nervous, Gastrointestinal and Genitourinary systems
No. of Credits	: 2
Pre-requisite	: Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/Optional	: Compulsory

Aim(s)

To enable the student to understand the basic pharmacology of drugs used in disorders of the nervous, gastrointestinal and genitourinary systems

Intended learning outcomes:

At the end of this module the student should be able to

- explain the mechanism of action, pharmacokinetics, clinical uses, adverse effects and interactions of drugs used in diseases of the nervous system
- explain the mechanism of action, pharmacokinetics, clinical uses, adverse effects and interactions of drugs used in diseases of the gastrointestinal system
- explain the mechanism of action, pharmacokinetics, clinical uses, adverse effects and interactions of drugs used in diseases of the genitourinary system

Time Allocation (Hours): Lectures 22 SGD 07 Seminar 2

Course content/ Course Description

- Drugs in epilepsy, movement disorders, anaesthesia, migraine, sleep disorders, depression, psychosis, dementia and neuromuscular junction disorders
- Drugs in vomiting, constipation, diarrhoea, peptic ulcer disease, inflammatory bowel disease
- Drugs acting on the genitourinary system

Recommended Texts

- Clinical pharmacology by Bennett P.N., Brown M.J and Sharma P.
- Rang & Dale's Pharmacology by Rang H. P., Dale M. M., Ritter J.M, Flower R.J. and Henderson G.
- Medical Pharmacology at a Glance by Neal M.J.

Assessment	Percentage Mark
In-course	
End-semester	100%



Course Code : MED3227
Course Title : Infection 2
No. of Credits : 2
Pre-requisites : Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/Optional : Compulsory

Aim(s):

To provide knowledge on infectious diseases affecting various systems of the body including the transmission, pathogenesis, diagnosis, prevention and treatment of infectious diseases of significance locally and globally.

Intended learning outcomes (ILOs)

Students should be able to

- Discuss the pathogenesis of infections affecting different organ systems / body sites in humans
- Analyze the risk factors / predisposing factors for infections affecting different organ systems
- Evaluate methods of microbiological and parasitological diagnosis of infections/diseases affecting different organ systems / body sites
- Evaluate the methods of collection and transport of appropriate specimen/s for aetiological diagnosis of infections/diseases affecting different organ systems / body sites
- Strategize methods of treatment and prevention of infections/diseases affecting different organ systems / body sites

Time Allocation (Hours): Lectures 17 Small group discussion (SGD) 11 Seminars 04

Course content/Course description:

The pathogenesis of infections affecting different organ systems / body sites and principles of diagnosis, treatment and prevention of those as applied to - urinary tract infections; skin and wound infections to include scabies and leishmaniasis; muscular skeletal infections; respiratory tract infections; cardio vascular infections; gastro intestinal tract infections to include infective diarrhoea (parasitic, viral and bacterial) and food poisoning; central nervous system infections; infections in pregnancy, foetus and neonate; sepsis to include post-operative infections; pyrexia of unknown origin due to infections to include typhoid; role of the laboratory in diagnosis of infective diseases; collection and transport of specimen for common microbiological and parasitological investigations; molecular diagnosis of infective diseases; infections of the compromised host to include AIDS; emerging and re-emerging infections; malaria; zoonotic diseases of importance in Sri Lanka and in the world; lymphatic filariasis.

**Recommended Texts (if any):**

1. Mims C, Dockrell, Goering, RV, Roitt I, Wakelin D and Zukerman, M. Medical Microbiology – Recent Ed, Elsevier Mosby Publishers.
2. Chapter on Infectious Diseases in Kumar and Clark's Clinical Medicine.
3. Parveen Kumar, Michael L Clark, Elsevier Health Sciences, Recent Ed.
4. Clinical Microbiology Made Ridiculously Simple. Mark Gladwin and Bill Trattler, Recent Ed.
5. Manson's Tropical Diseases - Recent Ed
6. Worms and Human Disease - Ralph Muller and Derek Wakelin. Recent Ed
7. Any other relevant Microbiology and Parasitology text books.

Assessment	Percentage Mark
End-semester	100%





Course Code : MED3228
Course Title : Growth, Development and Nutrition
Credits : 1
Prerequisite : Pass Y1S1, Y1S2, Y2S1 semester examinations
Core/ Optional : Core

Aim/s: To enable the student to obtain knowledge and skills in evaluation of growth and development of a child and apply them in clinical practice in view of identifying important growth and development related problems.

Intended learning outcomes:

At the end of this module the learner should be able to

1. describe normal and abnormal patterns of growth, development and maturation.
2. enumerate factors that influence optimal and sub-optimal growth, development and maturation.
3. evaluate growth of a child using appropriate growth charts.
4. discuss the impact of nutritional deficiencies on the health of children.
5. formulate nutritional strategies to prevent under nutrition and obesity.
6. develop plans for investigation and management of patients based on case scenario.

Time Allocation : Lectures 15 hours

Course Syllabus/ Course Description

Introduction to growth and development - recall what was learnt in year 2, Factors affecting pre-natal growth- Factors affecting growth and development in childhood(chromosomal, genetic, endocrine, nutritional and emotional factors), The normal pattern of sexual maturation, Deviations from the normal sexual differentiation, Common problems related to sexual maturity and their causes, Basis of nutritional disorders, National nutritional status, Impact of the economy and the population structure of a country on nutritional status, National programs for intervention of nutritional problems in Sri Lanka, Problems related to feeding children, Evaluation of growth and development in childhood- identifying causes of common problems (causes for growth failure, excess growth and developmental delay in childhood) through selected clinical case scenarios.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Illustrated Paediatrics Tom Lissauer and Graham Clayden
2. Nelsons text book of Paediatrics

Assessment	Percentage Mark/ Percentage Mark Range
Continuous Assessment	
Assessments/ Labs	
Tutorials	
Mid-semester Examination	
End of Semester Evaluation	100%



Course Code	: MED3229
Course Title	: Doctor In Society (DIS) - 3 (Maternal and Child Health, Occupational Health and Disease prevention)
No. of Credits	: 3
Pre-requisites	: Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/ Optional	: Compulsory
Aim: To provide knowledge on maternal and child health, occupational health, epidemiology of communicable and non-communicable diseases and disaster management.	
Intended learning outcomes At the end of this module, the students should be able to <ul style="list-style-type: none"> • discuss how maternal and child health is safeguarded at community level. • explain the relevance and the scope of occupational health services. • discuss the epidemiology of non-communicable diseases and describe their prevention. • explain how a disaster is managed. • explain the control and prevention of major communicable diseases in Sri Lanka. 	
Time Allocation (Hours): Lectures 35 Tutorials (SGD) 10	
Course Syllabus/ Course Description Introduction to Medical Officer of Health area, Antenatal, natal and postnatal care, Maternal morbidity and mortality, Infant morbidity and mortality, Breast feeding, Family planning, Adolescent health, Early childhood care and development, Sexual and reproductive health in crises, Occupational health hazards, Role of the physician in occupational health services, Factory inspection, Occupational epidemiology; Functions of the occupational hygiene division, Epidemiology of non-communicable diseases, Management of disasters, Epidemiology and preventive strategies for tuberculosis, filariasis, sexually transmitted diseases/Human Immunodeficiency Virus infection, leprosy and rabies.	
Recommended Texts (if any): <ol style="list-style-type: none"> 1. Oxford Textbook of Public Health, Edited by Roger Detels, James McEwen, Robert Beaglehole and Heizo Tanaka 2. Annual Report on Family Health, Sri Lanka by Family Health Bureau, Ministry of Health, Sri Lanka. 3. Occupational Health: a handbook for Doctors by University of Colombo, Sri Lanka 4. Health and Safety Executive, UK website 5. Maternal Care Package, A guide to Field Health Care Workers by Family Health Bureau, Ministry of Health, Sri Lanka. 6. Park's Textbook of Preventive and Social Medicine by K. Park 	
Assessment	Percentage Mark
In-course	
End-semester	100%



Course Code	: MED4130
Course Title	: Communication, Learning and Research – 4 (Communication in Health care)
Credits	: 1
Prerequisite	: Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/Optional	: Compulsory
Aim/s: To enable the student to acquire adequate knowledge and skills to communicate and interpret health information within the health system of Sri Lanka.	
Intended learning outcomes: At the end of this module, the students should be able to <ul style="list-style-type: none">• describe communication methods used in the health system of Sri Lanka and their applications.• write correct prescription and referrals• write the diagnosis according to the version 10 of International Classification of Diseases (ICD 10).• describe the importance of using basic concepts in hospital management.• write a prescription.	
Time Allocation : Lectures 15	
Course Syllabus/ Course Description The purpose and technique of writing notification forms, death and birth certificates, diagnosis on the bed head tickets (BHT), diagnosis cards, Importance of using the International Classification of Diseases (ICD), Prescription writing, Writing the BHTs, referral letters, request forms, Quality assurance method used in hospitals, Japanese “five S method”.	
<u>Recommended Reading and/ or References and/ or Prescribed Texts</u> 1. WHO (2010). International Statistical Classification of Diseases and Related Health Problems 10 th edition. WHO	
Assessment	Percentage Mark
In-course	
End-semester	100%



Course Code	: MED4131
Course Title	: Doctor In Society (DIS) – 4 (Traumatology 2, Toxicology and applied medical ethics)
No. of Credits	: 3
Pre-requisites	: Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/Optional	: Compulsory
Aim: To identify, document and interpret the effects/causes of natural disease, trauma and toxins for legal purposes while utilizing the appropriate resources, protecting vulnerable groups and ensuring ethical medical practice.	
Intended Learning Outcomes: At the end of this module, the students should be able to <ul style="list-style-type: none"> • interpret injuries and their consequences which occur as a result of trauma for medico legal purposes. • evaluate and determine the groups of people who may need special care and act accordingly and within the legal framework. • interpret injuries and their consequences which occur as a result of toxic substances for medico legal purposes. • apply the principles of ethics to solve problems that arise during medical practice. • evaluate the use of photography, radiology and other investigations used in medico legal practice. • identify evidence which may suggest a sudden natural death. 	
Time Allocation (Hours): Lectures 43 Tutorials 2	
Course content/Course description: Asphyxial deaths (smothering, suffocation, choking, gagging, strangulation, hanging, traumatic, postural and sexual asphyxia, drowning), Forensic toxicology, Criminal miscarriage, Torture and deaths in custody, Sexual offenses, Forensic radiology, Forensic photography, Forensic psychiatry, Drunkenness , Transportation injuries, Fire arm injuries and injuries due to explosions, Child abuse and domestic violence, Infanticide and Sudden infant death syndrome, Starvation and neglect, Sudden natural deaths, Applied medical ethics.	
Recommended Texts (if any): <ol style="list-style-type: none"> 1. Shepherd R. Simpson's Forensic Medicine. Oxford University Press, London 2. Knight B, Saukko P. Knight's Forensic Pathology. Oxford University Press. London 3. De Maio DJ, De Maio VJ. Forensic Pathology. CRC press. London 4. Gordon I, Shapiro HA, Berson SD. Forensic Medicine. A guide to principles. Churchill Livingstone. New York 5. Fisher RS, Petty CS. Forensic Pathology. A handbook for pathologists. Castle house publications. London 6. Mason JK. The pathology of trauma. Edward Arnold. Edinburgh. 8. Fisher RS, Spitz WU. Medicolegal investigation of death. Charles C Thomas USA. 9. Mant AK. Taylor's principles and practice of Medical jurisprudence. Churchill Livingstone. New Delhi, 10. Alwis LBL. Medical law, ethics, duties and forensic psychiatry. 	
Assessment	Percentage Mark
In-course	
End-semester	100%



Course Code	: MED4132
Course Title	: Haematology
No. of Credits	: 1
Pre-requisite	: Pass Y1 S1, Y1 S2, Y2S1semester examinations
Compulsory/optional	: Compulsory

Aim(s): To enable the students to understand normal haemopoiesis, clinicopathological basis of common haematological disorders, investigations and management of these disorders and apply this knowledge in clinical situations.

Intended learning outcomes

Students who successfully complete this course should be able to

1. describe the normal structure and function of blood cells and their turnover.
2. describe the pathogenesis, diagnosis and treatment of common haematological disorders.
3. interpret reports of haematological investigations encountered in clinical practice.
4. apply the above knowledge (above outcomes 1 to 3) in solving clinical problems of haematological disorders
5. explain the basis of blood grouping, compatibility testing, indications and adverse effects of blood components and blood products.

Time Allocation (Hours) : Lectures 13 Tutorials 2

Course content /Course Description:

Haemopoiesis, red cell and anaemia, hypochromic and microcytic anaemia, macrocytic anaemia, haemolytic anaemia, thalassaemias and haemoglobinopathies, white cells, myeloproliferative disorders, acute leukaemias, chronic leukaemias, myeloma and paraproteinaemia, pancytopenia and aplastic anaemia, bleeding disorders, platelet disorders, coagulation disorders and anticoagulation.

Transfusion medicine including blood products, adverse effects of blood transfusion, massive transfusion. Haemolytic diseases of the new born.

Recommended Texts (if any)

1. Hoffbrand's Essential Haematology by A. V. Hoffbrand and Paul A. H. Moss
2. Lecture notes in Haematology by S. N. Wickramasinghe

Assessment	Percentage Mark
In-course	
End Semester	100%



Course Code	: MED4233
Course Title	: Communication, Learning and Research – 5 (Research Project)
Credits	: 4
Prerequisite	: Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/optional	: Compulsory

Aim:

To enable the student to be capable of conducting scientific inquiry and research, and make decisions based on scientific evidence.

Intended learning outcomes:

At the end of this module, the students should be able to

- identify an appropriate research problem and formulate a research hypothesis and objectives.
- conduct a scientific literature review and document, select an appropriate research method to achieve the objectives.
- Formulate a research protocol scientifically, identify ethical issues and complete the Ethical Review application forms correctly.
- collect and analyze relevant information using appropriate statistical methods.
- interpret research results and make scientific conclusions.
- write a research report.

Time Allocation : Research work / Field Work spanning over four semesters

Course Syllabus/ Course Description

Scientific basis of decision making, Different areas of research, Important components/steps in a research protocol, Reviewing available literature and other information, Summarize important information obtained from literature, Writing a review of literature relevant to the research proposal, Differences between general and specific objectives, Research hypothesis, Characteristics of research objectives, Writing citations and references. Selection of correct research method, Data collection techniques, Sample size calculation, Sampling, methods to minimize the error reduction, Ethical issues, Data analysis, Scientific conclusions based on data, Writing discussion, Identification of limitations and making recommendations.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Corlien M. Varkevisser, Indra Pathmanathan, Ann Brownlee . Designing and Conducting
2. Health Systems Research Projects, volume 1, KIT Publishers, Amstradam in association with WHO.
3. R Bonita, R Beaglehole, T Kjellström. Basic Epidemiology. World Heath Organization.
4. Hulley, S. B. . Designing clinical research. Philadelphia, PA, Lippincott Williams & Wilkins.
5. Rothman, K. J., S. Greenland, et al.. Modern epidemiology. Philadelphia, Wolters Kluwer Health/Lippincott Williams & Wilkins.
6. Schlesselman, J. J. and P. D. Stolley. Case-control studies : design, conduct, analysis. New York, Oxford University Press.

Assessment	Percentage Mark
In-course	
End Semester	100%



Course Code	: MED4234
Course Title	: Doctor In Society (DIS) - 5 (Applied Epidemiology, Community Paediatrics and Health Promotion)
Credits	: 3
Pre-requisites	: Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/ Optional	: Compulsory
Aim: To provide knowledge on applications in applied epidemiology, concepts in community paediatrics, concepts in health promotion, principles in health economics and to create awareness of the functions of special units in the public health system in Sri Lanka.	
Intended learning outcomes: At the end of this module, the students should be able to <ul style="list-style-type: none">• apply the basic principles of epidemiology in clinical practice.• explain the concepts of community paediatrics.• apply the concepts in health promotion.• describe the duties and functions carried out by the special units in the public health system.• explain principles of health economics.	
Time Allocation (Hours): Lectures 33 Tutorials(SGD) 12	
Course Syllabus/ Course Description Natural history of disease, Communicable disease transmission, surveillance and prevention, Epidemiological investigation, Screening for diseases, Screening newborns, Child development and development delays, Management of neonatal problems, Children with special needs, Common health problems in children, Child abuse, Mental health, Health of the elderly, Disability as a public health problem, General practice, Health economics, International health, Functions and duties of special units in the public health sector, Geographical information system, Hospital administration.	
Recommended Texts (if any): <ol style="list-style-type: none">1. Park's Textbook of Preventive and Social Medicine by K. Park2. Oxford Textbook of Public Health, Edited by Roger Detels, James McEwen, Robert Beaglehole and Heizo Tanaka3. Community Paediatrics by Leon Polnay4. Manual on Child Development by S. Lingam5. Care of the Older persons by WHO	
Assessment	Percentage Mark
In-course	
End-semester	100%



Course Code	: MED4235
Course Title	: Medical Imaging
Credits	: 2
Prerequisites	: Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/ Optional	: Compulsory

Aim/s:

To enable the students to understand the application of medical imaging in the management [diagnosis and treatment] of common disease conditions, knowing their limitations and radiation hazards.

Intended learning outcomes:

At the end of this module, the students should be able to

- list the imaging modalities used for various common pathological conditions of all body systems.
- select the appropriate radiological investigations for common diseases.
- describe the radiological signs of common pathologies seen on above imaging modalities, which are being utilized for the diagnosis of common diseases.
- describe the radiation protection measures taken during radiological investigations.

Time Allocation: Lectures 28 Tutorials 2

Course Syllabus/ Course Description

Basic principles of interpretation of the radiographs of chest, abdomen, KUB, axial & appendicular skeleton, ultrasonography, computerized tomography and magnetic resonance imaging; Imaging of pulmonary nodules and cavities, pulmonary and extra pulmonary tuberculosis, congenital and acquired cardiovascular diseases; Application of computed tomography in chest pathology; Imaging in acute abdomen; Imaging of inflammatory and neoplastic bowel diseases, hepato-biliary and pancreatic diseases; obstructive uropathy, congenital anomalies of urinary tract, inflammatory and neoplastic diseases of urinary tract, inflammatory and neoplastic diseases of central nervous system; Imaging in stroke and intra cranial hemorrhages; Application of imaging in inflammatory, neoplastic diseases of bone and arthropathies; Basic concepts of trauma imaging; Imaging in endocrine and metabolic disorders; Obstetrics and Gynaecology; breast and thyroid diseases; scrotal and prostatic pathology; Imaging in Paediatrics including neonatology; Imaging in peripheral vascular diseases (arterial & venous); Basic concepts of radiological interventions and radiation protection; Principles of nuclear imaging including radiation protection; Nuclear imaging of myocardial perfusion, pulmonary embolism; gastro intestinal bleeding, and hepatobiliary disorders; Application of Nuclear imaging in congenital and inflammatory urinary tract pathology and obstructive uropathy; inflammatory and neoplastic bone diseases and endocrinopathies.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Lecture notes on Radiology by Patel
2. Radiology for medical students by David Sutton
3. Interpretation of chest radiographs for medical students by P B Hewavithana

Assessment	Percentage Mark/ Percentage Mark Range
Continuous Assessment	
Assessments/ Labs	
Tutorials	
Mid-semester Examination	
Examination at the end of Y4S2	100%



Course Code	: MED4236
Course Title	: Therapeutics
No. of Credits	: 1
Pre-requisites	: Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/Optional	: Compulsory

Aim(s): To enable the students to understand the basis of drug therapy of common clinical problems.

Intended Learning Outcomes:

The student should be able to apply the knowledge in basic Pharmacology in the drug therapy of commonly encountered clinical problems.

Time Allocation (Hours): Tutorials 15 hours

Course content/Course description:

Coronary artery disease, Heart failure, Hypertension, Asthma/COPD, Diabetes Mellitus (including acute metabolic complications), Thyroid disorders, Cerebrovascular disease, Epilepsy, Movement disorders, Migraine, Acute and chronic liver disease, Hypersensitivity reactions, Connective tissue diseases/arthritis, Acute and chronic kidney disease, Common infections, Psychiatric disorders

Recommended Texts (if any):

1. Clinical pharmacology by Bennett P.N., Brown M.J and Sharma P.
2. Rang & Dale's Pharmacology by Rang H. P., Dale M. M., Ritter J.M, Flower R.J. and Henderson G.
3. Kumar and Clark's Clinical Medicine by Parveen Kumar & Michael Clark.
4. Illustrated Textbook of Paediatrics by Tom Lissauer & Graham Clayden.

Assessment -	Percentage Mark
In-course	
End-semester	100%



Course Code	: MED4237
Course Title	: Integrated Applied Medicine 2 (IAM - 2)
No. of Credits	: 3
Pre-requisites	: Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/Optional	: Compulsory

Aim: To facilitate understanding of clinical medicine by reinforcing the clinically relevant basic and applied science concepts and encouraging students to engage in active learning and facilitate critical thinking.

Intended Learning Outcomes:

At the end of this module, the students should be able to

- apply the relevant anatomical, physiological and biochemical basis involved in diseases.
- explain the pathophysiological basis of disease.
- apply the scientific principles in the management, prevention and legal aspects of diseases.

Time Allocation (Hours): Lectures 30
Students assignments/guided students presentations 30

Course content/Course description:

Clinically relevant basic and applied science concepts of anemia, jaundice, edema, LOC, convulsions, hemorrhage, shock, headache, flaccid paralysis, paraplegia, dyspnea, acute abdominal pain, chest pain, abnormal uterine bleeding, oliguria / anuria, obesity, acid base and electrolyte disturbances, menopause, growth retardation, head injury, abdominal trauma, chest trauma, acute confusional state, short stature, backache, acute and chronic pain, polyuria, cyanosis, sepsis, stroke, complications of pregnancy, disturbances in temperature regulation.

Recommended Texts (if any):

- Snell. R. S. Clinical Anatomy by Regions, Latest Edition
- Barrett. K. E. et al. Ganong's Review of Medical Physiology, Latest Edition
- Murray. R. K. et al. Harper's Illustrated Biochemistry. Latest Edition
- Colledge. N. R. et al. Davidson's Principles & Practice of Medicine. Latest Edition
- Kumar P and Clark C. Clinical Medicine Latest Edition
- Kumar V et al., Robbins Basic Pathology Latest Edition

Assessment	Percentage Mark
In-course	
End-semester	100%



Course Code	: MED5CLIN01
Course Title	: Clinical Stream 1 (Medicine)
Prerequisite	: Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/ Optional	: Compulsory

Aim: To provide the desired knowledge, skills and attitudes to practice as a first contact doctor and to lay the foundation for further training in relation to the specialty of Clinical Medicine.

Intended learning outcomes :

On successful completion of the Clinical Medicine program, students should be able to:

1. demonstrate patient-centered care that is compassionate, appropriate, and effective for the prevention and management of health problems and the promotion of health.
2. demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral, sciences, as well as the application of this knowledge to patient care.
3. demonstrate the ability to continuously improve patient care based on scientific evidence, constant self-evaluation and life-long learning.
4. demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.
5. demonstrate a commitment to carrying out professional responsibilities with adherence to ethical principles and an understanding of the legal implications of practice.
6. demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.
7. demonstrate the ability to engage as a member, manager and a leader, in an inter professional team, in a manner that optimizes safe, effective patient/ population-centered care.
8. demonstrate the qualities required to sustain lifelong personal and professional growth.
9. provide appropriate medico-legal services where required.

All above competencies would be achieved in relation to patient's health including;

1. Routine health care and health promotion.
2. Emergency care including resuscitation.
3. Management and prevention of communicable (congenital or acquired infections) and non-communicable (genetic, psychological, immunological, metabolic, nutritional, degenerative, neoplastic, developmental, iatrogenic and traumatic) diseases.





Time Allocation (Hours) : Lectures 150 Clinical Work 1170

Course syllabus/ Course Description

Foundation in Medicine

History taking, general examination, and examination of all the systems. Principles of management in medical emergencies, intermediate and long term medical problems, multidisciplinary medical problems, Clinico-pathological correlation of the diseases. Pharmacological effects on systems. Pharmacological, non pharmacological and multidisciplinary management of diseases. Recent advances in medicine. Cultivating the concepts of research.

Emergencies in Medicine

Diagnosing and management of emergencies such as anaphylaxis, Left ventricular failure, acute coronary syndrome, Cerebral vascular accident, organ failure, shock, poisoning, snake bite and other envenomation, endocrinological, rheumatological, haematological, metabolic, infective origin and multisystemic and other emergencies.

Cardiology

Symptoms and signs in cardiovascular disorders, Examination of cardiovascular system, when to request appropriate investigations such as Electrocardiography, Chest X-ray in cardiovascular system. Exercise Electrocardiography & Echocardiography. Interpretation of investigations such as Electrocardiography, Chest X-ray and other common cardiovascular investigations. Common Valvular disorders, Common arrhythmias, Hypertension, Hypotension, Hyperlipidemia, Rheumatic fever, Ischemic heart diseases / Stable angina, Acute coronary syndrome, Heart failure, Infective endocarditis, Pericardial disease, Cardiomyopathies, Heart Failure (Clinicopathological correlation) and other disease conditions which can cause cardiovascular diseases. Newly emerging cardiovascular diseases and new trends used in day today practice.

Respiratory Medicine

Symptoms and signs in Respiratory disorders, Examination of Respiratory system, when to request appropriate investigations such as Chest X-ray, Arterial blood gases, Lung function tests and other important investigations in respiratory disorders and interpretation of them. Common disease conditions in respiratory system including Bronchial asthma, Lung cancer, Pneumonia, Bronchiectasis, Chronic Obstructive Pulmonary Diseases, Tuberculosis, diseases of other systems which can affect the respiratory system and emerging respiratory system disorders.

Neurology

Symptoms and signs in Neurological disorders, Examination of Neurological system, when to request appropriate investigations such as Electroencephalography, Electromyography, Computerised Tomography (CT) Scan, Magnetic Resonance Imaging (MRI) Scan, other relevant blood investigations and any other relevant investigation and interpretation of them. Neurological diseases including Epilepsy, Headache, Cerebrovascular disease, Tumours, Coma, Disorders of Spinal cord, Neuropathies,



Neuromuscular junction disorders and Myopathies, Higher functions, Central Nervous System infections, Management of muscle disorders, Myasthenia gravis and the diseases of other systems which can have impacts on the nervous system and newly emerging neurological disorders.

Endocrine and Metabolic Disorders

Symptoms and signs in Endocrinological disorders, relevant examination of Endocrinological disorders, when to request appropriate investigations and interpretation of them. Diseases of the Endocrinological system including Hypopituitarism & hyperpituitarism, Thyroid Diseases, Hypoparathyroidism/hyperparathyroidism, Hypoadrenalism & hyperadrenalism, Diabetes mellitus, Obesity and Metabolic syndrome, miscellaneous endocrine disorders, endocrinological effects of the diseases of other systems and emerging endocrinological disorders. Tumors of the endocrine system, endocrine causes of hypertension, congenital endocrine diseases, diseases of the adrenal glands, endocrinological diseases related to reproductive health.

Rheumatology and Muscular Skeletal Disorders

Symptoms and signs in rheumatological disorders, relevant examination of muscular skeletal system, when to request appropriate investigations and interpretation of them. Rheumatological and muscular skeletal diseases including Rheumatoid arthritis, Systemic lupus erythematosus, Antiphospholipid syndrome, Scleroderma, Other collagen vascular diseases, Vasculitides, Seronegative arthritides, Osteomalacia/osteoporosis, arthritic conditions due to infections, Other nonspecific arthritic conditions, other diseases which can have effects on the muscular skeletal system and emerging rheumatological disorders.

Gastroenterology and Liver Disease

Symptoms and signs in Gastroenterological and liver disorders, relevant examination of gastrointestinal system and liver, when to request appropriate investigations and interpretation of them. Gastroenterological and liver diseases including Clinical and biochemical approach to liver diseases, Cirrhosis, Complications of cirrhosis, Hepatitis A, B, C and D, Malabsorption, Chronic diarrhoea, Analysis of jaundice, diseases of other systems which can have impacts on the gastrointestinal system and liver and emerging gastrointestinal and liver diseases.

Nephrology

Symptoms and signs in Renal disorders, relevant examination, when to request appropriate investigations and interpretation of them. Renal diseases including Overview of glomerular diseases, Nephritic and nephrotic syndromes, Acute renal failure, Chronic kidney disease, Renal replacement therapy, Diabetic nephropathy, Urinary tract infections, Renal calculi, Haematuria and proteinuria, Clinical aspects of urinary tract, Chronic renal failure, Screening for renal disease impacts of the diseases of other systems on kidneys and emerging renal diseases.



**Snake Bite and Poisoning**

How to recognize a snake bite, or a suspected poisoned patient. Snake bites, and envenomation, Stings & other animal bites, Overview of poisoning in Sri Lanka, Management of Organo Phosphate poisoning, Management of yellow oleander poisoning, Management of analgesic poisoning, Self poisoning, Effects of common poisons on the central nervous system and other emerging poisons.

Dermatology

Common dermatological problems and their management dermatological manifestations of systemic diseases, Recognition and management of dermatological emergencies. New and emerging dermatological diseases.

Sexually Transmitted Diseases

Common Sexually Transmitted infections, human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS), genital manifestations of systemic diseases other emerging sexually transmitted diseases.

Geriatric Medicine

Total assessment of a geriatric patient with special attention to cognitive functions, Activities of Daily Living and Social aspects. Common diseases in elderly. Treatment strategies, communication and Pharmacotherapy in elderly. Awareness of welfare programmes commonly available for elderly. Current and future problems of managing elderly.

Infectious diseases

Diagnosis, examination, investigation of a patient suspected to have an infection. Interpretation of results of the investigations. Common infections due to bacteria , viruses, fungi including Dengue fever, Leptospirosis, Malaria, Rickettsial infections, Brucellosis, Tuberculosis, Typhoid fever and other emerging infections. Management of septicemia and complications.

Haematology

Clinical manifestations of haematological disorders and relevant investigations. Common haematological diseases including anaemia, thrombocytopaenia, haematological malignancies, myeloproliferative diseases, lymphomas, impacts of other systemic diseases on the haematological system basic management concepts and new trends in the management of haematological diseases.

Important emerging diseases and developments.**Practical procedures**

Procedures and skills which the student should be able to perform independently (Does)



Ability to elicit a complete history and carry out a complete general examination along with examination of systems. Use of stethoscope, tongue depressor, ophthalmoscope, auriscope and thermometer. Measuring the peak flow rate, connecting an ECG monitor and doing a 12 lead ECG and performing of urine ward test. Monitoring of blood pressure, measurement of PCV using microhematocrit method, measurement of whole blood clotting time, preparation of a blood film, grouping of blood and testing, setting up blood transfusion and venesection. Giving intravenous, intramuscular, subcutaneous injections and giving antibiotics. Inserting an intravenous cannula and setting up an intravenous infusion. Measurement of anthropometry. Inserting a nasogastric tube, urinary catheterization, and nebulization, identification of types of insulin and usage of injection devices, measurement of capillary blood glucose. Requesting appropriate radiological investigations and interpretation, writing of patient management plan, maintaining of Glasgow Coma Scale chart and maintaining a fluid balance chart and a temperature chart. Arterial puncture for blood gas analysis. Cardiopulmonary resuscitation, bag and mask ventilation, external chest compression and endotracheal intubation. Identifying the contents of an emergency chart, using adrenaline in anaphylaxis, performing of Heimlich manoeuvre. Filling of diagnosis cards, writing up medical certificates, death certificates and medico-legal documents. Confirmation of death and declaration of death forms according to international classification of diseases. Rehabilitation in general.

Communication skills such as breaking bad news, updating relatives, writing referral letters, writing case summary and oral presentation of cases. Communication with special groups such as mentally ill, children, terminally ill, HIV patients, drug addicts, alcoholics, and aggressive patients.

Procedures which the student should be able to perform under supervision (shows how)

Use of nasal speculum and laryngeal mirror. Estimation of ESR and haemoglobin and collection of samples for microbiological investigations. Performing lumbar puncture, pleural aspiration and peritoneal tap.

Procedures which the student should have observed (knows)

Cardioversion and defibrillation, basic physiotherapy, high bowel washout, peritoneal dialysis, gastric lavage, aspiration of joint and intra-articular injections, insertion of central venous line, hemodialysis, biopsy of skin, liver, kidney, pleura and bone marrow, artificial ventilation, endoscopy, ultrasound, CT and MRI scanning, contrast studies of the GI and GU tract, EMG, EEG and NCS, echocardiogram, exercise ECG, coronary angiogram, Holter monitoring, spirometry.




Recommended Reading and/ or References and/ or Prescribed Texts

1. Davidson's Principles and Practice of Medicine. Nicki R. Colledge, Brian R. Walker and Stuart H. Ralston. Churchill Livingstone
2. Kumar and Clark's Clinical Medicine. Parveen Kumar, Michael Clark. Saunders Ltd.
3. Hutchison's Clinical Methods. Michael Glynn & William M Drake. Saunders Ltd.
4. Examination in Clinical Medicine. Chandrika Jayasinghe, Tha-Ro publishers.
5. Ageing Gracefully. Chandrika Jayasinghe. Tha-Ro publishers
6. Systemic Lupus Erythematosus. Chandrika Jayasinghe. Tha-Ro publishers
7. Rheumatoid arthritis. Chandrika Jayasinghe. Tha-Ro publishers
8. Scleroderma. Chandrika Jayasinghe. Tha-Ro publishers
9. Snake, snake bite and envenoming in Sri Lanka. Hand book on management of snake bite. SAM Kularatne
10. Organophosphorus self poisoning, epidemiology and management. Indika Gawarammana
11. Management of self poisoning with household and industrial chemicals. Indika Gawarammana
12. Management of self poisoning with pharmaceutical agents. Indika Gawarammana
13. A guide to management of medical emergencies. P. L. Ariyananda, G. Hettiarachchi, T. P. Weeraratna

Assessment	Percentage Mark/ Percentage Mark Range		
In Course Assessment	20%		
End Course Assessment	80%		
Theory		40%	
Clinical		40%	



Course Code : MED5CLIN02
Course Title : Clinical Stream 2 (Surgery)
Prerequisite : Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/ Optional : Compulsory

Aim:

To provide the desired knowledge, skills and attitudes to practice as a first contact doctor and to lay the foundation for further training in relation to the specialty of surgery.

Intended learning outcomes :

On successful completion of the Surgery program, students should be able to:

1. demonstrate patient-centered care that is compassionate, appropriate, and effective for the prevention and management of health problems and the promotion of health among all age groups in relation to surgical conditions, both emergency and non-emergency situations.
2. demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care among surgical patients in all age groups.
3. demonstrate the ability to continuously improve patient care based on scientific evidence, constant self-evaluation and life-long learning
4. demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.
5. demonstrate a commitment to carrying out professional responsibilities with adherence to ethical principles and an understanding of the legal implications of practice
6. demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.
7. demonstrate the ability to engage as a member, manager and a leader, in an inter professional team, in a manner that optimizes safe, effective patient/ population-centered care.
8. demonstrate the qualities required to sustain lifelong personal and professional growth.
9. provide appropriate medico-legal services where required.

All above competencies should be achieved in relation to patients, in all age groups.

1. Routine health care and health promotion that includes management of surgical conditions in all age groups.
2. Emergencies including resuscitation and provision of emergency care.
3. Management and prevention of communicable (congenital or acquired infections) and non-communicable (genetic, psychological, immunological, metabolic, nutritional, Neoplastic, degenerative, developmental, iatrogenic



and trauma) diseases involving respiratory, cardiovascular, nervous, gastrointestinal, musculo skeletal, genitourinary and integumentary systems.

Time Allocation (Hours): Lectures 135 Clinical Work 1035

Course syllabus/ Course Description

Foundation in surgery

Discipline of Surgery, Asepsis and Surgery, Metabolic Response to Trauma, Soft Tissue infections, Blood Loss, Dehydration, Sepsis, Principles of Antibiotic use in Surgery, Live & Non Living Implants, Blood & Blood products use, Outline of Surgical Oncology, Surgical audit, Transplantation, surgical instruments, Basic surgical skills, Surgical haemeostasis, Minimally invasive surgery, Recent Advances in Surgery.

Peri operative Care

Anesthesia and Surgery, Care of the Critically Ill.

Trauma

Principles of Trauma care, The care of multiply Injured Patient, First Aid, Disaster management, Initial Management of Skeletal Injuries, Principle of definitive Management of Skeletal Injuries, High velocity missile/Blast injury.

Orthopaedics

Introduction to Orthopedics, Common Orthopedic diseases affecting in Children, Spinal Cord Injuries, Acute and chronic osteomyelitis, Infective arthritis ,Other conditions in joints including joint replacement, Sport injuries, Diagnosis and treatment of congenital deformities, Tumours arising from bones and related structures. Methods of treatment of fractures.

Skin and Soft Tissue Conditions

Skin and Soft Tissue Infections, Trauma, Tumors (true and hamatomatous lesions), Cysts and Degenerative Conditions

Breast and Endocrine Organs

Infections of the breast both acute and chronic, Developmental anomalies, Benign diseases of the breast, Carcinoma of the breast, Disease of the male breast, Breast augmentation/reduction and reconstruction.

Surgical conditions affecting the thyroid gland, Parathyroid gland, Adrenal gland, Pancreas. Hormone secreting tumours, Multiple endocrine neoplasia, the use of radioisotopes in the management of endocrine disorders.



Otorhinolaryngology (Ear Nose and Throat)

Clinical Anatomy and Physiology of Ear, Nose, Sinuses, Pharynx, Larynx and Oesophagus. Infective, neoplastic and traumatic conditions of ear, nose, sinuses, pharynx, larynx and oesophagus including Nasal allergy, sinusitis and complication, Secretory otitis media, acute otitis media, Chronic suppurative otitis media, Balance /vertigo :Benign paroxysmal positional vertigo, Meniere's Disease, Disease of External ear/Middle, Epistaxis.

Cardiothoracic Surgery

Penetrating and blunt trauma to the chest and its content-with an emphasis on Fracture ribs/ flail chest, Pneumothorax, Cardiac injury/Tamponade. Pleural/Pericardial effusions, Surgical intervention in inflammatory lung disease, Bronchial carcinoma, Surgical considerations in congenital and acquired heart diseases including ischaemic heart disease, Cysts and tumours of the mediastinum.

Vascular Surgery

Acute arterial embolism, Chronic occlusive arterial disease, Haemangiomas, Arteriovenous fistulae, Venous Disorders including varicose veins, Venous anomalies, Deep vein thrombosis/postphlebotic limb/pulmonary embolism, Venous ulcers. Lymphedema, Gangrene, Amputations, Diagnostic procedures in arterial and venous diseases.

Gastrointestinal Surgery

Symptomatology and Investigation of the gastrointestinal tract, Congenital abnormalities of the gastrointestinal tract, Carcinoma of the gastrointestinal tract, Haematemesis and melaena, Trauma to the abdomen, Appendicitis and complications, Infective colitis, Spastic colon/ Diverticular disease, Perianal Conditions, Tuberculosis of the gastrointestinal tract, Intestinal Obstruction, Ruptured /Inflamed Viscus, Stoma and stoma care, Diagnostic procedures, Inflammatory conditions, Malignancies of the biliary tract and the liver, Acute abdomen, Peptic ulcer disease, Hernia (internal and external), Inflammatory bowel disease, Irritable bowel syndrome.

Genitourinary Surgery

Diagnosis and treatment of lower urinary tract symptoms, Hematuria, Loin to groin pain, Loin mass, Suprapubic pain, Scrotal lumps and penile lesions, Congenital Anomalies of the genitourinary system, Urological Trauma, Non traumatic urological emergencies, Andrology including investigation and treatment of subfertile male, Chronic pelvic pain syndrome.

Neurosurgery

Head injury, Fractures of the skull and other neurological injuries, Intracranial haemorrhage, Meningitis and other infections, Benign and Malignant conditions of the central nervous system.





Paediatric Surgery

Special considerations in children undergo surgery, Intestinal Obstruction in Children, Pediatric Urological Problems, Surgical Problems in neonates, Congenital Abnormalities in children, Paediatric surgical emergencies including trauma, Paediatric surgical oncology, Reconstructive paediatric surgery.

Practical Procedures

Procedures which the students should be able to perform independently

Thermometry,

Administering injections Intra Dermal/ Sub Cutaneous/ Intra Muscular/ Intra Venous, Intra Venous cannulation, Setting up a drip,

Wound excision and toilet, Wound suturing, Removing sutures, Dressing an ulcer, Incise an abscess, Cardiopulmonary resuscitation,

Proctoscopy, Catheterization of the bladder, Catheter care

Blood grouping Cross-matching, Transfusing blood,

Filling in request forms for diagnostic procedures, Writing diagnosis cards, Interpretation of investigations results and detecting lab errors,

Sterilization of instruments / skin/ clothes/ rubber items/ glass and metal items,

Fine needle aspiration cytology,

Nasotracheal suction and Pulse oximetry,

Varicose vein sclerotherapy,

Plaster of Paris cast application and management, Cutting Plaster of Paris Casts off,

Injection of haemorrhoids, Flatus tube,

First aid,

Tying a knot, Scrub up and assist, Bandaging (Limb, Head, Scrotal), Splinting,

Airway suction, Nasogastric tube insertion and management,

Administration of Enema ,

Management of T Splints, Central Venous pressure lines and monitoring, Inter Costal tube management, Postural drainage,

Steam inhalation, Nebulization, Use of a tongue depressor, Bag and mask ventilation, care of pressure points,

Universal precautions

Obtaining the consent form of patients after introducing themselves before taking relevant clinical information that undergoes laboratory investigations.

Preparation of patients for laboratory investigations and how to explain those to patients and how to obtain written consent.

Correct procedure of specimen collection and transport of specimens for haematology, histopathology, microbiology and clinical chemistry, and to describe the procedure.

Blood grouping and cross match.

Interpretation of common laboratory errors and how it assess the test results



Procedures which the students should be able to perform under supervision
Endo tracheal intubation, Indirect laryngoscopy,
Pathology specimen collection for histology transportation and processing,
Arterial blood gas analysis
Pericardial aspiration Aspirating a pleural effusion, Performing a cut down

Procedures which the students have to observe

Direct laryngoscopy, Bronchoscopy and biopsy, Ventilation, Lung Biopsy,
Intra Venous Urography (IVU), Computed tomography urography (CTU), Micturating
cystourethrography (MCUG), Ultrasound examination of Genitourinary Tract, Renal
Biopsy, Angiography, Venography, Intracardiac needling, Limb pressure profiles by
ultrasound, Cholecystography Ultrasound scanning of hepatobiliary system,
Percutaneous Transhepatic Cholangiogram (PTC), Barium swallow, Barium meal, and
screening

Liver Biopsy, T-tube management, Endoscopic Retrograde Cholangiopancreatogram,
(ERCP), Lithotripsy

Internal fixation- hip, forearm bones, femur, tibia, Drilling for osteomyelitis/
sequestrectomy, Traction- skull calipers, Skin traction, Skeletal traction,

Muscle Biopsy, Nerve Biopsy, Skin Biopsy,

Oesophagoscopy and Biopsy- Rigid/ Flexible, Oesophagoscopy and
Gastroduodenoscopy, Stomach wash Sigmoidoscopy, Colonoscopy, Flexible cystoscopy
Amputations,

Physiotherapy

Insertion of Inter Costal tube

fine needle aspiration and lumbar puncture.

Divulging information to the patients or their families regarding the outcome of
laboratory investigations.

Instructions to health care workers in preparation of patients for laboratory procedure.

Basic haematological, biochemical, microbiological and histopathological tests
performed to diagnose diseases.

Identify the functions of the blood bank, describe the steps involved in preparing blood
products for transfusion and state the tests performed in the blood bank.





Recommended Reading and/ or References and/ or Prescribed Texts

1. Williams N, Bulstrode C, O'Connell PR. *Bailey & Love's Short Practice of Surgery*. Boca Raton, FL: CRC Press Publishing
2. Scott PR, Williamson RCN, Waxman BP. *Scott: An Aid to Clinical Surgery*. Edinburgh: New York: Churchill Livingstone Publishing.
3. Michael Swash, Michael Glynn. *Hutchison's clinical method*. Edinburgh: Saunders Elsevier publishing.
4. Browse NL, Black J, Burnand KG, Thomas WEG. *Browse's Introduction to the Symptoms & Signs of Surgical Disease*. Boca Raton, FL: CRC Press Publishing.
5. Lumley JSP, D'Cruz AK, Hoballah JJ, Scott-Connor CEH. *Hamilton Bailey's Physical Signs: Demonstrations of Physical Signs in Clinical Surgery*. Boca Raton, FL: CRC Press Publishing.
6. Morris PJ, Wood WC. *Oxford Text book of Surgery*. New York: Oxford university press.
7. Hamblen DL, Simpson H. *Adams's Outline of Fractures: Including Joint Injuries*. Edinburgh: New York: Churchill Livingstone Publishing.
8. Simpson AHRW, Hamblen DL. *Adams's Outline Of Orthopaedics*. Edinburgh: New York: Churchill Livingstone publishing.
9. McAninch J, Lue TF. *Smith and Tanagho's General Urology*. America: McGraw-Hill Professional.

Journals

1. Surgery International. Elsevier publishing
2. The Sri Lanka Journal of Surgery. College of Surgeons of Sri Lanka publishing
3. British Journal of Surgery. John Wiley & Sons, Ltd publishing
4. Urology International. John Wiley & Sons, Ltd publishing
5. Surgical Clinics of America. Elsevier publishing

Assessment	Percentage Mark/ Percentage Mark Range		
In Course Assessment/ Objective Structured Clinical Examination/ Viva	20%		
Final Examination	80%		
Theory		40%	
Clinical		40%	



Course Code	: MED5CLIN03
Course Title	: Clinical Stream 3 (Gynecology and Obstetrics)
Prerequisite	: Pass Y1S1, Y1S2 and Y2S1 Semester Examinations
Compulsory/ Optional	: Compulsory
Aim: To provide the desired knowledge, skills and attitudes to practice as a first contact doctor and to lay the foundation for further training in relation to women's health.	
Intended learning outcomes : On successful completion of the Gynecology and Obstetrics program, students should be able to <ol style="list-style-type: none">1. demonstrate patient-centered care that is compassionate, appropriate, and effective for the prevention and management of health problems and the promotion of health among women.2. demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care among females.3. demonstrate the ability to continuously improve patient care based on scientific evidence, constant self-evaluation and life-long learning.4. demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.5. demonstrate a commitment to carrying out professional responsibilities with adherence to ethical principles and an understanding of the legal implications of practice6. demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.7. demonstrate the ability to engage as a member, manager and a leader, in an inter professional team, in a manner that optimizes safe, effective patient/ population-centered care.8. demonstrate the qualities required to sustain lifelong personal and professional growth.9. provide appropriate medico-legal services where required. All above competencies would be achieved in relation to patient's health including; <ol style="list-style-type: none">1. Routine health care and health promotion that includes antenatal, postpartum care, family planning, reproductive health2. Emergency care including resuscitation3. Management and prevention of communicable (congenital or acquired infections) and non-communicable (genetic, psychological, immunological, metabolic, nutritional, degenerative, neoplastic, developmental, iatrogenic and traumatic) diseases.	





Time Allocation (Hours): Lectures 90 Clinical Work 585

Course syllabus/ Course Description

Introduction to Obstetrics and Gynaecology

How woman is designed for childbirth- Basic sciences as applied in obstetrics and gynaecology, History and Examination, Pre and postoperative care, Diagnostic imaging.

Gynaecology

Adolescent and paediatric Gynaecology and Puberty,

Genital infections -Pelvic inflammatory disease and Sexually Transmitted Diseases, vaginal discharge,

Chronic pelvic pain, Endometriosis/Adenomyosis, Pruritus vulvae.

Incontinent female, Utero-vaginal displacements.

Managing a couple requiring contraception.

Menstrual cycle and its abnormalities -Dysmenorrhoea/Pre Menstrual Syndrome, Primary and secondary amenorrhoea.

Managing an Infertile couple.

Well woman concept- care through the life cycle including Post reproductive Life and menopause.

Premalignant conditions of the female genital tract,

Gynaecological cancers (uterine tumor, ovarian tumor, cervical cancer),

Benign tumours, cysts and malformations of the genital tract,

Early Pregnancy Complications (Miscarriage, Ectopic Pregnancy, Gestational Trophoblastic Disease)

Violence against female- Sexual abuse of female children and adults.

Obstetrics

Pre pregnancy care, Antenatal care, Post natal care.

The a Management of normal and abnormal labour, Partogram and monitoring in labour, Assisted vaginal delivery, Caesarean section, Preterm labour/Premature Prelabour Rupture of Membranes, Induction of labour, Fetal Surveillance-antenatal/intrapartum, Malpresentations and malpositions/Breech delivery Multiple Pregnancy, Intra uterine Death, Non obstetric abdominal pain in pregnancy, Medical conditions during pregnancy-Hypertension, Anaemia, Diabetes, Heart disease, Infections,, Venous ThromboEmbolic/Epilepsy, Liver disease and other medical disorders

Fetal growth Restriction ,Rhesus isoimmunisation, Diseases of placenta and membranes, Obstetric Emergencies,

Antepartum / Postpartum Haemorrhage, , Shoulder dystocia, cord prolapse, /etc,

Measures of obstetric care- Maternal and perinatal mortality and morbidity-Perinatal statistics/Audit, and risk management

Prenatal Diagnosis

Breaking bad news-Managing stillbirths/abnormal fetuses/Intra Uterine Death, maternal death etc,



Prescribing in Pregnancy,
Pain relief in labour,
Emerging diseases and developments.

Student should be able to perform following procedures independently:

Obstetrics:

Obstetric examination, Antenatal assessment including PV & pelvic assessment, Labour management (intrapartum assessment and care), Maintenance of a partogram, Preparation for delivery, Preparation for LSCS, Assistance at a Caesarian section, A.R.M. (Artificial Rupture of Membranes), Syntocinon (start and management), Intrapartum PV, Normal delivery, Suturing of episiotomies, New born assessment (APGAR maturity), Neonatal resuscitation on model

Gynaecology:

Abdominal examination of pelvic lumps including a bimanual examination, PV digital examination, Cusco's speculum examination, High vaginal swab, Pap smear, Insertion of pessaries, Intensive care monitoring, Advice on depopovera, Advice on oral contraception, Advice on condoms/Implants, Advice on emergency contraception

Student should be able to perform following procedures under supervision:

Obstetrics:

Phototherapy, Exchange transfusion

Gynaecology:

PV Examination Under Anaesthesia, IUCD insertion

Student should know about following procedures:

Obstetrics:

Pudendal block, perineal tears, Forceps delivery, Vacuum delivery, Breech delivery, Twin delivery, Manual Removal of Placenta, ECV (External Cephalic Version), Ultrasound scan - Biophysical profile, dating, growth and localization of placenta, Amniocentesis, Umbilical drip, Management of Post Partum Haemorrhage, Management of engorged breast, Management of eclampsia, Interpretation of cardiotocography

Gynaecology:

D&C, D&E (ERPC), Polypectomy, Hysterosalpingogram, LRT, Abdominal hysterectomy, Myomectomy, Laparoscopic ectopic, Laparoscopic torsion of ovarian





cyst, Laparoscopic ovarian malignancy, PCE (post-coital examination), VH & R/Mesh Repair, Manchester repair, Surgical repair for stress incontinence, Kelly's repair, Emergency laparotomy Colposcopy, Cervical biopsy, Seminal fluid analysis, Intrauterine insemination, Cervical cerclage, Ultrasound examination for gynaecological conditions

Recommended Reading and/ or References and/ or Prescribed Texts

1. Obstetrics by Ten Teachers By Philip N.Baker, CRC Press Publication
2. Gynaecology by Ten Teachers, By Philip N.Baker, CRC Press Publication
3. Royal College of Obstetricians and Gynaecologists guidelines
4. Sri Lanka College of Obstetricians & Gynaecologists guidelines

Assessment	Percentage Mark/ Percentage Mark Range		
In Course Assessment/ Objective Structured Clinical Examination	20%		
Final Examination	80%		
Theory		40%	
Clinical		40%	



Course Code : MED5CLIN04
Course Title : Clinical Stream 4 (Paediatrics)
Prerequisite : Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/ Optional : Compulsory

Aim: To provide the desired knowledge skills and attitudes to practice as a first contact doctor and lay the foundation for further learning in relation to child and adolescent health

Intended learning outcomes :

On successful completion of the Paediatric program, students should be able to

1. contribute to the promotion of health, preventive health, and to provide patient-centered care that is compassionate, appropriate, and effective for the prevention and management of health problems in pediatric age group in the community within the family.
2. demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral, sciences, as well as the application of this knowledge to patient care in the paediatric age group
3. demonstrate the ability to improve patient care based on scientific evidence, constant self-evaluation and reflective life-long learning
4. demonstrate interpersonal, communication and collaborative skills that result in the effective exchange of information and collaborations with the community, patients, their families, and health professionals.
5. demonstrate a commitment to carrying out responsibilities in professional and ethical manner
6. demonstrate as a first contact doctor, an awareness of and responsiveness to the larger context and system of health care, as well as the ability to effectively utilize resources in the system to provide optimal health care.
7. demonstrate the ability to engage in an inter professional team in a manner that optimizes safe, effective patient- and population-centered care
8. demonstrate the qualities required to sustain lifelong personal and professional growth
9. provide appropriate medico-legal services pertaining to paediatric age group where required
10. demonstrate the ability to carry out administrative and managerial function within the health care system.

Time Allocation (Hours): Lectures 75 hrs Clinical Work 585

Course syllabus/ Course Description

General

Common and important disease conditions affecting entire person/ systems with regards to causation, symptomatology, treatment and prevention at personal levels



as well as society at large, principles of patient care with regards to conduct in clinical practice and patients rights, Focused and patient centered history taking, clinical evaluation and processing a problem list Communication skills for counseling, patient education and breaking bad news. Communication and collaboration with colleagues/other professionals in health care or outside. Patient centered approach in clinical practice, Assessment of normal and abnormal conditions related to growth, development, maturation, behavior, nutrition and feeding, Competencies in scholarship (lifelong reflective learning, research, collaborative learning), Professionalism and ethics

Introduction to Paediatrics

Epidemiology, challenges, sociological and philosophical aspects of pediatrics within local, national and global perspective.

Neonatology

Fetal and neonatal growth and development. Care of the preterm newborn. complications due to prematurity and low birth weight. Care of the newborn at the delivery room. Common neonatal conditions needing intensive care including respiratory distress of newborn, meconium aspiration syndrome, Persistent pulmonary hypertension of the newborn (PPHN), congenital pneumonia, neonatal sepsis, neonatal meningitis, congenital heart disease and kernicterus. Common surgical emergencies of the newborn including diaphragmatic hernia, esophageal atresia, malrotation of the gut. Management of neonatal jaundice, hypoglycemia, hypothermia, neonatal convulsions, minor surgical abnormalities. Breast feeding technique, breastfeeding related complications. parenteral feeding of extreme premature newborns. Endocrine system related manifestations in the newborn. Counseling and preparing mothers for premature deliveries, mothers with dysmorphic babies.

Well Baby Care

Growth and development during infancy and preschool period. Normal variants of growth and development including constitutional and familial growth variants. Detecting development delay and regression. Assessment of development milestones at different age groups. Childhood vaccines and vaccine related events. Breastfeeding during infancy and introduction of complementary feeding. Nutrition needs of children, nutritional deficiencies and management of deficiencies. Identify culture related differences in breastfeeding/ complimentary feeding practices in the society. Identify and manage common myths and erroneous child rearing practices in the community.

Fluid Balance

Fluid management in different age groups of children. Management of dehydration with oral / parenteral rehydration. Identify oral and parenteral agents available for fluid resuscitation. Fluids used in special conditions including diabetic ketoacidosis, cerebral edema, dengue shock syndrome and hypernatremic/ hyponatremic dehydration. Identify and manage common electrolyte abnormalities. Acid base status and interpretation of blood gases.



Pediatric Emergencies

Introduction to management of cardiac and/or respiratory arrest or pre arrest conditions. Manage emergencies including status epilepticus, diabetic ketoacidosis, status asthmaticus, upper airway obstruction, arrhythmia, cyanotic spells, unconscious child, snake bite, anaphylaxis, poisoning and circulatory failure. Common surgical emergencies in children including pneumothorax, intestinal obstruction, appendicitis. Hands on skills in basic life support and advanced life support. Be familiar with equipments and medication used in emergency medicine.

Nephrology

Glomerular and tubular disorders in children including nephrotic syndrome, nephritic syndrome, renal tubular acidosis. Evaluate a child presenting with haematuria, nephrocalcinosis, urolithiasis, hypertension. Management of urinary tract infection (UTI) and complications of UTI. Major congenital malformations of urinary tract. Common minor anomalies of the genito-urinary tract. Understanding the etiology and management of chronic renal failure and acute renal failure. Basic principles of peritoneal dialysis and haemodialysis. Practical exposure to ward based routine investigations including urine macroscopy and microscopy, urine albumin ward test.

Imaging of the urinary system (ultrasound, Micturating cystourethrogram (MCUG), Diethylenetriaminepentacetate (DTPA) scan, dimercaptosuccinic acid (DMSA) scan, MAG3, and Intravenous Urogram (IVU).

Haematology

Congenital and acquired conditions with anaemia including Thalassemia and other hemoglobinopathies, red cell membrane defects, red cell enzyme deficiencies, immune hemolytic anemia, iron deficiency, Vitamin B12/ folic acid deficiency. Disorders of the coagulation system (increased bleeding tendency and hypercoagulable states). Lymphadenopathy. Hematological malignancies. Disorders of platelet function. Autoimmune and vasculitic conditions affecting the haematological system. Understand different indications for transfusion of blood and blood products in pediatrics. Ordering and cross-matching blood and understand basic steps followed in setting up a transfusion. Identify transfusion related events.

Neurology

Infections of the nervous system (meningitis, encephalitis). Cerebral palsy and neurodegenerative conditions affecting the central nervous system. Neurocutaneous syndromes presenting in childhood. Introduction to epilepsy, febrile seizures and seizure mimicking conditions and understand the basic principles of management. Acquired and congenital myopathies and neuropathies manifesting in childhood. Cerebellar disorders and disease affecting the basal ganglia. Inborn errors of metabolism affecting the nervous system. Children with special needs and facilities to manage such children such as occupational and physiotherapy, speech and language therapy.





Basic introduction to neuro-imaging and investigations used for assessing functions of nerves/muscles.

Endocrinology

Basic introduction to common endocrinopathies in childhood which includes hypothyroidism, hyperthyroidism, Diabetes mellitus, adrenal disorders, parathyroid disorders and pituitary disorders. Endocrine causes of short stature and obesity manifesting in childhood. Introduction to puberty and puberty related disorders. Disorders of sexual differentiation.

Cardiology

Introduction to fetal circulation, neonatal circulation and normal cardiac parameters during different stages of childhood. Congenital cardiac disease (cyanotic and acyanotic), acquired cardiac diseases with special emphasis on rheumatic heart disease and Kawasaki disease. cardiac arrhythmia in children. Evaluation of a cardiac murmur in a neonate/ infant/older child. Cardiomyopathy in children. Pericarditis, myocarditis and endocarditis in children. Common ECG abnormalities. Pulse oximetry. Chest x-ray changes in cardiac disease conditions. Basic principles of managing cardiac failure. Preparing a child for cardiac surgery. Basic understanding of common cardiothoracic surgical interventions including pulmonary banding, Blalock-Taussig (BT) shunt creation, device repair. Common cardiovascular causes of hypertension in children.

Musculoskeletal Disorders

Normal gait, gait variants in childhood, gait abnormalities. Juvenile idiopathic arthritis. Monoarthritis in childhood. Acute and chronic osteomyelitis. Metabolic bone conditions including Rickets. Congenital bone disorders/deformities. Bone and soft tissue malignancies. musculoskeletal trauma at birth.

GIT and liver disorders

Etiology and management of Acute and chronic diarrhea. Gastro-esophageal reflux disease. Functional and structural causes of constipation in children. Encopresis, soiling and fecal incontinence. Detection and treatment of worm infestation. Diseases of the liver due to infection(hepatitis), storage disease, inborn errors of metabolism. Congenital abnormalities of liver and hepatobiliary system.

Investigate and evaluate causes of failure to thrive and plan nutritional therapy.

Respiratory diseases

Common upper airway infections including rhinitis, allergic rhinitis, acute and chronic otitis media, tonsillitis , laryngitis and laryngotracheobronchitis. Congenital abnormalities of the upper airways. Infections of the lower respiratory tract (Pneumonia, bronchiolitis, tuberculosis). Principles of diagnosing and managing bronchial asthma in children. Chronic obstructive airway disease in children. Chronic lung disease of infancy. Congenital malformation of the lower respiratory tract. Surgical



emergencies of the respiratory system. Allergy and atopy and the relationship with the respiratory tract. Basic knowledge in detecting abnormalities in a chest x ray.

Metabolic and genetic disorders

An introduction to metabolic and genetic disorders. Basic knowledge on symptomatology and associations of common chromosomal disorders (Down syndrome, Turner syndrome, Klinefelter syndrome etc). Knowledge on investigations available to detect common genetic and metabolic disorders.

Practical procedures

Procedures which the student can perform independently

Measuring growth parameters and plotting on appropriate charts, Thermometry, blood pressure monitoring, blood and blood product transfusions. Collection of blood for hematological, biochemical and microbiological investigations. Performing lumbar puncture. Nebulization. Use of an inhaler device, peak flow meter. Urine ward test for proteins and Benedict test. Microscopic examination of urine and stools. Urinary catheterization, application of urinary collection bag. Interpret Micturating cystourethrogram (MCUG), dimercaptosuccinic acid (DMSA) scan and Diethylenetriaminepentacetate (DTPA) scan investigation results. Insertion of microenema. Basic life support and advance life support. Obtaining an electro cardio gram (ECG) recording and interpreting it. Performing and interpreting blood gas. Administer oxygen via head box and nasal catheters/prongs. Measure packed cell volume using microhaematocrit method. Perform cold agglutinin test and bedside clotting test. Obtaining blood for Guthrie test. Umbilical granuloma cauterization. Using adrenaline in anaphylaxis.

Procedures which the student can perform under supervision

Setting up iv infusions, Administering injections(Intra Dermal, Sub Cutaneous, Intra Muscular, Intra Venous). Intercoastal needle aspiration. nasogastric tube insertion, Phototherapy and exchange transfusion. Insertion of umbilical venous catheter. Indirect laryngoscopy and endotracheal tube insertion. Pleural aspiration. peritoneal diagnostic tap.

Procedures which the student has seen

Intercoastal tube insertion. Neonatal and paediatric ventilation. Defibrillation of an infant/child, Continuous positive airway pressure ventilation. Neonatal cranial ultrasound examination. Using a spirometer. peritoneal dialysis and haemodialysis. Bone marrow biopsy. Paediatric liver biopsy and renal biopsy. Obtaining a buccal smear. Hydrostatic reduction of intussusception. Performing an MCUG, DMSA and DTPA scans. Electromyogram and nerve conduction testing in children. Visual evoke potential and Auditory evoke potential examination in neonates and children. Auto acoustic emission testing of newborns. Chest and limb physiotherapy. gastric lavage, gavage feeding.




Recommended Reading and/ or References and/ or Prescribed Texts

1. Illustrated Paediatrics
Tom Lissauer, Graham Clayden
2. Elsevier Health Sciences Publication
3. Nelsons text book of Paediatrics. Kliegman, Behrman, Jenson, Stanton
Robert M. Kliegman, Bonita, Stanton, Joseph St. Geme, Nina F Schor, Richard E. Behrman Saunders Publication
4. Central Province Paediatric Emergencies and life support manual

Assessment	Percentage Mark/ Percentage Mark Range		
In Course Assessment	20%		
Final Examination	80%		
Theory		40%	
Clinical		40%	





Course Code : MED5CLIN05
Course Title : Clinical Stream 5 Psychiatry

Prerequisite : Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/ Optional : Compulsory

Aim/s: To provide the desired knowledge, skills and attitudes to practice as a first contact doctor and to lay the foundation for further training in relation to mental health.

Intended learning outcomes :

At the end of the successful completion of the course of psychiatry, students should be able to:

1. Practice patient-centered care that is compassionate, appropriate, and effective for the prevention and management of mental health problems and the promotion of mental health within the community.
2. Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care among the mentally ill.
3. Provide health care for those with mental illness, recognize when to refer for specialist care, and provide evidence based services for mental health promotion and prevention of mental illness; this should include assessment of the mentally ill, treatment of common diseases in psychiatry, follow up of patients and education of public related to issues of mental illnesses with special emphasis on substance abuse disorders.
4. Manage psychiatric emergencies including rapid tranquilization and provision of emergency care.
5. Continuously improve patient care based on scientific evidence, constant self-evaluation and life-long learning regarding mental health related issues.
6. Use interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals in the context of mental health.
7. Show a commitment to carrying out professional responsibilities and an adherence to ethical principles.
8. Practice evidence based medicine, with commitment towards continuing medical education.
9. Demonstrate an awareness of and be responsive to the larger context and system of health care, including local cultural aspects, as well as the ability to call effectively on other resources in the system to provide optimal health care for the mentally ill.
10. Engage in an inter-professional team in a manner that optimizes safe, effective patient- and population-centered care for the mentally ill.
11. Provide appropriate medico-legal services where required.
12. Sustain lifelong personal and professional growth in terms of provision of health care for the mentally ill.



Time Allocation: Lectures 42 hrs, Clinical practice 254 hrs

Course syllabus/ Course Description

Introduction to normal psychology

Includes emotions and the limbic system, learning and memory, intelligence, Freud and the unconscious, factors influencing behavior, personality development, mental health and approaches to mental illness, grief, sick role, illness behavior and stigma

History taking in psychiatry, including bio psychosocial model of disease.

Mental state examination and ability to detect and describe common symptoms and signs (psychopathology) in psychiatry. Mental Health Act, Ethical issues in practice.

Psychopharmacology

Hypnotics/ Sedatives, Drugs in dementia, Antidepressants, Antipsychotics, Drugs in mood disorders,

Substance Misuse

Effects of substance abuse on the central nervous system and behavior, and disorders related to substances misuse (alcohol and other substances)

Mood Disorders

Depression and Bipolar affective disorder, suicide and attempted suicide, and suicide risk assessment, recognition of when to refer to a specialist.

Anxiety and obsessive compulsive disorders

Generalized Anxiety Disorder, Panic Disorder, Obsessive Compulsive Disorder, Social Phobia – assessment, diagnosis and management

Child Psychiatry

Developmental Psychology, Child Psychiatry, Mental Retardation, Attention Deficit Hyperactive Disorder, Conduct Disorders and Oppositional Defiant Disorder (ODD), Child Abuse.

Sexual Dysfunction and Sexuality

Normal human sexuality and introduction to common sexual disorders.

Reactions to stressful experience

Reactions to stress, Grief and bereavement, Breaking bad news, Post-Traumatic Stress Disorder.

Schizophrenia and other psychotic disorders

Schizophrenia and delusional disorder including follow-up management, management and monitoring of risks and side effects of long term treatment.



Dementia, delirium

Delirium and Dementia, recognition of associated psychological and behavioural problems,.

Miscellaneous

Somatoform Disorders, Management of an aggressive patient, Postpartum Disorders, geriatric psychiatry, Personality Disorders, Cognitive Behavioral Therapy, Counseling, Community Psychiatry, carer burden in psychiatry.

Important emerging diseases and developments in psychiatry.

Recommended Reading and/ or References and/ or Prescribed Texts

1. ICD 10 – Classification of Mental and Behavioural Disorders, WHO publication.
2. Lishman's Organic Psychiatry – A text book of Neuropsychiatry.
Anathony S David, Simon Fleminger, Michael D Kopelman, Simon Lovestone, John DC Mellers
Wiley-Blackwell Publication
3. The Maudsley Prescribing Guidelines,
David Taylor, Carol Paton and Robert Kerwin
Wiley-Blackwell Publication
4. Fish's Clinical Psychopathology: Signs and Symptoms in Psychiatry by
Patricia R. Casey and Brendan Kelly
Gaskell Publication
5. Psychiatry in Medical Practice by
Prof.David Goldberg, Linda Gask and Richard Morriss
Routledge Publication
6. Stahl's Essential Psychopharmacology: Neuroscientific Basis and Practical Applications (Essential Psychopharmacology series)
Stephen M. Stahl
Cambridge University Press
7. Oxford Text book of Old Age Psychiatry –
Robin Jacoby, Catherine Oppenheimer, Tom Denning and Alan Thomas
Oxford University Press
8. Shorter Oxford Text book of Psychiatry –
Michael Gelder, Paul Harrison and Philip Cowen
Oxford University Press
9. Text book of Evolutionary Psychiatry: the origins of psychopathology by
Martin Brune
Oxford University Press
10. Essential Psychiatry (paperback) by
Robin M.Murray, Kenneth S. Kendler, Peter McGuffin, Simon Wessely,
David J.Castle
Cambridge University Press



11. Rutter's Child and Adolescent Psychiatry
Michael Rutter
Wiley-Blackwell Publication
12. Psychiatry Secrets
James L. Jacobson, Alan M. Jacobson
Hanley & Belfus Publication
13. Psychopathology
Karl Jasper
Johns Hopkins University Press
14. Synopsis of Psychiatry
Kaplan & Zaddok
Lippincott Williams & Wilkins
15. Symptoms in the Mind: An Introduction to Descriptive Psychopathology
Andrew Sims, W B Saunders Co.

Assessment	Percentage Mark/ Percentage Mark Range		
In Course Assessment	10%		
Final Examination	90%		
Theory		50%	
Clinical		40%	



Course Code : MED5CLIN06
Course Title : Clinical Stream 6 (Anaesthesiology and Critical Care)

Prerequisite : Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/ Optional : Compulsory

Aim: To provide the desired knowledge, skills and attitudes to practice as a first contact doctor and to lay the foundation for further training in relation to Anaesthesiology and Critical care.

Intended learning outcomes :

At the end of the successful completion of the course of Anaesthesiology and Critical care students should be able to:

1. demonstrate patient-centered care that is compassionate, appropriate, and effective for the prevention and management of health problems and the promotion of health among all age groups in relation to Emergency conditions, critical illness, intensive care, anaesthetic management.
2. demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care among those who seek anesthetic and intensive care services in all age groups.
3. demonstrate the ability to continuously improve patient care based on scientific evidence, constant self-evaluation and life-long learning
4. demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.
5. demonstrate a commitment to carrying out professional responsibilities with adherence to ethical principles and an understanding of the legal implications of practice
6. demonstrate an awareness and responsiveness to the larger context of system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.
7. demonstrate the ability to engage as a member, manager and a leader, in an inter professional team, in a manner that optimizes safe, effective patient/population-centered care.
8. demonstrate the qualities required to sustain lifelong personal and professional growth.
9. provide appropriate medico-legal services where required.

Course Syllabus/Course description

All above competencies should be achieved in relation to patients, in all age groups.

1. Management of different modes of anaesthetic considerations in general Surgical, Paediatric, Obstetric, gynaecological, and emergencies in all age groups.
2. Resuscitation and provision of emergency care.
3. Management of Critical care situations of Medical, Surgical, Paediatric, Obstetric, gynaecological, Orthopaedic, Trauma, Immunological, Haematological conditions in all age groups.



Time Allocation (Hours) : Lectures 35hrs Clinical practice : 196
Self Directed Learning (SDL): Variable

Course syllabus/ Course Description

Anesthesiology

Knowledge:

The types of anesthesia available, methods available for each type and their indications, contra indications and adverse effects. The principles and steps in preoperative patient preparation, The management of common medical disorders peri-operatively (hypertension, ischemic heart disease, diabetes, valvular heart disease, asthma, obesity), drugs used perioperatively, The advanced monitoring techniques available in the operating theatre, The management of immediate post operative period, Surgical stress and its medical implications, The pain relief techniques and their adverse effects, Introduction to Anaesthesia, Drugs used in General Anaesthesia & Regional Anaesthesia, Post operative care & complications.

Skills : Perform air way maneuvers, use of oro-pharyngeal airway, laryngeal mask, endotracheal intubation, prescribe post operative management including techniques of pain relief. Provide a plan of post of management for selected patients .

Critical Care

Basic and advanced life support procedure IV cannulation, use of Defibrillator. Safe transport of a critically ill patient, Emergency management of a poisoned patient. Trauma, cardiovascular and respiratory emergencies, shock, insertion of an oro-gastric tube and gastric lavage. Principles of respiratory support, criteria for weaning (methods available, indication for artificial ventilation, setting up parameters of a mechanical ventilator,).

Principles of cardiac and circulatory support. (Assessments of blood loss and circulatory and cardiac state, methods available for cardiac and circulatory support and their indications, contraindications and adverse reactions). Principles of renal support and renal replacement therapy. (Methods available and their indications, contraindications and adverse effects). Management of an unconscious patient and usage of Glasgow coma scale. Etiology, pathology, clinical features and management of fluid, electrolyte and acid-base disturbances. Use of intravenous fluids, parenteral nutrition and its components.

Management of multi-organ failure patients and multiple -trauma victims. Sepsis, Liver Failure, present a case summary of identification and management plan of critically ill patient maintaining focus on improving and stabilizing vital functions.

Skills: Demonstrate resuscitation and the use of a defibrillator safely and appropriately, prepare for blood transfusion and rapid infusion techniques and take necessary precautions, establish a simple intra venous access line and its care, describe



appropriate use of a syringe, decide the use of a Central Venous access line and care, describe monitoring of a critically ill patient and interpretation of abnormalities. Decide on physiotherapy especially in respiratory care. Management of tension pneumothorax and an underwater seal. Decide the prescription of Oxygen therapy and nebulisation techniques, Interpreting respiratory function tests. Management of nutritional support.

List of essential skills that the student should be able to perform independently

Cardiopulmonary resuscitation (CPR), Endotracheal Intubation usage of laryngoscope, Nasogastric Tube insertion, Intravenous cannulation, Transfusion, Blood gas analysis, Central Venous Pressure (CVP) measurement, Chest physiotherapy, Airway management in recovery, Setting up ventilator, Urinary catheterization, Intravenous drug administration, Priming Intravenous lines without air bubbles, Taking a 12 lead Electrocardiogram, Setting up an infusion pump, Positioning patients, cardiac massage, usage of Ambu bag, Use of a defibrillator.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Anaesthesia and Intensive Care A to Z
Authors – Steven M. Yentis, Nicholas P. Hirsch, Gary B. Smith
Churchill Livingstone
2. Textbook of Anaesthesia
Authors – Alan R. Aitkenhead, Graham Smith, Iain Moppett, David J. Rowbotham
Churchill Livingstone
3. Intensive Care: A Concise Textbook
Authors – Charles J. Hinds, J. David Watson Saunders Ltd.

Assessment	Percentage Mark/ Percentage Mark Range		
In Course Assessment (Final year)			
End of clinical appointment Evaluation (Pass /fail exam)	100%		
Final MBBS Surgery, Medicine ,Paediatrics	100%		



Course Code : MED5CLIN07
Course Title : Clinical Stream 7 (Radiology)
Prerequisite : Completion of Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/ Optional : Compulsory

Aim/s: To provide the desired knowledge, skills and attitudes to practice as a first contact doctor and to lay the foundation for further training in relation to Medical imaging.

Intended learning outcomes [ILO]:

On successful completion of the medical imaging program, students should be able to:

1. demonstrate patient-centered care that is compassionate, appropriate, and effective for the prevention and management of health problems and the promotion of health to patients seeking radiological services.
2. demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient
3. demonstrate the ability to continuously improve patient care based on scientific evidence, constant self-evaluation and life-long learning.
4. demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.
5. demonstrate a commitment to carrying out professional responsibilities with adherence to ethical principles and an understanding of the legal implications of practice.
6. demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.
7. demonstrate the ability to engage as a member, manager and a leader, in an inter professional team, in a manner that optimizes safe, effective patient/ population-centered care.
8. demonstrate the qualities required to sustain lifelong personal and professional growth
9. assist the legal system in the administration of justice
10. demonstrate knowledge on radiation protection measures involved with safety of patients, self and co workers.

More specifically -

should be able to achieve all above competencies in relation to

- Medical imaging and radiation protection in routine and emergency health care and health promotion
- Diagnosis of congenital or acquired diseases. Latter includes , inflammatory, immunological, metabolic, nutritional, iatrogenic, traumatic and neoplasitc



diseases involving respiratory, cardiovascular, nervous, gastrointestinal, musculoskeletal, genitourinary, endocrine and integumentary systems in all the age groups

Time Allocation (Hours): Clinical Work/Skills training 45

Course syllabus/ Course Description

Principles of Medical Imaging

Imaging modalities available for imaging of human diseases -indications for each; the most appropriate modality for a particular disease. Concept of the preliminary investigation and the gold standard for a particular disease. The preparation of patients for common radiological investigations. Accurate filling up of request forms for radiological investigations; Indications and limitations for plain radiography, ultrasonography, contrast studies, nuclear imaging, mammography, computed tomography (CT) and Magnetic resonance imaging (MRI) examinations and features of common abnormalities as seen on each of them. Basic principles of common endovascular and non vascular radiological interventions and their indications. Identify measures taken for radiation protection in a radiology department.

Respiratory and cardiovascular system

Identification of all the anatomical structures of chest radiograph (Posteroanterior & Lateral views) and assess the cardiac size by measuring cardiothoracic ratio, Identification of a normal radiograph from an abnormal, interpretation of common chest radiographic abnormalities such as cardiomegaly, pneumonic consolidation, pleural effusion, lung collapse, pneumothorax, bronchial neoplasm, pulmonary metastasis, pulmonary tuberculosis, heart failure, atrial and ventricular septal defect, pericardial effusion, rib fractures, mediastinal masses. Identification of pulmonary neoplasm and mediastinal masses on cross sectional imaging such as CT scan. Application of nuclear imaging in pulmonary embolism and cardiac pathology.

Gastrointestinal and Hepatobiliary system

Interpretation of abdominal x-ray in order to diagnose conditions such as intestinal obstruction, perforation of bowel, pancreatic calcifications, differentiating a benign from a malignant lesion and inflammatory bowel disease on contrast examinations. Identification of gall stones, space occupying lesion in the liver and obstructive jaundice on Ultrasound scans. Application of contrast studies, nuclear imaging, CT and MRI examinations in common hepatobiliary diseases and pancreatic inflammatory and neoplastic diseases.

Genito Urinary System

Interpretation of X ray Kidney Ureter Bladder in order to identify calculi along the urinary tract and differentiate them from phleboliths. Procedure of an intravenous urogram(IVU), micturating cystouretrogram. Identification of common abnormalities such as calculi, hydronephrosis, developmental anomalies and tumors on Ultrasound





scan, IVU or computerized tomographic Urogram . Place of imaging with special reference to nuclear imaging in urinary tract infections. Role of cross sectional imaging in urinary tract tumours. Imaging of bladder outflow obstruction. Ultrasonography in obstetrics, including fetal growth and well being. Application of imaging in common gynaecological and scrotal pathology, with special emphasis on ultrasonography.

Vascular System

Radiological anatomy of vascular system and common pathologies such as stenosis, occlusion, aneurysm and arteriovenous malformation on angiography. Principles of arterial puncture with special reference to common femoral artery puncture. Role of imaging in deep venous thrombosis, varicose veins, chronic venous insufficiency and pulmonary embolism. Basics of angioplasty, stenting and embolizations as endovascular interventions.

Musculo skeletal System

Identify Identification of benign bone tumour from a malignant one on plain radiography. Identification of common fractures and concepts of trauma imaging on plain radiography. Place of CT, MRI and nuclear imaging in musculoskeletal system pathologies with special attention to trauma and neoplasms. Application of plain radiography in inflammatory bone pathology. Place of US scan and MRI in soft tissue and joint pathology.

Central Nervous System

Identification of intracranial hemorrhage in a CT scan of brain.

Role of CT and MRI in stroke, brain and spinal cord neoplasms and inflammatory pathologies such as meningitis and encephalitis. Concept of blood brain barrier disruption and use of contrast media in brain imaging.

Endocrine system

Utilization of imaging in thyroid, parathyroid, pituitary and adrenal glands. Identification of common endocrine pathology on ultrasound, nuclear imaging, CT and MRI.

Forensic radiology [This is undertaken in 4th year under Doctor in society stream]

Application of imaging in forensic medicine; Special emphasis on identification of living and dead, trauma, child abuse.

Students should have observed the following procedures

1. Patients undergoing plain radiography and how the x rays are processed
2. Ultrasound examinations and ultrasound guided aspirations and drainage procedures
3. CT examinations of head, body and extremities
4. MRI of brain, spine and knee joints
5. Image guided biopsies of liver, thyroid , breast etc



6. Angiography and basic endovascular and non vascular radiological interventional procedures.
7. Instructions to radiographers, nurses and other health care workers on preparation of patients for radiological procedures

Student should be able to perform the following skills independently (at the does level)

1. Obtaining the consent from patients who undergo radiological investigations.
2. Measurement of cardiothoracic ratio on chest x-ray
3. Identification of a pleural effusion, pneumothorax, consolidation, collapse, heart failure, pulmonary or mediastinal mass on chest x-ray
4. Identification of calculi on x ray kidney-ureter-bladder and differentiate those from phleboliths
5. Identification of free intra peritoneal air, intestinal obstruction on x ray abdomen
6. Identification of intracranial haemorrhage, infarct or a space occupying lesion on CT brain
7. Preparation of patients for radiological investigations and how to explain those to patients
8. Divulging information to the patients or their families regarding the outcome of radiological investigations
9. Completion of requisition forms available for radiological examinations.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Lecture notes on Radiology by Pradip R. Patel, Wiley-Blackwell Publication
2. Radiology and Imaging for Medical Students by David Sutton, Churchill Livingstone Publication
3. Interpretation of Chest Radiographs for Medical Students by Dr P B Hewavithana

Assessment	Percentage Mark/ Percentage Mark Range		
Continuous Assessment [formative]			
-Pretest			
-Post test	50%		
-Maintenance of log book and assignments done during the appointment	50%		
End of course Evaluation (Pass /fail exam)	100%		



Course Code : MED5CLIN08
Course Title : Clinical Stream 8 (Forensic Medicine)

Prerequisite : Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/ Optional : Compulsory

Aim/s: To identify and respond to medico-legal issues at the level of a medical practitioner and to facilitate further training in Forensic Medicine.

Intended learning outcomes :

On successful completion of the program, the students should be able to:

1. Manage a person for medico-legal purposes by way of obtaining a history, examining, performing relevant investigations, referring and reviewing the patient, completing a Medico-legal examination form and writing a Medico-legal report.
2. Conduct post-mortem examinations under supervision and prepare a post-mortem report.
3. Identify clinical /post-mortem cases that need to be referred to a specialist in forensic medicine.
4. Evaluate skeletal productions to determine general and specific identities.
5. Use laboratory and other diagnostic services effectively for forensic investigations, maintaining the chain of custody.
6. Maintain medico-legal records for future reference.
7. Communicate effectively and honestly with next of kin, and other medical and non-medical personnel.
8. Develop reasoning skills to solve medico legal and ethical issues.
9. Ensure safe practice in relation to conducting autopsies, handling blood products, body fluids and tissues.
10. Accustom themselves to the processes of auditing and peer review.
11. Work in a team in different capacities and ensure high standards of professionalism.

Time Allocation (Hours): Clinical Work 90

Course syllabus/ Course Description

Clinical Forensic Medicine

The procedure in investigating a crime, Take a history and examine patients for medico-legal purposes, document, interpret, form an opinion and present observations in a way that is required by court, independently, Provide constructive criticism during student presentations, professionalism, 'safe practice'

Traumatology and Forensic pathology

The procedure and legal background of inquests, autopsies, exhumations and disposal of the dead under different circumstances. The Pathological and physiological response of the body to trauma



the Law related to medical practice, the role of medical officer and the procedure to be followed at a scene of crime and scene of mass disaster. Know the reasons for a Negative autopsy

Perform medico-legal autopsies under supervision, identify the different changes that occur after death, identify artefacts, injuries and pathological changes and interpret such for medico-legal purposes.

Apply principles of pathology, anatomy etc., in clinical and autopsy practice.

Formulate an evidence based opinion independently by application of logic, critical thinking and problem solving skills

Forensic Anthropology

The basic principles of Forensic Anthropology with emphasis on identification of human bones and determination of sex, age and other relevant medico-legal issues.

Forensic Science and Laboratory Practices

Collect and transport specimens from the living and the dead under supervision while being aware of the importance of protecting one's self and other from disease and injury and transmission of infections and diseases

The basic principles of Forensic radiology and Forensic Photography

Communication Skills in Forensic Practice

The process of documentation, storage of information effectively and confidentially and maintaining chain of custody, Court procedures and how expert testimony is given in courts

Write referrals in clear and concise manner, Present information appropriate to the needs of the audience, verbally and in writing, in a clear and concise manner

Ethics, Law and Education in Forensic practice

Ethical issues which occur in the wards.

Read the scientific literature in order to cultivate the habit of keeping abreast with recent developments in the field, critically evaluate evidence in the literature, determine their value for medical practice and be open to adopt new methods/practices.

The Health care rights of patients, ethical aspects of clinical practice and research, The Legal system of Sri Lanka with Special reference to practice of medicine




Recommended Reading and/ or References and/ or Prescribed Texts

1. Shepherd R. Simpson's Forensic Medicine. London: Oxford University Press
2. Knight B, Saukko P. Knight's Forensic Pathology 3rd ed. Oxford University Press. London.
3. De Maio DJ, De Maio VJ. Forensic Pathology. CRC press. London
4. Gordon I, Shapiro HA, Berson SD. Forensic Medicine. A guide to principles. Churchill Livingstone. New York
5. Fisher RS, Petty CS. Forensic Pathology. A handbook for pathologists. Castle house Publications. London
7. Mason JK, Purdue BN. The pathology of trauma. Oxford University Press. London.
8. Fisher RS, Spitz WU. Medicolegal investigation of death- Guidelines for the application of pathology to crime investigation. Charles C Thomas USA.
9. Mant AK. Taylor's principles and practice of Medical jurisprudence 13th ed. Churchill Livingstone. New Delhi
10. Alwis LBL. Medical law, ethics, duties and forensic psychiatry.
11. Babapulle CJ. Clinical and Forensic Toxicology
12. Niriellage C. Textbook of clinical forensic medicine and forensic pathology.
13. de Alwis L.B.L. Lecture notes in Forensic Medicine vol1-Medicolegal aspects of injuries.Colombo: Primal printers.
14. de Alwis L.B.L. Lecture notes in Forensic Medicine vol2-Forensic pathology and Science.Colombo: Primal printers.
15. de Alwis L.B.L. Lecture notes in Forensic Medicine vol3-Forensic toxicology.Colombo: Primal printers,
16. de Alwis L.B.L. Lecture notes in Forensic Medicine vol4-Medical ethics, law and Forensic Psychiatry.Colombo: Primal printers
17. Jenny C. Child Abuse and neglect-Diagnosis, treatment and evidence. Rhode Island: Saunders
18. Byers SN. Introduction to Forensic Anthropology. Pearson.
19. Dolink D, Matshes E, Lew E. Forensic Pathology- Principles and Practice. China.

Assessment	Percentage Mark/ Percentage Mark Range		
Continuous Assessment			
End of course Evaluation (Pass /fail exam)	OSPE (pass/fail)	Log book*	



Course Code : MED5CLIN09
Course Title : Clinical Stream 9 (Public Health Practice)
Prerequisite : Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/ Optional : Compulsory

Aim/s : To provide the desired knowledge, skills and attitudes to practice as a first contact doctor and lay the foundation for further training in the field of community medicine/public health.

Intended learning outcomes :

On successful completion of the public health practice program, students should be able to describe

1. the epidemiology and common causes for disability in Sri Lanka, the service providers and the types of services available for them.
2. the duties and responsibilities of Public Health Midwife (PHM), Public Health Inspector (PHI) and Public Health Nursing Sister (PHNS) in the field of public health with special concern on record keeping and preparation of returns.
3. the 'Food Authority' and the legal provisions available in the implementation of food act in Sri Lanka.
4. 'Meat hygiene' and the legal requirements and procedure for slaughter of cattle and the sale of meat.
5. the procedure of registration of births and deaths and the responsibilities of the different types of registrars.
6. the role of family physician in the delivery of primary health care.
7. the main components and the different types of services provided by the school health programme.
8. the standards that should be maintained in a factory to safeguard the health of the employees and the notification system of occupational disease.
9. the provision and the methods of purification of water for drinking. List the required standards of water quality.
10. the purpose of conducting field clinics in the field of Medical Officer of Health (MOH) and the clinic procedures. The methods of record keeping and preparation of MOH returns as well as the functions of well women clinics.
11. the functions, responsibilities of the MOH in the delivery of public health services. describe the procedure of record keeping and the preparation of returns by the MOH office
12. the common physical, mental and social problems seen in old age and the mechanisms in identifying, preventing and controlling them. Describe the role of government and non-governmental organizations in caring them.
13. the methods available to dispose human excreta and refuse in Sri Lanka and the prevailing legislations to protect the environment.
14. the legal provisions related to building constructions and the possible discomfort faced by the public /residence due to improper housing.

Time Allocation (Hours) : Field Clinical Practice 90





Course syllabus/ Course Description

Students visit centres and field offices related to promotion of Health and prevention of diseases

The magnitude of the disability problem in Sri Lanka and the facilities, services available to them: Vocational training centres and deaf and blind school. The roles/duties of staff, team work approach, method of record keeping, transfer of information and the evaluation process of public health activities conducted in a MOH area: MOH office. Implementation of food and drug and the challenges faced by the officers: the health department of Municipal council. Meat hygiene: Slaughter house. The functions of medical registrar: Medical registrar's office. Environmental and occupational health issues faced by the employee: Visit to a factory. The common health and medical problems seen among the elderly: Home for the Elders. Procedure involved in the supply of safe water to communities: The water purification centre. Role of a general practitioner: visit a General practice

Students participate in the following programs

School health programmes and field poly clinics including the well women clinics conducted with the MOH and his staff. Community based Non Communicable Diseases (NCD) prevention programme in order to understand the common non communicable diseases and the prevalence of their risk factors among the people.

Recommended Reading and/ or References and/ or Prescribed Texts

WHO Universal Health Coverage, WHO
 Ministry of Health Annual Health Bulletin of Sri Lanka
 Ministry of Finance, Central Bank Report of Sri Lanka
 Ministry of Health (2000 – 2012) Quarterly Epidemiological Reports of Sri Lanka, Epidemiological Unit, Ministry of Health,
 HMHSD Herath Occupational & Environmental health, Ministry of Health, Sri Lanka.
 Ministry of Health Handbook for the Public Health Midwives, Ministry of Health Sri Lanka

Assessment	Percentage Mark/ Percentage Mark Range		
Continuous Assessment			
End of appointment Evaluation	40% for Y4S2 DIS examination		



Course Code	: MED5CLIN10
Course Title	: Clinical Stream 10 (Family Medicine)
Prerequisite	: Pass Y1S1, Y1S2, Y2S1 semester examinations
Compulsory/ Optional	: Compulsory
Aim/s: To provide students the opportunity to learn the principles of Family Medicine in a community-based clinical context.	
Intended learning outcomes : On successful completion of the Family Medicine program, students should be able to: <ol style="list-style-type: none">1. Demonstrate patient-centered care that is compassionate, appropriate, and effective for the prevention and management of common health problems and the promotion of health.2. Demonstrate knowledge of common medical problems encountered in a family practice3. Demonstrate the ability to identify red flags of common clinical presentations and make appropriate referrals4. Demonstrate the ability manage common medical problems5. Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.6. Demonstrate a commitment to carrying out professional responsibilities with adherence to ethical principles and an understanding of the legal implications of practice.7. Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.8. Demonstrate the ability to engage as a member, manager and a leader, in an inter professional team, in a manner that optimizes safe, effective patient/ population-centered care.	
Time Allocation: Lectures 10 Clinical Work 15 Self Directed Learning to be accomplished during relevant clinical appointments	





Course syllabus/ Course Description

Through lectures and self directed learning the students will be trained to:

perform a patient-centered interview that includes exploration of different causes of common clinical presentations to a family medicine practice and perform a focused physical exam that differentiates different causes of common clinical presentations, identify symptoms and signs by probing for red flags of potentially serious causes that require urgent emergency care, stabilization and timely referral, propose an initial management plan for a patients which includes an appropriate and timely investigation of urgent potentially serious conditions, propose a surveillance and management plan for primary and secondary prevention of common clinical problems encountered in family practice, counsel patients and family on common clinical scenarios such as contraception and immunization and organize follow up care of patients referred back from following specialist care.

Recommended Reading and/ or References and/ or Prescribed Texts

1. Davidson's Principles and Practice of Medicine
Nicki R. Colledge, Brian R. Walker and Stuart H. Ralston.
Churchill Livingstone
2. Kumar and Clark's Clinical Medicine
Parveen Kumar, Michael Clark.
Saunders Ltd.
3. Hutchison's Clinical Methods
Michael Glynn & William M Drake.
Saunders Ltd.
4. Snake , snake bite and envenoming in Sri Lanka
Hand book on management of snake bite
SAM Kularatne
5. Organophosphorus self- poisoning, epidemiology and management
Indika Gawarammana
6. Management of self poisoning with household and industrial chemicals.
Indika Gawarammana
7. Management of self -poisoning with pharmaceutical agents.
Indika Gawarammana
8. A guide to management of medical emergencies
P. L. Ariyananda, G. Hettiarachchi, T. P. Weeraratna

Assessment	Percentage Mark/ Percentage Mark Range		
In Course Assessment	100%		
Final Examination			



Rules & regulations governing examinations in the Faculty of Medicine

CLAUSE I

Nature of the Curriculum

Medical curriculum has different components. Pre and para clinical components which are conducted over the first four years have semester based examination system which includes Second MBBS and Third MBBS examination systems. Clinical component which is commenced at the middle of the second year and conducted over three and half years including full time clinical program at the fifth year has an examination system comparable with other Medical Faculties ending with Final MBBS Examination.

Section A Pre and para clinical components

CLAUSE II

Semesters

Teaching/learning activities of the pre and para clinical components of the curriculum take place during semesters. While each academic year consists of two semesters one semester is equivalent to 15 weeks of course work. Each semester is identified by the year and semester number. e.g. Year one semester one (Y1S1), year two semester two (Y2S2).

CLAUSE III

Module

Subject matter in the pre and para clinical parts of the curriculum is arranged as modules within a semester.

CLAUSE IV

Credits

Each module has a credit value which is proportional to the amount of work done in that module.

One credit = 15 hours of lectures or small group discussions/tutorials or 30 hours of practical work or 45 hours of clinical work.

CLAUSE V

End semester examination

Most of the modules are tested by an 'end semester examination', at the end of the semester that the module is taught in. These examinations use a variety of assessment methods e.g. Multiple Choice Questions - MCQ (including true/false type, single best response and extended matching items), Structured Essay Questions (SEQ), Short Answer Questions (SAQ), Essay questions, Objective Structured Practical Examinations (OSPE), Objective Structured Clinical Examinations (OSCE), Viva voce, Portfolios, Reports, Presentations and Assignments.



**CLAUSE VI****Grades**

The grades obtainable for a module are on a scale of A+ to E, C being the pass grade. Any student obtaining a grade of C- or less in any module should sit the examination for the same module at the repeat examination for the second MBBS Examination modules or next available examination for the third MBBS Examination modules. The maximum possible grade obtainable in any subsequent attempt is C.

CLAUSE VII**Grade Point Average**

The Grade Point Average (GPA) is calculated considering the grades obtained for all modules of the first two years.

The Grade Point, for each grade, is as follows

Grade	Point
A+	4.00
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
D+	1.30
D	1.00
E	0.00

The Grade Point Average (GPA) is calculated as follows.

$$\frac{\text{Total number of points a student has obtained in all the modules}}{\text{Total number of credits for all those modules}} = \text{GPA}$$

The mathematical formula is expressed viz.
$$\text{GPA} = \frac{\sum c_i g_i}{\sum c_i}$$

c_i & g_i are the numbers of credit units and grade points of the i^{th} course unit respectively.



CLAUSE VIII

Second MBBS Barrier

Only students who have obtained a minimum grade of C in all modules of years one and two (ie Y1S1, Y1S2 & Y2S1) are allowed to proceed to year two semester two (Y2S2) and clinical training. This functions as a 'barrier', prior to commencement of the third MBBS program.

The GPA and summary of results released at this point shall be referred to as the results of the Second MBBS examination.

CLAUSE IX

Third MBBS

A similar GPA is calculated for modules of years two, three and four (ie Y2S2, Y3S1, Y3S2, Y4S1, Y4S2). Students are not allowed to sit the final MBBS examination unless they obtain a minimum grade of C in all modules of years 2, 3 and 4. The GPA and summary of results released at this point shall be referred to as the results of the Third MBBS examination.

CLAUSE X

Classes

The award of classes at examinations will be based on the GPA and will be according to the format below

GPA	Class Awarded
3.70-4.00	First Class
3.30-3.69	2 nd Class Upper
3.00-3.29	2 nd Class Lower

CLAUSE XI

Attendance

There should be 80% attendance for the total of lectures, small group discussions, practical classes and other teaching-learning activities of any particular module necessary for a student to be eligible to sit the semester examination.

CLAUSE XII

Repeating Examinations

A student getting a grade of C- or less in any module should sit the examination for the same module at the repeat examination for the second MBBS Examination modules or next available examination for the third MBBS Examination modules to upgrade this to a C.

A student who has referred a module/modules in the 2nd MBBS examination will have to sit with the referred module/s at the next scheduled repeat examination. Those who have



referred even after the repeat examination will have to sit the referred module/s with the juniors within four maximum attempts.

A student who has referred a module/modules in Year 3 Semester 1 & Year 3 Semester 2 examinations will have to sit with the juniors to complete the referred modules.

A student who has referred a module/modules in the Year 4 Semester 1 & Year 4 Semester 2 examinations will have to sit the referred module/s at the scheduled Repeat examination.

CLAUSE XIII

Award of Distinctions, Prizes & Medals

The preclinical and paraclinical departments (Anatomy, Biochemistry, Physiology, Pathology, Pharmacology, Microbiology, Parasitology, Community Medicine and Forensic Medicine) will award distinctions, prizes and medals for the relevant subjects on the basis of marks obtained for the relevant subjects. The minimum requirement for a distinction is 70% on a scale of 0 to 100.

CLAUSE XIV

Second MBBS Barrier – number of attempts

A student must complete each of the modules of the Y1S1, Y1S2 and Y2S1 semester examinations within four attempts. If a student is unable to fulfill this requirement his/her studentship will be terminated.

CLAUSE XV

With Respect to Any Examination

1. A student must sit the first available examination unless a valid excuse has been submitted to the Faculty and accepted by the Senate.
2. The first available attempt is the examination in respect to a module, for which a student has been assigned to and is held at the scheduled end of the module, course or subject.
3. If an excuse submitted to the Faculty for failure to sit an available examination is accepted by the Senate, that examination shall not be considered as an attempt.
4. A valid excuse shall be
 - (a) An illness; or
 - (b) A personal problem (described under item 6 below)
5. In case of an illness while in halls of residence, the student should contact the Chief Medical Officer (CMO) at the University Health Centre immediately. If a student falls sick at home or elsewhere during sessions or examination time he/she or his/her guardian should inform the Dean of the Faculty of Medicine within five days by telegram or electronic media followed by a letter indicating the nature of illness and the name of the attending doctor. The student should report to the CMO with a valid medical certificate at the earliest opportunity within two weeks of the last day of examination. Validity of the certificate would be determined by the Senate rules governing acceptance of Medical Certificates.



6. In case of a personal problem involving an immediate family member, the student should contact the Dean/Medicine immediately by telegram or electronic media followed by a letter indicating the circumstances leading to his/her being absent from the examination. His/her excuse will be considered by the Board of the Faculty of Medicine. Grounds for consideration would be:
- i. Death of an immediate family member
 - ii. Serious illness, requiring personal attention by the student, certified by a medical practitioner specified in the Senate rules and regulations governing medical certificates.
 - iii. Student participation in a university or national level activity for which prior permission has been obtained from the University.
 - iv. Any other cause such as a natural disaster certified by a competent authority clearly precluding a student from sitting the examination.





Section B Clinical Training and the Final MBBS Examination

CLAUSE XVI

Subjects

The training in clinical subjects begins after successful completion of the 2nd MBBS examination. The subjects are Medicine, Surgery, Gynaecology & Obstetrics, Paediatrics and Psychiatry.

CLAUSE XVII

Training & Attendance

Training is largely hospital based and supplemented with lectures. Clinical training is divided into clinical appointments. Attendance at all the clinical appointments are considered compulsory. A certification of attendance and satisfactory work in respect to every appointment must be obtained, in the form of a signature in the student record book, from the supervising consultant. If the student fails to do so for any single appointment he/she would not be eligible to sit the final MBBS examination. There should be 80% attendance at lectures in each clinical subject as a requirement to sit the final MBBS examination.

CLAUSE XVIII

Nature of the Examination

The marks for the final MBBS in each subject comprises of marks from the following components:

- Continuous assessment

- Theory - Common MCQ and structured essay questions (SEQ)

- Clinical - Long case, short case

- Viva voce in some subjects

- Spots / Objective Structured Clinical Examination (OSCE)

- Objective Structured Practical Examination (OSPE)

The MCQ paper is common to all faculties of medicine and is held on the same day at the same time.

(The Common MCQ Examination is held twice a year. When the students have completed the five year MBBS course they are expected to sit the common MCQ examination held thereafter).



Format of the final MBBS Examination

Final MBBS Examination format decided by the UGC Standing Committee on Medical and Dental Sciences should be used.

CLAUSE XIX

Pass

The pass mark with respect to each subject is described in the Final MBBS Examination format decided by the UGC Standing Committee on Medical and Dental Sciences.

CLAUSE XX

Distinction

A mark of 70% or above in a subject is necessary for the award of a distinction. These are awarded only to those completing an examination in the first attempt.

CLAUSE XXI

Prizes & Medals

Prizes and medals are awarded on the basis of endowments made and are governed by the condition of the endowment. These are awarded only to those completing an examination in the first attempt.

CLAUSE XXII

Referred and Fail

Final year examination in detail:

Students will have to successfully complete the Final MBBS Examination within ten academic years from the date of entering the University. In any given attempt the student is required to take all the subjects in which he/she needs a pass to complete the examination.

A student who has passed in at least one subject and has obtained a minimum of 25% marks in other subject/s shall be considered to be referred in the latter subject/s.

If a student gets less than 25% in one subject of an examination/part he or she fails the whole examination.

A student who has passed three subjects at the final examination will have to pass the other subject within the maximum period allowed to complete the course.

A student who has passed any two subjects will have to complete the final examination by passing the other two subjects within the next three scheduled attempts following a pass in the second subject. Failing this, he/she will have to re-sit the whole examination.

A student who has passed only one subject at the final examination will have to pass at least one other subject within the next three scheduled attempts. Failing this, he/she will have to re-sit the whole examination.



**CLAUSE XXIII****Classes**

With respect to the final MBBS, classes are awarded on the basis of the average overall mark as shown below.

Average Mark per subject	Class
60-64	Second Class Lower
65-69	Second Class Upper
70 and above	First Class

The candidates must pass all subjects in the first attempt to obtain a class.

CLAUSE XXIV**University Rules**

All other university examination rules apply with respect to the final MBBS Examination.

CLAUSE XXV**Time Limitation**

A student cannot be a candidate for the final MBBS examination if a period of ten academic years has lapsed since his/her registration.

The exceptions to this rule are:

1. When the university is closed for administrative reasons.
2. Medical leave is obtained with prior approval up to a period of two years.
Such periods of time will not be included in the ten year limitation.

CLAUSE XXVI**Award of the Degree of Bachelor of Medicine & Bachelor of Surgery.**

The degree of MBBS is awarded to a student who has successfully completed the final MBBS examination, the third MBBS examination and the second MBBS examination within ten years of registration while adhering to all the rules and regulations laid down by the University of Peradeniya and the Faculty of Medicine with respect to examinations.

Submission of medicals during an examination

- If a student is unable to sit for a specific module during a particular examination and submits a medical, the next available attempt will be considered as his/her first attempt for that particular module.
- If a student has sat a component of a module (eg- SAQ/MCQ paper) but submitted a medical for another component of the same module and failed, the next available attempt will be considered as his/her 2nd attempt.



2nd MBBS - Examination Format
2017/18 BATCH

Module Code	Module	Credits	Duration (Min)				Total Duration (Min)	Allocation of marks from 100%			
			MCQ	SAQ/ Essay	OSPE	Viva		MCQ	SAQ/ Essay	OSPE	Viva
Y1S1											
MED1101	Foundation to Human Anatomy	2	30	90	20	N/A	140	30%	40%	30%	-
MED1102	Foundation to Human Physiology	3	75	45	90	N/A	210	40%	40%	20%	-
MED1103	Biomolecules and Metabolism	4	60	60	60	N/A	180	30%	40%	30%	-
MED1104	Anatomy of Limbs	4	60	90	50	10	210	30%	40%	25%	5%
MED1105	Communication, Learning and Research - 1 (CLR - 1)	2 (Non – GPA)	Essay – 60 Mins IT Practical – 25 Mins Assignment (Take-home) – 3 weeks Short answer questions based on video clips - 15 Mins				Essay – 50% IT Practical – 15% Assignment – 15% Short answer questions based on video clips – 20%				
ELTU e-Library Medical Library Communication											
Y1S2											
MED1206	Anatomy of Thorax and Abdomen	4	60	90	60	10	220	30%	40%	25%	5%
MED1207	Cardiovascular, Respiratory and Alimentary Functions	7	75	60	45	N/A	180	40%	40%	20%	-
MED1208	Biochemical basis of Cardiorespiratory functions, Alimentation and Nutrition	5	60	60	60	N/A	180	30%	40%	30%	-
Y2S1											
MED2109	Neuroanatomy, Head and Neck	5	60	120	40	10	230	30%	40%	25%	5%
MED2110	Genitourinary system, Pelvis and Perineum	2	30	90	30	N/A	150	30%	40%	30%	-
MED2111	Neuroendocrine function, Excretion and Reproduction	8	75	60	45	N/A	180	40%	40%	20%	-
MED2112	Biochemical basis of Neuro-endocrine, Excretory and Reproductive functions	6	60	60	60	N/A	180	30%	40%	30%	-
Y2S1 - 2 nd MBBS Barrier											





3rd MBBS - Examination Format – 2017/18 Batch
Year 2 Semester 2

Module Code	Module	Credits	Duration (Min)				Total Duration (Min)	Allocation of marks from 100%								
			MCQ	SEQ/SAQ/Essay	OSPE	Viva		Microbiology	Parasitology	Practical based in-course assessment	MCQ	SEQ/SAQ/Essay	OSPE	Viva	Microbiology	Parasitology
Y2S2																
MED2213	Foundation in Pathology	6	90	120	N/A	N/A	-	-	210	40%	60%	-	-	-	-	-
MED2214	Foundation in Pharmacology	3	90	60	N/A	N/A	-	-	150	50%	50%	-	-	-	-	-
MED2215	Infection – 1	4	60	120	30 (Parasitology)	N/A	30	30	270	30%	50%	7.5% (Parasitology)	-	7.5%	5%	5%
MED2216	Communication, Learning and Research – 2 (CLR – 2 /Statistics)	2	N/A	120	N/A	N/A	-	-	120	-	100%	-	-	-	-	-
MED2217	Doctor In Society - 1 (DIS – 1 / Population and Environment)	2	N/A	120	N/A	N/A	-	-	120	-	100%	-	-	-	-	-
MED2218	Integrated Applied Medicine – 1 (IAM – 1)	2	60	N/A	60	N/A	-	-	120	40%	-	60%	-	-	-	-



Year 3

Module Code	Module	Credits	Duration (Min)				Total Duration (Min)	Allocation of marks from 100%			
			MCQ	SEQ/SAQ/Essay	OSPE	Viva		MCQ	SEQ/SAQ/Essay	OSPE	Viva
Y3S1											
MED3119	Pathology of Respiratory, Cardiovascular, Musculoskeletal, Endocrine and Lymphoreticular systems	4	90	90	N/A	5	185	45%	50%	-	5%
MED3120	Drugs acting on the Cardiovascular, Respiratory, Skeletal and Endocrine Systems	2	60	60	N/A	N/A	120	50%	50%	-	-
MED3121	Defenses of the Body	1	30	30	N/A	N/A	60	50%	50%	-	-
MED3122	Communication, Learning and Research – 3 (CLR – 3 /Research Methodology)	2	N/A	120	N/A	N/A	120	N/A	100%	-	-
MED3123	Doctor in Society – 2 (DIS – 2/ Ethics and Traumatology - 1)	4	60	120 (SAQ) 60 (Essay)	N/A	N/A	240	30%	40% (SAQ) 30% (Essay)	-	-
MED 3124	Behavioural Sciences	1 (Non GPA)	12 Minutes OSCE at the end of 1 st Psychiatry Clinical Appointment								
Y3S2											
MED3225	Pathology of Nervous, Gastrointestinal and Genitourinary systems	4	90	90	N/A	5	185	45%	50%	-	5%
MED3226	Drugs acting on the Nervous, Gastrointestinal, Genitourinary Systems	2	60	60	N/A	N/A	120	50%	50%	-	-
MED3227	Infection – 2	2	60	60	N/A	N/A	120	50%	50%	-	-
MED3228	Growth, Development and Nutrition	1	30	60	N/A	N/A	90	33%	67%	-	-
MED3229	Doctor in Society – 3 (DIS – 3/ Maternal and Child Health, Occupational Health and Disease prevention)	3	N/A	120	N/A	N/A	120	N/A	100%	-	-





Year 4

Module Code	Module	Credits	Duration (Min)					Total Duration (Min)	Allocation of marks from 100%				
			MCQ	SEQ/SAQ/Essay	OSPE	Viva	Research		MCQ	SEQ/SAQ/Essay	OSPE	Viva	Project Report
Y4S1													
MED4130	Communication, Learning and Research – 4 (CLR – 4/ Communication in Health Care)	1	N/A	N/A	60	N/A	N/A	60	-	N/A	20%*	-	-
MED4131	Doctor in Society – 4 (DIS – 4/ Traumatology - 2, Toxicology and Applied Medical Ethics)	3	60	60 (SAQ) 60 (Essay)	N/A	N/A	N/A	180	30%	40% (SAQ) 30% (Essay)	-	-	-
MED4132	Haematology	1	30	30	N/A	N/A	N/A	60	50%	50%	-	-	-
Y4S2													
MED4233	Communication, Learning and Research – 5 (CLR – 5/ Research Project)	4	N/A	N/A	N/A	10	N/A	-	-	-	32%*	48%*	
MED4234	Doctor in Society – 5 (DIS – 5/ Applied Epidemiology, Community Paediatrics and Health Promotion)	3	N/A	120	N/A	N/A	N/A	120	-	60% (40% for SAQ in Public Health Practice)	-	-	-
MED4235	Medical Imaging	2	N/A	60	60	N/A	N/A	120	-	50%	50%	-	-
MED4236	Therapeutics	1	60	N/A	N/A	N/A	N/A	60	100%	-	-	-	-
MED4237	Integrated Applied Medicine – 2 (IAM – 2)	3	60	60	60	N/A	N/A	180	40%	30%	30%	-	-

*20% from the assessment of CLR – 4 (MED4130) and 80% from the assessment of CLR – 5 (MED4233) are considered for CLR component of Y4S2.

**Final MBBS examination format**

Final MBBS examination is held at the end of the fifth year. It consists of five subjects; Medicine, Surgery, Gynaecology & Obstetrics, Paediatrics and Psychiatry.

The final MBBS examination evaluates knowledge, skills and attitudes gained through all five years; the emphasis being on clinical competencies and applied basic sciences.

Subject of Medicine

Assessment		Percentage marks
Continuous assessment / OSCE		20%
End of the course assessment		80%
Theory		40%
	Common paper- Multiple Choice Questions/Single best Answer Questions	20%
	Structured Essay Questions/Long Essay	20%
	Minimum marks required to pass in theory	45%
Clinical		40%
	Long case	20%
	Short cases	20%
	Minimum marks required to pass in clinical	50%

Subject of Surgery

Assessment		Percentage marks
Continuous assessment / OSCE / Viva		20%
End of the course assessment		80%
Theory		40%
	Common paper- Multiple Choice Questions/Single best Answer Questions	20%
	Structured Essay Questions/Long Essay	20%
	Minimum marks required to pass in theory	45%
Clinical		40%
	Long case	20%
	Short cases	20%
	Minimum marks required to pass in clinical	50%

**Subject of Paediatrics**

Assessment		Percentage marks
Continuous assessment / OSCE		20%
End of the course assessment		80%
Theory		40%
	Common paper- Multiple Choice Questions/Single best Answer Questions	20%
	Structured Essay Questions/Long Essay	20%
	Minimum marks required to pass in theory	45%
Clinical		40%
	Long case	20%
	Short cases	20%
	Minimum marks required to pass in clinical	50%

Subject of Gynaecology and Obstetrics

Assessment		Percentage marks
Continuous assessment / OSPE		20%
End of the course assessment		80%
Theory		40%
	Common paper- Multiple Choice Questions/Single best Answer Questions	20%
	Structured Essay Questions/Long Essay	20%
	Minimum marks required to pass in theory	45%
Clinical		40%
	Gynaecology	20%
	Obstetrics	20%
	Minimum marks required to pass in clinicals	50%

Subject of Psychiatry

Assessment		Percentage marks
Continuous assessment / OSCE		10%
End of the course assessment		90%
Theory		50%
	Common MCQ	25%
	SEQ	25%
	Minimum marks required to pass in theory	45%
Clinical		40%
	Long case	25%
	Short cases	15%
	Minimum marks required to pass in clinical	50%

The above format of the Final MBBS examination will be followed by all medical faculties in the country as agreed at the UGC Standing Committee on Medical and Dental Sciences.



17. Procedure approved by the University of Peradeniya for the acceptance of Medical Certificates submitted by students for work and examinations

1. Students are requested to support the absence from course work or examination due to illness by a valid medical certificate conforming to the format of a medical certificate issued by a government hospital. Such medical certificate should be obtained from the following persons;
 - University Medical Officer (UMO)
 - District Medical Officer
 - Consultant Specialist in the particular field
 - Head of a Government Base Hospital
 - Medical Superintendent of a Provincial Ayurvedic Government Hospital
 - Ayurvedic Physician registered in the Council

Under exceptional circumstances, medical certificates issued by private hospitals or registered private practitioners could be considered by the University Medical Board.

2. Students who fall ill during sessions or examination time should contact the University Medical Officer at the University Health Centre immediately.

If a student falls sick at home or elsewhere during sessions or examination time he/she or his/her guardian should inform the Dean of the respective Faculty within seven (7) days by telegram/fax/e-mail followed by a letter indicating the nature of the illness and the name of the attending doctor etc. Medical certificate supporting the illness of the student also should be sent to the Dean.

Under exceptional circumstances if a student was not able to meet the deadline mentioned above, he/she could send his/her appeal to the relevant Faculty Board.

The Dean on receipt of such medical certificate/s should follow the following procedure:

- i. In case of Western Medical Certificates submitted by students to cover absence from course work or examination:
 - a. The medical certificate should be referred to the Chief Medical Officer (CMO) of the University for his/her observations and recommendations.
 - b. The CMO in turn examines the certificate and if he/she wishes could summon the student for examination and thereafter send his/her observations, recommendations to the Dean.
 - c. In cases where the CMO wishes to convene the Western Medical Board he/she may make arrangements to convene the Western Medical Board and refer the recommendations of the Board to the Dean.
 - d. The Dean on receipt of such recommendations from the CMO or Western Medical Board should send it to the Faculty Board for ratification.





- ii. In the case of Ayurvedic Medical Certificates submitted by students to cover absence from course work or examinations the following procedure should be followed:

- a. Ayurvedic medical certificates submitted by student in respect of absence from examinations or course work should be circulated among the members of the Ayurvedic Medical Board for their observations by the Senior Assistant Registrar/ Assistant Registrar in charge of student registration of each Faculty in consultation with the Deans of the respective Faculties.
- b. Each member of the Ayurvedic Medical Board may send his/her observations and recommendations on the face of the medical certificate to the Dean of the respective Faculty through the Senior Assistant Registrar/ Assistant Registrar of the Faculty.
- c. In case where the opinion of the members of the Ayurvedic Medical Board vary the Senior Assistant Registrar/ Assistant Registrar of the Faculty in consultation with the Dean of the Faculty may take steps to convene a meeting of the Ayurvedic Medical Board.
- d. If the members of the Ayurvedic Medical Board think that the medical certificates should be examined at a meeting of the Board, the Dean of the Faculty should be informed accordingly.
- e. If the members wish to examine students concerned, they could be summoned before the Medical Board through the Senior Assistant Registrar/ Assistant Registrar of the Faculty.
- f. The recommendation of the Ayurvedic Medical Board should be sent to the Faculty Board through the Dean of the Faculty for ratification.
- g. The original copies of the Ayurvedic Medical Certificate submitted by students should be kept in the files of the students concerned and copies of such certificates should be sent to the Chief Medical Officer for purposes of record.

3. There shall be two Medical Boards in the University, viz. Western Medical Board and Ayurvedic Medical Board.

- i. **Western Medical Board**

Terms of Reference

- a. The Western Medical Board shall consider cases where the Chief Medical Officer of the University has doubt about the validity of the grounds (including medical certificate) upon which the request of students to be excused for absence from course work of examinations.
- b. The Chief Medical Officer of the University shall convene the Western Medical Board if and when necessary.
- c. The Board has the right to call students before the Board when necessary for purposes of interview, examination and investigations.
- d. Recommendations of the Medical Board should be sent to the Faculty Board through the Dean of the respective Faculty.



- e. The Western Medical Board should consist of the Heads of the Departments of Medicine, Surgery and Psychiatry of the Faculty of Medicine or their nominees and the CMO of the University.

ii. **Ayurvedic Medical Board**

Composition

The Ayurvedic Medical Board shall consist of three (3) persons appointed by the senate of the University.

Terms of Reference

- a. The Ayurvedic Medical Board shall consider Ayurvedic Medical Certificates submitted by students requesting exemption from examinations or course work and make recommendations to the Senate through the Deans of the respective Faculties.
- b. The Board shall meet at least once within a semester. The Senior Assistant Registrar/ Assistant Registrar in charge of student registration in consultation with the Dean of the respective Faculty shall convene meetings of the Ayurvedic Medical Board whenever necessary and co-ordinate the work between the Faculty and the Ayurvedic Medical Board.
- c. The board has the right to call students before the Board when necessary for purposes of interviews, examination and investigations. Such requests should be sent to the students through the Senior Assistant Registrar/ Assistant Registrar in charge of student registration of each Faculty.

Guidelines for the Functioning of the Ayurvedic Medical Board

- a. When accepting Ayurvedic Medical Certificates, caution is to be exercised by accepting from only those who are registered in the Ayurvedic Medical Council.
 - b. General or Special registered Ayurvedic Medical Practitioners could recommend on anyone occasion leave up to 14 days at a stretch. Those with more than the above amount should get an endorsement from the Medical Officer in charge of the closest Government Ayurvedic Hospital or Government Ayurvedic Dispensary.
 - c. The decision on leave stipulated in Medical Certificates from Ayurvedic Hospitals, Government Dispensaries or Local Government Ayurvedic Dispensaries rests with the Board.
 - d. This Board possesses the right to question the validity of any Ayurvedic Medical Certificate.
 - e. The Board possesses the right to summon before them any student submitting an Ayurvedic Medical Certificate, if necessary.
4. When students request exemption from examinations of course work upon the basis of illness, the ultimate decision on question of exemption, repetition of course and of eligibility for honours, shall be the functions of the relevant Faculty Board upon the recommendation of the Medical Board or the Chief Medical Officer.

Ref. University Calendar 2007/08 page 257



18. Regulations relating to examination procedure, offences & punishments for examination conducted under the semester based course system

Regulations made by the Senate of the University of Peradeniya and approved by the Council under Section 136 read with Sections 29, 45 of the Universities (Amendment) Act No. 7 of 1985.

Examination of a course/course unit may consist of several assessment components (quizzes, within semester and end-semester examinations, term papers, assignments, etc.)

24.1 Regulations

These Regulations may be cited as the Examination Procedure, Offences & Punishment Regulation No. 1 of 2008, effective from 23.01.2008.

24.1.1 Part I – Examination Procedure

1. A candidate is expected to be outside the examination hall at least 15 minutes before the commencement of each paper, but shall not enter the hall until he/she is requested to do so by the supervisor.
2. On admission to the hall a candidate shall occupy the seat allotted to him/her and shall not change it except on the specific instruction of the Supervisor.
3. For examinations which have duration of one or more hours, a candidate shall not be admitted to the examination hall after the expiry of half an hour from the commencement of the examination. A candidate shall not be allowed to leave the hall until half an hour has elapsed from the commencement of the examination or during the last 15 minutes of the paper.
4. However, under exceptional circumstances or in cases where examinations have duration of less than one hour, the supervisor in consultation with the Dean of the Faculty concerned may use his discretion in the enforcement of Rule 3.
5. A candidate shall have his/her student record book/student identity card/admission card with him/her in the examination hall on every occasion he/she presents himself/herself for a paper. His/Her candidature is liable to be cancelled if he/she does not produce the student record book/student identity card/admission card, he/she shall sign a declaration in respect of the paper for which he/she had not produced the student record book/student identity card/admission card in the form provided for it, and produce the



student record book/student identity card/admission card to the Registrar or the relevant senior Assistant Registrar/Assistant Registrar within the next three working days. If a candidate loses his/her student record book/student identity card/admission card during the examination period, he/she shall obtain a duplicate of student record book/student identity card/admission card as the case may be from the Registrar or relevant Senior Assistant Registrar/Assistant Registrar for production at the examination hall.

6. A candidate shall not have on his/her person or in his/her clothes or on the admission card, time-table, student record book/student identity card, any notes, signs or formulae etc., except those items that are permitted. All unauthorized items which a candidate has brought with him/her should be kept at a place indicated by the Supervisor/Invigilator.
7. A candidate may be required by the supervisor to declare any item in his/her possession or person.
8. No candidate shall copy or attempt to copy from any book or paper or notes or similar material or from the scripts of another candidate. A candidate shall neither help another candidate nor obtain help from another candidate or any other person. A candidate shall not conduct himself/herself so negligently that an opportunity is given to any other candidate to read anything written by him/her or to watch any practical examination performed by him/her. No candidate shall use any other unfair means or obtain or render improper assistance at the examination.
9. If any candidate was found to have copied from another candidate by an examiner at the time of marking, he/she would be treated as having committed a punishable offence.
10. No candidate shall submit a practical book or field book or dissertation/thesis or project study or answer script or assignment which has been prepared wholly or partly by anyone other than the candidate himself/herself.
11. A candidate shall bring his/her own pens, ink, mathematical instruments, erasers, pencils or any other approved equipment or stationery which he/she has been instructed to bring. The use of a calculator will be permitted only for papers that contain a rubric to that effect.
12. Examination stationery (i.e. writing paper, graph paper, drawing paper, ledger paper, précis paper etc.) will be supplied at the examination hall as and when necessary. No sheet of paper or answer book supplied to a candidate may be torn, crumbled, folded or otherwise mutilated. No papers other than those supplied to him/her by the Supervisor/Invigilator shall be used by candidates.





All material supplied, whether used or unused, shall be left behind on the desk and not removed from the examination hall.

13. Every candidate shall enter his/her Index Number/Registration Number on each answer book and on every continuation paper. He/She shall also enter all necessary particulars as required. A candidate who inserts on scripts an index Number/Registration Number other than his/her own is liable to be considered as having attempted to cheat.

A script that bears no Index Number/Registration Number, or has an Index Number/Registration Number which cannot be identified, is liable to be rejected. No candidate shall write his/her name or any other identifying mark on the answer script unless otherwise authorized.

14. All calculators and rough work shall be done only on paper supplied for the examination, and shall be cancelled and attached to the answer script. Such work should not be done on any other material. Any candidate who disregards these instructions runs the risk of being considered as having written notes or outline of answers with the intention of copying.
15. Any answer or part of an answer, which is not to be considered for the purpose of assessment, shall be neatly crossed out. If the same question has been attempted in more than one place the answer or answers that are not to be considered shall be neatly crossed out.
16. Candidates are under the authority of the supervisor and shall assist him/her by carrying out his/her instructions and those of the Invigilator during the examination and immediately before and after it.
17. Every candidate shall conduct himself/herself as quietly as possible. A candidate is liable to be excluded from the examination hall for disorderly conduct.
18. Candidates shall stop work promptly when ordered by the Supervisor/Invigilator to do so.
19. Absolute silence shall be maintained in the examination hall and its precincts. A candidate is not permitted for any reason whatsoever to communicate or to have any dealing with any person other than the Supervisor /Invigilator. The attention of the Supervisor/Invigilator shall be drawn by the candidate by raising his/her hand from where he/she is seated be drawn by the candidate by raising h is/her hand from where he/she is seated.
20. During the course of answering a question paper no candidate shall be permitted to leave the examination hall temporarily. In case of an



emergency, the Supervisor/Invigilator may grant him/her permission to do so but the candidate will be under his/her surveillance.

21. No person shall impersonate a candidate at the examination, nor shall any candidate allow himself/herself to be impersonated by another person.
22. Any candidate receiving unauthorized assistance from any person shall be deemed to have committed an examination offence.
23. If circumstances arise which in the opinion of the supervisor render the cancellation of postponement of the examination necessary, he/she shall stop the examination, collect the scripts already written and then report the matter as soon as possible to the Dean of the relevant faculty.
24. The Supervisor/Invigilator is empowered to require any candidate to make a statement in writing on any matter which may have arisen during the course of the examination and such statement shall be signed by the candidate. No candidate shall refuse to make such a statement or to sign it. If such a candidate refuses to make such a statement or refuses to sign it, the Supervisor/Invigilator shall make his own statement and report the matter to the Dean of the faculty.
25. No candidate shall contact any person other than the Vice-Chancellor, Dean, Head of the Department, the Registrar or the relevant Senior Assistant Registrar regarding any matter concerning the examination.
26. Every candidate shall hand over the answer script personally to the Supervisor/Invigilator or remain in his/her seat until it is collected. On no account shall a candidate hand over his/ her answer script to an attendant, a minor employee, or another candidate.
27. Every candidate who registers for a course/course unit shall be deemed to have sat the examination of that course/course unit unless he/she withdraws from the course/course unit within the prescribed period for dropping courses/course units. He/She should submit a medical certificate in support of his/her absence, prior to the commencement of the examination. If such a document cannot be submitted before the commencement of the examination. A candidate shall inform of his/her inability to attend the examination to the Dean of the Faculty within a week after the commencement of the examination. The medical certificate shall conform to the Senate Regulations. (See Appendix I).
28. When a candidate is unable to present himself/herself for any part/section of an examination of a course/course unit, he/she shall notify or cause to be notified this fact to the Dean of the Faculty and relevant Senior Assistant





Registrar or Assistant Registrar immediately. This should be confirmed in writing with supporting documents by registered post within two weeks.

29. A student will be eligible for honours if all requirements for the award of honours are met within the prescribed period for the degree. However, candidates found guilty of an examination offence shall not be eligible for honours.
30. No student shall sit an examination of a course/course unit, if he/she has exhausted the number of attempts that he/she is allowed to sit that particular examination, unless he/she has been granted special permission to do so by the Dean of the relevant faculty.
 - 30.1 Students are prohibited from carrying cellular phones during the course of written, oral, clinical or practical examinations.

24.1.2 Part II – Examination Offences and Punishments

1. Offences

- 1.1 Any candidate who violates Examination Rule 6 shall be deemed guilty of the offence of possession of unauthorized documents/items and his/her candidature for the examinations of that semester shall be cancelled and he/she shall be prohibited from sitting any examination of this university for a period varying from 1 – 5 semesters.
- 1.2 Any candidate who violates Examination Rule 8 or 9 shall be deemed guilty of the offence of copying and therefore his/her candidature shall be cancelled from the examinations of that semester and he/she, shall be prohibited from sitting any examination of this university for a period of five semesters.
- 1.3 Any candidate who violates Examination Rule 10 shall be deemed guilty of the offence of having cheated at the examination and his/her candidature for the examinations of that semester shall be cancelled and he/she shall be prohibited from sitting any examination of this university for period varying from 1 – 9 semesters.
- 1.4 Any candidate who is detected removing examination stationery and other material provided for the examination (Rule 12) shall be deemed guilty of an examination offence and his/her candidature for the examinations of that semester shall be cancelled and he/she shall be liable to be prohibited from sitting any examination of university for a period of three semesters.
- 1.5 Any candidate who violates any one or more of the rules in 7, 16, 17, 18, 19 and 20 shall be deemed guilty of the offence of disorderly conduct and his/her



candidature shall be cancelled from the examinations of that semester and he/she shall be prohibited from sitting any examination of this university for a period of three semesters.

- 1.6 Any candidate who violates Examination Rule 21 shall be guilty of the offence of impersonation and his/her candidature for the examinations of that semester shall be cancelled and he/she shall be prohibited from sitting any examination of this university. Impersonator/s may also be liable to any punishment under the Penal Code/Criminal Law. In the event the impersonator is found to be a graduate of this university, his/her degree shall be withdrawn.
- 1.7 Any candidate who violates Examination Rule 22 shall be guilty of an examination offence and his/her candidature for the examinations of that semester shall be cancelled and he/she shall be prohibited from sitting any examination of this university for a period of 1 – 5 semesters.
- 1.8 Any candidate found aiding and abetting in the commission of any of the above examination offences shall be deemed to have committed that offence and shall be punished in respect of the offence in accordance with the provisions of the relevant section.
- 1.9 Any other offence which is not covered in the above sections alleged to have been committed by a candidate and reported to the relevant authority by a supervisor or Examiner shall be inquired into and appropriate action taken.

24.1.3 Part III – Procedure Regarding Examination Offences Committed By Candidates

1. There shall be an Examination Disciplinary Committee of not less than 3 members of whom at least one member is from outside the Faculty, appointed for each case by the Dean of the relevant faculty to inquire into and make recommendations (including punishments) on examination offences referred to it. Member(s) outside the Faculty shall be selected from a panel of members appointed for this purpose by the Vice Chancellor.

2. Classification of Offences

Examination offences may be broadly classified as follows:

- 2.1 Possession of unauthorized documents/items
- 2.2 Copying
- 2.3 Cheating
- 2.4 Removal of stationery
- 2.5 Disorderly conduct
- 2.6 Impersonation
- 2.7 Unauthorized assistance
- 2.8 Aiding and abetting in the commission of above offences
- 2.9 Other offences



3. *Punishments*

(As specified in Part II-1.1-1.9)

4. *Procedure*

- 4.1 In all cases of violation of examination rules detected, the supervisor shall take action as outlined below and forward his/her report to the relevant Dean/Senior Assistant Registrar or Assistant Registrar.
- 4.2 In case of disorderly conduct the supervisor shall in the first instance warn the candidate to be of good behavior. Disorderly conduct shall be considered grave, only if such conduct in the opinion of the supervisor is considered as causing a disturbance in the conduct of the examination. Where the candidate persists in unruly or disorderly conduct the supervisor may exclude the candidate from the examination hall and issue him a letter with a copy to the relevant Dean/Senior Assistant Registrar/Assistant Registrar, cancelling his/her candidature from the examination.
- 4.3 In all cases of examination offences detected, the supervisor shall send a report to the relevant Dean along with any material taken into custody. Material taken into custody should be authenticated by placing the signatures of the candidate and the Supervisor/Invigilator and the date, time and place of detection. A supervisor should give particulars of any incriminating material of which he/she cannot take possession. The Supervisor's report should be countersigned by one of the Invigilators.
- 4.4 The Dean after preliminary inquiry shall place all reports of examination offences submitted by supervisors for action of the relevant Examination Disciplinary Committee for further action.
- 4.5 Supervisor, Examiner, Head of Department or any other official of the University who detects an examination offence shall report the matter in writing to the relevant Dean, who shall after preliminary inquiry submit his findings to the relevant Examination Disciplinary Committee for further action.
- 4.6 Any allegations regarding the commission of examination offences from whomsoever received shall be submitted by the Dean after preliminary inquiry to the relevant Examination Disciplinary Committee for further action.



5. *The Decision*

- 5.1 The punishment recommended by the Examination Disciplinary Committee shall be submitted to the relevant Faculty Board for a decision and the decision will be reported to the Senate.

Senior Assistant Registrar/Assistant Registrar of the relevant Faculty shall be the Convener/Secretary of the inquiring committee on examination offences.

6. *Appeals Board*

- 6.1 There shall be an Appeals Board, consisting of three members, appointed by the Vice Chancellor to consider appeals regarding the decision referred to in 5.1 above. Any student on whom a punishment has been imposed may, within a period of two weeks from the date of communication to him/her of such punishment, appeal against such punishment to the Vice Chancellor.





19. Code of Conduct for Medical Students

As a Medical Student, you are embarking on a life-long and a very responsible journey of learning to serve the public and society as a doctor. Becoming a Medical Student is a great opportunity, mainly because of the opportunities for healing and caring in society that will be conferred on you soon. The contributions made by the society for the development of your carrier are unique. It extends beyond spending money. Patients suffer directly or indirectly and give their time and privacy to let you gain experience and learn from their illnesses. At the end you will be kept at the highest level of social recognition as a doctor with vast expectations from your conduct.

Therefore becoming a doctor is a responsibility and a life-long commitment. Achieving this and reaching the ultimate goal of becoming a good and caring doctor will give you the ultimate happiness of becoming a doctor.

1. Attitude towards learning

a. *Responsibility for learning*

As a Medical Student your learning should not be confined to acquisition of knowledge and skills. You are expected to foster good attitudes and change your behaviour to one that is suitable and appropriate for a doctor.

b. *Continuity of learning, self-reflection and sharing experiences*

As a Medical Student and later as a doctor you have to embark on a life-long continuous process of learning. It is best done through clinical experience, self-reflection, wide reading and sharing experiences. To achieve this you are expected to work with others as a group in harmony.

c. *Learn to be a teacher*

Teaching is a trademark of the medical profession. Make use of all the opportunities to teach your colleagues and other professionals who come into contact with you.

2. Relationships with patients, society, teachers, other professionals and colleagues.

a. *Relationships*

Developing genuine warm and caring relationships with patients, teachers and other professionals is a fundamental principle in the delivery of health care. Sometimes, emotional bonding in such relationships is unavoidable. Deeper understanding of this process will help you to handle such situations without undergoing any significant mental trauma.



b. *Unconditional respect and care*

All the health care professionals including doctors are expected to extend unconditional respect and care for all their patients and other professionals irrespective of their social status, attitudes or behaviour. This is an erudite skill that you need to foster from the beginning of your career, even from the stage of your undergraduate career.

c. *Communication*

Skills in communication are natural attribute of all human beings. However, these skills need to be and be enhanced by learning and practice. Communication in clinical practice is a specialized skill that should be mastered in your career. Adhere to simple rules, do not adopt dominating tones and voice, ask open-ended questions and listen attentively. Demonstrate your understanding and expression of empathy in a humane manner and terminate discussions in a respectful way.

d. *Non exploitation*

Medical Students should NOT exploit patients, their relatives or the system using their position as Medical Students. Exploitation can take many forms such as financial, other favours, developing unethical relations ships etc.

3. Responsibilities towards the profession and the society

a. *Ethical behaviour*

Expected behaviour of a doctor is laid down by the Sri Lanka Medical council. Please refer the details provided therein.

b. *Research*

Conducting research should always be in accordance with the ethical guidelines laid down in the faculty or the respective institution where you conduct the research.

c. *Learn patient expectations from patients –*

The very best way to learn about patient expectations is by asking and listening to patients about their expectations.

d. *Maintain proper conduct and behaviour to suit the expectations of the society.*

Health care professionals should respond appropriately to the expectations of society.





e. *Reporting unethical or unlawful events -*

You, as a responsible citizen in society, have a responsibility to report unethical or unlawful events in the society in a professional manner while confining yourself to boundaries set by appropriateness and common courtesy.

4. Rules and Regulations

a. *Rules of society*

It is unavoidable that medical professionals have to abide by the rules of the land. In that context, Medical Students and doctors are expected to set an example in the society.

b. Rules of the Faculty (website)

c. Rule of the university (website)

- i. Examinations – Violation of examination rules is a punishable offence. (ref)

d. Rules of the hospital (website or annex)

5. Self care

a. *Dress appropriately*

Dress to suit the expectations of the society. Society see medical students as their future doctors. Society would like to see you well dressed to harness respect. The dress should give you confidence and a professional look. Therefore, follow simple rules: simplicity, cleanliness and modesty. All the students should wear a white coat in the hospital and inside the laboratories at all times. Avoid wearing shorts, short skirts or tight-fitting clothes. Males should avoid coming to work in slippers or sandals.

Females should avoid extravagant high heels. Avoid covering the face, as facial expressions are mandatory in communication.

b. *Immunization and hygienic practices*

Follow the fundamental rule of “prevention is better than cure”. Ensure that you are fully vaccinated. Check your immune status for Hepatitis B. The practice of hand washing should become a natural routine in your life. Get chicken pox vaccine if you have not had chicken pox so far or if you were not vaccinated before.





c. *Stress*

Stress of going through the rigours of the medical undergraduate course is a well-known fact. If you feel stressed it is certainly not unusual. It is best to communicate these feelings early with any one that you feel comfortable with. Your friends, mentors, parents and relatives are easy to approach. All teachers are trained to help you and they will help you if you ask for help.

d. *Vicarious trauma*

This is a well-known phenomenon in the medical profession. Cultivating good communication skills and empathy help to enjoy the clinical work and avoid vicarious trauma.

e. *Use of drugs alcohol and smoking*

Never use drugs without been prescribed by a doctor. Alcohol and smoking are prohibited in health care institutions and the faculty. Avoiding alcohol and smoking in your social life will enhance your image as a doctor. Remember that the doctors are as much or even more vulnerable to addiction and their consequences as any other human being.

f. *Continue to take part in non-medical interests and engagements.*

Enjoy and enhance your aesthetic skills. Your talents in other areas are valuable to be an efficient doctor. Manage your time so that you could allocate time for these activities.

6. Society and the family

a. *Engage in social activities in the society in which you live in and with your family.*

Maintain yourself as a member of society. Offer help and care for them. However, the tedious nature of your obligations as a Medical Students may impose limitations, and that needs to be explained to your friends and relatives.

b. Respond to social obligations.





FACULTY OF MEDICINE, PERADENIYA

Medical Students' Pledge

1. I hereby take responsibility, to the best of my ability, to acquire knowledge, skills and attitudes necessary to become a doctor.
2. I will engage in learning individually, as well as in a group, in collaboration with my colleagues and other health care professionals.
3. I will commit myself to learn the practice of science as well as the art of medicine
4. I will be responsible to adhere to a life-style that the society demands from the medical profession.
5. I will extend unconditional respect and maximum possible care towards all patients irrespective of their social status, attitudes or behaviour.
6. I will always respect the principle of sharing information while maintaining professional secrecy and my personal limitations in divulging information.
7. I will never introduce myself as, nor pretend to be, a doctor during my undergraduate period.
8. I appreciate and acknowledge the contributions and commitment made by patients, teachers, health care professionals, my parents and the society at large in my training, with gratitude.
9. I will never exploit relationships with my patients for direct or indirect advantages
10. I will stringently adhere to expected ethical behaviour laid down by the Sri Lanka Medical Council
11. I will learn patient expectations from patients and maintain my conduct and behaviour to suit the expectations of society
12. I will abide by the rules and regulations of the society, Faculty of Medicine, The University and the Hospital where I will be gaining my clinical experience.
13. I will dress appropriately at all times and especially when I interact with patients.
14. I will continue to communicate with my guardian and family members and ask for help from them as well as the faculty members.
15. I will cultivate empathy, communication skills and patient centred attitudes within me.
16. I will continue to engage in my family activities and other social activities during my undergraduate period.





20. Policies

1. Policy on Students with Special Needs/differently - abled Students.
Faculty Board Minute 454.6.4
2. Policy on the Management of the MBBS programme.
Faculty Board Minute 458.6.1
3. Fallback Mechanism for students who successfully complete the 2nd MBBS Examination however fail to complete the degree within stipulated time period.
Faculty Board Minute 456.6.1.4
4. Code of conduct for academic staff in UOP, Policy on sexual harassment and sexual violence, UOP, Regulations Promulgated under the policy on sexual harassment and sexual violence, UOP
Senate Paper ST/427/1





21. Policy on leave of absence for registered students, University of Peradeniya

Revised Policy decisions on leave of absence for registered students, deferment of registration and readmission

1. It is mandatory for all fulltime students of the University to register for their academic programmes and attend regularly to the prescribed work of their academic programme without discontinuity, to the satisfaction of the Dean of the Faculty, barring compelling circumstances.
2. Whenever a student fails or is unable to attend an academic programme for over one month, the student or his/her parent/guardian should inform as soon as such inability is recognized, to the Dean of the Faculty concerned. However, within two (02) weeks of such notice, the student should ensure to send a written communiqué to this effect to the Dean or the Senior Assistant Registrar/Assistant Registrar of the Faculty.
3. Deferments are considered only if the student is registered for the respective degree programme and who have not completed any examination.
4. If any student wishes to get his/her registration deferred at the time of registration, he/she should
 - (i) Register with the University of Peradeniya
 - (ii) Register for the academic programme in the respective Faculty
 - (iii) Make a written request for a deferment (*should provide an acceptable reason/s*) to the Dean of the Faculty.
5. When the above requests (2) and (4) are granted, the period of deferment/leave shall
 - i) not exceed one academic year except on approved medical grounds.
 - ii) The period of deferment/leave granted on medical grounds shall not exceed two academic years.
 - iii) The period of deferment/leave granted by the Admissions Committee on medical/valid reason(s) approved by the Faculty Board will be exempted from the maximum, duration allowed for an academic programme. Such leave should have prior approval.
6. If a student fails to have his/her registration renewed within the period specified by the Faculty at the beginning of each academic year, he/she should make a written request to the Dean of the Faculty giving acceptable reasons for not renewing the registration on time.
7. In case of a deferment/leave of absence the eligibility for a class should be decided by the respective Faculty Board.
(*2nd, 3rd, 4th or final year – leave of absence may be granted subject to the conditions that the student completes the degree within the permissible time period*)

When a studentship is cancelled, the Registrar of the University shall inform the respective student in writing that he/she will have no claim whatsoever for re-admission/re-registration for University Education in the future.



22. Names of Scholarships, Medals & Prizes & the Criteria awarded by the Faculty of Medicine, University of Peradeniya

BIOCHEMISTRY

Distinctions

Awarded to a student who obtains a minimum average of 70% for the three Biochemistry Modules (MED1103, MED1208, MED2112) conducted for the 2nd MBBS examination in the first attempt.

Emily Wickramanayake scholarship

Awarded to a student who obtains honours and a minimum of 70% in Biochemistry.

PHYSIOLOGY

Distinctions

Awarded to a student who obtains a minimum average of 70% for the Physiology components in the Modules for the 2nd MBBS examination in the first attempt.

Prize for the best project in Physiology endowed by Kingsley Wickramasuriya in memory of Mildred Mendis

Awarded to the student who secures the highest marks in Physiology.

ANATOMY

Distinctions

Awarded to a student who obtains a minimum average of 70% for the Anatomy components in the Modules for the 2nd MBBS examination in the first attempt.

Chalmers gold medal for Anatomy

Awarded for the best performance in Anatomy at the Second MBBS Examination.





C. B. Dharmasena gold medal for Anatomy

Awarded for a student who obtains a First Class and comes first in Anatomy with a mark of distinction at the Second Examination

SECOND EXAMINATION FOR MEDICAL DEGREES

University scholarship for the second MBBS examination

Awarded for the highest aggregate and a Second Class

C. E. S. Weeratunga gold medal for second MBBS examination

Awarded for the greatest competence at the Second MBBS Examination





The Arthur Fernando memorial prize

Awarded to the meritorious student from amongst those who secure the highest average mark not less than 60% at the Second MBBS Examination.

Karadeniya Hewage Donald Fernando memorial prize for the Faculty of Medicine

The prize shall be awarded to the most meritorious student who secure the highest average mark not less than 60% at the Second MBBS Examination and who had gained admission to the University of Peradeniya from the Galle District.

PARASITOLOGY

Distinctions

Awarded to students obtaining an average cumulative score of 70% or above in the Parasitology components of Infection 1 and Infection 2 modules, in the first attempt.

V. Sivalingam memorial prize in Parasitology

Awarded to the student who obtains the highest mark above 70% in Parasitology at the Third MBBS Examination and secures First or Second Class Pass in the first attempt at the Third MBBS Examination.

FORENSIC MEDICINE

Distinctions

Awarded at the end of year 4 to all students who obtain an average cumulative score of 70% or above in the DIS 2 and DIS 4 examinations in the first attempt.





Punchi Banda Panabokke memorial prize

Awarded to the student who obtains a First or Second Class and the highest mark over 65 in Forensic Medicine at the Third MBBS Examination.

COMMUNITY MEDICINE

Distinctions

Awarded at the end of the fourth year to students who obtain a GPA of 03 or more at the 3rd MBBS examination, an average of over 70% for DIS 2, 4 and 6 components and an average of over 70% for statistics, research methods and research viva of the Communication Learning and Research stream and have not repeated any other modules during the 4 year period.

Marcus Fernando Prize for Community Medicine

Awarded to the student who obtains the highest average cumulative score, over 70%, for DIS 2, 4 and 6 components and obtains a GPA of 03 or more at the 3rd MBBS examination. The student should not have repeated any modules during the 4 year period.

Geetha De Silva prize

Awarded to the student who obtains highest marks, over 70%, for the research report and viva examination at the year 04 Semester II examination, achieves the highest average mark for statistics and research methods components, a score not less than 70% for CLR 1, 2, 3 and 4, a GPA of 03 or above at the 3rd MBBS examination and have not repeated any modules during the 04 year period.

PATHOLOGY

Distinctions

Awarded at the end of year 4 to all students who obtain an average cumulative score of 70% or above for the modules Foundation in Pathology, Systematic Pathology I, Systematic Pathology II and Haematology in the first attempt.



Irene Maralanda Panabokke memorial prize for Pathology

Awarded to the student who obtains First or Second Class Honours and the highest mark over 65% in Pathology at the Third MBBS Examination.

Loos gold medal for Pathology

Awarded for the greatest competence in Pathology at the Third MBBS Examination.

G. E. Tennekoon prize for Pathology

Awarded to the student who performs best at the First attempt in the Third Examination in Pathology obtains a minimum mark of 70%.

PHARMACOLOGY

Distinctions

Students who obtain an average mark of 70% or more for the modules Foundation in Pharmacology, Systemic Pharmacology - I and Systematic Pharmacology - II are awarded distinctions provided they have obtained a GPA of 2.00 or more at the Third MBBS examination.

Craib prizes (two prizes)

The prize shall be awarded to the student who obtains 70% or more in Pharmacology with a First or Second Class Pass at the Third MBBS Examination.

MICROBIOLOGY

Distinctions

All students obtaining an average score of 70% or above in the Microbiology components of Infection 1, Defenses of the Body and Infection 2 modules, in the first attempt.





THIRD EXAMINATION FOR MEDICAL DEGREES

H. J. Hazari gold medal

Awarded for the greatest competence at the Third MBBS Examination.

Punchi Banda Panabokke and Irene Maralande Panabokke memorial scholarship

Awarded to a Sinhalese student who has the best performance at the Third MBBS Examination and a First or Second Class Honours as well as an overall average of over 65%.

FINAL EXAMINATION FOR MEDICAL DEGREES

University Prize For Academic Excellence

Awarded to all First Class holders at the Final Examination.

Perry exhibition

Awarded to the student who obtains the highest aggregate and a First Class.





The Srilankabhimanya Hon. Lakshman Kadirgamar gold medal for excellence

Awarded to the student with First Class Honours, at the Final MBBS Examination for Medical degrees and has shown commendable performance in extra curricular activities during his/her undergraduate medical career.

Peradeniya University gold medal for most outstanding student graduating from the Faculty of Medicine

This is awarded to the most outstanding student graduating from the Faculty of Medicine for scholastic and extramural excellence.

SURGERY

Rockwood gold medal for Surgery

Awarded to the student who obtains the highest mark in Surgery and a Distinction.

Garvin gold medal for Operative Surgery

Awarded to the student who obtains the highest mark in Operative Surgery and a Distinction.

Dr. H. S. Keerthisinghe endowment (3 Prizes)

- (i) **A. C. Fernando prize in Surgery**
- (ii) **Barr Kumara Kulasinghe prize in Surgery**
- (iii) **B. H. Aluwihare prize in Surgery**

Awarded to 3 students who obtain the highest marks in Surgery (minimum requirement of 65% marks does not apply to this prize).

MEDICINE

Dhandishaw Dadhabhoy gold medal for Medicine

Awarded to the student who obtains the highest mark in Medicine and a Distinction.





OBSTETRICS AND GYNAECOLOGY

Naomi Thiagarajah memorial prize for Midwifery

Awarded to the student who obtains the highest mark in Obstetrics (Clinicals and Orals) which should be 65% or above.

H. M. Peiris prize For Obstetrics & Gynaecology

Awarded to the student who obtains the highest mark in Obstetrics & Gynaecology which 65% or above.

Maneckbai Dadhabhoy gold medal for Midwifery

Awarded to the student who obtains the highest mark in Obstetrics & Gynaecology and a Distinction.

Kingsley De Silva prize for Obstetrics & Gynaecology

Awarded to the student who obtains the highest mark in Gynaecology and Obstetrics. The highest mark should be 65 or more and must pass the Final MBBS Examination in the first attempt.

PAEDIATRICS

Herbert A. Aponso prize in Paediatrics

Awarded to the student who obtains a Distinction and the highest mark in Paediatrics.

Chandra Abeysekera Gold Medal in Paediatrics

This will be awarded to a student who has secured a Distinction in Paediatrics and also obtained the highest mark for the clinical component in Paediatrics at the Final MBBS examination.

The student should also have obtained a Second Class Honours Upper Division or a First Class at the Final MBBS examination.

Faculty awards and Dean's List

<http://med.pdn.ac.lk/students/awards.pdf>



23. Bursaries / Studentships - Faculty of Medicine

Hiran Sri Kirthisinghe Memorial Studentship

Applications are called for the Hiran Sri Kirthisinghe memorial studentship by the Faculty Scholarship Committee, after issuing result of Year 2 MBBS Examination.

The studentship shall be given annually for a one or more students of the 3rd year, who has proven need for money and has/have a GPA of 3.3 or above at the year 2 MBBS examination with a first class or a second class upper division. Applicant should submit an application with supporting documents.

Medical Faculty Studentship Fund

Five (05) students are selected each year according to the priority list for the Medical Faculty studentship fund. Only for needy students are awarded. Maximum period of studentship is 5 years.

The grant of the studentship shall cease forthwith, if the particulars furnished by the beneficiary are found to be false or incorrect. The applicant should not be a recipient of any other grant. If for any reason the studentship of any student is cancelled by the Board of Administration he/she shall be asked to pay back the amount he/she had received from the fund to that time.

Pahantharuwa – Medical Student's Welfare Fund

Fifteen to twenty students are selected according to the priority list annually for the scholarship until they receive Mahapola or Bursary award.

1. The medical faculty students' welfare fund is established to serve the following purpose.
 - (a) The welfare fund shall provide financial assistance to needy students, who are yet to receive the initial payment of Mahapola, Bursary or any other Scholarship.
 - (b) The Medical Faculty Students' Welfare fund shall provide financial assistance to students needing specialized medical treatment.
 - (c) The welfare fund shall provide financial assistance to a funeral of an immediate relative of a student of the medical faculty (Father/Mother/Brother/Sister/Husband/Wife/Child)
 - (d) Any other welfare measures needed to be provided to medical students as determined by management committee.
2. A "management committee" comprising of members from the Academic staff and administrative staff, together with representatives from the students of the



Medical Faculty will manage the fund. The aim of this committee will be to maintain the fund efficiently and without misconduct.

a) The Medical Faculty Student welfare fund – Management Committee Members

- The Dean/Faculty of Medicine shall be the ex-officio chairman
- Bursar of his nominee/Assistant Bursar/Faculty of Medicine
- Registrar or nominee/Assistant Registrar/Faculty of Medicine
- Senior Treasurer- Medical Faculty Students' Union (MFSU)
- Two Senior Student Counsellors
- President/MFSU
- Vice President/MFSU
- Secretary- MFSU shall be the ex-officio secretary
- Junior treasurer – MFSU shall be the ex-officio treasurer
- Editor- MFSU

b) The responsibilities of the “management committee”

- i) The management committee shall make the basic decisions and grant permission for the release of the fund according to the constitution of the medical faculty students welfare fund, regarding the aims of the medical faculty students welfare fund.
- ii) It will manage and develop the medical faculty students welfare fund
- iii) The management committee will maintain documents relating to the transactions of the medical faculty students' welfare fund.
- iv) The financial structuring that is income and expenditure and the balance Sheet shall be prepared every 6 months which will be produced to the M.F.S.U. and displayed to the students.
The annual financial statement of accounts shall be prepared for the financial year and shall be audited by the senior internal auditor of University of Peradeniya

3. Award of scholarship

- a) The scholarship shall be awarded to 15 registered students from the new batch enrolled to the intensive English course of faculty of medicine.
- b) The scholarship shall only be paid until Mahapola or any other scholarship is awarded to the students.
- c) The payments of the scholarships must be initiated within one month after the enrollment of the students to the intensive course in English of medical faculty.
- d) An application form shall be made available and interested students are requested to forward their applications.
- e) Selected applications forms from the received forms are rechecked.



- f) If and when a student has been shown to have given incorrect and misleading information in the application to the management committee, the student shall lose privileges of the Medical Faculty Students' Union.
- g) Notification of scholarship scheme.
 - i) The students of the new batch shall be notified of the scholarship scheme by the Dean
 - ii) The importance of giving accurate and valid information should be stressed in these notifications
- h) Issue of application forms
 - i) Application forms shall be issued to the new batch on the day of the English placement test.
 - ii) The Date, Name and Registration No. and Signature of the receiver expected when issuing an application form.
 - Scholarship payments





Kandy Doctors' Wives Association Studentship for Medical Students (KDW)

The Studentship is given to new entrants to the Peradeniya Medical Faculty.

Self prepared applications should be submitted to the faculty including following details.

1. Full name of the applicant, home address and other contact details.
2. Registration number
3. Last school attended (prior to admission to the Faculty) with details of District & Province
4. Z score obtained at the GCE (A/L) Examination.
5. Income of the family (with supporting documents. Eg. From Grama Niladhari)
6. Number of members in the family & their status (students/employed/any other)
7. Whether University or any other scholarship is received by the applicant.

The Scholarship committee awards the above scholarship as per a priority list.

Senaka Bibile Memorial Studentship

REGULATIONS GOVERNING THE AWARD OF STUDENTSHIPS

1. This regulation shall be cited as Registration No 208 of the University of Peradeniya.
2. It is hereby determined as required by Para V section 29 (m) of the University Act No.16 of 1978 that the mode and conditions of competition for the University Act No. 16 of 1978 that the mode and conditions of competition for the award of the Senaka Bibile Memorial studentship endowed by the Family of late Prof. Senaka Bibile: shall be governed by the following provisions.
 - 2.1 The Studentship shall be called the Senaka Bibile Memorial Studentship
 - 2.2 Starting in the 1st year and during the entire course of five years, the Studentship/s shall be given to one or more students at a time based on the availability funds.
 - 2.2.1 The Studentship shall be awarded on the recommendation of the committee appointed for propose by the Faculty Board of Medicine
 - 2.2.2 In assessing the applicants, that committee shall consider the following criteria.
 - Merit (on A/L Z score and O/L results)
 - Income of the Parents (salary/pension/other incomes)
 - Parents living/not and the health of the parents
 - Number of siblings and his /her position among them
3. The Committee shall recommend to the Faculty Board of Medicine, the most deserving student/s for receiving the studentship.
4. The final selection will be confirmed by the Faculty Board of Medicine
5. If the studentship is not awarded in a particular year, the entire annual income shall be credited to the capital.



PeMSAA Studentship

1. The studentship/s shall be given monthly to one or more 1st year students.
2. The studentship shall be awarded on the recommendation of the committee appointed for the purpose by the Faculty of Medicine.
3. In assessing the applicants, that committee shall consider for the following
 - Merit (on A/L score and O/L results)
 - Income of the Parents (Salary/Pension/Other Incomes)
 - Parents living/not and the health of the parents
 - Number of sibling and his/her position among them
4. The committee shall recommend to the faculty board of medicine, the most deserving student/s for receiving the studentship.
5. The final selection will be confirmed by the Faculty of Medicine
6. If the studentship is not awarded in a particular year, the entire annual income shall be credited to the capital.

Faculty Earned Fund Scholarships

Ten scholarships per batch is awarded each year using the funds earned from foreign students.

Studentships/Bursaries of the Faculty of Medicine, University of Peradeniya

These Studentships and Bursaries are meant to help students who face financial difficulties. A reasonable amount of money will be provided for the student during the undergraduate period. These studentships will be advertised each year by the Faculty when a new batch of students arrives. The applications forms will be available at the Dean's office. Students who wish to apply may fill this form and together with a letter justifying their need for financial help and a certificate from the Grama Niladhari of their division, hand it over to the Dean's office before the stipulated date.

All applicants will be interviewed by a panel including the Dean, Chairperson Student Affairs Committee, Chairperson Scholarships Committee and a senior student counselor. The selected students will be notified by the Dean and copies of this letter will be sent to the donor, parents of the student, the Assistant Bursar of the Faculty and the mentor of the student. A copy of the letter will also be kept in the personal file of the student. The students will be asked to collect their stipend each month, at a fixed date and time, from the Assistant Bursar's office of the Faculty of Medicine.

The student who receives these studentships shall sign a document agreeing to contribute to the studentship at the end of their studies. They may pay monthly to the studentship account and this money will in turn be used to help other students who need financial help.





24. How to access the Faculty Website

Type **http://med.pdn.ac.lk/** in the address bar to access the Faculty Website.

How to access the course content (learning Objectives) and Time tables in the Faculty website

Select **Students ➔ Batch** under **Module Objective/Time Table**

How to access Course Map

Select **Students ➔ Course Map** under **Information**

How to View the Faculty Master Plan (MAT)

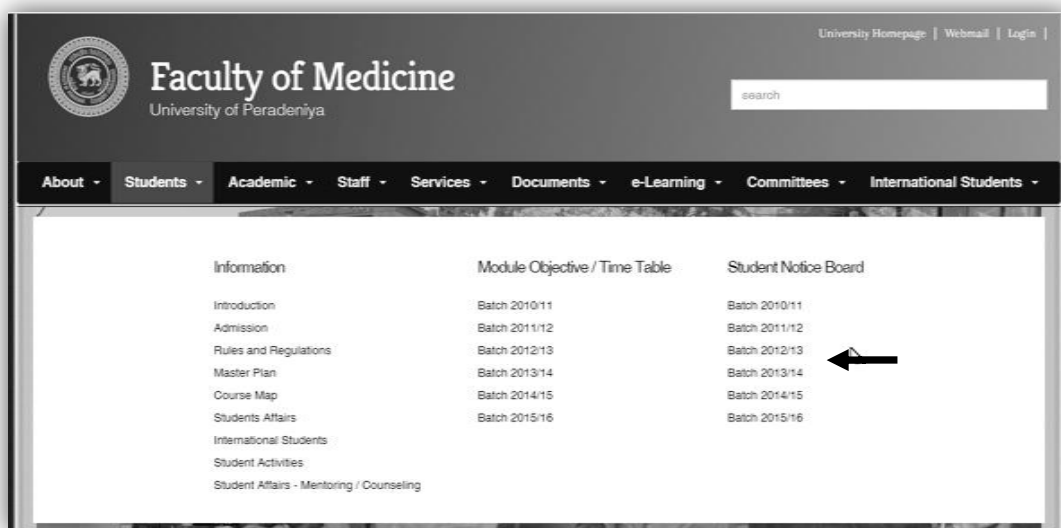
Select **Students ➔ Master Plan** under **Information**

How to access Examination Rules and Regulations in the Faculty web

Select **Students ➔ Rules and Regulations** under **Information**

How to Access Faculty E- Notice Board in the Faculty Web

Select **Students ➔ Batch** under **Student Notice Board**





How to Access Students' General Notice Board in the Faculty Web

Select **Notice Board** ➔ **Student Notices**

The screenshot shows the Faculty of Medicine website. The navigation menu includes: About, Students, Academic, Staff, Services, Documents, e-Learning, Committees, and International Students. A search bar is located in the top right. Below the menu is a large banner image. To the right of the banner, there is a section for the '2nd International Conference on Tropical Medicine' held on 08th & 09th Dec. Below this, there are three main content areas: 'News Highlight', 'Upcoming Events', and 'Recent Events'. The 'Notice Board' link is highlighted with an arrow in the bottom right corner of the page.

The screenshot shows the 'General Notices for Students' page. The page has a header with the title 'General Notices for Students' and a navigation bar with links for Home, Batch 2009/10, Batch 2010/11, Batch 2011/12, Batch 2012/13, Batch 2013/14, Batch 2014/15, and Batch 2015/16. Below the navigation bar is a table of notices. An arrow points to the 'Postgraduate Research Fellowships- 2017' notice.

Notices	Posted
Postponed Sport Events	2017-04-03
1 Postgraduate Research Fellowships- 2017	2017-02-18
Special Notice	2016-12-07
2 75th Anniversary Logo Competition	2016-11-04
3 Payment of Mahapola Scholarship Installments	2016-10-25

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How to access Learning Management System: Moodle

Select **e-Learning**



The screenshot shows the Faculty of Medicine, University of Peradeniya website. The 'e-Learning' menu item is highlighted, and a white box with an arrow points to the 'Moodle' link. Below this, a screenshot of the Moodle login page is shown. The page has a header with 'eMed Home' and 'You are not logged in. (Log in)'. The main content area is titled 'Faculty of Medicine, University of Peradeniya, Sri Lanka'. On the left, there is a 'NAVIGATION' section with links to 'Home' and 'Courses', and a 'LOGIN' section with fields for 'Username', 'Password', and a 'Remember username' checkbox. The main content area is titled 'Course categories' and lists several categories: 'MBBS Degree (2)', 'Final Year (7)', 'Year 4', 'Year 3', 'Year 2', 'Year 1', 'Master Plan (1)', 'Online Survey (1)', 'Training Programmes', 'Staff Development Programme - March 2016', 'Staff development program 2017 - LMS (10)', 'Training course on 'MOODLE' for academic staff - 2016', and 'MBBS Results (7)'. On the right, there is a 'CALENDAR' section for November 2017.

Please contact e-Library staff for further information and assistance.



Acknowledgements

We would like to thank all academic and non-academic staff members of the faculty, for their immense contribution to make this Handbook a success.

Designed by Sampath Nawaratne
Dean's Office

Photographed by Gamini Gunasekara
Technical Resource Centre

Faculty of Medicine
Peradeniya





Faculty of Medicine
University of Peradeniya
Sri Lanka