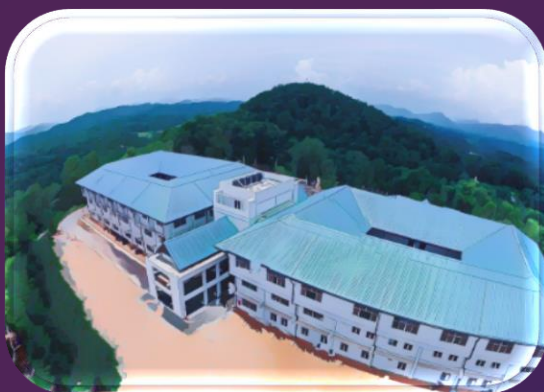




STUDENT HANDBOOK 2025



FACULTY OF MEDICINE
SABARAGAMUWA UNIVERSITY OF SRI LANKA

STUDENT HANDBOOK 2025



Faculty of Medicine
Sabaragamuwa University of Sri Lanka



Student Handbook 2025 Faculty of Medicine, Sabaragamuwa University of Sri Lanka

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MESSAGE FROM THE VICE CHANCELLOR



Sabaragamuwa University of Sri Lanka (SUSL) made history in 2018 with the establishment of its youngest faculty—the Faculty of Medicine. This marked a new chapter in the university’s journey toward academic excellence, innovation, and contribution to the nation’s healthcare sector. Since its inception, the Faculty has been committed to producing highly skilled, compassionate, and competent medical professionals who will serve both local and global communities.

The Faculty of Medicine has made remarkable progress in a short span of time. It received funding from the Sri Lankan government in 2019 for a new para-clinical and administrative block. Looking ahead, a 50 million USD investment from the Saudi Fund for Development will support further expansion, including the establishment of professorial and clinical units, a preclinical block, and a modern library. These additions will significantly strengthen the Faculty’s capacity to deliver world-class medical education and research opportunities.

This student handbook serves as a comprehensive guide, offering essential information about academic programs, course structures, regulations, and student support services. It is designed to help students navigate their medical education effectively while upholding the values of professionalism, ethics, and lifelong learning.

At the Faculty of Medicine, we foster individuality, equality, and a zero-ragging environment, ensuring every student has the opportunity to excel. We embrace diversity as a strength, and my academic colleagues and I are committed to supporting you in reaching your full potential. Therefore, I encourage you to seize every opportunity to grow, both academically and personally, into outstanding physicians.

I wish you success in your academic journey!

Professor M. Sunil Shantha

Vice-Chancellor

Sabaragamuwa University of Sri Lanka

MESSAGE FROM THE DEAN



The Faculty of Medicine at Sabaragamuwa University of Sri Lanka was established in August 2018 as the 10th medical faculty in the country, dedicated to nurturing the next generation of healthcare professionals. Nestled in the heart of Ratnapura, our faculty is surrounded by breathtaking mountains, providing a serene and inspiring environment for academic and personal growth. Our state-of-the-art administrative and paraclinical building complex has been successfully completed with funding from the Government of Sri Lanka. Meanwhile, the construction of the preclinical complex, clinical departments, professorial unit, canteen complex, library, medical education and research unit, and student and staff accommodations are well underway, with expected completion by December 2025, thanks to the generous support of the Saudi Fund for Development.

Our affiliated Teaching Hospital Ratnapura is the premier tertiary care center in the Sabaragamuwa Province, offering a high patient turnover and diverse clinical exposure. With an exceptional team of medical professionals, the hospital provides hands-on training and invaluable real-world experience to our students. At our faculty, education goes beyond textbooks. We foster a student-centered learning environment, ensuring that every student receives the guidance and mentorship needed to excel. Our dedicated academic, administrative, and support staff work tirelessly to provide top-tier medical education, equipping students with the skills and knowledge to address the evolving healthcare challenges of our time. We take pride in our zero-tolerance policy on ragging, promoting a safe, respectful, and inclusive learning environment for all. Beyond academics, students have ample opportunities to engage in extracurricular activities through various student societies, enhancing their leadership, teamwork, and personal development.

Even in the face of challenges, we have remained committed to academic excellence, successfully integrating virtual learning platforms to continue delivering high-quality education. Our faculty has also forged strong national and international collaborations, ensuring that our students gain exposure to global medical advancements and innovations. As you embark on this transformative journey, we believe you are stepping into a future filled with opportunities. You are not just training to be doctors, you are preparing to be compassionate, skilled, and visionary leaders in healthcare. We look forward to witnessing your growth and contributions to the medical field, both in Sri Lanka and beyond.

Prof. Nirmali Wickramaratne

Dean, Faculty of Medicine

Sabaragamuwa University of Sri Lanka

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SABARAGAMUWA UNIVERSITY OF SRI LANKA

University Logo and Flag



University Logo



University Flag

In the 1990s, a concept of “University Affiliated Colleges” came into being. As this concept began to flourish, the Sabaragamuwa Affiliated University College (SAUC) was formed in affiliation with the University of Sri Jayewardenepura. The SAUC was built in Belihuloya in 1991 and its academic programmes commenced in May 1992. Prof. Dayananda Somasundara, the founding Director of the SAUC, was the pioneer in converting it into a national university named Sabaragamuwa University of Sri Lanka (SUSL). Guided by his dedication and the tremendous support by his staff and students, the SAUC blossomed into a hub of academic excellence in higher education. As one of the fastest growing universities in the country, SUSL seeks to sustain a culture of critical thinking that respects different viewpoints.

At present, the SUSL has eight faculties, namely, Graduate Studies, Agricultural Sciences, Applied Sciences, Geomatics, Management Studies, Social Sciences and Languages, Medicine and Technology. The SUSL has a semester-based system and conducts most of its programmes in the English medium. Despite the SUSL’s short history, it has embarked on international and national level research. The SUSL has signed several Memorandums of Understanding with other reputed international universities, such as Durham University-UK, Guilin University of Technology-China, Shivaji University-India, Gombe State University– Nigeria, and Gothenburg University, Sweden.

Vision

To be an internationally acclaimed centre of excellence in higher learning producing dynamic leaders and nation builders to guide the destiny of Sri Lanka.

Mission

Our mission is to search for and disseminate knowledge, promote learning, research and training to produce men and women proficient in their respective disciplines possessing practical skills and positive attitudes enabling them to contribute towards the manpower requirements of the nation. The university will be a centre of excellence for research and development for Sri Lanka in general and the Sabaragamuwa Province in Sri Lanka.

University Song

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Administrative Staff

of the Sabaragamuwa University of Sri Lanka

Chancellor	Most Venerable Prof. Kamburugamuwe Vajira Thero
Vice Chancellor	Prof. M. Sunil Shantha
Dean / Faculty of Graduate Studies	Prof. H.M.S. Priyanath
Dean / Faculty of Agricultural Sciences	Prof. M.L.M. Chandrika Dissanayake
Dean / Faculty of Applied Sciences	Prof. E.P.N. Udayakumara
Dean / Faculty of Geomatics	Dr. H. Divithure
Dean / Faculty of Management Studies	Prof Athula Gnanapala
Dean / Faculty of Medicine	Prof. M. Nirmali Wickramaratne
Dean / Faculty of Social Sciences and Languages	Dr. K. Rohan Abeywickrama
Dean / Faculty of Technology	Prof. Kaveenga R. Koswattage
Dean / Faculty of Graduate Studies	Prof. H.S.R. Rosairo
Registrar	Mr. S. Uyangoda
Librarian	Mrs. T. N. Neighsoorei
Bursar	Mrs. S.A.S. De Silva
Deputy Registrar (Academic Establishments)	Mr. Kamal Gunawardana
Senior Assistant Registrar (Student Affairs)	Mr. R. Senthuraan
Senior Assistant Registrar (Examinations)	Mrs. V. Labroy
Assistant Internal Auditor	Ms. G.G.N.N. Senevirathna
Works Engineer	Mr. W.M.L.M.K. Wijesundara
Curator	Mr. Ruwan Rajapaksha
Medical Officer	Dr. (Mrs) Dhayapari Mathotaarachchi

FACULTY OF MEDICINE

In accordance with the policy decision of the Government of Sri Lanka (GoSL) to expand state medical education by establishing three new Faculties of Medicine including one at the Sabaragamuwa University of Sri Lanka (SUSL), the University Grants Commission approved, in principle, the establishment of the Faculty of Medicine of the SUSL at its 967th meetings held on 06th July 2017. A Gazette notification was released in August 2018 to establish the Faculty of Medicine, (FoM) of SUSL, under the leadership of Professor S.M. Sunil Shantha, Vice-Chancellor of SUSL at the time. Professor Sanath Lamabadusuriya played a pivotal role as a Consultant to the Faculty, while the former Vice-Chancellor, Professor Rohana P. Mahaliyanarachchi coordinated the project. The responsibilities of the latter were then passed down to the first and the current Dean of the Faculty, Professor M. Nirmali Wickramaratne.

Having realized the availability of hospital facilities for initial bedside training of medical students at the Provincial General Hospital in Ratnapura, this hospital was upgraded to be the Teaching Hospital Ratnapura (THR) on the 17th January 2019. The Faculty was commenced after acquiring a building from the Auditor General's Department in Kuruvita. The first intake of 70 students was enrolled in January 2019. The intakes progressively increased in size to 75, 110 and 115 students respectively, in the subsequent years. The new Medical Faculty complex is currently being built, in stages, on 20 acres of land, located adjacent the THR, in Ratnapura New Town. The GoSL and the Saudi Fund for Development will jointly bear the cost of the project. The development projects of the Faculty are immensely supported by the present Vice-Chancellor Professor R.M.U.S.K. Rathnayake, medical and non-medical staff of THR and the Provincial Director of Health Services, Dr. Kapila Kannangara. The current Director of THR- Dr. Anoja Rodrigo, the former Director of THR -Dr. Sampath Ranaweera, academic, administrative and cooperate staff of the Faculty and the SUSL contributed tremendously, to ensure the establishment of the Faculty on time with best of human and physical resources.

Vision

The Vision of the Faculty of Medicine is to be a centre of excellence in health professional education, creative research, and leadership in transformative healthcare to meet current and future needs with social accountability.

Mission

The Mission of the Faculty of Medicine is to improve the health of the individual, family, community and society, by developing competent, committed, compassionate and caring professionals; through excellence in health professional education, creative research, provision of exemplary healthcare, community partnerships and social responsibility while contributing to the advancement of health sciences.

Values

- ***Creativity*** Provides academic freedom and promotes innovativeness
- ***Integrity*** Renders services with honesty and commitment
- ***Inclusivity*** Respects diversity allowing differences to co-exist for mutual benefit
- ***Unity*** Works together with one vision in achieving common goals
- ***Responsiveness*** Demonstrates a sensitivity to environmental sustainability and needs of the wider society

Graduate Profile

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

1. the diagnosis and management of diseases based on scientific knowledge
2. demonstrating basic clinical skills
3. population health and health systems sciences
4. critical thinking, information management and research
5. communication skills
6. skills of lifelong learning with collaboration
7. demonstrating professional values and ethical behavior
8. performing basic medico-legal procedures
9. the ability to adapt and promote future changes in the health care system

Qualification Offered: Bachelor of Medicine and Bachelor of Surgery of Sabaragamuwa University of Sri Lanka: MBBS (SUSL)

Administrative Staff

Dean/Faculty of Medicine	Prof. M. Nirmali Wickramaratne
Acting Head/Department of Anatomy	Dr. T.C.S. Weerakoon
Head/ Department of Biochemistry	Dr. I.H.W. Nicholas
Head/Department of Physiology	Dr. Kaushalya Kulathunga
Head/Department of Microbiology	Dr. Vindya Perera
Head/Department of Parasitology	Mr. G.L.S. Galgamuwa
Acting Head/Department of Pathology	Dr Chamani Gamakaranage
Head/Department of Pharmacology	Dr. R.M.M.K. Namal Rathnayaka
Acting Head/Department of Community Medicine	Dr B.M.C. Dassanayake
Acting Head/Department of Forensic Medicine and Toxicology	Dr Handun Wijewardene
Acting Head/Department of Primary Care and Family Medicine	Dr. Madubashini Balasooriya
Acting Head/ Department of Medicine	Dr. Mahinda Kumarasinghe
Head/Department of Obstetrics and Gynaecology	Dr. Chanil Ekanayake
Acting Head/Department of Paediatrics	Dr. Sadani Vithana
Head/Department of Psychiatry	Dr. Vajira Dharmawardene
Head/Department of Surgery	Dr. Amal Priyantha
Assistant Registrar	Ms. Y. Archchana

Contact Information

Dean's Office	: 045 – 226 1601
Assistant Registrar's Office	: 045 - 312 5488

MBBS Degree Programme at a Glance

		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	
Orientation Programme											Professorial Training	
	Basic Science Stream (Pre-clinical Sciences)				Clinical Sciences							
					Para-clinical Sciences							Electives
	Community Medicine											
	Personal & Professional Development (PPD)											
Intensive Course in English						Primary Care & Family Medicine						
						Forensic Medicine & Toxicology						

Distribution of Credits

Phase	Disciplines	Credit Value
Pre-Clinical	Anatomy	25
	Physiology	15
	Biochemistry	14
		54
Para-Clinical	Microbiology	06
	Parasitology	06
	Pathology	09
	Pharmacology	10
	Forensic Medicine & Toxicology	09
	Community Medicine	13
	- Student Research Project	06
	Primary Care & Family Medicine	03
		62
Clinical	Medicine	23
	Obstetrics & Gynaecology	16
	Paediatrics	12
	Psychiatry	11
	Surgery	17
		79
Other Programmes	Personal & Professional Development	03
	Elective	02
TOTAL CREDITS		200

PRE-CLINICAL SCIENCES

Basic Science Stream (BSS)

The Basic Science Stream is an integrated pre-clinical curriculum that blends three disciplines: Anatomy, Physiology and Biochemistry. By integrating these three key disciplines and linking them to clinical practice, BSS intends to foster students with foundational knowledge, basic skills, and the critical thinking required to excel as future healthcare professionals.

The BSS also includes integrated assessments. By integrating assessments, students are able to test their learning by means of applying their knowledge effectively in clinical scenarios. Therefore, the integrated approach benefits students by promoting a holistic understanding of medical sciences fostering critical thinking that promotes active involvement in learning. As a matter of fact, this lays a strong foundation for future clinical practice. Students are encouraged to engage in case-based learning, small group discussions, and practical exercises to make their learning relevant to address clinical situations. Therefore, through such integrated learning, students are encouraged to comprehend basic science concepts applied for diagnosing, managing, and treating patients.

A) Learning Outcomes of the Course in BSS

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

1. describe the normal structure and function of human organ systems.
2. explain the microscopic structure and embryological basis of organ systems.
3. discuss biochemical principles to energy metabolism and human health.
4. identify basic clinical and physiological assessments.
5. analyze genetic mechanisms and their roles in health and disease.
6. assess health and disease by applying integrated knowledge of anatomy, physiology, and biochemistry.

B) Teaching/Learning Methods

- Lectures
- Small Group Discussion (SGD) / Tutorial
- Cadaveric Learning
- Learning Management System (LMS)
- Learning material
- Laboratory sessions
- Case-Based Learning (CBL)
- Self-Directed Learning (SDL)

C) Course Structure and Content

The table below shows the modules in each semester with their credit values. The entire BSS is 48 credits.

Table 1. Credits Distribution for Modules

Semester	Module	Module code	Credits*
Semester 1	Foundation	MEBS-1-1-1-7	7
	Blood & Immune	MEBS-1-1-2-3	3
	Cardiovascular	MEBS-1-1-3-4	4
	Respiratory	MEBS-1-1-4-2	2
	Total		16
	End Semester Examination 1 (ESE 1)		
Semester 2	Endocrine	MEBS-1-2-1-2	2
	Gastrointestinal System & Metabolism	MEBS-1-2-2-9	9
	Renal	MEBS-1-2-3-2	2
	Reproductive	MEBS-1-2-4-3	3
	Total		16
	End Semester Examination 2 (ESE 2)		
Semester 3	Nutrition	MEBS-2-1-1-2	2
	Musculoskeletal	MEBS-2-1-2-6	6
	Neuroscience	MEBS-2-1-3-6	6
	Molecular & Precision Medicine	MEBS-2-1-4-2	2
	Total		16
	End Semester Examination 3 (ESE 3)		
2 nd MBBS examination [Main]			
2 nd MBBS examination [Subsequent]			

* 50 notional hours = 1 Credit

D) Assessment Strategy

1. Assessment Tools and Types

- A. Multiple choice questions [TRUE/FALSE]
- B. Multiple choice questions [One Best Answer] [OBA]
- C. Multiple choice questions [Extended Matching] [EMQ]
- D. Structured essay questions [SEQ]
SEQs are integrated and consist of more than one discipline.
- E. Objective Structured Practical Examinations [OSPE]
OSPE would be based on the practical classes, guided learning sessions and small group discussions conducted.
- F. Objective Structured *Viva Voce* Examination [OSVE]. (Only to award subject distinctions at the completion of 2nd MBBS examination).

1.1. Formative assessments [FA]

There are TWO [2] Formative Assessments in each module: one at the middle and another at the end of the module. Formative assessments are mapped to the T/L activities so that by attempting them, the students can self-assess their learning progress. Group feedback is given at the end of each FA. Formative Assessments also will familiarize the learner with different assessment tools including *viva voce*.

1.2. Summative assessments [SA]

End Semester Examinations (ESEs)

- These are held at the end of each semester. The End Semester Examinations will not be repeated.
- Based on the number of credit hours in a semester, a percentage from each ESE is added to the 2nd MBBS [main] examination as follows.

Table 2. Contribution of the ESE for the 2MBBS [main] examination

Semester	Credits	End Semester Examination	Method of Assessment	Contribution to 2 nd MBBS [main] (%)
1	16	ESE1	MCQ and OSPE	13
2	16	ESE2	MCQ, SEQ and OSPE	14
3	16	ESE3	MCQ and OSPE	13
				40 [Total]

- Each ESE question paper is discussed with the students and group feedback is given at the end of each ESE.
- ESE marks are not added to the 2nd MBBS [subsequent] examination.

End of Stream Assessment

2nd MBBS [main and subsequent] examinations:

- 2nd MBBS [main] examination is held at the end of the BSS. Those who defer or fail the 2nd MBBS [main] examination shall sit for the 2nd MBBS [subsequent] examination which shall be held 6 weeks following the release of the 2nd MBBS [main] examination results.
- 2nd MBBS [main and subsequent] have two units, based on equal credit distribution.
 - **BSS Part 1:** module content in Foundation, Blood and immune, Cardiovascular, Respiratory, Endocrine, Reproductive and Renal are assessed.
 - **BSS Part 2:** module content in Gastrointestinal and Metabolism, Nutrition, Musculoskeletal, Neurology and Precision Medicine are assessed.
- The theory component of each Part (BSS Part 1 and BSS Part 2) has MCQs and SEQs, and the practical component of each part has OSPEs.

2. Assessment Framework

The following table provides an overview of the different question types used in the assessments, along with their respective time and marks allocation

Table 3. Marks and Time Allocation for Different Question Types

Type of question	Time per question (min)	Marks per question
MCQ TRUE/FALSE	3	5 (minus marks for incorrect answers within the question)
OBA	3	3
EMQ	3 min per scenario	3 marks per scenario
SEQ	30 min	25
OSPE	3	10

The tables below show the assessment frameworks for

- ESE1, ESE2 and ESE3
- 2nd MBBS [main] and 2nd MBBS [subsequent] examinations

End Semester Examination 1 (ESE1)

Table 4. ESE1 assessment format

Modules	Assessment Tool	Allocated Time	Number of Questions	Contribution to 2MBBS [13%]
Foundation [F]	MCQ Paper 1 [F+RS]	2 hours 15 min	80 MCQs • T/F: 61 • OBA: 13 • EMQ: 2 (each from Anatomy and Physiology) with 3 scenarios; total 6 Qs)	8
Blood & Immune [B&I]	MCQ Paper 2 [CVS+B&I]	1 hours 45 min		
Cardiovascular [CVS]				
Respiratory [RS]	OSPE	75 min	25 OSPEs	5

End Semester Examination 2 (ESE2)

Table 5. ESE2 assessment format

Modules	Assessment tool	Allocated Time	Number and type of questions	Contribution to 2MBBS [14%]
Endocrine [ENDO]	MCQ Paper 1 [ENDO+REPRO+RENAL]	1 hour 45 min	80 MCQs • T/F: 60 • OBA: 8 • EMQs: 4 (2 from ANA, 1 from PHY and 1 from BCH) with 3 scenarios (so total is 12 Qs)	8
Gastrointestinal System & Metabolism [GIM]	MCQ Paper 2 [GIM]	2 hours 15 min		
Renal [RENAL]	SEQ	1 hour	2 SEQs SEQ1- [ENDO/REPRO/RENAL] SEQ2- GIM	2
Reproductive [REPRO]	OSPE	1 hour	20 OSPEs	4

End Semester Examination 3 [ESE3]

Table 6: ESE3 assessment format

Modules	Assessment tool	Allocated Time	Number of Questions	Contribution to 2MBBS [13%]
Nutrition [NUT]	MCQ Paper 1 [NUT+MSK]	2 hours	80 MCQs • T/F: 61 • OBA: 13 • EMQ: 2 (each from ANA and PHY) with 3 scenarios (so total is 6 Qs)	9
Musculoskeletal [MSK]	MCQ Paper 2 [NEURO+MP]	2 hours		
Neuroscience [NEURO]				
Molecular & Precision Medicine [MP]	OSPE	1 hour	20	4

2nd MBBS Examination [MAIN / SUBSEQUENT]

The 2nd MBBS Examination [MAIN / SUBSEQUENT] is comprised of two independent PARTs:

- Basic Science Stream PART 1 (BSS PART 1)
- Basic Science Stream PART 2 (BSS PART 2)

Table 7. 2nd MBBS [Main & Subsequent] BSS Part 1 Format

Modules	Assessment tool	Duration	Number and type of questions
Foundation B & I CVS RS ENDO REPRO RENAL	MCQ	2 hours	T/F 28 OBA 6 EMQ 2
	SEQ	2 hours 30 min	5
	OSPE	1 hour	20

Table 8. 2nd MBBS [Main & Subsequent] BSS Part 2 Format

Module	Assessment tool	Duration	Number and type of questions
GIM NUT MSK NS PM	MCQ	2 hours	T/F 28 OBA 6 EMQ 2
	SEQ	2 hours 30 min	5
	OSPE	1 hour	20

The following table outlines the weightage of various assessment components for the 2nd MBBS main and subsequent examinations

Table 9. Weightage of Assessment Components in 2nd MBBS [Main and Subsequent] Examinations

Assessment	Contribution for 2MBBS [main] examination (%)	Total (%)	Assessment	Contribution for 2MBBS [subsequent] examination (%)	Total (%)
ESEs	13+14+13	40	ESEs	No contribution	
2MBBS [main]			2MBBS [subsequent]		
BSS Part 1	MCQ 12.5 SEQ 12.5 OSPE 5	30	BSS Part 1	MCQ 12.5 SEQ 12.5 OSPE 5	30
BSS Part 2	MCQ 12.5 SEQ 12.5 OSPE 5	30	BSS Part 2	MCQ 12.5 SEQ 12.5 OSPE 5	30
		100			60
			Total out of 60 is converted to 100		

Eligibility to sit for the 2nd MBBS [main] examination

- A student must achieve a minimum of 80% attendance for lectures, tutorials, practicals, small group discussions (SGD), and case-based learning (CBL) sessions, and any defined T/L activity defined by Basic Science Stream.
- Failure to achieve the 80% attendance, the student will not be eligible to sit the 2nd MBBS examination. He / She will be permitted to sit for the subsequent examination and this attempt will be considered as a repeat attempt.

Criteria for Determining the Pass/Fail Status, Distinctions, and Honours in the 2nd MBBS [Main and Subsequent] examinations

1. Criteria for passing the 2nd MBBS [main] examination

Criterion 1.1: Student should obtain a minimum of 45% or above for **EACH** BSS PART 1 and PART 2 in the 2nd MBBS [main] examination.

Criterion 1.2: In order to 'Pass' the 2nd MBBS examination, student should obtain a minimum of 50% in the Final Examination (Refer Table 9).

- In the 2nd MBBS [main] Examination, BSS PART 1 and PART 2, students must complete all components of PART 1 AND/OR PART 2 in a single attempt (in one sitting). If a student fails to do so, they will be required to repeat the entire PART 1 AND/OR PART 2.
- Students are not permitted to skip the 2MBBS [main] examination BSS PART 1 AND/OR PART 2, under any circumstances. If a student presents a valid reason, they may be permitted to sit for the next available attempt, which will be considered their first attempt.

2. Criteria for passing the 2nd MBBS [subsequent] examination

Criterion 2.1: Student should obtain a minimum of 45% or above for the BSS PART 1 AND/OR PART 2 in the 2nd MBBS [subsequent] examination.

Criterion 2.2: In order to 'Pass' the 2nd MBBS examination, student should obtain a minimum of 50% in the Final Examination (Refer Table 9).

- Thus, a student has to **resit ONLY for the PART he/she has referred** based on the above criteria 2.1. The student has to sit for MCQ, SEQ and OSPE components of the referred PART(S).
- In the 2nd MBBS [subsequent] Examination, BSS PART 1 and PART 2, students must complete all components of PART 1 AND/OR PART 2 in a single attempt (in one sitting). If a student fails to do so, they will be required to repeat the entire PART 1 AND/OR PART 2.

3. Criteria for failing 2nd MBBS [main and subsequent] examinations

Criterion 3.1: Student is UNABLE to obtain a minimum of 50% or above for the 2nd MBBS [main and subsequent] examination.

OR

Criterion 3.2: Student is UNABLE to obtained a minimum of 45% or above for the **BSS PART 1 AND/OR PART 2** in the 2nd MBBS [main and subsequent] examination.

4. Criteria for Distinction *Viva Voce* Examination

Criterion 4.1: Students who have obtained a minimum cumulative average of 60% or above at the ENTIRE 2nd MBBS [BSS PART 1 and PART 2] examination are eligible to apply for the distinction *viva voce*.

Criterion 4.2: Students who have obtained a minimum cumulative average of 65% or above for the respective subject component at the 2nd MBBS [BSS PART 1 and PART 2] examination are selected for the *viva voce* to offer a 'Distinction in the corresponding subject'.

5. Award of Distinctions

Criterion 5.1: Students who have obtained cumulative average of 70% or above for viva voce and the respective subject component at the 2nd MBBS [BSS PART 1 and PART 2] examination are awarded the Distinction in the respective subject.

6. Criteria for Honours

- A candidate shall not be eligible for Honours unless he/she has sat the examination on the earliest occasion on which he/she is qualified

to do so, provided that it shall be within the power of the Senate to declare, for some specified reason, that he/she is eligible for Honours at a subsequent attempt.

- A candidate shall not be eligible for Honours unless he/she has passed the examination at his/her first scheduled attempt.
- Who passes the 2nd MBBS Examination at the first scheduled attempt and obtains total of (BSS PART 1 and BSS PART 2) 70% or above shall be eligible for First Class (Honours).
- Who passes the 2nd MBBS Examination at the first scheduled attempt and obtains total of (BSS PART 1 and BSS PART 2) 65% to 69% at that examination, shall be eligible for Second Class Upper Division (Honours).
- Who passes the 2nd MBBS Examination at the first scheduled attempt and obtains total of (BSS PART 1 and BSS PART 2) 60% to 64% at that examination shall be eligible for Second Class Lower Division (Honours).

7. Other Conditions

- In the End Semester Examination students should complete all components of the examination within one attempt (in one sitting).
- A student can be absent only for one End Semester Examination, even with a valid reason.
- In case of a validly absent candidate for End semester examination, 40% from the cumulative marks are taken from the participated two End semester examinations for calculation of the final marks in the 2nd MBBS proper examination.
- Student who is unable to obtain a minimum of 25% in **EACH** BSS PART 1 OR PART 2 should resit the **ENTIRE 2nd MBBS** [BSS PART 1 and PART 2] examination.
- Student (s) who failed the subsequent examination has/have to resit PART 1 AND/OR PART 2 with the next available attempt.
- A total of FOUR (4) attempts are allowed to complete 2nd MBBS examination.

Department of Anatomy

Academic Staff

Consultant

Dr. Joachim Perera *MBBS (Cey); MS Surgery (Col); PG
Cert ME (Dundee)*

Senior Lecturers

Dr. T.C.S. Weerakoon *BSc Hum Bio (USJP); -Acting Head of the Dept.
MSc Nutr (Pera); PhD Anatomy
(USJP)*

Dr. Dileepa Banagala *MBBS (Col); MD Ortho (Col)*

Probationary Lecturers

Dr. Y.D. Kolambage *MBBS (Col)*

Recommended Books

Gross and Clinical Anatomy

- Gray's Anatomy for Students: with Student Consult Access by Richard Drake, A. Wayne Vogl, Adam W. M. Mitchell, 3rd edition
- Lasts Human Anatomy: Regional and Applied Chummy S Sinnatamby, 12th edition
- Clinical Anatomy: Applied Anatomy for Students and Junior Doctors by Harold Ellis, Vishy Mahadevan, 14th edition
- Clinical Neuroanatomy for Medical Students by Richard S Snell, 7th edition
- Clinically Oriented Anatomy by Keith L. Moore, Arthur F. Dalley, A. M. R. Agur, 7th Edition
- Grants atlas by Anne M. R. Agur, Arthur F. Dalley, 13th edition

Embryology

- Langman's Medical Embryology by Thomas W. Sadler, 13th Edition

Histology

- Wheater's Functional Histology: A Text and Colour Atlas by Barbara Young, Phillip Woodford, Geraldine O'Dowd, 6th edition

Human Genetics

- Basic Medical Genetics by Rohan W. Jayasekara, 5th Edition

Supplementary Reading (Optional)

- BD Chaurasia's Handbook of General Anatomy, 4th Edition
- McMinns Clinical Atlas of Human Anatomy, Peter H Abrahams, 7th edition

** Latest editions are recommended*

Department of Biochemistry

Academic Staff

Professor

Prof. M. Nirmali Wickramaratne	<i>Grad I Chem C; PhD Biochem (Loyola, USA)</i>	<i>-Dean, Faculty of Medicine</i>
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Senior Lecturers

Dr. Irosha. H.V. Nicholas	<i>BSc. Chem Sp (USJP); PhD Biochem (Pera)</i>	<i>-Head of the Dept.</i>
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Dr. N.D. Amal Wageesha	<i>Grad I Chem C; M.I.Chem C; MPhil Biochem (USJP); PhD Biochem (Col)</i>
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Dr. M W Sumeth Perera	<i>BSc Honours (Bombay); MPhil (Pera); MRes (Imp Coll Lond); DIC (Imp Coll Lond); DPhil (Oxford)</i>
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Probationary Lecturers

Ms. K. Nadeesha Nilmini	<i>B.Sc. Sp Food Sc Nutri (WUSL)</i>
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Recommended Books

- Lippincott's Illustrated Reviews – Biochemistry, Harvey RA (ed), 8th edition, 2013, Lippincott Williams & Wilkins, Philadelphia.
- Harper's Illustrated Biochemistry, Murray R, Rodwell V, Bender D, Botham KM, Weil AP, Kennelly PJ 30th/31st edition
- Textbook of Biochemistry with Clinical Correlations, Devlin TM, 7th edition, 2010, John Wiley & Sons, New York
- Lehninger principles of biochemistry (6th Edition) Nelson, D., and Cox, M.
- Biochemistry. Jeremy M. Berg, John L. Tymoczko, Lubert Stryer 7th Edition
- Molecular Biology of the Cell (Sixth Edition) by Bruce Alberts, Alexander Johnson, Julian Lewis, Martin Raff, Keith Roberts, Peter Walter.
- Nutritional Biochemistry 2nd Edition by Tom Brody.
- Nutritional Biochemistry and Metabolism: With Clinical Applications by Maria C. Linder.

** Latest editions are recommended*

Department of Physiology

Academic Staff

Senior Lecturers

Dr. K.M.G.M.K.K. Kulathunga	<i>BVSc (Pera), PhD in Human Biology (Tsukuba, Japan)</i>	<i>-Head of the Dept.</i>
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Probationary Lecturers

Ms. B.M.P.I. Basnayake	<i>BSc. Human Biology (USJP)</i>	<i>-Study leave</i>
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Dr. M.M.J.A. Jayawardena	<i>MBBS (USJP); MD Medicine (Col); MRCP (UK)</i>	<i>-Study leave</i>
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Visiting Lecturers

Dr. K.D.M. Kumarasinghe	<i>MBBS; MD Medicine (Col); FCCP; FACP</i>	
Dr (Mrs.) Udayangani Ramadasa	<i>MBBS (Col); MD; FCCP; Dip in Pall Med RACP</i>	
Dr. R.P. Bandusiri	<i>MBBS (Ruhuna); MD (Col)</i>	
Dr. Chinthaka Haththalawatta	<i>MBBS (USJP); MD (Col)</i>	
Prof. Kamalini Ransinghe	<i>MBBS (Pera); PhD (Texas and Dallas)</i>	
Prof. Niranga Dewanarayana	<i>MBBS (Ruhuna); DM (Kelaniya); PhD (Amsterdam)</i>	
Prof. Mangala Gunathilaka	<i>BVSc (Pera), PhD (Col)</i>	
Prof. Deepthi De Silva	<i>MBChB (Aberdeen); MRCP (UK)</i>	
Prof. Savithri Wimalasekara	<i>MBBS; MPhil; PhD</i>	
Prof. Amaranath Karunaratne	<i>MBBS (Ruhuna); PhD (Kelaniya)</i>	
Dr. Shanaka Mohotti	<i>MBBS (Ruhuna); MD (Col)</i>	
Prof. Kushan Medagoda	<i>MBBS (Col); MD (Col)</i>	
Dr. Chandana Hewage	<i>MBBS (Ruhuna); PhD (USJP)</i>	

Recommended Reading Material

- Ganong's Review of Medical Physiology:
Barrett KE, Barman SM, Boitano S, Heddwen BL 26th edition, 2019, McGraw-Hill. New York.
- Guyton and Hall Textbook of Medical Physiology:
Hall JE, 14th edition, 2021, Elsevier Science Health Science division. Philadelphia.

** Latest editions are recommended*

PARA-CLINICAL SCIENCES

The Para-clinical Sciences serve as a crucial bridge between the foundational Basic Sciences and Clinical Sciences, applying scientific principles to real-world clinical scenarios. Students who successfully complete the Second MBBS Examination will advance to study Para-clinical Sciences.

- **Microbiology and Parasitology** are studied during semesters 4 and 5. These subjects focus on infectious diseases, their causative agents, diagnostic methods, and treatment strategies.
- **Pathology and Pharmacology** span from semester 4 through semester 7. These subjects provide insights into disease pathology, drug mechanisms and interactions.
- **Community Medicine** is primarily studied from semester 4 to 7, with a focus on public health strategies to promote preventative strategies in healthcare. Additionally, introductory sessions are conducted from semester 1 to 3 and the research project is completed in semester 8.
- **Forensic Medicine & Toxicology, and Primary Care & Family Medicine** are introduced in semester 5 and continue through semester 7. These areas cover medico-legal aspects of patient care, forensic investigations, toxicology, and primary healthcare principles.

The Para-clinical Sciences departments conduct two key assessments:

- **Third MBBS Part 1 Examination** – Conducted at the end of semester 5, this assessment evaluates students' knowledge in Microbiology and Parasitology.
- **Third MBBS Part 2 Examination** – Held at the end of semester 7, this comprehensive examination assesses students in Pathology, Pharmacology, Community Medicine, Forensic Medicine & Toxicology. *(The end-of-course examination for Primary Care & Family Medicine is held separately at the end of Semester 7)*

By the completion of the Para-clinical Sciences phase, students are well-equipped with a solid understanding of disease processes, treatment modalities, and the broader implications of healthcare, setting the foundation for their transition into clinical training.

Department of Microbiology

Academic Staff

Consultant

Dr. Nelun de Silva	<i>MBBS (Patna); PG Dip Micro (Col); MD Micro (Col)</i>
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Senior Lecturers

Dr. Vindya Perera	<i>BVSc Hons. (Pera); PhD Micro (Col)</i>	<i>-Head of the Dept.</i>
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Dr. Geetha M. Nanayakkara	<i>MBBS (Ruhuna); PG Dip Micro (Col); MD Micro (Col)</i>
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Probationary Lecturers

Dr. Manushi Sucharitharathne	<i>MBBS (Ruhuna); PG Dip Micro (Col)</i>	<i>-Study leave</i>
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Learning Outcomes of the Course in Medical Microbiology

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

1. identify bacteria, viruses and fungi which frequently cause infections in humans;
2. describe the pathogenesis and clinical features of infectious diseases;
3. Select appropriate antiseptics, disinfectants and sterilizing agents used for patient care and in the laboratory;
4. explain measures to prevent and control healthcare associated infections;
5. select relevant microbiological tests, advise on collection and transport of specimens and interpret laboratory reports to diagnose infectious diseases;
6. select antimicrobial agents effective for treatment and prophylaxis of infections;
7. justify the appropriate use of antibiotics in the healthcare setting and in the community;
8. describe the immunological mechanisms that come into play when a human host is exposed to a pathogen;

9. select appropriate immunological tests for the diagnosis of immune mediated disorders and interpret their results;
10. Describe the role of immunization in prevention of infections.

Course Structure

Year 2 Semester 4

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

Year 3 Semester 5

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

Course Content

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

Teaching / Learning Methods

- Lectures / Multi-disciplinary lectures / Flipped classroom
- SGD
- Practicals / Tutorials

Assessment Strategy

Formative Assessments - Year 3 Semester 5

- MTF type MCQ/ EMQ/ SBA/ OSPE

Continuous (In Course) Assessments

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

Eligibility to appear for the End of Course Assessments

(3rd MBBS Part 1 Examination)

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

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

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

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

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

Recommended Reading Material

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

** Latest editions are recommended*

Department of Parasitology

Academic Staff

Senior Lecturer

Mr. G.L.S. Galgamuwa

BSc Hons, MPhil (Pera)

-Head of the Dept.

Learning Outcomes of the Course in Parasitology

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

1. acquire knowledge of parasitic diseases caused by helminths and protozoa prevalent in Sri Lanka.
2. develop diagnostic and therapeutic skills to identify and manage parasitic diseases in Sri Lanka.
3. design and implement effective health education campaigns that emphasize preventive measures against parasitic diseases.
4. investigate global parasitic diseases of medical importance, analyze their potential for emergence in Sri Lanka.
5. evaluate the economic implications of parasitic disease outbreaks on national productivity, healthcare expenditure, and development.
6. analyze challenges of managing parasitic infections in immunocompromised patients.
7. examine the role of medically important arthropods in Sri Lanka, detailing their biology, ecology, and contribution to public health challenges.
8. evaluate the effectiveness of control measures for disease-carrying arthropods in Sri Lanka.
9. develop comprehensive knowledge of venomous and non-venomous snake species in Sri Lanka, identify envenomation syndromes, and apply clinical protocols for the effective management of snakebite patients.

Course Structure

Year 2 Semester 4 to Year 3 Semester 5

- Lectures -36 hours •
- Practical -30 hours
- Tutorials -30 hours

Course Content

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

Teaching / Learning Methods

- Lectures
- Small Group Discussions
- Practical
- Tutorials

Assessment Strategy

Continuous (In Course) Assessments

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

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

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

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

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

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

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

Recommended Books

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

** Latest editions are recommended*

Supplementary Reading (Optional)

WHO publications

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

Recommended Websites

- Website of the Centre for Disease Control and Prevention: www.cdc.gov
- TDR - WHO - [www.who.int/tdr/en/Liverpool School of Tropical Medicine:](http://www.who.int/tdr/en/Liverpool%20School%20of%20Tropical%20Medicine)
www.lstmed.ac.uk
- Task Force for Global Health, USA - www.taskforce.org
- Institute of Tropical Medicine Nagasaki University:
www.tm.nagasakiu.ac.jp/nekken/english
- Anti-filariasis campaign: www.filariasiscampaign.health.gov.lk
- Anti-malaria campaign: www.malariacampaign.gov.lk
- Weekly Epidemiological Reports: www.epid.gov.lk

Department of Pathology

Academic Staff

Lecturer (Unconfirmed)

Dr G.A.C. Gamakaranage *MBBS (USJ); PG Dip Path, MD -Acting Head of the Dept.
Haemat (Col); FRCPath (UK)*

Visiting Professors

Prof. L.K.B. Mudduwa *MBBS, Pg Dip Path, MD Histopath (Col)*
Senior Professor, Department of Pathology, Faculty of
Medicine, University of Ruhuna.

Prof. R.N. Waduge *MBBS (Kelaniya); Pg Dip Path, MD Histopath (Col)*
Associate Professor, Department of Pathology, Faculty of
Medicine, University of Peradeniya.

Prof K. Samarasinghe *MBBS (Ruhuna); Pg Dip Path, MD Histopath (Col)*
Consultant Histopathologist, Coordinator,
Laboratory Science Medical Education Resource Centre,
Postgraduate Institute of Medicine, Colombo

Dr. KAC Wickramaratne *MBBS (Ruhuna); Pg Dip Path, MD Haemat (Col)*
Senior Lecturer, Department of Pathology, Faculty of
Medicine, University of Ruhuna

Visiting Senior Lecturers

Dr. ID Siriwardhana *MBBS; Pg Dip Path, MD Chem Path (Col)*
Senior Lecturer, Department of Biochemistry and Clinical
Chemistry, Faculty of Medicine, University of Moratuwa

Dr. Thusitha Somarathna *MBBS (Kelaniya); Pg Dip Path, MD Histopath (Col)* Senior
Lecturer, Department of Pathology, Wayamba University of
Sri Lanka.

Learning Outcomes of the Course in Pathology

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

1. describe the basic pathological processes and concepts in terms of pathogenesis and morphological changes in tissues.
2. describe specimen collection, transport, and proper handling regarding histopathological, cytological investigations, as well as haematological and chemical pathology.
3. describe the aetiopathogenesis and pathological changes associated with disorders in the cardiorespiratory, gastrointestinal, hepatobiliary, genitourinary, endocrine, locomotion, and central nervous systems.
4. explain the association of morphological changes with basic clinical features.
5. explain the pathological basis of clinical features of diseases affecting the above systems.
6. explain the basis of the applications of basic laboratory investigations in the diagnosis and management of diseases in these systems.
7. explain the basis of blood grouping, compatibility testing, indications, and the principles of managing transfusion reactions.
8. interpret the results of haematological tests in the context of the overall clinical picture of the patient.
9. analyze the mechanisms of common disease processes involving blood cells (red cells, white cells, platelets) and the coagulation system.

Course Structure

Year 2 Semester 4 to Year 4 Semester 7

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

Course Content

- General pathology
- Tumour pathology
- Systemic pathology
- Chemical pathology
- Haematology

Teaching / Learning Methods

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

Assessment Strategy

Continuous (In Course) Assessments

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

Eligibility to Appear for the End of Course Assessments

(3rd MBBS Part 2 Examination)

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

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

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

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

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

Recommended Books

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

Supplementary Reading (Optional)

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

** Latest editions are recommended*

Department of Pharmacology

Academic Staff

Senior Lecturer

Dr. R.M.M.K. Namal Rathnayaka	<i>MBBS (Pera); PhD (Pera); MPhil (Pera); MMed (Col); MSc in Medical Toxicology (Col); MSc in Clinical Pharmacology & Therapeutics (Col); MA (Buddhist & Pali University of SL); Dip in Toxicology (Col); Dip in Occupational Health & Safety (Col); Postgrad. Dip in Buddhist Studies (Buddhist & Pali University of SL); PGCert.Med.Ed</i>	<i>-Head of the Dept.</i>
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Visiting Lecturers

Dr. Udaya Dangahadeniya	<i>MBBS, MD (General Medicine) Senior Lecturer, Department of Pharmacology, Faculty of Medicine, University of Peradeniya</i>
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Learning Outcomes of the Course in Pharmacology

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

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

Course Structure

Year 2 Semester 4 to Year 4 Semester 7

- Lectures - 101 hours

Course Content

- | | |
|--|--|
| <ul style="list-style-type: none">• General Pharmacology• Drugs used in Anaesthesia• Antimicrobial agents• Systemic Pharmacology and Therapeutics | <ul style="list-style-type: none">• Drugs used in: Cardiology, Pulmonology, Genito-urology, Gastroenterology, Immunology, Endocrinology and Reproductive system, Toxicology, Neurology, and Psychiatry |
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Teaching / Learning Methods

- Lectures (face-to-face and online)
- Small group discussions (SGDs) / Large group discussions (LGDs)
- Tutorials

Assessment Strategy

Continuous (In Course) Assessments

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

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

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

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

Exam	Assessment Method	Allocated Time	Marks
Written Paper I	30 MCQ: 15 MTF type + 3 SBAs+3 EMQs (including 12 scenarios - 4 in each EMQ)	1 hour 45 min	40 marks
Written Paper II	6 SEQ	1 hour 30 min	40 marks
Contribution from Continuous (In course) Assessments			20 marks
Total			100 marks

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

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

Recommended Books

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

Supplementary Reading (Optional)

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

** Latest editions are recommended*

Department of Community Medicine

Academic Staff

Consultant

Prof. Kumudu Wijewardene *MBBS (Col), MD Com Med (Col)*

Lecturer (Unconfirmed)

Dr. B.M.C. Dassanayake *MBBS (Ruh); MSc Com Med (Col); MPH (Mahidol)* -Acting Head of the Dept.

Dr B.S. Madhubhashini *MBBS (Ruh); MSc Com Med (Col)*

Learning Outcomes of the Course in Community Medicine

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

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

- sectors of the health and social care systems in providing promotion and preventing disease;
9. explain how the structure of societies impacts the health of a population in global perspective and differing approaches used by international agencies to solve public health problems;
 10. explain the objectives, method of implementation, monitoring and evaluation of the following National Health Programs.
 - Maternal and Child Health (MCH)
 - Programs related to Communicable Diseases
 - Programs related to non-Communicable Diseases
 11. conduct a basic research study (using quantitative and qualitative data collection methods, analyzing using biostatistics) and write a report and a scientific communiqué;
 12. explain health outcome measurements, national health policy, measures taken by state to improve health of the people and tools of health economics.

Course Structure

Year 1 Semester 1 to Year 2 Semester 3

- Introductory Lectures -12 hours

Year 2 Semester 4 to Year 3 Semester 7

- Lectures -100 hours

Year 2 semester 6 to Year 2 semester 7

- Clerkship/ Field work -150 hours

Year 3 Semester 7

- Tutorials -50 hours

Year 3 Semester 7 to Year 3 Semester 8

- Research Project -50 hours

Course Content

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

Teaching / Learning Methods

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

Assessment Strategy

In course (Continuous) Assessments

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

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

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

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

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

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

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

Recommended Books

- Essentials of Public Health in Sri Lanka, 1st Edition 2019 University of Sri Jayewardenepura.
- Essentials of Epidemiology in Public Health, 3rd Edition 2013 - Ann Aschengrau. Jones and Bartlett learning.
- Oxford Textbook of Global Public Health, 6th Edition 2015, Volume 3, Roger Detels. Oxford University Press.
- Oxford Handbook of Medical Statistics 2nd Edition 2020, Janet Peacock and Philip Peacock. Oxford University Press.
- Parks Textbook of Preventive and Social Medicine, 23rd Edition 2015, K.Park. Banarsidas Bhanot, India.

- Textbook of Community Medicine, 5th Edition 2017, Drs. Sunder Lal, Adarsh and Pankaj. CBS Publishers and Distributors Pvt. Ltd.
- Principles and Practice of Biostatistics 7th Edition 2017, J V Dixit. Bhanot.
- Research Methods in Community Medicine: Surveys, Epidemiological Research, Programme Evaluation, Clinical Trials, 6th Edition 2008, Joseph Abramson, Z. H. Abramson. Wiley.
- Health, Behaviour and Society: Clinical Medicine in Context 1st Edition, 2011 Jennifer Cleland, Philip Cotton. Sage Publications.
- Research Skills for Medical Students, 1st Edition, 2012; Ann K. Allen. Sage Publications
- Maxcy-Rosenau-Last Textbook of Public Health & Preventive Medicine, 16th Edition 2021. McGraw Hill.
- The Oxford Textbook of Global Health of Women, Newborns, Children, and Adolescents; 1st Edition 2018, Delan Devakumar, Jennifer Hall, Zeshan Qureshi, and Joy Lawn (Eds). Oxford University Press.
- Occupational and Environmental Health -7th Edition 2018; Barry S. Levy, David H. Wegman Sherry L. Baron, Rosemary K. Sokas, Eds Oxford University Press.

** Latest editions are recommended*

Department of Forensic Medicine and Toxicology

Academic Staff

Senior Lecturers

Dr. Handun P. Wijewardena *MD (USSR); DLM; MD [Forensic Medicine] (Col)* -Acting Head of the Dept.

Dr. M. Sivasubramaniam *MBBS (Jaffna); DLM; MD Forensic Medicine (Col)*

Visiting Professors

Prof. Asela Mendis *MBBS; DLM; MD For Med (Col); D-ABMDI (USA); ATHE (UK); SEDA UK* -Sabbatical leave from University of Colombo

Prof. Clifford Perera *MBBS; DLM; MD For Med (Col); MA (Kelaniya); LLB (OUS)L; DMJ Path*

Learning Outcomes of the Course in Forensic Medicine and Toxicology

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

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

Course Structure

Year 3 Semester 5 to Year 4 Semester 7

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

Year 3 Semester 6 to Year 4 Semester 7

- Clinical Appointment -2 weeks

Course Content

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

Teaching / Learning Methods

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

Assessment Strategy

Continuous (In Course) Assessments

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

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

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

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

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

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

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

Recommended Books:

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

Supplementary Reading (Optional)

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

** Latest editions are recommended*

Department of Primary Care and Family Medicine

Academic Staff

Consultant

Prof. Kumara Mendis *MBBS, DFM, MD Fam Med (Col); MSc Med Informatics (Netherlands); FCGP (SL); FACHI (Aus)*

Probationary Lecturers

Dr B.S. Madhubhashini *MBBS (Ruh); MSc Com Med (Col)* *-Acting Head of Dept.*
Dr. Udayanga Andadola *MBBS (Col)* *-Study leave*

Learning Outcomes of the Course in Primary Care and Family Medicine

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

1. provide promotive, preventive, and curative care to address common health issues in the community using principles of family medicine.
2. apply the principles of primary health care to understand the structure of healthcare delivery systems in sri lanka, including public and private sectors.
3. implement methods to improve equity, equality, and quality in primary care based on healthcare service needs.
4. conduct screening, health promotion, and prevention programs at different levels of primary care.
5. integrate health promotion strategies into primary care and using the protocols of family medicine for referrals and service utilization.
6. integrate methods that strengthen the doctor-patient relationship seen in family practice across different levels in primary care.
7. demonstrate communication skills used in family practice to foster trust and understanding with patients, healthcare teams, and the public.
8. demonstrate the transcribing of prescriptions, certificates, and clinical records.
9. provide chronic illness management, utilizing community support systems, and home care.
10. Apply continuity of care principles to meet the needs of terminal and palliative care patients.

Course Structure

Year 3 Semester 5 to Year 3 Semester 6

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

Year 3 Semester 6 to Year 4 Semester 7

- Tutorials/ group discussions (Small & large) -10 hours

Course Content

- Primary Care
- Family Medicine

Teaching / Learning Methods

- Lectures, face to face and online
- Clerkship
- Tutorials/Group discussions
- Maintaining clerkship workbook
- Role play
- Quizzes

Assessment Strategy

Eligibility to appear for the End of Course Assessments

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

End of Course Assessments (End of Semester 7)

First Attempt

Exam	Assessment Method	Allocated Time	Marks
Written Paper I	20 MCQ (15 MTF + 05 SBA)	1 hour	30 marks
Written Paper II	2 SEQ	1 hour	30 marks
OSCE	10 stations (4 min each)	40 min	40 marks
Total			100 marks

Subsequent Attempts

Exam	Assessment Method	Allocated Time	Marks
Written Paper I	20MCQ (15 MTF + 05 SBA)	1 hour	30 marks
Written Paper II	2 SEQ	1 hour	30 marks
OSCE	10 stations (4 min each)	40 min	40 marks
Total			100 marks

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

Recommended Books

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

Supplementary Reading (Optional)

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

** Latest editions are recommended*

CLINICAL SCIENCES

The Clinical Sciences form the cornerstone of medical training, equipping students with the knowledge, skills, and experience required for effective patient care. This includes five core subjects: **Medicine, Obstetrics & Gynaecology, Paediatrics, Psychiatry, and Surgery**, all of which are essential for a well-rounded clinical education.

Students engage in **Clinical Sciences teaching/learning activities from semester 4 to semester 10**, progressively enhancing their theoretical understanding and clinical skills. Clinical training is structured to ensure a gradual transition from classroom-based learning to hands-on patient care, allowing students to integrate medical knowledge with real-world experiences.

- **From semesters 4 to 8, long and short clinical appointments** run parallel with the Para-clinical Sciences, enabling students to apply academic concepts in clinical settings. During this period, students participate in ward rounds, outpatient clinics, theatre rotations. Teaching/learning is delivered through bedside teaching, and case discussions, developing essential skills in patient assessment, diagnosis, and management.
- **In the final year (semesters 9 and 10), students undergo Professorial Training**, an intensive clinical immersion where they refine their competencies under the direct supervision of experienced consultants. During this phase, students participate in ward rounds in the professorial wards, emergency treatment unit, labour room, and theatre rotations, as well as shadow house officer training. The Professorial Unit teaching reinforces clinical decision-making, diagnostic reasoning, and hands-on clinical skills, preparing the student to become a proficient doctor.

The **Final MBBS Examination**, conducted at the end of **semester 10**, serves as the ultimate assessment of clinical proficiency. This comprehensive evaluation ensures that students have acquired the necessary expertise in all five core disciplines, demonstrating their readiness to practice as competent, compassionate and responsible physicians.

Table 10. Clinical Appointments

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

Department of Medicine

Academic Staff

Senior Lecturers

Dr. Mahinda Kumarasinghe	<i>MBBS (Ruhuna), MD Medicine (Col), FCCP, FACP</i>	<i>-Acting Head of the Dept.</i>
Dr. Udayangani Ramadasa	<i>MBBS (Col); MD Medicine (Col); FACP; FRCP (Lond); FRCP (Edin); FCCP; Dip Pall Med (Clinical) RACP; PGCert MedEd (Col)</i>	
Dr. Champika Gamakaranage	<i>MBBS (SJP); MD Medicine (Col); MRCP (UK); FRCP(Lond)</i>	<i>-Study leave</i>
Dr. Ruwan Parakramawansa	<i>MBBS (Pera); MD Medicine (Col) CCT Stroke Med (UK); MRCP (UK); Dip Med Toxicology (Cardiff); PG Cert Health Economics (York); MRCPE; FCCP</i>	

Learning Outcomes of the Course in Medicine

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

1. take an appropriate and comprehensive history, perform a physical examination, arrive at a reasonable diagnosis/diagnoses and identify problems;
2. evaluate patients with common diseases in a rational, analytical way with a view to problem-solving (clinical reasoning);
3. state indications for investigations, perform or arrange for relevant investigations and interpret results;
4. describe and relate knowledge of basic sciences and epidemiology to clinical situations and explain the pathophysiological basis of diseases, judge the prognosis, and plan out investigations and treatment strategies;
5. provide comprehensive care as a member of the health care team in the following settings using a holistic and multidisciplinary approach: clinics, emergency units, wards and rehabilitation units;

6. present the clinical findings, document patient records and management plans in a legible and easily understood format and to make a concise summary;
7. communicate with patients, their families and with other healthcare workers in the hospital and the community;
8. recognize patients' fears, beliefs, expectations, and respect their physical, social, psychological and spiritual needs, and cultural beliefs and be able to show empathy;
9. recognize ethical issues and apply values and principles which would help in their resolution;
10. describe the organization of the health system and hospital-based care, the different roles of the members of the health care team and its interaction with other health institutions, preventive services and health promotion.

Course Structure

Year 3 Semester 5 to Semester 6

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

Year 4 Semester 7 to Semester 8

- Lectures -76 hours
- 1st Medical Appointment -6 weeks
- 7 Short Appointments -9 weeks

Year 5 Semester 9 to Year 5 Semester 10

- Professorial Appointment -8 weeks

Course Content

- | | |
|--|-------------------------------------|
| • Clinical skills and communication skills | • Infections and parasitic diseases |
| • Cardiovascular System | • Dermatology |
| • Respiratory System | • Geriatrics |
| • Nephrology | • Palliative care |
| • Gastrointestinal System | • Toxicology and toxinology |

- Hepato-biliary system
- Endocrinology and metabolism
- Nervous system
- Hematology and Immunology
- Musculoskeletal system
- Nutrition, growth and development
- Evidence-based medicine
- Ethical issues
- Emerging issues of interest (e.g. COVID 19 pandemic, climate change social determinants of health)

Teaching and Learning Methods

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

Assessment Strategy

Formative Assessments

- During the clinical appointments (e.g. Mini Clinical Evaluation Exercise)
- Assessment of group presentations of the home visits

Continuous (In Course) Assessments

Assessment	Assessment Type	Marks
Assessments at the end of the 4 th Year	Oral Examination based on Portfolio and Work Books <ul style="list-style-type: none"> • 15 cases each from 1st and 2nd Clinical Medicine Appointments • 3-5 cases from each short appointment 	10 marks

Assessments during and at the end of the Professorial Appointment	<ul style="list-style-type: none"> Assessment of performance of ward work, based on cases allocated to individual students. This will include history-taking skills, physical examination skills, clinical reasoning, formulating comprehensive plan of management, patient welfare, and knowledge related to the illness etc. Assessment of Communication Skills Structured Oral Examination focusing on emergencies and ethics. Objective Structure Clinical Examination 	10 marks
Total		20 marks

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

- Satisfactory completion of 39 weeks of clinical appointments

End of Course Assessments (Final MBBS)

Exam	Assessment Method	Allocated Time	Marks
Written Paper I	6 SEQ	3 hours	20 marks
Written Paper II	50 MCQ (20 MTF type + 30 SBA)	2 hours	20 marks
Long case		40 min with the patient 20 min with the examiners	20 marks
Short cases	4 cases	For each case - 5 min with the patient 2.5 min with the examiners	20 marks
Contribution from Continuous (In Course) Assessments			20 marks
Total			100 marks

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

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

Recommended Books

Basic Textbooks

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

Handbooks

- Oxford Handbook of Clinical Medicine (Oxford Medical Handbooks) 10th Edition. Ian Wilkinson, Tim Raine, Kate Wiles, Anna Goodhart, Catriona Hall, Harriet O'Neill. Oxford University Press.
- Oxford Handbook of Emergency Medicine (Oxford Medical Handbooks) 5th Edition. Jonathan P. Wyatt, Robert G. Taylor, Kerstin de Wit, Emily J. Hotton. Oxford University Press. Clinical science
- Hutchison's Clinical Methods: An Integrated Approach to Clinical Practice (Hutchinson's Clinical Methods) 24th Edition. Michael Glynn, William M Drake. Elsevier.
- Macleod's Clinical Examination, 14th Edition. J. Alastair Innes, Anna R Dover, Karen Fairhurst. Elsevier.
- Talley and O'Connor's Clinical Examination - 2-Volume Set 8th Edition. Nicholas J Talley, Simon O'Connor. Elsevier.

Reference textbook

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

** Latest editions are recommended*

Supplementary Reading (Optional)

- British Medical Journal/New England Journal of Medicine/The Lancet
- Ceylon Medical Journal/Journal of Ceylon College of Physicians
- Sri Lanka Medical Journal and Medical Journals of Galle, Jaffna, Jayewardenepura and Anuradhapura.
- Medscape (www.medscape.com) – free website
- UpToDate (www.uptodate.com) – paid website

Department of Obstetrics and Gynaecology

Academic Staff

Consultant

Prof. Malik Goonewardene *MBBS (Cey); MS Obst & Gynae (Col); FRCOG (UK); FSLCOG; Hon. MGS (Pol)*

Senior Lecturers

Dr Chanil Ekanayake *MBBS (Pera); MD Obs & Gyn (Col); PhD Gynecology (Kelaniya)* *-Head of the Dept.*

Lecturers (Unconfirmed)

Dr. Oshadhi Nallaperuma *MBBS (Pera); MD Obs & Gyn (Col)*

Learning Outcomes of the Course in Obstetrics and Gynaecology

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

1. define and explain the basis of women's health care;
2. describe bio ethical principles in relation to the provision of evidence-based health care to women;
3. counsel and manage all aspects of normal pregnancy, labour, delivery and puerperium, and explain the basis of such management;
4. Identify, counsel and manage common gynecological problems, and explain the basis of such management;
5. Identify common obstetric and gynecological emergencies, formulate appropriate management plans, commence initial management, and explain the basis of such management;
6. Identify common abnormalities of pregnancy, labour, delivery and puerperium, formulate appropriate management plans, commence initial management and explain the principles of such management;
7. describe and explain the principles of the measures adopted in the early diagnosis of gynecological malignancies, and counsel women in this regard;
8. function effectively as medical officers providing primary health care to women in the community, perform under supervision, basic tasks and clinical procedures which are essential duties of intern house officers in obstetrics and gynaecology, and pursue post-graduate studies in the future;

9. design a clinical audit, critically appraise different options of management, and write reflective reports on their experiences in relation to the provision of health care to women;
10. describe the principles involved in ensuring patient safety, and clinical risk management, in the provision of health care to women;
11. describe basic medico-legal issues and procedures in relation to women's health care;
12. perform a literature search on a given topic, formulate a presentation using MS PowerPoint, and make an oral presentation to peers.

Course Structure

Year 1 Semester 2 to Year 2 Semester 3

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

Year 2 Semester 4

- Introductory Clinical Appointment -1 week (16 hours)
- Simulation-based Training -8 hours

Year 2 Semester 4 to Year 5 Semester 9

- Interactive and Flipped Lecture Discussions, Audio Visual Presentations -110 hours
- Simulation-based Training -12 hours

Year 3 Semester 5 to Year 4 Semester 8

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

Year 5 Semester 9 to Year 5 Semester 10

- Professorial Appointment -8 weeks (356 hours)

Course Content

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

Teaching / Learning Methods

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

Assessment Strategy

Formative Assessments

- Case presentations and CbD during the 1st and 2nd Clinical Appointments
- Assessments during ward rounds, BSTL and supervised clinical training, during Professorial Appointment

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

Continuous (In Course) Assessments

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

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

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

End of Course Assessments (Final MBBS Examination)

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

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

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

Recommended Books

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

Supplementary Reading (Optional)

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

** Latest editions are recommended*

Department of Paediatrics

Academic Staff

Consultant

Prof. Sanath P. Lamabadusuriya *MBE; MBBS (Cey); DSc (Ruhuna); DCH (Col), PhD, FRCP (Lond); FRCP (Edin); FRCP (Glasg); FRCPCH (Eng); FCCP; FSLCPaed; FCGP (SL)*

Dr. Vasantha Devasiri *MBBS (Ruhuna), DCH (Col), MD Paed (Col)*

Senior Lecturers

Dr. Neetha Pieris *MD (USSR); MD Paed (Col);
Dip in Allergy (Imperial College UK)*

Dr. Saman Abeywardana *MBBS (Ruhuna) DCH (Col);
MD Paed (Col)*

Lecturers (Unconfirmed)

Dr. Sadani Vithana *MBBS (Ruhuna); DCH (Col); MD Paed (Col), MRCPCH (UK)* -Acting Head of the Dept.

Dr. M.G.U. Sampath *MBBS (Ruhuna); DCH (Col);
MD Paed (Col), MRCPCH (UK)*

Dr. Kenency Hettiarachchi *MBBS (Ruhuna); DCH (Col);
MD Paed (Col)*

Probationary Lecturers

Dr. Kanishka Wickramasinghe *MBBS (USJP); DCH (Col);
MD Paed (Col)*

Learning Outcomes of the Course in Paediatrics

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

1. perform comprehensive clinical evaluations, interpret relevant investigations, formulate evidence-based treatment plans, and implement appropriate follow-up strategies for common paediatric health conditions
2. evaluate paediatric growth and development using standard assessment tools and design strategies for immunization and disease prevention in children.
3. integrate medical knowledge and clinical reasoning to deliver patient-centred care for the prevention, management, and health promotion of paediatric conditions.

4. demonstrate the ability to improve patient care in children based on scientific evidence, constant self-evaluation, and reflective life-long learning with updated knowledge;
5. demonstrate the ability to practice cultural competence and empathy by addressing the physical, social, psychological, and spiritual needs of paediatric patients and their families in a respectful and compassionate manner.
6. exhibit interpersonal communication and teamwork skills to facilitate effective collaboration with healthcare professionals, patients, families, and the community.
7. apply ethical principles and professional standards in the clinical management of paediatric patients, ensuring integrity, accountability, and patient safety.
8. analyze the healthcare system's resources and effectively coordinate paediatric care as the first-contact doctor, ensuring optimal utilization of available healthcare services.
9. develop and implement preventive strategies for child maltreatment, execute medico-legal responsibilities relevant to paediatric care, including documentation and reporting of child maltreatment and other legal concerns.
10. deliver structured counselling sessions to patients and families on paediatric diseases, their complications, and preventive strategies.
11. design and implement community-based educational programs to raise awareness about hazardous environments and child safety.

Course Structure

Year 2 Semester 4

- Introductory Clinical Appointment -1 week (24 hours)

Year 3 Semester 5 to Year 4 Semester 8

- Lectures -75 hours

Year 3 Semester 5 to Year 4 Semester 8

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

Year 5 Semester 9 to Year 5 Semester 10

- Professorial Appointment -8 weeks (264 hours)

Course Content

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

Teaching / Learning Methods

- Interactive Lecture Discussions (face to face and online)
- Field Visits
- Clinical Teaching
- Community-based learning
- Simulation-based Training
- Computer-based Learning - Picture stories, Video Sessions, Quizzes
- Case-based Discussions / Integrated Ward Classes / Clinical Lecture Demonstrations
- Maintaining a Log Book
- Maintaining a Portfolio which includes the report of the family visit
- Computer-based Learning: Picture stories, Video Sessions, Quizzes

Assessment Strategy

Formative Assessments

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

Continuous (In Course) Assessments

Assessment type	Allocated Time	Marks
During Professorial Appointment		
Assessment of Portfolio (including the report of the family visit)		10 marks
OSCE – 10 stations	4 min each	10 marks
Total		20 marks

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

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

End of Course Assessments (Final MBBS Examination)

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

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

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

Recommended Books

- Illustrated Text Book of Paediatrics, 6th Edition 2021, by Tom Lissauer and Will Carroll.
- Nelson Textbook of Paediatrics, 21st Edition 2019, by Robert M. Kliegman, MD and Joseph St. Geme, MD.
- Forfar and Arneil's Textbook of Pediatrics 7th Edition 2008 by Neil McIntosh, Peter J. Helms , Rosalind L. Smyth, Stuart Logan .
- Examination Paediatrics, 5th Edition 2017, by Wayne Harris. Elsevier
- Smith's Recognizable Patterns of Human Malformation, 8th Edition 2021, by Kenneth Lyons Jones, Marilyn C. Jones, Miguel Del Campo.
- Mary Sheridan's From Birth to Five Years: Children's Developmental Progress, 5th Edition 2021, by Ajay Sharma, Helen Cockerill, Lucy Sanctuary.
- Concise Textbook of Pediatrics, 1st Edition, Shaman Rajindrajith, Sachith Mettananda, Asiri Abeygunawardena, Samudra Book Publications

** Latest editions are recommended*

Department of Psychiatry

Academic Staff

Consultant

Dr. Upali Peris

*MBBS (Col); MD Psych (Col);
FCCP; MRCPsych (UK)*

Senior Lecturers

Dr. Vajira Dharmawardene

*MBBS (Col), MD Psych (Col),
FSLCPsyc*

-Head of the Dept.

Lecturers (Unconfirmed)

Dr. Kalani Pathirathne

MBBS (Pera); MD Psych (Col)

Learning Outcomes of the Course in Psychiatry

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

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

Course Structure

Year 2 Semester 4 to Year 3 Semester 5

- Lectures and Student Presentations -30 hours

Year 3 Semester 6 to Year 4 Semester 8

- Lectures and other learning methods -60 hours

Year 4 Semesters 7 to 8

- Clinical Appointment and Community Mental Health -12 weeks

Year 5 Semesters 9 to 10

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

Course Content

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

Teaching / Learning Methods

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

Assessment Strategy

Continuous (In Course) Assessments

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

Total **10 marks**

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

- Satisfactory completion of 12 weeks of clinical appointments

End of Course Assessments (Final MBBS Examination)

Exam	Assessment Method	Allocated Time	Marks
Written Paper I	6 SEQ	3 hours	25 marks
Written Paper II	50 MCQ (30 MTF type + 20 SBA)	2 hours	25 marks
Long Case		20 min. with patient, 20 min with examiners	25 marks
Short Cases	2 cases	20 mins	15 marks
Contribution from Continuous (In Course) Assessments			10 marks
Total			100 marks

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

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

Recommended Books

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

Supplementary Reading_(Optional)

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

** Latest editions are recommended*

Department of Surgery

Academic Staff

Consultant

Dr. Kathiresanathan *MBBS (Jaffna); MS (Col)*
Mahendaraja

Senior Lecturers

Dr. Amal Priyantha *MBBS (Ruhuna); MS (Col); -Head of the*
FRCSEd *Dept.*

Probationary Lecturers

Dr. Mithraka Perera *BMed (New South Wales);*
 MD (New South Wales)

Learning Outcomes of the Course in Surgery

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

1. demonstrate adequate knowledge in surgical conditions, at a level appropriate for a basic doctor;
2. obtain the necessary information from the patient and the relatives, competently examine the patient eliciting physical signs, and record the findings;
3. analyse the findings and come to reasonable conclusions in the form of diagnosis or differential diagnosis and decide on an appropriate management plan and effectively communicate with patients, relatives and co-workers;
4. describe the principles of perioperative care of a patient undergoing common surgical operations;
5. demonstrate appropriate behavior in the operation theatre;
6. perform, under supervision, the procedures a basic doctor is expected to perform;
7. identify patient safety concerns and take appropriate measures to avoid or mitigate them in the provision of surgical care;
8. demonstrate the ability to engage in Evidence-based Practice and lifelong learning;

9. demonstrate ethical behavior and adequate knowledge on medico legal aspects of surgical care;
10. describe the value of audit and research in improving the quality of surgical care, and carry out a simple clinical audit;
11. work as a team member of the inter-professional surgical care team, and function as a leader if and when required;
12. describe the relevance and the implications on the family and the community in provision of surgical care including prevention and rehabilitation.

Course Structure

Year 1 Semester 2 to Year 5 Semester 9

- Lectures -80 hours

Year 2 Semester 4

- Introductory Clinical Appointment -1 week

Year 2 Semester 4 to Year 4 Semester 8

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

Year 5 Semester 9 to Year 5 Semester 10

- Professorial Appointment -8 weeks

Course Content

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

Teaching / Learning Methods

- Lectures, face to face and online
- Clinical Lecture Demonstrations during the Final Year
- Small Group Activities
- Simulation-based Training
- Hospital-based Clinical Training
- Bedside teaching and learning
- Patient's Home/Community Visits during 2nd Surgery and Professorial Appointments.
- Maintaining a Logbook
- Shadow House Officer Programme during Professorial Appointment .
- Independent (self-directed) Learning

Assessment Strategy

Formative Assessments

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

Continuous (In Course) Assessments

Assessments	Allocated Time	Marks
OSCE at the end of the Professorial Appointment - 10 Stations	3 min each	10 marks
Structured Oral examination (15 minutes) with main focus on:		10 marks
▪ Common surgical emergencies		
▪ Surgical procedures and the use of devices and basic equipment		
▪ Assessment of the Logbook		
Total		20 Marks

Eligibility to appear for the End of Course Assessments

- Satisfactory completion of 35 weeks of clinical appointments

End of Course Assessments (Final MBBS Examination)

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

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

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

Recommended Books

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

** Latest editions are recommended*

OTHER PROGRAMMES AND COURSES

Orientation Programme

At the commencement of the MBBS course, there is a compulsory Orientation Programme of three weeks, during which the students are given an overview of the university life, the MBBS course, the departments in the Faculty of Medicine, and the Teaching Hospital, Ratnapura. This programme also includes sessions on personal development and aesthetic activities.

The Orientation Programme serves as a vital introduction to the academic journey of students as they transition into the challenging and rewarding field of medicine. It is designed to familiarize students with various aspects of university life, medical education, and the resources available to support their success. Throughout the programme, students are introduced to the academic, social, and professional components that form the foundation of medical training. Key areas include the evolution of medical education, development of healthy lifestyle habits, stress management, emotional literacy, and effective navigation of university systems—offering a holistic introduction to their new environment.

In addition, the programme places a strong emphasis on personal and professional development, which is essential for becoming balanced and empathetic healthcare professionals. Topics such as the role of a doctor, student discipline, the history of medicine, and future career opportunities are included to prepare students for the demands of medical school. By the conclusion of the Orientation Programme, students are expected to gain a deeper understanding of how to thrive in their medical studies, maintain well-being, and become effective learners in an ever-evolving field.

Aim

To support students in their transition to medical education by equipping them with the knowledge, skills, and mindset needed to navigate their academic journey with confidence and adaptability.

Duration: 3 Weeks

Programme Leadership and Coordination

Dr. T.C.S. Weerakoon *BSc Hum Bio (USJP);
MSc Nutr (Pera); PhD (USJP)* -Chair

Dr. Y.D. Kolambage *MBBS (Col)* -Co-Chair

Learning Outcomes of the Orientation Programme

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

1. navigate the university environment by understanding its organizational structure, rules and regulations to ensure a smooth transition into university life.
2. outline the medical undergraduate curriculum to develop a comprehensive understanding of academic expectations and progression.
3. identify effective study strategies essential for success in medical education.
4. apply fundamental information technology and English language skills to support academic learning and professional communication.
5. recognize the importance of essential soft skills, professionalism, and ethical conduct required for medical practice.
6. demonstrate teamwork skills by participating in group activities to foster collaboration and peer support and, integrate extracurricular, aesthetic, and community activities into a balanced student life.
7. identify available student support services, including counseling and mentorship, to enhance personal and academic well-being.
8. describe the roles of different healthcare professionals and institutions in the healthcare system of Sri Lanka.
9. apply stress management techniques to cope with academic and personal demands, promoting resilience and well-being.
10. implement mindfulness practices to improve focus, emotional regulation, and overall mental health in both academic and professional environments.

Course Content

- University Life
- History of Medicine
- Healthy and Balanced Medical Students
- Mindfulness and Emotional Literacy
- How to be an Effective Learner
- Psychology of Ragging
- Introduction to Library and e-Library
- Know Your Neighbor
- Medical Undergraduate Curriculum
- What's the Right Motivation for Medical Education
- Mentoring/Mental Health and Wellbeing During University Life
- Ratnapura Teaching Hospital and Health Systems in Sri Lanka
- History of SUSL
- Role of a Doctor
- Career Opportunities for Medical Officers
- Stress Management & Time Management
- Student Discipline
- Examination Regulations and By-laws
- Student Affairs
- Esthetic and Team-building Workshop
- IT Sessions in the Orientation Programme

Teaching / Learning Methods

- Lectures
- Workshops
- Experiential Learning Activities
- IT Practical
- Group Activities

Intensive Course in English

The Intensive English Course is a compulsory programme designed to enhance students' proficiency in English, focusing on academic writing, communication, and critical thinking skills. Conducted by the Department of English Language Teaching (DELT) at the Faculty of Social Sciences and Languages, Sabaragamuwa University of Sri Lanka, this course aims to equip students with the language skills necessary for their academic and professional growth.

Aim

- To improve the basic skills and enhance the English language competence needed
- To follow the MBBS course effectively and for better employment prospects.

Duration: 150 hrs during the orientation programme, Semesters 1 and 2

Programme Leadership and Coordination

Dr. Irosha. H.V. Nicholas

*BSc. Chem Sp (USJP);
PhD Biochem (Pera)*

-Coordinator

Learning Outcomes of the Intensive Course in English

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

1. construct English sentences with the following tenses: simple present, present continuous, simple past, past continuous, present perfect, simple future;
2. use simple and compound prepositions;
3. skim and scan a simple text to find specific information;
4. summarize by filtering out unnecessary details and getting to the core of a text;
5. use active and passive voices, modals, comparative and superlative forms, and conditionals;
6. describe a process using sequence markers and active or passive voice;
7. develop skills and strategies for effective listening and taking notes during lectures;

8. build vocabulary for medical purposes and use certain concepts on how vocabulary is formed/used in English (prefix, suffix etc.);
9. introduce himself or herself and others, talk about day-to-day activities and describe things and situations;
10. express personal opinion by looking at a situation with a balanced point of view;
11. give instructions, face an interview, ask for and provide information and carry on a dialogue by turn taking;
12. lead and facilitate a discussion, give opinions, agree or disagree with an opponent, and discuss and express group opinions;
13. practice using the English language through informal learning activities, i.e., variety entertainments, debates and movie screening;
14. convert data given in a non-linguistic form to a linguistic form (i.e. from a graph or table to a descriptive paragraph);
15. understand the essay format, write a coherent paragraph and then a unified coherent essay;
16. write a letter;
17. make a short speech or presentation on a given topic.

Course Content

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

Teaching and Learning Methods

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

Assessment Strategy

Exam	Assessment Method	Marks
Written Paper (3 Hours)		80 Marks
Grammar	Gap Filling, Short answers, Cloze Test, Matching, Converting sentences	25
Reading	Multiple Choice Questions (MCQ) True / False –Single True Answer type	20
Listening	MCQ True / False –Single True Answer type	20
Writing	Essay (approx. 120 words)	15
Oral Test	Impromptu speech on a given topic (5 min)	20 Marks
Total		100 Marks

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

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

Recommended Book

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

Personal and Professional Development (PPD)

Programme

The Personal and Professional Development Programme (PPD) was introduced to promote personal and professional attributes in the undergraduates of the Faculty of Medicine, University of Sabaragamuwa. This programme extends from Semester 1 to 10 of the MBBS course

The PPD will be guided by the Faculty's Vision, Mission, Values, and Aims. The Faculty will deliver the content using a blended learning approach that includes lectures, reading material, and online resources made available on the Faculty's Learning Management System (LMS). These are mainly appropriate to learn declarative knowledge (i.e. facts or information that is stored in memory such as descriptions, concepts or events). The more procedural knowledge (i.e. practical knowledge) will be through assignments, small group discussions (SGDs), simulation sessions, and seminars. These will be supplemented by activities in the context of a professional setting (e.g., wards or community).

Programme Leadership and Coordination

Dr Vasantha Devasiri	MBBS (Ruh), DCH (Col), MD (Col)	-Advisor
Dr. T.C.S. Weerakoon	BSc Hum Bio (USJP); MSc Nutr (Pera); PhD (USJP)	-Coordinator

Learning Outcomes of the PPD Programme

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

1. demonstrate effective skills personal development and in interpersonal relations and use learning skills to foster continuous self-improvement and collaboration.
2. respond to patients' fears, beliefs, and expectations, and to develop skills by integrating their physical, social, psychological, spiritual needs, and cultural beliefs into patient-centred care.
3. communicate effectively with patients, their families, and other healthcare professionals in both hospital and community settings, demonstrating professionalism in all interactions.

4. identify, analyze, and resolve ethical issues using critical thinking in ethical sociology-cultural framework to make appropriate and sound decision-making.
5. evaluate professional skills, demonstrating adaptability, leadership, and integrity in healthcare practice.
6. analyze team dynamics and contribute proactively as an effective member of the healthcare team, fostering teamwork and facilitating shared decision-making.
7. evaluate and integrate kindness, understanding, tolerance, compassion, empathy, and humaneness into professional practice to address diverse patient needs and improve healthcare outcomes.

Course Content

- | | |
|------------------------|---------------------------|
| • Personal Development | • Medical Ethics |
| • Socio-cultural Theme | • Medical Professionalism |
| • Communication skills | • Humaneness |

Teaching and Learning Methods

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

Assessment Strategy

In-Course Assessment Part 1 (End of Semester 6)

- **Group presentations** focusing on the practical application of personal and professional development skills.
- **Individual viva** after the group presentations, where each student will answer questions on different components of the group work for 5-10 minutes to assess their contribution.

End Course Assessment Part 2 (End of Semester 8)

- **Reflective writing** that encourages students to self-assess their performances, to develop their own strategies for their personal and professional development.

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

Recommended Book

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

Elective Programme

The elective programme is an essential component of the MBBS curriculum of the Sabaragamuwa University of Sri Lanka (SUSL). In contrast to other components and subjects in the MBBS curriculum, the elective programme is unique because it encourages the students to think and work freely on an area of their interest. The students are expected to complete this programme and compile a reflective report.

The students are expected to select topics for their own projects. When students have selected their topics, they should discuss them with their internal supervisors and workout the logistics involved. The coordinator and the organizers of the elective programme remain available to guide and help students during their elective programme.

Aims

There are four main aims of the elective programme:

1. To broaden students' horizons in general, in an area outside medicine.
2. To broaden students' horizons in medical practices, other than western medicine.
3. For students to have a more in-depth exposure to a specialty or a subspeciality in medicine, which they hope to pursue as a future career.
4. To foster and promote personal and social responsibility (as a group activity).

Duration: 4 Weeks

Programme Leadership and Coordination

Dr. K.M.G.M.K.K. Kulathunga

*BVSc (Peradeniya), PhD in
Human Biology (Tsukuba,
Japan)*

-Coordinator

Learning Outcomes of the Electives Programme

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

1. recognize subjects or topics that are not included in the main curriculum and express interest in exploring them further.
2. gain a deeper understanding, improve skills, and develop positive attitudes in a chosen area of interest.
3. take charge of your own learning by setting goals, managing your time, and using available resources effectively.
4. analyze problems or challenges in the chosen area of interest by critical thinking
5. propose practical solutions to the problems you analyze, based on careful evaluation of the situation.
6. develop a habit of continuous learning and improvement in your chosen area, aiming for personal and professional growth over time.

Process

The elective programme needs to be satisfactorily completed as a mandatory prerequisite to sit for final MBBS examination. Students who are unable to complete satisfactorily, should carry out the elective programme with the next batch as a subsequent attempt.

Each student or a group of students (maximum three) must:

- Select a topic for the elective programme according to the student's or group of students' personal choice. Students should discuss the topic with their assigned internal supervisors, and obtain preliminary approval. If the assigned academic is unable to be the internal supervisor for a valid reason, the coordinator of the elective programme will arrange another member of the academic staff to be the internal supervisor.
- Plan out the elective programme - including identification of the prospective external supervisor and the site of the elective programme
- Submit a brief proposal (250–300 words) justifying the selected elective programme and describing the intended learning outcomes (ILOs) from it, on the prescribed online format, for approval by the internal supervisor.

Assessment Strategy

- Report from the external supervisor certifying attendance and including a structured assessment of performance (punctuality, enthusiasm, commitment to the programme, teamwork if appropriate and whether the objectives of the programme are achieved) during the elective programme.
- Structured assessment of the reflective report (1000 words), which must be submitted by each student, (individually or in groups) to the internal supervisor, within two weeks of completion of the elective programme. The reflective report should include the following:
 - title of the programme
 - aims
 - whether the aims were achieved
 - highlights and good outcomes
 - difficulties encountered
 - how the programme would be of benefit to the student in the future
 - any other comments
- Assessment of reflective report will be conducted according to a rubric with categories of grading. Grading will be Satisfactory or Unsatisfactory. The satisfactory category will further be divided in to good and very good.

Grading	Marks
Unsatisfactory	49 or below
Satisfactory	50-59
Good	60-69
Very good	70 or above

The following are the aspects to consider during assessment of reflective report:

Aspect of concern	Marks
Content	
1. Novelty of the topic, justification and clearly defined aims and objectives	20
2. Description of their experience, whether they achieved their objectives and their feelings	20
3. Evaluation and Analysis of positive aspects and any negative	20

aspects and difficulties encountered	
4. Conclusions and impact on their personal and professional development during the programme and in the future	20
5. Action Plan for future personal and professional development and strategies which could be adopted to overcome any negative aspects and difficulties encountered	20
Sub Total	100

- Assessment of the reflective report will be done by the assigned internal supervisor from the FOM or by nominated resource persons identified according to the topic to be assessed.
- All the faculty academic members will be resource persons as the internal supervisors and for the assessment of elective programme. They will be allocated according to the roster to share the workload fairly.
- An oral examination and resubmission of the reflective report will be implemented if either the supervisor's report or the reflective report is unsatisfactory.
- **No marks will be awarded to students as the final result of the elective programme; instead, performance will be reflected through a grade. However, satisfactory completion of the elective programme is mandatory for a student to be eligible to sit for the final MBBS examination.**
- Certificates of merit will be awarded to the three leading students based on the marks on the reflective report.

LEARNING ENVIRONMENT

The Faculty is committed to produce competent, compassionate, caring doctors for tomorrow. The Dean with all academic members fosters a student friendly learning environment by acting as kind and compassionate role models. A well-structured learning environment is essential for fostering academic excellence, professional growth, and student well-being. The Faculty of Medicine is continuously evolving to enhance its infrastructure, resources, and affiliations, ensuring an optimal setting for medical education. With the new developments and the facilities equipped with the latest technologies, every aspect of the learning programme is designed to support students in their journey toward becoming competent healthcare professionals.

Mentoring Programme

The Mentoring Programme, with the support of the academic community, promotes and empowers students to achieve their full potential. Each student is assigned to a mentor (a member of the academic staff) during the orientation programme. The mentors support and guide students to make their university life productive and enjoyable by addressing issues related to the academic programme, as well as their personal circumstances.

Further, experienced Student Counsellors are available, and they can be approached for additional support, and also to address mental health problems. Policies laid down by the University Grants Commission are strictly followed by the Faculty. These include zero tolerance of ragging, gender-based violence and sexual harassment. All these matters are explained further during the orientation programme.

Details of the above policies, which all students must adhere to, are available on the Faculty website (<https://www.sab.ac.lk/med>).

Affiliated Institutions and Staff

Administrative Officers

- | | |
|---|-----------------------------|
| • Provincial Director of Health Services, Sabaragamuwa | - Dr. Kapila Kannangara |
| • Regional Director of Health Services, Ratnapura | - Dr. M.D.A. Rodrigo |
| • Director, Teaching Hospital, Ratnapura | - Dr. Imesh Prathapasinghe |
| • Deputy Director, Teaching Hospital, Ratnapura | - Dr. Aruna Jayathilake |
| • Medical Officer, Maternal and Child Health, Ratnapura | - Dr. H.A.A.S. Karunarathna |
| • Regional Epidemiologist, Ratnapura | - Dr. W.P.K.P. Weerasooriya |
| • Medical Officer of Health, Ratnapura | - Dr. M.B. Gamini |

1. Teaching Hospital Ratnapura



Teaching Hospital Ratnapura (THR), is the largest tertiary care hospital in the Sabaragamuwa Province, and it has a bed strength of 1394. It caters to more than 2 million population, living in Ratnapura and Kegalle Districts. The hospital was first established in 1877 in the main city of Ratnapura. After floods damaged it, the hospital was relocated to its present site in 1958. The hospital was upgraded as a Teaching Hospital in 2018 to provide comprehensive clinical training to the students of newly established Faculty of Medicine, Sabaragamuwa University Sri Lanka.

The THR, which is under the administration of the Central Government, Ministry of Health, Nutrition, and Indigenous Medicine, consists of 5 main specialties and 30 subspecialties with 43 wards and the facilities required for a Teaching Hospital. Approximately 4500 child births, and 140,000 admissions were recorded in the hospital for the year 2024.

Specialists of the Teaching Hospital Ratnapura

Name	Speciality	Ward/Unit
Dr. Pathiraja P.M.C.K	Anaesthesia	ICU/ Anaesthesia
Dr. Fernando W.A.S.P	Anaesthesia	ICU/ Anaesthesia
Dr. Wijayasinghe K.L.S.P	Anaesthesia	ICU/ Anaesthesia
Dr. Hathalahawatta H.M.C.P.	Cardiology	CCU
Dr. Liyanearachchi A.S.L	Cardiology	CCU
Dr. Pathirana W.P.N.G.W	Chemical Pathology	Chemical Path
Dr. Kachchakaduge B.K	Clinical Nutrition	Nutrition Unit
Dr. Abewickrama V.G.	Dermatology	Dermatology
Dr. Dissanayake R	Dermatology	Dermatology
Dr. Ranasinghe L.D	Endocrinology	Endocrinology
Dr. Wickramanayake W.S.S	Otolaryngology (Ent Surgery)	ENT - Unit
Dr. Indika S.D.	Otolaryngology (Ent Surgery)	ENT - Unit
Dr. Pathirage S.N	Ophthalmology	EYE
Dr. Jayarathna S S R K	Ophthalmology	EYE
Dr. Sanjeewa K.K.T.	Vitreo-Retinal Surgery	EYE
Dr. Subasinghe S.K.C.E	Gastroenterology	Gastroenterology
Dr. Manjula A.W.P	General Surgery	Surgery 7A -7B
Dr. Anura Bandara M.M.P	General Surgery	Surgery 10 16
Dr. Dias H.P	General Surgery	Surgery 6A -6B
Dr. Bulathsinghala B.C.A.R.P	Gastroenterological Surgery	Surgery
Dr. Weerasinghe N.L	Genito-Urological Surgery	Urology
Dr. Fernando D.M.H	Genito-Urological Surgery	Urology
Dr. Vithanachchi T.V.K	Obstetrics And Gynaecology	Gyn & Obs (A) 2,27
Dr. Chandrarathna S.M.P	Obstetrics And Gynaecology	Gyn & Obs 1,27
Dr. Tennakoon T.M.S.B	Obstetrics And Gynaecology	Gyn & Obs (B) 2,27
Dr. Jayathunga R.P.	Haematology	Hematology
Dr. Vidyarathna W.D.P.	Haematology	Hematology
Dr. Athukorala S.M.K.	Histopathology	Lab Histopathology
Dr. Gayani G.H.P	Histopathology	Lab Histopathology
Dr. Luwis Hewa D	Judicial Medicine	JMO - Office
Dr. Attigalle U	Judicial Medicine	JMO - Office
Dr. Weerasekara W.A.L.P	Nephrology	Nephrology
Dr. Perera K.A.A.J	Neurosurgery	Neuro Surgery
Dr. Thusita K.P.G.D	Neurology	Neurology
Dr. Wickramarachchi S	OMF	OMF
Dr. Ubayawansha D.H.B.	Oncological Surgery	Onco Surgery
Dr. Siriwardana L	Oncology	Oncology
Dr. Alahakoon P.K.D.P	Oncology	Oncology
Dr. Azeez M.A	Orthodontic	Orthodontic
Dr. Amarasinghe A.A.S.P	Orthopaedic Surgery	Orthopedic
Dr. Amarasinghe A.A.W.K	Orthopaedic Surgery	Orthopedic
Dr. Pushpakumara K.P.C.	Paediatrics	Peadiatric (A) 26
Dr. Premachandra A.L.U.C	Paediatrics	Peadiatric (B) 26
Dr. Abeywardhena B.V.D.S.P.	Paediatrics	Peadiatric (C) 26
Dr. Bogahapitiya B.M.A.N.D.	Paediatrics	Peadiatric (C) 26
Dr. Weerathunga Arachchige N.D.	Paediatric Surgery	Pediatric Surgeon
Dr. Muthukumarana T.G.W	Paediatric Pulmonology	Peadiatric Pulmonologist
Dr. Ranasinghe J.J	Paediatric Cardiology	Peadiatric Cardiologist
Dr. Tennakoon M.S.B.T.M.M.N	Paediatric Neurology	Peadiatric Neurologist
Dr. Naotunna N.P.G.C.R	Paediatric Endocrinology	Peadiatric Endocrinologist
Dr. Aravinthan B	Paediatric Nephrologist	Peadiatric Nephrologist
Dr. Hathalahawatta H.M.K.N	Paediatrics	NICU/PBU
Dr. Rajamanthri R.A.M	General Medicine	Medicine (A) 24-25
Dr. Kumarasiri K.H.N	General Medicine	Medicine - VP OPD
Dr. Siriwardhana P.D.P	General Medicine	Medicine (B) 11-13
Dr. Jeganathan K.	General Medicine	Medicine (C) 23-14

Dr. Kothalawala L.V	Psychiatry	Mental Health
Dr. Kulathilaka K.K.S.W	Psychiatry	Mental Health
Dr. Samarasinghe A.R.K.	Radiology	Radiology
Dr. Shantha R.K.A.	Radiology	Radiology
Dr. Kamalarathna T.D.A.R	Radiology	Radiology
Dr. Kapilawansa W.M.S	Respiratory Medicine	Respiratory Medicine
Dr. Chandrasiri T.S	Dental - Resto	Dental - Resto
Dr. Thilakarathna K.W.A.S	Rheumatology	Rheumatology
Dr. Ediriweera H.M.A	Rheumatology	Rheumatology
Dr. Premawardhena D.A.D.	Transfusion Medicine	Blood Bank
Dr. Chanaka K.A.N	Vascular & Transplant Surgeon	Vascular & Transplant
Dr. Deepika Abeywarnarachchi	Clinical Microbiology	Microbiology Unit
Dr. Gunasekara S.G.A.W	Emergency Physician	ETU
Dr. Bandara K.K.S	Emergency Physician	ETU

2. Ratnapura Medical Officer of Health Area



Ratnapura Medical Officer of Health (MOH) area which is under the Provincial Ministry of Health has a population of 82000, living in 37 Grama Niladari areas. This MOH area is served by 2 MOHs and is divided in to 31 Public Health Midwife (PHM) areas and 8 Public Health Inspector (PHI) areas. The preventive health care team, led by the 2 MOHs, provide Reproductive and Child Health services through the PHM, Supervising PHMs (SPHMs) and Public Health Nursing Sisters. Food Hygiene, Environmental Sanitation, Occupational Health, Control of Communicable Diseases, and Health Promotion Services in the MOH area are provided through the PHIs and the Supervising PHIs. The preventive health care team also provides a service to 38 schools and 7 estates in the area. Dental Health services are provided through the Dental Surgeons and Dental Therapists. Women living in the MOH area are provided pre conceptional, antenatal, natal, postnatal care,

family planning and well women health (Reproductive Health Care). Furthermore, this team also provides immunization, growth monitoring and child development activities (Child Health Care)

3. Primary Care Centres



Divisional Hospital (Type A) Kiriella is situated in the Ayagama Divisional Secretariat area and serves a population of 36,000. The hospital has 5 wards with 69 beds, an Emergency Treatment Unit (ETU), an Outpatient Department (OPD), a Healthy Lifestyle Center (HLC), a Medical Clinic (MC) and a Diabetic Clinic (DC). Basic laboratory investigations including urine analyses, blood sugar, full blood count and lipid profile are conducted. An ambulance service is available to transfer patients to a secondary or tertiary health care centre, if needed.



Primary Medical Care Unit (PMCU) Keeragala is in the Kuruwita Divisional Secretariat area and provides empaneled health care services to a population of 2365 people, living mainly in Tea and Rubber plantations. Keeragala area

is frequently visited by foreign and local tourists as the water fall Bopatha Ella is situated in Keeragala, and the PMCU is equipped to provide primary care in accidents and emergencies. This PMCO too has no indoor health care facilities but has the same outpatient facilities as Divisional Hospital (Type A) Kiriella. This PMCU conducts several community health promotion activities.

Divisional Hospital (Type C) Teppanawa is situated in Kuruwita Divisional Secretary area. The hospital serves an empaneled population of over 14500 under the Primary Healthcare Strengthening Project. It has 3 small wards with 19 beds, an ETU, a regular Medical Clinic, a Dental Clinic, a Healthy Lifestyle Center, an OPD and a basic laboratory. The average daily attendance to the OPD for treatment is over 300. The current healthcare staff includes 3 Medical Officers, 4 Nursing Officers and a Midwife.

4. Family Medicine Centres

Training in Family Medicine is provided by three senior Family Physicians at their Medical Centres situated in Ratnapura and Kuruwita.

FACILITIES

Library

The SUSL has three branch libraries in addition to the main library. The Medical Library, which is located at the premises of the Faculty of Medicine contain books, journals, gazettes and daily newspapers in Sinhala, Tamil and English. The library is open from: 8.30 am to 6.00 pm on weekdays; 8.30 am to 4.30 pm on Saturday. The library is closed on Sundays and other public holidays. Before and during examinations the library will be open according to the students' requirements. Books can be borrowed for a period of two weeks from the Lending Section. Books from the Reference Section will be available for overnight use only and could be borrowed after 3.00 p.m. and returned before 10.00 a.m. the following day. Penalties payable for overdue books are described below. Lending Section -one rupee (Rs.1/=) per day. Reference Section -two rupees (Rs.2/=) per hour. A collection of e-Journals is available through the web page of the library (<https://www.sab.ac.lk/lib>).

Information Technology Laboratory

The Information Technology Laboratory (IT Lab) is equipped with modern systems, along with laser printers, CD/R, DVD/R drives, and related equipment, and a wide variety of up-to-date software including high end educational tools. High-speed Internet resources are shared among IT Labs and other buildings via a fibre backbone.

Scholarships and Bursaries

The entire MBBS Degree programme is free of charge for locally qualified students selected by the University Grants Commission, and financial assistance schemes are available for the students of low-income families. Bursaries and Mahapola Scholarships are available, and the payments will be made through a bank. Exact date of payment is subjected to change from month to month but will be notified in advance. For further information the Senior Assistant Registrar (Academic and Student Affairs) should be contacted.

Hostel and Accommodation

The Faculty of Medicine, Sabaragamuwa University of Sri Lanka has girls and boys hostel complexes that provide accommodation for the first year students and paraclinical students, with a capacity up to 200 students. The hostels are in close proximity to the Faculty departments, lecture halls and the library. The hostels are of the traditional dormitory style where a student stays with one other roommate in the same bedroom. Washrooms and shower areas are shared by the students residing on the same floor. Students who are residing in the hostels can obtain their meals from the Faculty canteen. The Faculty will provide accommodation for all the students, when the hostel complex is constructed in the New Faculty premises.

Canteen

The Faculty canteen offers breakfast, lunch and dinner as well as tea and various snacks throughout the day. Hours of operation are from 7.00 a.m. to 8.30 p.m. It may be necessary to order main meals in advance.

Laboratories

Four laboratories function under the Basic Sciences Stream for Biochemistry, Physiology, Anatomy. Fully equipped laboratories for Paraclinical Sciences including Microbiology, Parasitology, Pathology, Pharmacology and Forensic Medicine are located in the Paraclinical Section. A newly furnished clinical skills laboratory has been established at the paraclinical building.

Medical Facilities

The students can obtain basic medical care at the Faculty Medical Centre, which is open on weekdays, as well as from the Ratnapura Teaching Hospital anytime of the day.

Sports Facilities

Sports facilities are provided at the Butuhena School premises throughout the week after 3.00 pm. The Department of Physical Education coordinates all the sports facilities available at the University. This Department is located at the main University and the staff consists of a Director and Permanent Instructors. The Department of Physical Education should be contacted for details (<https://www.sab.ac.lk/physical-education> Tel: 045- 2280036).

Regular Mail

Incoming mail is sorted at the Main Office and then kept in student mailboxes near the offices or at the Student Hostels. To ensure that the receipt of letters is not delayed, the address should include the undermentioned details.

- Name
- Student Registration Number
- Faculty of Medicine
- Sabaragamuwa University of Sri Lanka, P.O. Box 01, Hiddellana, Ratnapura, Sri Lanka.

Photocopy Centres

The Faculty provides a photocopy service at a subsidized rate through a private service provider. The opening hours are from 8.00 a.m. to 6.00 p.m.

Infrastructure and Development Projects

Construction of The New Medical Faculty Complex and Professorial Units

Stage 1 – Paraclinical and Administrative Buildings



The Stage 1 of the building project includes the para clinical building, administration building, and several other supporting facilities. The construction of the facility, which was funded by the Government of Sri Lanka, commenced in October 2020 and was completed by September 2024.

Stage 2 - Professorial Units, Preclinical Building, Auditorium, Library, Canteen, Student Center, Gymnasium, and Student and Staff Accommodation



In December 2019, with the support of the Saudi Fund for Development (SFD), new facilities at the Faculty of Medicine in the Sabaragamuwa University of Sri Lanka commenced under the Stage 2 development planning. This is comprised of professorial units, the pre-clinical building, the

auditorium, the library, canteen and area for recreational activities, student center and gymnasium, male and female students' hostels, staff quarters, and accommodation for guests. The Professorial Units are equipped with the appropriate bed strength, operation theatres, and all other tertiary care facilities. The entire project is expected to be completed by the end of 2025.

UNITS, COMMITTEES AND CELLS

The Dean, is the Chairperson of the Committee for Gender Equity and Equality and the Students' Financial Assistance Scheme Committee, and is an ex officio member of all the other Units, Committees and Cells of the Faculty of Medicine, except the Ethics Review Committee. Each Unit, Committee and Cell consists of a chairperson or Coordinator (usually a Senior Academic), a Secretary and Committee Members. Further information is available on the website www.sab.ac.lk/med.

Audiovisual and Teaching Aid Unit

This Unit is responsible to recommend and facilitate the provision of equipment and material needed to enhance teachers' skills, making the teaching-learning process effective. Hence this unit, together with the Medical Education and Staff Development Unit will support the academic staff to prepare teaching and learning material and also update the administration on the technical requirements needed to facilitate the above process.

Career Guidance Unit

The main function of the Career Guidance Unit is to help undergraduates to develop their skills and abilities of self-assessment, information seeking and decision making, which are required for coping with complexities of work and to develop lifelong learning habits. Therefore, the unit encompasses many activities designed to support the undergraduate in their efforts to choose the right career and to successfully manage their academic, personal and social lives. Programs are conducted in the following areas.

1. Facilitating the young person's transition from a school to a university
2. Counseling and advising on careers
3. Employability skills enhancement
4. Career-related information provision

5. Networking with the industry
6. Obtaining work experience
7. Graduate placement
8. Integration of career guidance, in the form of instructional modules, within curricular
9. Entrepreneurship skills development
10. Training, research, and development

Committee for Gender Equity and Equality

This committee is responsible for the implementation in the Faculty of Medicine, the standards, policy and regulations set by the Center for Gender Equity and Equality (Center for GEE) of the University Grants Committee (UGC) of Sri Lanka, and functions under the Center for GEE of the Sabaragamuwa University of Sri Lanka. It is chaired by the Dean of the Faculty and consists of a male and female representatives from each department and division, and equal numbers of male and female students. The Faculty acknowledges gender equity and facilitates the needs arising due to the differences among gender, life experiences and social distinctions including ethnicity, religion, etc. Therefore, all men and women in the Faculty (both staff and students) are treated equitably, ensuring that different needs and interests are fulfilled, providing fairness and justice. Further, the Faculty acknowledges gender equality by recognizing that both men and women are similar, hence both are treated equally with regard to freedom, status, responsibilities, opportunities, access to resources and benefits.

Curriculum Development Committee

This committee is responsible for reviewing amendments and improvements of curricular developed by the departments of the Faculty. The committee was further strengthened by the new guidelines set by the Internal Quality Assurance Cell (FQAC) of the Faculty. In addition to the Chairperson the committee consists of all the heads of the departments, chair professors or representative of the departments (senior academics), the coordinator of the

FQAC and the Senior Assistant Registrar. This committee is responsible for maintaining the quality of the academic programme, including its teaching learning activities, and planning out strategies to develop new degree programmes and fallback options.

Disciplinary Action Committee

The Faculty aims to maintain appropriate standards of conduct and behavior of all students. Therefore, this committee will be responsible to recommend to the Dean and the Faculty Board, the actions to be taken when the conduct and behavior of students are queried or are reported to be unsatisfactory. Disciplinary measures will be taken to ensure that appropriate enquiries and investigations are conducted in a timely manner to establish the facts, so that the recommendations will be on par with the guidelines and by-laws of the University and the UGC.

Ethics Review Committee

This committee is responsible for reviewing the research ethics involving human subjects, animals, and tissues related data. A comprehensive Ethics Review Form, adapted from the Ethics Review Committee Guidelines of the Sri Lanka Medical Association, is available on the Faculty website for researchers to complete and submit along with their proposals. It is officially affiliated to the Forum for Ethics Review Committees of Sri Lanka (FERCSL). Written and online applications are welcomed from academic and non-academic staff and students of the Faculty of Medicine, SUSL and the staff of the Teaching Hospital Ratnapura and other institutions in Sri Lanka. This committee is composed of a competent body of academics and other officials who are capable of providing independent, competent, and timely review of all ethical aspects of research proposals received for review. Researchers can also obtain advice on ethical issues from this committee.

Faculty Quality Assurance Cell

The Faculty Quality Assurance Cell (FQAC) assists in the quality assurance (QA) of the MBBS degree programme and administrative related matters of the Faculty of Medicine. The FQAC complements the Medical Education and Staff Development Unit and the Curriculum Committee to improve the quality of the MBBS degree programme by identifying existing gaps and recommending the implementation of guidelines and policies in the teaching, learning and assessment processes. The FQAC plans and implements QA related training and capacity building workshops for the academic, administrative, and cooperate staff as well as for the students of the Faculty of Medicine. The FQAC carries out many functions of the current QA process including the internal reviews.

Fallback Scheme Committee

This committee will evaluate the requests of students and make recommendations to the Faculty Board on the eligibility and the options available for individual students, in the fallback programs available at the Faculty.

Grievance Committee

This committee will be chaired by a senior academic or the Dean of the Faculty (when required) and will function to investigate and provide measures to resolve grievances of both staff and students under the policy guidelines provided by the University and the UGC.

Library Committee

This committee is responsible to assist the Senior Assistant Librarian of the Faculty to formulate policies and regulations for the efficient functioning and the use of the Faculty Library. The committee will also ensure that the resources in the Faculty Library are available for the effective use of all students. Further, the committee is responsible for preparing proposals for development and evaluating the feedback and comments received from students and staff and recommending solutions to the Faculty for resolving any issues.

Medical Education Unit

The Medical Education Unit (MEU) aims to enable and empower members of the Academic Staff of the Faculty of Medicine in enhancing knowledge, skills and attitudes in developing curricula, student assessments, programme evaluations and medical education research. The MEU provides guidance to students to effectively participate in the learning and assessment process. The MEU also organizes bimonthly 'Lunch Time Talks' to update the academic staff on different aspects of medical education and conducts annual workshops to improve the quality of medical education among academic staff of the Faculty.

Students' Academic Committee

This committee is responsible for providing academic guidance and support to the students of the Faculty. This committee will support students to develop the concept of learning (in contrast to being taught), study skills, critical self-awareness, skills of reflective writing and answering questions. Further, this committee will support students to build constructive relationships with their teachers that would be necessary for their academic progress. It will also motivate and help students in their learning process by providing and encouraging supportive interactions among students and staff.

Students' Financial Assistance Scheme

Committee

This Committee is responsible to call for applications from students requiring financial assistance and evaluating the applications at the beginning of each calendar year. This committee will also seek out donors, prepare a guideline for the supporting scheme and monitor the recipients' academic performance to ensure that the financial assistance benefits students' education.

Web and Social Media Committee

This committee is responsible to ensure that the website of the Faculty of Medicine reflects its vision, mission, and values, and is directly linked with the Web Development Committee of the Sabaragamuwa University of Sri Lanka. The main role of this committee is to update and share events and activities of the Faculty of Medicine and build the virtual persona of the Faculty. The Faculty Web Coordinator takes the responsibility of attending to all online needs of the Faculty (i.e. administration and maintenance of the website and the Virtual Learning Environment (VLE); updating events on Facebook and YouTube; coordinating to create University email, VLE accounts, Zoom accounts and other online accounts; assisting in the conduct of online assessment etc.) Instructors, department representatives and student representatives support the Faculty Web Coordinator, and all work as a team to achieve these goals.

STUDENTS' SOCIETIES

All the students' societies have a President, Secretary and members, and a Senior Treasurer (a member of the Academic Staff). Further information is available on the website www.sab.ac.lk/med

Aesthetic Society

The Aesthetic Society provides a platform for the students to explore, exhibit and develop their creative skills as a method of obtaining mental relaxation amidst the educational stress. It coordinates all the extra-curricular aesthetic activities of the faculty, collaborating actively with other student societies. 'Estrellas' and 'Padura' are the annual talent shows in which the students have the opportunity to showcase their many aesthetic talents like singing, dancing, drama and compering onstage. It also enhances the organizational skills and interpersonal relationships among students, to work as a team towards a common goal. Students raise the funds on their own by organizing different fundraising projects prior to the event. Likewise, the 'Christmas Carols' event is organized annually, in collaboration with the Religious Society.

English Oratory and Debating Society

The English Oratory and Debating Society provides a positive and mutually supportive learning environment in which every individual member is provided with an opportunity to develop skills and confidence in verbal communication and debating in English, networking and leadership, which would foster self-confidence and personal professional development. Fluency in English not only supplements academic progress but also broadens interactions beyond local boundaries. Learning anything from scratch is always daunting but having fun along the way makes a big difference. With that in mind, extra-curricular activities are hosted and coordinated, with the aim of providing mental relaxation, entertainment, and leisure.

Nature Society

The aim of the Nature Society is to provide an understanding of interactions between human beings, nature and wildlife, to preserve natural habitats where wildlife thrives, and to protect critical eco-systems. The society provides a great opportunity for medical students to take a break from their stressful life in a meaningful and a mind soothing way. Programmes are conducted to enable participants to educate them-selves as well as to enjoy and provide a service to nature. Some of the programmes which have already been conducted are: tree planting programmes to celebrate the 1st and 2nd anniversaries of the faculty; webinars on World Environment Day and World Ocean Day; field trips and hiking; 'sharamadana' campaigns. The Nature Society won the second place in the Norlanka One Tree Matters Campaign 2021. All lovers of nature are warmly welcome to join.

Photography Society

The Photography Society aims to provide a platform to the students to understand, explore, exhibit and develop their creative skills as a method of obtaining mental relaxation amidst the stress of following the MBBS degree programme. By covering all the extra-curricular activities and functions of the faculty, the society supports and provides guidance to fellow photographers to improve their skills and enhance their understanding of the art of photography. Membership is open to all students of the Faculty of Medicine, who are interested in learning the art of photography or who wish to improve their skills in photography. In the year 2021 despite the Covid 19 pandemic, the society was able to organize a virtual Vesak Exhibition with the support of the Aesthetic Society and the Religious Society.

Religious Society

The primary aim of the Religious Society is to ensure spiritual well-being for all the students. Buddhist, Christian, Hindu and Islam students, all come under a single umbrella, trying to achieve common objectives by participating in collaborative religious activities, without compromising individual religious identities and beliefs. The Religious Society arranges programmes to celebrate the main religious events.

Buddhist	Vesak Poya day – Pirith Chanting or Dharamadesana and decorating the faculty buildings Poson Poya day – Dharamadesana
Christian/Catholic	Christmas day - Programme of Christmas Carols and donations for patients
Hindu	Thai Pongal – Cultural Programme
Islam	Ramadan and Eid Ul Fitar celebrations
Special Events	Apart from the main religious event, the Religious Society also arranges special programmes such as Boodhi Pooja, Pirith and Christian/ Catholic blessings.

Rotaract Club

Rotaract is a global volunteer service organization for youth over 18 years of age, consisting of over 200,000 members from over 180 countries. The Rotaract motto, “Fellowship through Service” commits all Rotaractors to a common cause in serving communities, developing professional qualities of youth and promoting global peace and understanding among all people. The movement entails a series of opportunities for the youth not only to develop their skills and to grow their networks, but also to share their experiences, establish friendships and have fellowship. Through the Rotaract club, the students will volunteer and stand up for matters and concerns which they are passionate about, as Rotaractors as well as medical undergraduates.

Sports Society

The primary aim of the Sports Society is to provide a platform for the students to exhibit and develop their sporting skills and to develop teamwork as a method of promoting physical, mental and social well-being. Facilities are provided for indoor and outdoor sports, both at the main campus and at the Faculty of Medicine. Facilities are available for cricket, badminton, swimming, table tennis, chess and carrom. Students can participate at faculty level and inter-university level competitions as well as other sports programs through the Sports Society. The cricket “big match” versus the team of the Faculty of Medicine, Wayamba University of Sri Lanka, for the Thrimawithana Trophy, is an annual event, which is organized by the Sports Society.

Students’ Welfare Society

The Students’ Welfare Society was established to promote medical students’ welfare providing a student friendly environment addressing not only the academic but also the aesthetic aspects in achieving the ultimate goal of becoming a competent, compassionate, caring undergraduate. The aim of the society is to ensure a good mental and physical environment for the students by promoting the maintenance of standards of the facilities related to the faculty, hostels and the canteen, and by providing financial assistance, if needed. The Students’ Welfare Society was successful in obtaining the most essential facilities such as an Automated Teller Machine, a photocopy center, generator, water boilers in the faculty premises and the hostels, garden benches and street lights for the road to the Faculty.

STUDENTS' CODE OF CONDUCT AND DISCIPLINE

Medical students need to command the respect and trust of the society as medical students as well as when they become responsible health care professionals in the future. Therefore, this “Students’ Code of Conduct” is intended to guide all medical students of the Sabaragamuwa University of Sri Lanka, to adapt to a professional behaviour according to the accepted norms, standards, and ethics of the society in general and the University Community in particular. Students should login to websites of the Sabaragamuwa University of Sri Lanka (<https://www.sab.ac.lk>) and the Faculty of Medicine, Sabaragamuwa (<https://www.sab.ac.lk/med>) and be familiar with the By-laws and Regulations pertaining to students’ conduct and discipline.

University Student Charter

– Released In 2012 by the University Grants Commission (UGC)

According to this Charter, non-compliance with the university rules and regulations and resorting to disruptive measures leading to break down of law and order of the land and institution, will result in activation of disciplinary procedures within the university as specified in the Student By-laws approved by the Council of the University. According to the law of the land the authorities may hand over the offenders to the law enforcing agency, the police, to be dealt with under the civil or criminal law.

Unethical and Unlawful Activities Which are Punishable Offences

1. Plagiarism and Cheating
2. Disorderly conduct, dissent, and protests
3. Disrespect and non-compliance
4. Wrongful utilization of goods, services or information

5. Unauthorized collection of funds
6. Solicitation
7. Smoking
8. Gambling
9. Substance abuse
10. Harassment and Violence
11. Hazing and Ragging
12. Sexual harassment and sexual misconduct
13. Theft
14. Vandalism
15. Unauthorized Entry

Other UGC Circulars and Acts of Parliament - Regarding Student Conduct and Discipline

- UGC Commission Circular No. 946 of 2011 – Common Guidelines on Students Discipline
- UGC Commission Circular No. 919 of 2010 – Guidelines to curb the menace of ragging in the Universities and Higher Education Institutes.
- UGC Commission Circular No. 902 of 2008- Accountability of any damages to university property.
- Prohibition of Ragging and other forms of Violence in Educational Institutions Act No. 20 of 1998.

Important Aspects

Student Registration

In accordance with the By-laws and Regulations of the Faculty of Medicine, students are required to register at the commencement of the MBBS degree program and at the beginning of each academic year thereafter.

Student Identity Card

The student identity card issued after the first registration must be worn by the student at all times within the faculty premises and in other institutions when engaged in academic activities. The students must have their student identity card in their possession, to be produced if requested by the University Marshals, Security Officers or Members of the Academic Staff, while within the Faculty or University premises. Inability or refusal to show the student identity card when requested to do so by any of the authorized persons, is a punishable offence according to the By-laws of student discipline.

Security and Safety

The University Marshals and Security Officers are entrusted with maintaining security and safety of the Faculty and its staff and students. The students must not undermine the authority of the University Marshals and the Security Personnel in carrying out their duties, at any time.

Safeguarding the properties and the Environment of the Faculty

It is the duty and the responsibility of the students to protect the properties of the Faculty and its environment and keep it clean and tidy. Students are not permitted to paste posters and notices on the walls of the Faculty. They are expected to display posters and notices on notice boards or on other places designated for that purpose, with the permission of the Dean.

Punctuality and Attendance

Students should be punctual for academic activities including lectures, tutorials, and clinical appointments. A minimum of 80% attendance is required at practicals, tutorials, small group discussions and other defined learning activities, to be eligible to sit for continuous assessments or end of course assessments. Students are expected to have 100% attendance for the clinical appointments. Those absenting themselves due to sickness, or any other valid reason should obtain the approval of the supervising consultant. If a medical certificate is submitted, it must be approved by the University Medical Officer.

Dress Code

Students must be well-groomed and dressed in a manner appropriate for the medical profession in the Faculty, at Hospitals and at any other institution they visit for academic purposes.

Recommended dress code for males

Trousers and collared shirts in sober colours

Shoes and socks

Hair cut neatly, and clean shaven or with beard cut neatly

Recommended dress code for females

Blouse or shirt with skirt or dress pants

Saree

Formal footwear

Hair cut short or neatly plaited or in a “ponytail” or “bun”

The following are strictly prohibited.

T-shirts, shorts, trousers with extra outside pockets

Caps, sport shoes, rubber slippers

Extreme hair styles and hair colours Revealing clothes.

Full face cover, when participating in any teaching/learning activity and examinations.

Academic Honesty

All students must maintain high standards of academic honesty and integrity. Keeping unauthorized material at examinations, copying at examinations, or plagiarizing the work of others in reports, assignments or theses are strictly prohibited, and violators shall be subjected to disciplinary action. Students must ensure the authenticity of their academic work. Any contribution from others must be duly acknowledged.

Conduct during Clinical Training

Most professionals have inherent risks associated with their work as well as during their training. Medical professionals work with sick persons and perform procedures on them, and are at risk of acquiring infections from the sick as well as having accidental injuries during procedures. During clinical training, it is essential to: observe appropriate hygienic and sterile practices; adopt appropriate universal precautions; acquire appropriate skills to perform the required procedures as well as to safely handle instruments. This would help minimize the risk of getting infected or injured. During the clinical training, refraining from engaging in activities which are integral parts of clinical training, quoting the risks inherent to the profession, is unethical and unprofessional.

Freedom of Expression

Freedom of expression is guaranteed for all students of the Faculty of Medicine. University students have the same rights and privileges as any other citizen of this country. However, it must be emphasised that university students do not have special rights and privileges and that they too are bound by the law of the land, which protects the rights and privileges of all citizens. University students have the right to form opinions and express their views on matters ranging from academic affairs, administrative and welfare issues, social and political issues both local and global, but they must respect and tolerate the opinions and views of others.

Behaviour in Disagreement

The diversity of the university community is an asset and not a drawback. In such a diverse community of intelligent people it is not unusual to have disagreements. The behaviour of students in these situations should reflect their intellectual capacity and professionalism. Differences of opinions should be respected and allowed to co-exist for mutual benefit. All issues should be resolved by peaceful means including dialogue, discussion, debate and arbitration. There is absolutely no place for physical force or violence or vandalism.

Gambling, Smoking and Substance Abuse

The following are strictly prohibited within the University premises.

- Gambling and smoking.
- Possession or consumption of alcohol or nicotine or marijuana or heroin or cocaine or methamphetamine or any other illegal substance.
- Illegal use of prescription medications.

Meetings of Students' Societies

Approved student societies shall hold meetings only at the Faculty premises. Prior approval must be obtained, from the Dean, to hold such meetings. A written request, containing the undermentioned details, must be forwarded to the Dean through the Senior Treasurer of the society, at least seven days in advance.

- Purpose of the meeting with place, date, time and duration.
- Whether any person outside the faculty has been invited for the meeting.

Sponsorships and Collection of Funds

Collection or solicitation of funds or obtaining sponsorship of any activity organized by the students should be pursued only with proper authorization of the Dean or Faculty Board or Vice Chancellor depending on the activity. All letters requesting sponsorship of student activities should be submitted to the Dean for approval. No person or organization, not belonging to the Faculty of Medicine is permitted to solicit funds, hold meetings, distribute leaflets and sell services or goods, at the Faculty premises, unless authorised to do so by the Dean or the Faculty Board or the Vice-chancellor of the University.

Ragging, Sexual Misconduct and Harassment

Ragging is a criminal offence under the 'Prohibition of Ragging and Other Forms of Violence in Educational Institutions Act, No. 20 of 1998' passed by the Parliament in 1998. In addition, the students are bound by the University Grants Commission (UGC) circulars and the University and Faculty of Medicine By-laws and Regulations on the issue of Ragging and Violence. Students should read this act and other relevant documents by login onto the University and Faculty websites and be knowledgeable about the offences which come under this act and the prescribed punishments if found guilty of an offence.

Any act of sexual misconduct or harassment by trying to impose their sexual desires on another person, be it a person of the opposite sex or of the same sex, are offences which will be dealt with according to the procedure laid down for such offences.

Any incident of ragging should be reported immediately to the Dean, Student Counsellors or to any staff member available, by any means available.

Students can directly access the following, and lodge their complaints.

1. "Direct Online Complaint Portal" of the UGC, via www.ugc.lk/rag
2. UGC Hotline numbers 0112-123700 & 0112-123456
3. Send an email to ragginghelp@ugc.ac.lk and helpme@ugc.ac.lk

Procedure to Obtain Leave of Absence from Academic Activities

A. Medical Leave

Any student who is unable to attend classes or clinical appointments or sit an examination due to ill health should meet the University Medical Officer (UMO). If the student is too ill to travel, he/she should inform the UMO within 2 days via telephone or letter and submit a medical certificate to the UMO within 3 days of the last date of absence. If the student has been hospitalised, this period could be extended up to 3 weeks of the last date of leave. If necessary, the UMO will arrange a Medical Board to consider the student's request for medical leave.

B. Special Leave

Students who intend to request special leave of absence from academic activities should duly complete the 'Special Leave Application Form' available at the Dean's office (and also available in the Faculty website), and submit it to the Dean with the other supporting documents and recommendations as per the requirements indicated in the application form.

