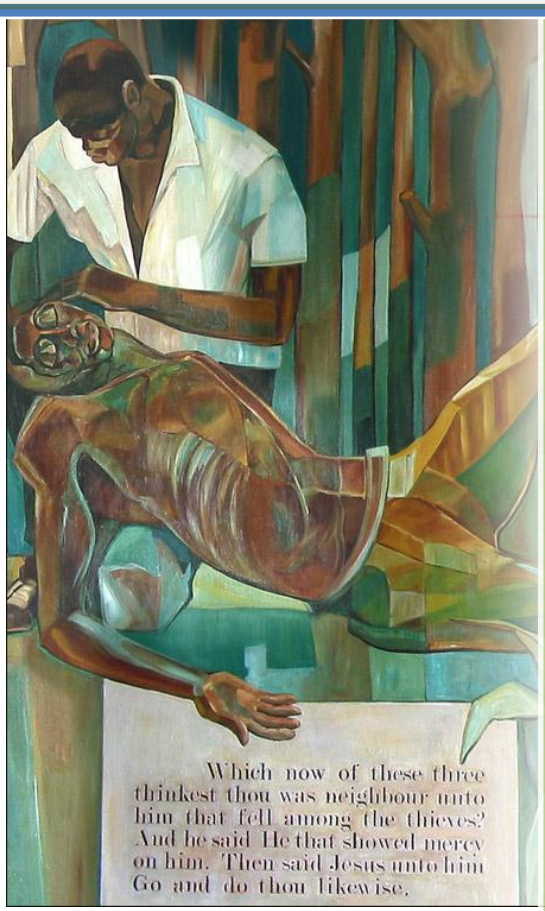
MBBS PROGRAMME HANDBOOK



Office of the Dean

Faculty of Medical Sciences

University of the West Indies

Contents

Acknowledgements

We wish to thank all those persons who contributed their time and ideas to the original version of this student handbook. The changes in past editions reflect curriculum review and the adoption of the GPA system by the Faculty of Medical Sciences beginning in September 2006.

Our thanks are also due to the Course Coordinators and to members of the Faculty who assisted with the subsequent curriculum developments.

The Editors

Introduction

This handbook was compiled to help students who are entering the undergraduate programme in Medicine at Mona to settle into University life as quickly and as smoothly as possible. It includes an overview of the curriculum, some guidelines about learning and assessment and advice about coping with stress. It has been written by members of the academic staff with feedback from students.

For many of you, this will be your first taste of university life, and even for those of you who are coming from other institutes of higher education, this will be an experience unlike anything you have had before.

We hope that you find the contents interesting and useful as you begin your educational journey. Please find the time to read it now and keep it handy as there are several sections of the booklet that you may find helpful at a later date.

After reading the book, feel free to send your comments or suggestions to us at: fmscuric@uwimona.edu.jm

Dean's Message

Professor Horace Fletcher,
MB BS, FRCOG, FACOG, DM (O & G) UWI
Dean, Faculty of Medical Sciences

The Faculty of Medical Sciences welcomes all new students to Mona/Western Jamaica Campus (WJC). You are now a part of the UWI family. We are very pleased that you made the UWI your institution of choice. We shall ensure that you have an exciting and rewarding learning experience during your stay at Mona/WJC. You are now a student at a world class medical school. Our graduates are respected worldwide. Many occupy leadership positions at very reputable institutions.

We recently received full accreditation from the Caribbean Accreditation Authority for Education in Medicine and Other Professions (CAAM-HP) [*www.**caam-hp**.org/*]. The CAAM-HP review team cited our enthusiastic students and dedicated staff as one of our strengths. In 2001 our curriculum was revised to bring it in line with modern trends in medical education. The first cohort of students from this curriculum graduated in May / June 2006 and their performance in the examinations was as good if not better than former graduates. Our new curriculum continues to undergo changes and developments congruent with many features that will result in the production of doctors with a social conscience and the skills necessary to be good citizens and lifelong learners.

You are joining our institution at an exciting time. We are engaged in a process of strategic transformation which will result in greater efficiency in our academic and administrative processes. We recognize that to compete

internationally there needs to be improvement in the way business is conducted on the Mona Campus. Students should benefit greatly from this exercise as we improve facilities and create an environment that is supportive of their holistic development. We are a student-centred institution which means that our students are our primary focus.

The UWI is concerned with the acquisition of new knowledge. This applies to our students as well as our academic staff. Irrespective of their discipline, academic staff are engaged in the pursuit of new knowledge through research and this provides the basis for their teaching. All our students are encouraged and in some cases required, to participate in research.

May your stay at Mona/WJC be enjoyable and rewarding. When you leave in five years or so, you will be transformed into a person who is well prepared to cope with the challenges of life and make a meaningful contribution to mankind.

Message from the President, Jamaica Medical Students Association

Taneifa Beharry
President, JAMSA

It is with great pleasure that I welcome you all to the Faculty of Medical Sciences here at Mona/WJC and particularly to the Jamaica Medical Student's Association (JAMSA).

My message to you is simple:

Get heavily involved in your work <u>and</u> your life outside of academics in order to get the most out of this experience.

We all know the hard work and dedication it took for each of you to earn the coveted space that you have been awarded in this Faculty. Truth be told, the "typical med student" is seen to be bright, competitive and all about the books. I am here to tell you that yes, we know you are all bright and of course healthy competition is always good but medical students here at Mona are not only "about the books." We are all about time management! So that despite the fact many of us are heavily involved in sporting and outreach activities and/or partying at the Student's Union, we still come out on top when exams come around.

The Faculty prides itself in a student-centered approach to learning. If any problems should arise, you will have class and course representatives to address your needs. You will find your lecturers and tutors very approachable and I personally advise you to take advantage of this to clarify any doubts you may have concerning the course material or any other aspect of student life.

Also bear in mind the role of JAMSA - the official representative body of the medical students. *Every medical student is a part of JAMSA* and we must all work together to maintain the renewed vibrancy that our organization has shown in recent years. JAMSA not only strives to adequately represent your academic concerns but also aims to cater to your life outside the classroom. The socials serve to unify the classes and Sports Day fosters friendly rivalry amongst the various student groups within the Faculty. There are outreach projects which enable students to give back to the community while developing themselves and adding new facets to their lives. JAMSA also provides avenues through which our students can participate in international exchange programmes for their elective period and get involved in various research projects.

I know that this has been a mouthful and believe me, you have so much more to discover about your Faculty and JAMSA. This unique university experience that you are about to embark upon will provide you with an avenue to create lifelong friendships and to develop, not only academically but socially and, perhaps, spiritually as well. Make the most of it by grabbing every opportunity to get involved in extra-curricular activities and remember that we have a civic responsibility, especially given the profession that we are all now a part of, to give back to our community. Try not to be overwhelmed by the workload. Remember that the JAMSA Council, the members of the Faculty and your med brothers and sisters are all here to help you along the way.

Welcome to the Faculty. Work hard and have fun!

The Faculty of Medical Sciences

History

The medical faculty was the first to be established at this University. It began its life as an overseas college of the University of London, admitting its first 33 students in 1948. At that time, all students were required to complete one premedical and two preclinical years before entering the three-year hospital based programme. Clinical teaching began at the Kingston Public Hospital but later moved to the University College Hospital, which opened in 1952 with 200 beds.

In October 1954, fifteen students of that first batch sat the first final examination for the MB,BS. Thirteen were successful and were granted the MB,BS (UCWI Lond.). In 1962 the College achieved full University status and graduates now receive the MB,BS (UWI).

Over the years, the Faculty has maintained a reputation for excellence and its graduates continue to distinguish themselves both within and outside the region. In 2006, the UWI's MB,BS undergraduate medical programme became the first regional programme to be fully accredited by the Caribbean Accreditation Authority for Education in Medicine and other Health Professions. Regular quality assurance reviews and accreditation exercises such as this help to ensure that international standards are met and that the curriculum continues to adapt itself to the needs of the people it serves.

Further information on the history of the Faculty and the University of the West Indies can be found in:

"The University of the West Indies – A Caribbean Response to the Challenge of Change", Sherlock and Nettleford (1990) McMillan Publishers, London

The Mona Campus

Our university campus is located in Northern Kingston and encompasses 653 acres of land that were formally part of two large estates, Papine and Mona. Scattered throughout the campus are the famous historic ruins of a Roman-style aqueduct, water wheel, and other remnants of the sugar works that once stood on the site. The campus is nestled in a valley embraced by Long Mountain to the south and the southernmost peaks of the Blue Mountain Range to the north. The UWI Campus is perhaps one of the most scenic areas in Kingston, with the surrounding mountains providing a verdant backdrop, which enhances the serene atmosphere of the campus.*

The Faculty of Medical Sciences includes the Department of Basic Medical Sciences housing the Sections of Anatomy, Biochemistry, Pharmacology and Physiology; The Department of Community Health & Psychiatry; the UWI School of Nursing and the other clinical departments, located at the University Hospital of the West Indies. These include: Medicine; Microbiology; Obstetrics and Gynaecology; Child & Adolescent Health; Pathology; and Surgery, Radiology, Anaesthesia & Intensive Care.

The Office of the Dean with its Section of Undergraduate Affairs and the principal teaching hospital, The University Hospital of the West Indies are situated at the northern perimeter of the campus less than 1km from the University administration buildings.

A list of Department Heads and Officers of the Faculty can be found in the appendix at the end of this booklet.

The Western Jamaica Campus

The University of the West Indies, Mona expanded its classroom for basic medical sciences training beyond the

walls of the Mona campus to its Western Jamaica Campus (WJC), Montego Bay, as of September 2010. This means that medical students now have the opportunity to do the first three years of training at the WJC. Subsequently, clinical rotations (clerkship-based, years 4 and 5) will continue at the designated Faculty of Medical Sciences (FMS) Clinical Teaching Sites throughout Jamaica, as currently practiced.

Students taking up the opportunity to start their training at the WJC participate in the identical curriculum as their classmates at Mona, in a newly refurbished teaching facility. All lectures are delivered in real time through state of the art interactive video conferencing, and learning is enhanced through small group tutorials / seminars led by the resident team of lecturers and tutors. Laboratory-based teachings are also conducted on site for the specific disciplines (including anatomy, physiology, biochemistry, pharmacology), complemented by modern educational technologies.

Curriculum delivery for the MB BS programme at WJC is managed by a resident coordinator with leadership support from Professor Wayne M^{c}Laughlin, Deputy Dean (Basic Medical Sciences). The overall MB BS programme is directed by Dr. Russell Pierre, Deputy Dean (Student Affairs) and Professor Horace Fletcher, Dean of the Faculty. Faculty at WJC also collaborate with the FMS team at the Cornwall Regional Hospital, currently directed by Dr. Jeff East, Deputy Dean (Clinical).

* see also "University of the West Indies Mona Campus – An Historical Guide" (UWI Publication)

The MB,BS Undergraduate Medical Programme

Overview of the Curriculum

In September 2001, the Faculty of Medicine introduced a restructured undergraduate medical curriculum at Mona. This curriculum was developed in response to the changing needs of medicine and society and because of new demands on the modern medical graduate.

The restructured programme remains five years long, and is followed by twelve months devoted to supervised pre-registration house officer training (internship). Graduates then normally work for another year as senior house officers before they become eligible for full registration to practice.

There are some important changes in structure and philosophy, compared to earlier curricula. In the current

curriculum, courses have been organized to encourage integration of the basic medical sciences and between these and the clinical disciplines. Content and didactic teachings have been reduced and student assessment has been redesigned to place greater emphasis on continuous assessment and coursework than before.

The current curriculum places greater responsibility on you, the learner. The approach to teaching and learning is deliberately designed to be more student-centered, because we wish to encourage you to become a life-long learner, even in situations in which you are not supervised.

The Curriculum Committee, which includes student representation, has established an administrative structure with provisions for conducting regular evaluation and making appropriate modifications as indicated.

University Foundation Courses

Certain foundation courses are compulsory for all undergraduate students and must be completed before a degree is awarded. Each course is equivalent to 3 credits and the themes have been chosen to promote sensitivity to, and awareness of the distinctive features of Caribbean identity. They include:

- FD10A - English for Academic Purposes.
- FD11A - Caribbean Civilization
- FD13 - Law, Governance, Economy and Society

Grades from the Foundation Courses do not contribute to your GPA for the award of the MB,BS but it is a University regulation that these courses are completed satisfactorily before a University degree can be awarded. The Medical Faculty thus recommends that students aim to complete these courses within the first two years and provisions for this have been made in the timetables during the first three semesters.

The Core Medical Curriculum

The curriculum includes structured time and unstructured time. Most of the structured time will be spent completing essential courses covering the core content (that which all students must learn.)

During the first three years, a modular, system-based approach is used, with courses designed to encourage integration between the basic medical science subjects and the clinical (patient-centered) disciplines. 'Health' rather than 'disease' will be emphasized. You may begin to meet people in their roles as patients from the first year.

Courses covering basic health care concepts and the individual's relationship with the environment and community will be taught in the first three years along with a basic course in research methods. These are followed in the fourth and fifth year by practical exposure to the delivery of health care to communities in urban and rural settings.

Stage 1 of the programme ends after the first three years of course work. A student must be successful in all courses before moving on to Stage 2 which has a deeper clinical focus. During the final two years, students will rotate through the main clinical disciplines, with emphasis on general training rather than on specialist hospital practice.

Cross-disciplinary Themes

Subject areas such as *medical ethics* have been worked into the existing courses as themes or strands and have been deliberately placed at appropriate points within the formal courses. These themes are part of the 'core curriculum' and are included in the assessment of students. In particular, a theme encompassing *personal and professional development* seeks to ensure that the attitudinal components of learning considered important

for good medical practice are included in the overall educational process. This begins in the first semester in the Introduction to Medical Practice course, and is brought together in Year 4 in a new rotation which includes exposure to palliative care.

Study Options

In addition to this core curriculum, the programme includes a number of options to allow you to undertake courses and activities in areas of special interest to you. These include *Special Study Modules* in Stage 1 and two *elective periods* in Stage 2.

Special Study (Student Selected) Modules

You will be required to complete a prescribed number of Special Study Modules (SSMs) in Stage 1. A list of modules will be made available and you will be required to sign-up on a first-come, first-serve basis. Students are encouraged to develop their own SSMs in areas of interest. The aim of the SSMs is to provide you with an opportunity to explore subjects of particular interest in greater depth than the core curriculum allows and to assist you in developing analytical and communication skills. The topics, structure and delivery of these modules are geared at encouraging self-learning and the development of understanding rather than the mere acquisition of knowledge.

Electives

Electives are periods in which students have an opportunity to spend a supervised period of study in a specialty area of their own choosing. There are two elective periods in Stage 2. These include a short elective rotation in the fourth year and five-week elective in the fifth (final) year. Satisfactory completion of both electives is required but the choice of subject and location are left to the student

The final year elective in particular is useful for exploring future career options. We encourage you to spend it at an institution outside of the UWI if at all possible and to consider including a component of research. It is wise to begin planning your electives well in advance and at least 6 months before you are due to start. You will need to discuss your elective with the Faculty's Elective Coordinator since a supervisor will need to be identified and arrangements may need to be made for travel and accommodation.

Structure of the Programme

The undergraduate medical programme is divided into Stage 1 (Years 1-3) and Stage 2 (Years 4-5).

The first two years of the programme are fully semester based while the first semester in year three has been extended using a portion of the summer vacation. This has been done to maintain the desired emphasis on clinical skills training which has been an important strength of the UWI medical tradition. As you will learn from your predecessors, this shortened summer vacation at the end of year two is not a new feature and existed prior to the introduction of the current curriculum.

STAGE 1

Orientation

A significant part of your first week is devoted to a Faculty orientation exercise which is intended to complement the University Freshman's Week activities and to sensitize you about what to expect in the undergraduate medical programme.

Time has been allotted for you to meet with both teaching staff and senior students. You will also be assigned to Academic Advisors (see page 45) and will have an

opportunity to attend sessions on time management and coping with stress.

The University has committed itself to providing facilities that take advantage of current trends in information technology and you will need to be comfortable with and competent in their use. Some courses are delivered on line and communication of course material, including timetable information is provided electronically through the UWI's virtual learning environment (OURVLE). We have thus arranged special activities to ensure that you are familiar with the use of computers in locating information and for communicating with your tutors and colleagues.

Course Outlines

Fundamentals of Disease and Treatment

This early course is an important contribution to the integrated approach that is used in the delivery of courses in Stage 1. It provides an early introduction to basic disease processes such as infection, inflammation, genetics disorders, tumour pathology and disorders of growth.

Meiosis to Man - An Introduction to Embryology & Histology

This course deals with early embryology and the development and differentiation of cells, tissues and organs. It covers a general view of human development and the structure of tissues thus forming a basis for understanding abnormal development and recognizing diseased tissues.

An Introduction to Molecular Medicine

This course deals with the development and differentiation of cells, tissues and organs and covers

medical aspects of genetics including population genetics. Molecular techniques used in diagnosis and treatment are presented and the ethical implications surrounding the application of molecular biology to medicine are introduced.

Cell Biology

This looks at the human body and how it functions at the cellular level. It covers basic concepts in medical microbiology, biomolecules and biomembranes and the factors governing homeostasis, metabolism and bioenergetics.

The System-based Courses

This series of nine courses forms the bulk of the content in the Stage 1 programme.

Each course employs a multidisciplinary approach to learning and aims to provide students with a comprehensive knowledge base of the structure and functioning of the particular system of the human body and how these relate to each other in health and disease.

They include:

- The Locomotor System
- Neuroscience 1 - The Peripheral Nervous System
- Haematology and the Reticulo-endothelial System
- Respiratory System
- Cardiovascular System
- Digestive System
- Endocrine System and the Skin
- Renal and Reproductory Systems
- Neuroscience 2 – The Central Nervous System

Each is delivered by a combination of didactic lectures and practical laboratory work with tutorials on areas of

special interest, complexity or importance. Selected case-based studies are used to highlight the basic science principles underlying the clinical problems. These are assigned to small groups who meet to discuss the assigned cases and later convene in larger seminar to discuss their cases under supervision of staff moderators.

Courses in Health, Health Management Systems, Research and the Environment

This series of four courses is supervised by members of the Department of Community Health and Psychiatry. These cover important aspects of community-based medicine, public health, epidemiology, psychology, child development, microbiology and psychiatry. In addition, there is an important course in the third year which draws on biostatistics and epidemiological methods to introduce students to the principles and interpretation of medical research.

The courses aim to provide students with the framework within which health is achieved at individual, family and community levels, and how the determinants of health can be investigated in a systematic manner.

They include:

- Health care concepts
- Health and the environment
- Health services management (web-based)
- Understanding research (Year 3)

Introduction to Medical Practice

This course is delivered in two units and spans the first two years of undergraduate training. It aims to introduce students to important areas of medical practice at an early stage in their training and to provide them with the foundation skills required for their later clinical and hospital-based attachments and clerkships.

Using a combination of didactic and small-group experiential methods, it introduces students to the basic skills of communication, medical history-taking and clinical examination and aims to inculcate in them at an early stage the attitudes and behaviours appropriate for the practice of medicine. It also includes a basic course in pre-hospital treatment of common medical emergencies.

Nutrition & Forensic Pathology

On completion of the system-based courses, and prior to beginning their first hospital-based clinical clerkships, there is a taught course in Human Nutrition and a series of important lectures in forensic pathology.

Stage 1 Junior Clerkships

Stage 1 culminates with this series of rotating clerkships designed to hone basic clinical skills and to widen students' diagnostic approach to patients, including use of the laboratories.

- Junior Medicine
- Junior Surgery
- Aspects of Family Medicine (child health, psychiatry and community health)

During these rotations, students are assigned in small groups to individual clinical services and participate in patient care under the supervision of the academic and resident staff.

Stage 2

Students who have successfully completed Stage 1 proceed into the final two years of undergraduate training. These consist primarily of hospital based clerkships although rotations include at least one clerkship in a rural community setting and an elective in

each year.

Year 4, comprises a series of rotations through specialty and sub-specialty disciplines (see Appendix C). The emphasis is on special examination techniques and modes of investigation. In support of this, students spend ten weeks in the laboratory disciplines under supervision of the Departments of Pathology and Microbiology.

The final year of training is designed to prepare students for their internship. A series of clerkships in five major disciplines provides students with experiences in the overall care and follow-up of patients with common and important conditions. They participate in all the activities of the clinical service to which they are attached and much of their learning takes place during informal bedside teaching. Appropriate behaviour, attitudes and clinical competence are all certified by tutors.

The final year concludes with the sitting of the written and practical/clinical components of the final MB,BS (Stage 2) examination (provided that students have successfully completed all clerkships and courses in the programme).

A note on your internship

At present, award of the MB,BS Degree from the University of the West Indies entitles the graduate to provisional registration in the health services of most English speaking Caribbean territories. Provisional registration (internship) is a limited license to practice under supervision. During this period, graduates can only undertake to work in posts recognized for this purpose.

Satisfactory completion of the pre-registration period entitles graduates to full registration and a license to practice medicine independently within the English speaking Caribbean or to pursue further postgraduate training.

Assessment and Examinations

An overview

Assessment of students in the medical undergraduate programme is multi-modal and will take the form of written, practical, clinical, and in some cases, oral examinations. Coursework, projects and other in-course assessments may also contribute to overall course grades where appropriate and, in keeping with the interdisciplinary approach to teaching, your assessments will become more integrated as you proceed through the Programme.

GPA and the Assessment System

In 2006, the Faculty of Medical Sciences adopted the GPA system of assigning credits. The system adopted by the Faculty for the MB,BS Programme conforms to that

in use by other faculties with the following programme-specific differences:

- Students will be assessed at the end of all courses or clerkships and must pass all core courses in order to graduate.
- The core courses or clerkships include those assigned credit values contributing to your GPA as well as courses categorized as pass/fail.
- Grades from credit rated courses contribute to your GPA which is used to determine the level of degree awarded.
- Core Pass/Fail courses are compulsory but do not contribute to your GPA
- Satisfactory completion of credit-rated courses requires that you achieve a letter grade of C or higher.
- Students scoring less than C (2.0 quality points) are assigned an F and are required to repeat the failed course and/or the assessment at the next available opportunity.
- Students who pass a failed course on a subsequent attempt are assigned a maximum of a C (2.0) and their GPA is recalculated using this new grade.
- Failed attempts (F) are, however, retained on your record.

Assessment in Stage 1

- Students in years 1 and 2 will normally be permitted to proceed into the subsequent year only if the credit value of failed courses in the preceding year does not exceed a total of 9 credits
- Students who proceed into subsequent years

carrying failed courses will be required to register for and sit them at the next available opportunity

- Students who fail to pass a course after a total of three attempts will normally be required to withdraw from the programme.
- Students will not be permitted to proceed into Stage 2 of the programme unless and until all required Stage 1 courses have been passed.

Assessment in Stage 2

- Students in Year 4 will normally be permitted to proceed into the 5th and final year only if the credit value of courses/clerkships failed does not exceed a total of 9 credits.
- Students who proceed into year 5 carrying failed courses/clerkships will be required to register for and sit them at the next available opportunity.
- Students must complete and pass all courses/clerkships in Stage 2 and pass all parts of the final MB,BS examination to be eligible for the award of the MB,BS Degree.

The credit value of required courses is provided in the Study Guides and can be obtained from the Office of Undergraduate Affairs Section. Pass/fail courses are also included in the Study Guides and include:

- University Foundation Courses
- Special Study Modules
- Electives
- Introduction to Medical Practice (Units 1 & 2)

Award of the MB,BS Degree

Award of the MB,BS Degree requires that students pass all specified courses and all parts of the final MB,BS Examination at the end of Stage 2.

The final MB,BS examination will comprise written and clinical components in each of the major disciplines and will be held at the end of the 5th year.

Dependent upon the above, the Faculty of Medical Sciences has designated the following categories for the award of the MB,BS Degree.

Level or Category of Degree	Description	(Cumulative) Grade Point Average
Honours Degree with Distinction	Demonstrates an outstanding and comprehensive grasp of the knowledge, skills and competencies required.	3.7 and above
Honours Degree	Demonstrates an excellent grasp of the knowledge, skills and competencies required.	3.3 – 3.6
Pass	Demonstrates a satisfactory grasp of the knowledge, skills and competencies required.	2.0 – 3.2

Learning to Learn

What is learning?

The process of how we learn is complex and still not fully understood but research in education points to a number of key issues that you should appreciate as you begin your medical training:[1]

Life-long learning

Knowledge in medicine continues to expand at a rapid rate, and it is simply not possible to 'know' everything there is to know. You must therefore learn to take responsibility for identifying important gaps in your knowledge or skills. Obviously, effective study skills will help you to pass your examinations and to get your degree, but the important thing to realize is that attaining the MBBS is just the first step in a continuing process of

[1] Further reading: "Learn How to Study", Derek Rowntree (1993) Warner Books

medical education that will extend throughout your professional life. So it makes sense to start working effectively and reflectively now.

Remember:

Learning is an active process

Learning takes place best when your mind is actively engaged in some way with the material to be learned.

Learning begins with what you already know

It is therefore useful to begin a learning session by reviewing what you already know about a subject. You will often be surprised at how much you already know.

Learners have a limited attention span

Despite what you may think, the human attention span is in the order of minutes rather than hours and we need to remember this when we are planning for our own system of self-study.

Learners need guidance and direction

It seems obvious that if you don't know how much you've got to know about a subject, you don't know where to get the information, and you're not sure why it's important in the first place, you're not likely to learn much about it. Some guidance and motivation will come from your teachers and from course and study guides like this one but do not be afraid to ask us for help.

Just another fish in the sea?

The majority of you entering the programme are probably used to being successful and achieving high marks. However, in medical school you will be surrounded by the cream of the crop – high-achievers from across the region and be faced with a workload that is demanding to

say the least. It is therefore not a sign of weakness if at first your grades are not up to your expectations. Fear of failure can have a damaging effect but remember that even failure can be a powerful motivator and learning tool in the right circumstances.

Look after yourself!

If your physical or mental health is not what it should be, your learning will become ineffective and inefficient. This includes being ill, emotionally upset, distracted, or simply over tired from 'bleaching.' It's important to recognize when you're not functioning well, and if necessary to seek help, sooner rather than later.

Learning from experience

Knowledge is pretty useless, unless we learn what to do with it. If something works for you, it is important to think about why it worked, and how it might be used again, or even improved. This process of reflection is about learning from experience - what worked, what didn't and why. Learning is not really complete without it. The process of reflection will become increasingly important to you as you continue your professional development after graduation. Get used to the concept from now and make time for reflection in your own study plan.

The ways we learn

There are two approaches to learning: the 'surface" approach and the 'deep" approach and all of us, at different times use both of these.

Surface approach

Surface learning, as the name suggests, is superficial, and tends to reduce the material to a series of facts, regurgitated when prompted and inevitably forgotten soon after. The main motivation in superficial learning is simply to pass exams and complete the course, or fear of failure.

Deep approach

The deep approach however, is based on the learner's "need to know". It is aided by an interest in the subject matter, and involves seeking meaning and integration between components. The outcome is a greater understanding of the material and a higher likelihood of retention. Reflection is an important part of this approach as the learner is constantly reflecting on what they need to know, and thus what to learn.

Although deep learning may at first seem more demanding and time consuming, the knowledge acquired is retained in a more useable form for later recall. This is important for professional development, and saves time by allowing you to concentrate only on what is necessary.

Remembering things

We have already noted that people (even medical students) are equipped with only a relatively short attention span. Similarly, the amount of information that we can commit to memory and later recall is much less than most of us estimate. Studies have shown that recall is best at the beginning of a learning session, but even then, only attains a high of about 75%.

As you would expect, the amount of material recalled decreases with time during the session and if continued beyond about 2 hours, drops to less than 25%. However, short breaks taken during the session help to improve recall.

The lesson from these findings is that when you are studying, you should not work for longer than 2 hours at a time and it is best to take regular short breaks about every 20 minutes.

Research also shows that recall is aided dramatically by immediate review of the material. This effect can be kept at a high level by subsequent repeated reviews of the material, at say 24 hours, one week, one month etc. It is thus useful to review material learned in formal teaching sessions by later discussing it informally with your colleagues.

Self-directed learning

Self -directed learning involves the learner as an active participant and encourages the deep approach to learning. The learner takes the initiative for diagnosing learning needs, formulating goals, identifying resources, implementing appropriate activities and evaluating outcomes.[2]

The fundamental principle is that the skills and attitudes that underlie effective learning, critical thinking and problem-solving are just as, or more important than the acquisition of knowledge.

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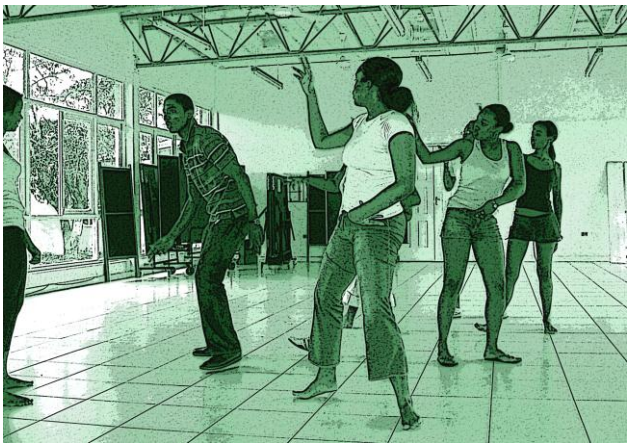
[2] Spencer JA, Jordan PK. (1999) Learner centered approaches in medical education. BMT318:1280-3

Study Guides and recommended texts

Each module has its own Learning Guide. These are produced to assist you in managing your learning. The Learning Guides tell you what you're going to be taught, what you are expected to learn, how you will be evaluated and list helpful learning resources. Course Directors and lecturers can also be approached to clarify any problems you may be encountering. Do not hesitate to ask for advice if things go wrong.

The recommended texts and websites are only suggestions from your tutors. If you find that you can work better with materials that aren’t listed, check with colleagues and with the learning outcomes in the Learning Guide to ensure that the required material is covered.



Is there life after lectures?

By now you must be wondering if getting into this MB,BS thing was really a good idea. It's true that there are only so many hours in a week so how do you fit in all the teaching and self-study, and still have a life?

It all boils down to proper time management. This is a delicate area for all university students, and is probably more so for medical students with their heavier than average workload.

Managing your time effectively

The key to effective time management is to determine what works best for you as an individual, and to accept that this may well differ from what works for others around you. It is important that you take responsibility for your own time management. Start working on it now. It is good training for life as a doctor.

The MBBS is undoubtedly stressful at some points, and it is essential that you learn to minimize your stress, and face what cannot be avoided. Ineffective management of time is one of the most common causes of stress, and is largely avoidable. Effective time management depends

on organization and self discipline – both important ingredients of a physician's life.

One system of time management that you might consider is based on splitting each week of the semester into 21 sessions - mornings, afternoons and evenings. Of these 21 sessions, 9 are usually occupied by timetabled activities, leaving you with 12 other potential slots.

It is strongly suggested that you devote 6 of these to self-study, leaving the other 6 open to fit in time for scheduled recreation and other activities. Each session is about 3 or 4 hours long, and should be split into shorter periods for studying as suggested previously.

	Morning	Afternoon	Evening
Monday	Classes	Classes	
Tuesday	Classes	Classes	
Wednesday	Classes	Classes	
Thursday	Classes		
Friday	Classes	Classes	
Saturday			
Sunday			

A system such as this can be a useful guide in the early days of the course but with time, you are likely to develop your own way of doing things. For example, if you know that the period just after lectures is unproductive for you, then plan something other than study for that time. If another system works for you, go with it, but remember to plan your study to take advantage of the advice we gave you about concentration and recall.

Set yourself deadlines, and stick to them. Don't spend lots of time planning and thinking about work - just do it! Even short breaks in the daily timetable can and should be filled with discussion and other useful activities.

Study Skills

Tips on getting the most out of the course

How to learn from lectures

Unfortunately, there are limited opportunities for individual staff-student contact during lectures because in many cases a large amount of information has to be delivered in a relatively short time. We already know that even 50 minutes is a bit too long for us to maintain concentration. It is easy to fall asleep, daydream, or simply copy down notes without engaging your brain. The important thing is to keep paying attention and not to switch off. But how can you make sure you get the most out of lectures?

The key is to actively engage yourself with the material being presented.

Before the lecture, find out the topic from the schedule. Write down everything you know about it and what you think the lecturer will be covering so that you can listen for the main points.

During the lecture, write down your own thoughts and ideas about the topic. Ask questions if you have an opportunity and try to answer for yourself any questions posed to others. Highlight anything you're unsure about to remind yourself to check it out later.

After the lecture, review your notes as soon as possible and try to highlight key points. Clarify misunderstandings and fill in gaps by comparing notes with a colleague. Write a summary if you have time and do the associated reading as soon as possible.

Making Notes

Lecture notes are something you need to think about and create, not something you passively receive. The key to successful note-making is to develop a style that suits you. There is no ‘correct' way, and most people find they need to be flexible and to adopt methods according to the situation and the material presented.

In general, writing single key words or phrases is more likely to trigger recall by allowing the brain to form links between ideas.

Transcribing lecture notes in a tidy form is a waste of your time. Instead, spend that time summarizing the main points.

But changing old habits is difficult. It takes time and perseverance but stick with it and it will pay off in the end.

Seminars and group work

In your curriculum, you will spend a lot of your time working in groups.

These groups will vary in size, and are sometimes, but not always, led by a tutor. One of the objectives of medical training is to assist you to work effectively as a member of a team - a critical skill for your future in the profession.

There are many benefits to be derived from working in a group. Among other things, it helps you develop good communication skills and some of the 'higher order' thinking skills, such as reasoning and analyzing. It also promotes collective thinking and teaches you to value the views of others.

Group discussion can be stimulating and challenging, but a group session will only work if people are able and willing to contribute.

Effective group work is most likely to occur when members are well prepared, share a common purpose and are willing to interact openly with one another.

People often feel inhibited about contributing to a group discussion because they feel that everyone else is smarter and more articulate than they are. However, the others are probably far less concerned about what you say than what they say because they are worrying about what you'll think of them. Remember it is a joint discussion.

Don't seat yourself outside the group - you need to be able to see everyone's face and to hear what they're saying. Be prepared to listen and if you don't understand what's going on, say so. The chances are that everyone else is thinking the same thing.

Being able to work well in groups is an important skill and it will help if you can gain an understanding of what makes them work effectively.

Labs and Practicals

A lot of your timetabled teaching in the first two years will include practical and laboratory sessions. Although this can be appear to more interesting than just 'beating the books', it can be difficult to be sure whether you are really learning what you need to know.

Practicals and laboratory sessions involve 'learning by doing.' They should complement your reading and help you to understand and apply the theory. Try as much as possible to decide ahead of time what you need to get out of each session, and to know what you're doing and why.

A lot of your time will be spent in the Anatomy Laboratory and much of the scheduled teaching takes place in the dissecting room. To get the most out of these sessions you must be well prepared. It is not enough just to 'show up'. You will need to do quite a lot of self-study to learn what you need to know, as the lectures are mainly introductory

Try to work systematically, from lecture notes or dissecting guides. By working in a group and asking your tutors and demonstrators to point out things or to clarify anything that is confusing, you should be able to cover your learning objectives.

Studying on your own

As a medical student at UWI, self-study will be an important part of your learning. To get the most out of this, you need to do some preparation. Decide how long you can devote to each study period, and what amount of material to cover. Set limits for yourself and break large areas down into several smaller ones that can be covered in your available time slots. Initially, browse through the written material rapidly getting a general feel for the topic. Take a few minutes to note down what you already know about the subject and define specific learning goals or questions to be answered during the study session.

Getting the most from your reading

A lot of time will be devoted to reading – books and articles and, increasingly, material from the Internet. To make sure your reading is efficient, you must know why you are reading a particular piece. Quickly skim through the paragraphs to decide whether it's really worth reading in depth. Make notes in your own words and jot down the source of new information for later use. Stick to what is relevant based on your purpose and the learning outcomes you have set for yourself.

Oral presentations

There will be times during the programme when you will be called upon to make a formal oral presentation and in some cases, these will form a part of your assessment. Presentation skills are an important area of communication in medicine, and have assumed an increasingly significant place in medical training.

Planning the presentation

Be clear about your purpose, and how much time you will have. You should plan your presentation to include:

- A brief introduction of the topic (and yourself if relevant)
- An outline of the points you will cover
- The development of each of these points
- A summary and brief discussion
- Time for questions

In other words, tell your audience what you are going to tell them, tell them, then tell them what you told them!

Try not to include too many points – (maybe about 3 or 4 main headings.) The most common mistake is to overestimate how much material you can cover in the available time. Rehearse your talk with friends or colleagues, asking them to time you and to pay attention

to your tone of voice and speed of delivery. Remember that things often take longer in the formal setting and you do not want to have to rush your presentation.

Using notes

Try not to read from notes. If you need a crutch for your memory, list your main points on index cards and number the cards to avoid ‘getting lost’ in the middle of your presentation.

Visual aids

Visual aids may help your audience to follow and retain information more easily but be careful because over-use of visuals can distract the audience from the content of your presentation. The key principle when designing visual aids is to keep them simple and uncluttered. A good rule is not to have more than 5 lines of text on each visual.

Speaking

Try to make eye contact with your audience from time to time. This keeps you ‘with’ your audience and keeps your audience with you. Don't stare down at your notes all the time. Instead try to make occasional ‘sweeps' of the audience with your eyes.

Avoid jargon as much as possible, and if technical language is required, define the terms you use.

Plan time for taking questions and try to anticipate what questions might be asked, so you can prepare your answers.

Examination Strategies

Although there is increasing emphasis on continuing assessment you will still be required to sit important examinations at the end of your courses and at the end of the programme. These examinations are aimed at ensuring that your level of knowledge and your competency in the skills required for the practice of medicine are adequate and meet the standards required for safe and effective care of patients.

Although the examinations may contain questions about medical ethics and professional conduct, most of the important 'testing' of attitudes and behaviour takes place during your courses. Much of the detail about these will be provided to you later, but there is some general information about examinations in the Faculty that you should be aware of from now.

The Faculty carries out a meticulous process of setting and marking examinations which is aimed at ensuring fairness to all candidates. In addition to internal examiners approved and appointed by the University, the final examination requires the appointment of an external examiner from another university outside of the region. The purpose of this examiner is not only to ensure

fairness to the candidates, but to provide an external review of the standards of teaching and the process of assessment in the Faculty. This examiner is involved in the setting and marking of written papers and may participate in the process of oral, practical or clinical examination of candidates.

In addition, the external examiner reviews the record and examination of students who, in the opinion of the internal examiners, have not achieved a satisfactory standard and also those who have attained honours or distinction grades.

Here is some general advice to help you to cope with the pressure of examinations.

For all examinations

- Arrive in good time
- Make sure you have all necessary equipment
- Read the question and listen to the instructions carefully and answer what is asked
- In written exams, budget your time between questions
- Write legibly and grammatically
- If you feel yourself getting ‘spaced out’, take a minute’s break to clear your head.
- Take a few big breaths and Relax!

Oral examinations

The word "viva" often produces feelings of panic in medical students but this really needn't be so. It is true that 'viva voce" (oral) examinations are sometimes used for borderline candidates to allow them another chance to pass but they may also be used for candidates with high grades to decide on the award of Honours or Distinctions.

Remember that vivas are your chance to show what you know and improve on your existing grade. Believe it or not, the examiners want you to pass, and certainly aren't 'out to get you.' Use the viva as an opportunity to prove yourself and what you know. This is how the examiners really do look at it.

Some advice about sitting orals

- Listen carefully, and wait until the examiner has finished before starting your answer.
- If you don't understand the question, say so. The examiner will usually re-word it, so that it will become clear.
- Pause for a moment before answering so that you can give your best response.
- If you realize you've made a mistake, say so and correct yourself.
- If you don't know, admit it and don't 'brimble.' If you decide to 'guess', begin by admitting that you're not sure. (A doctor who doesn't know something but admits it and does something about it, is safer than one who guesses about things that affect their patients' lives!)
- Speak confidently: sounding confident is important in medicine - your patients need to have faith in you.
- Look confident: body language says something. Sit back, place your hands in your lap, and look the examiners in the eye!
- Relax! They haven't killed anyone yet.

Coping with Stress

You will not be able to learn effectively if you are not functioning well physically and mentally. Although a little bit of circulating adrenaline can help you concentrate, getting stressed out will affect your performance. Try to make sure that you allow yourself some free time each day. Some form of regular physical activity will aid your learning and make you more mentally alert.

At this stage, avoid working until the early hours of the morning. Getting a good night's sleep is crucial to keeping your mind functioning well. Eating regularly is not always easy but aim for a balanced diet. Try to avoid stimulants and if you need a snack, go for healthy options.

Work steadily and avoid the last minute stress of cramming for examinations. This means planning your study and review in advance. Try to cover all the material at least once and avoid learning some things in depth while not covering others at all. Find out as much about the examination as possible, so you know what to expect and think positive!

Being accepted into medical school may be seen as a great privilege, but this is a tough course and there will be times when you wonder why you're here.

The workload, the stress and the uncertainty don't get any less with time. They are in some ways almost characteristic of a career in Medicine. What's important is that you learn from now how to manage the heavy workload, deal with stress, cope with uncertainty, and still achieve a balance between work and relaxation.

One of the biggest mistakes you can make is to think that you're the only one with difficulties, and that everyone else ‘has it covered.’ There are a hundred others in your year going through the same thing. It's not until you really start talking honestly with people that you begin to realize that they're having problems too.

Just remember that it's OK not to be on top of the world all the time -that's normal, it's healthy. But it's not always fun. Yes, the workload is heavy; the hours are long and there are sacrifices but never forget that at the end of the day, this is a special programme, and it takes a special person like you to do it well.

When and where to go for help

Although the Faculty and the University do provide support systems which you can use, it is important that you keep an eye on your own welfare, and also that of your friends and colleagues. You are not a machine: you will have bad days and even bad weeks; things won't always work out, but whatever happens, your own physical and mental health should come first. Build your own peer support systems. Sometimes it helps just to have someone you can talk to.

The important thing is to seek help as soon as you feel you might need it, and to let someone appropriate know as soon as possible. Do not wait until the situation is out of hand. You never know when you might need someone to speak for you, and mitigating circumstances are usually taken into account when 'borderline' grades are being reviewed.

Academic Advisors

As you will learn during orientation week, the Faculty assigns a member of the teaching staff to each of you to serve as your Academic Advisor. Please ensure that you know who that person is and how they can be contacted. It is suggested that you make an appointment to see your academic advisor early on in your course. You do not need to be experiencing a problem to make that first contact. Some advisors will make early arrangements to see students assigned to them, either individually or in a small group but you need not wait for an invitation.

The system of Academic Advisors is meant to provide one route for offering personal support and does not exclude other systems of student counseling nor the possibility of students approaching other members of the teaching staff for advice and assistance.

The system is not perfect and your relationship with your advisor will only be as good as the effort you put into making it work. Your advisor is really your first port of call if you're looking for help or advice, or need to share a problem and it need not be on a strictly academic matter. Your advisor won't always be able to offer a solution but they should know where to send you and it's important that someone in the Faculty knows you by name, and knows early on if you're having any kind of personal or academic difficulty.

Student Responsibilities

Health matters

Immunization

In addition to the certificate of fitness that you were required to submit with your application, all medical students must have documented up-to-date immunization against common communicable diseases. These include tetanus, poliomyelitis, diphtheria, whooping cough, measles, mumps, German measles, Hepatitis B and tuberculosis. If you have never had chicken pox, you should also inquire about receiving this vaccination.

Arrangements for immunization can be made with the senior public health nurse at the University Health Centre situated near Irvine Hall at the northern end of Gibraltar Camp Road.

Medical certificates of illness

We hope that you remain well throughout your programme of studies. However, if you do get ill, we recommend that you seek medical attention early. If you are ill for more than two days and if the illness causes you to miss classes, laboratory sessions or any other compulsory duties, you must submit a medical certificate as proof of illness from the University Health Service to the Course Coordinator or to a Head of Department under whom you are working at the time. Keep a photocopy of the certificate for your personal records.

If for any reason you are unable to go to a doctor at the University Health Service, another doctor may provide the necessary certificate, but that doctor must inform the Director of the University Health Service that she/he is doing so.

If you are ill during an examination or in the days immediately preceding an examination, you must submit a medical certificate as proof of illness either to the Course Coordinator or to a Head of Department under whom you are working at the time, preferably on or before the day of the examination. Keep a photocopy of the certificate for your own records. Failure to submit a medical certificate under these circumstances will mean that the illness will not be considered in assessing your performance in the examination.

Serious communicable diseases

If you have any reason to believe that you have been exposed to a serious communicable disease you must seek and follow professional advice without delay to find out whether you should undergo testing and, if so, which tests are appropriate.

If you know that you have a serious communicable disease you must immediately seek and follow confidential professional advice. The staff at the University Health Service is available and suitably qualified to give confidential advice and assistance. Medical practitioners at the University Hospital of the West Indies and private practitioners outside of the University are also available to you.

It is important for you to know that:

- University regulations protect students and staff from discrimination on grounds of illness.
- You must not rely on your own assessment of the risks you pose to patients.
- If you have a serious communicable disease, for you to continue your studies and your practical work, you must have appropriate medical supervision.
- When you qualify and apply for a job, you must complete health questionnaires honestly and fully.

Identification Cards and Name Tags

Each student must have a valid personal identification card in order to have access to the facilities of the University. Identification cards are obtained from the relevant UWI Administration (Student Registration) Office.

Nametags are normally issued during the official "Pinning Ceremony" held in the second semester of the first year of the programme. These should be worn when attending classes and ward rounds at the hospital and when carrying out official duties.

Dress Codes

In the medical curriculum, you may encounter patients early in your programme. The public has expectations of a doctor and, in these circumstances, you will be regarded as a member of the health care team. It is important therefore that you dress (and behave) at all times in a manner which will identify you as a member of the profession and allow patients to feel comfortable in your presence.

An official dress code, which includes the wearing of nametags and IDs, has been developed jointly by the Jamaica Medical Students' Association (JAMSA) and the Faculty Administration. The details of this, which includes the wearing of a white top or jacket on 'clinical' attachments, can be obtained from the JAMSA executive or the Office of Undergraduate Affairs.

You are required to adhere to this code. In any event, whether you are attending lectures or visiting patients, you should always appear neat and tidy, wearing reasonably smart, but appropriate clothing. Being a medical student should always be a matter of pride to you.

Attendance & Punctuality

It is to your advantage to attend all lectures, laboratory sessions, ward rounds, field trips and other teaching/learning activities. Punctuality is expected. In certain courses and clinical clerkships, it is mandatory for you to attend a fixed proportion of classes as a requirement for passing the course or the clerkship.

It is very important that students who are doing remedial courses seek and follow all instructions concerning requirements for attending remedial sessions prior to repeat examinations.

Professional Etiquette

General Deportment

Every student in the Faculty of Medical Sciences is expected to carry himself or herself with the dignity and integrity befitting the profession that you represent. This applies both within and outside of the Medical School environs.

Confidentiality

In the course of your duties, patients will inevitably share personal information with you. Patients have a right to expect that you will not disclose any such information, unless the patient gives you explicit permission to do so.

Without assurances about confidentiality, patients may be reluctant to give medical students (and doctors) the information they need to understand how to provide good care. Moreover, the reputation of the health profession may be tarnished by un-confidential behaviour of any of its members. For these reasons:

- When you are privy to confidential information, you must make sure that the information is effectively

protected against improper disclosure when it is stored, transmitted, received or otherwise disposed of;

- When a patient gives consent to disclosure of information about him or her, you must make sure that the person understands what will be disclosed, the reasons for the disclosure and the likely consequences;
- You must make sure that patients are informed whenever information about them is likely to be disclosed to others involved in their health care, and that they have the opportunity to withhold permission, where appropriate;
- You must respect requests by patients that information should not be disclosed to third parties, save in defined exceptional circumstances (for example, where the health or safety of others would otherwise be at serious risk);
- If you disclose confidential information you should release only as much information as is necessary for the purpose;
- If in doubt about the practice of confidentiality, do not hesitate to discuss the matter with one of your lecturers or with another professional person.

Where else can I get information?

General Student Handbook

Further information about campus life and student services offered by the University can be found in the latest edition of the University of the West Indies, Mona Campus, Undergraduate Student Handbook (available at http://myspot.mona.uwi.edu/firstyear/).

This includes an important section on the rights and responsibilities of students with guidelines on the University's position on issues such as sexual harassment. It also contains useful information on matters of general interest - financial planning and student accommodation and provides contact information for those persons and offices responsible for student services.

University and Faculty Regulations

Detailed regulations governing all aspects of university life including examinations are produced by the Administration. Requests for such information can be addressed to staff in the Examinations or Admissions Sections of the Registry.

On-line Information

The Faculty website with general information about the programme can be accessed through the UWI Mona Home Page at http://www.mona.uwi.edu/

An intra-campus network is also available to allow you to access information about specific courses on-line. You will be instructed as to which courses are using this and how, as a registered student, you can login to the University's Virtual Learning Environment (OURVLE).

As the Faculty moves to adopt more modern technology, you will find it increasingly useful to communicate with your tutors and colleagues via e-mail and chat-rooms and you will need to know how to regularly access course information posted on the Web.

Other FMS Facilities

Deans Office/Student affairs

The Dean's Office and its Undergraduate Affairs Section is situated in the Postgraduate Medical Education Building at the northern perimeter of the Hospital Ring Road adjacent to the Clinical Departments and the Main Medical Lecture Theatre.

This office is responsible for the administration of the Faculty and its academic programmes. In addition, it maintains a record of the academic progress of each student from their entry to the Faculty.

Library and Computer Facilities

The Library Services include the Main Library at the North end of the Ring Road, the Science Library situated near the Preclinical Lecture Theatre and the Medical Library situated on the Hospital Ring Road near to its junction with Aqueduct Road.

In addition to providing general library services, both the Science and Medical Libraries maintain a stock of recommended textbooks and journals relevant to the MB,BS Programme. The libraries are electronically linked by a local area network and provide access to medical databases such as MEDLINE and MEDCARIB in addition to web-based resource lists designed for MB,BS students.

The H. D. Hopwood Computer Centre is situated on the top floor of the Medical Library. It is equipped with computers linked to the campus network for accessing information through the internet. There is also a smaller computer laboratory located in the vicinity of the Department of Basic Medical Sciences.

Teaching Hospitals and Research Facilities

Most of the Hospital-based teaching provided for the MB,BS students takes place at the 500 bed teaching University Hospital sited at the north end of the campus.

However, clinical teaching also takes place at other approved hospitals, clinics and health centres outside of the campus where associate teaching staff supervised by a newly appointed Deputy Dean are based. Presently, these hospitals include the Kingston Regional and Victoria Jubilee Hospitals, the Bustamante Hospital for Children, National Chest Hospital, Cornwall Regional, Mandeville Regional and Spanish Town Hospitals..

In addition, the University is affiliated with several research units whose staff members participate in the teaching programme. These include the Tropical Metabolism Research Unit on the hospital compound and the Sickle Cell Unit on the main campus.

APPENDIX A

Officers of the Faculty

Dean - Dr Tomlin Paul

Deputy Dean, Entrepreneurship & Innovation – Professor Wayne McLaughlin

Deputy Dean, Curricular Affairs – Professor Trevor MCartney

Deputy Dean, Student Success – Dr. Annette Crawford-Sykes

Deputy Dean, Teaching & Learning - Dr. Helen Trotman-Edwards

Deputy Dean, Educational Technology - Dr Wayne Palmer

Deputy Dean, Graduate Studies – Professor Minerva Thame

Deputy Dean, Research - Professor Rainford Wilks

Deputy Dean, Western Jamaica Campus – Dr. Jeffery East

Director of Medical Education – J. Michael Branday

Department Heads

Basic Medical Sciences – Professor Paul Brown
Community Health & Psychiatry – Professor Wendel Abel
Medicine – Professor Rosemary Wright-Pascoe
Microbiology – Dr Alison Nicholson
Obstetrics & Gynaecology – Dr. Carol Rattray
Child Health – Dr Roxanne Melbourne-Chambers
Pathology - Dr Gilian Wharfe
Surgery, Radiology, Anaesthesia & Intensive Care – Professor Joseph Plummer

Curriculum Administration

The MB,BS Curriculum is managed by a multidisciplinary Curriculum Committee which is chaired by the Programme Director. The Curriculum Committee oversees and directs the activities of Stage 1 and Stage 2 through subcommittees which are responsible for course delivery, student assessment and programme evaluation.

Each course or clerkship is coordinated by a member of the academic staff with responsibility for its delivery and evaluation.

Curriculum Administrators

Programme Director – Dr. Russell Pierre

Deputy Programme Director – Dr. Elaine Williams

Stage 1 Coordinator – Dr. Lauriann Young

Stage 2 Coordinator – Dr. Marinna Scarlett

Assessment & Examinations – (to be appointed)

Course and Programme Evaluation – (to be appointed)

APPENDIX B

Other Faculty Educational Programmes

In addition to the MB,BS Degree, the Faculty of Medical Sciences at Mona offers a variety of other educational programmes at both undergraduate and postgraduate level. These include

UNDERGRADUATE PROGRAMMES
[http://www.mona.uwi.edu/programmes/undergrad.php]

BSc (Nursing)
BSc (Physical Therapy)
BBMedSci (Basic Medical Sciences)
BSc (Diagnostic Imaging)
DDS (Undergraduate Dental Programme)

GRADUATE PROGRAMMES
[http://www.mona.uwi.edu/programmes/postgrad.php]

MSc (Sports medicine - distance programme)
MSc (Family Medicine, Nutrition)
DM*
MPH (Public Health)
MPhil
PhD

Further information about these programmes can be obtained from the Admissions Section of the Registry.

* The Faculty offers residency-training programmes in a number of specialty and sub-specialty disciplines. At present, these include Anaesthesia, Cardiothoracic Surgery, Child Health, Emergency Medicine, General Surgery, Haematology, Internal Medicine, Neurosurgery, Orthopaedics, Otolaryngology, Paediatric Surgery, Pathology, Psychiatry, Radiology and Urology.

APPENDIX C

MB BS Curriculum Outline

CURRICULUM OUTLINE (5-year duration)

STAGE ONE

Year 1 (September to May)
2 Semesters with 31 'teaching' weeks – (Two-week Christmas break, one-week mid-semester break, and full summer vacation)

	Semester 1 (15 weeks)			Semester 2 (17 weeks)	
Aug (weeks 3-4)	**Sep (week 1)**	**Sep - Dec**		**Jan - May**	
Freshman's week (all programmes) • Registration • Welcome ceremony • Campus Tours • Dean's Reception • International Student Programme	**Orientation Week** (MB BS / DDS students) • Outline of the programme • Year 1 Courses • Study Skills • Learning Styles • Team building • Academic Advising • Assessment policy • Stress Management • IT Support • Appropriate Behaviour Dress Codes	**Completed Courses** **(**Taught and assessed) • Fundamentals of Disease and Treatment • Meiosis to Man (Embryology & Histology) • Introduction to Molecular Medicine • The Locomotor System **Courses initiated** (Taught but not assessed) • Cell Biology • Introduction to Medical Practice Unit 1	**2 Week Christmas Break**	**Completed Courses** **(**Taught and assessed) • Cell Biology • Introduction to Medical Practice Unit 1 • Health Care Concepts • Basic Haematology • The Respiratory System • Neuroscience 1 (Peripheral nervous system) **Courses initiated** (Taught but not assessed) • The Cardiovascular System (Anatomy)	**Summer Vacation / Remedial Courses**

Year 2 (September to May)
2 Semesters with 32 'teaching' weeks – (Two-week Christmas break, one-week mid-semester break and six-week summer vacation)

Semester 1 - (15 weeks – Sep to Dec)		Semester 2 - (17 weeks - Jan – May)	
Completed Courses **(**Taught and assessed) • The Cardiovascular System • Man Health and the Environment • The Digestive System • The Endocrine System and Skin	**Two-Week Christmas Break**	**Completed Courses** **(**Taught and assessed) • Neuroscience 2 (Central nervous system) • Introduction to Medical Practice Unit 2 (four-week teaching block) **Courses initiated** • Renal and Reproductive (part 1)	**Six week Summer Break**

Year 3 (June to March)
'Transition year' - 12 weeks classroom teaching and 24 weeks junior clinical clerkships – (3 separate two-week vacation breaks)

<table>
<tr><th>Semester 1 – (12 weeks - Jun – Sep)</th><th></th><th colspan="3">Semester 2 – Sep – Mar (24 weeks excluding 2 week Christmas break*)</th><th></th></tr>
<tr><td rowspan="2">Completed Courses
(Taught and assessed)
• Renal and Reproductive (part 2)
• Clinical Haematology
• Human Nutrition
• Understanding Research
• Health Services Management</td><td rowspan="2">Two-Week Break</td><td colspan="3">8-week Rotating Junior Clerkships</td><td rowspan="2">Two-week Break</td></tr>
<tr><td>Sept – Nov
• Junior Medicine
• Junior Surgery
• Aspects of Family Medicine</td><td>Nov – Jan *
• Junior Surgery
• Aspects of Family Medicine
• Junior Medicine</td><td>Feb – Mar
• Aspects of Family Medicine
• Junior Medicine
• Junior Surgery</td></tr>
</table>

STAGE TWO

Year 4 (April to April)
50 weeks of rotating 'specialty' clerkships – (Two-week Christmas break and two-week end-of-year break)

Apr – Jun		**Jun – Aug**		**Aug – Nov**		**Nov – Jan** * (Inc. 2 week break)		**Jan – Apr**		**Two-week break**
Apr/May	**May/Jun**	**Jun/Jul**	**Jul/Aug**	**Aug/Oct**	**Oct/Nov**	**Nov/Dec**	**Dec/Jan**	**Jan/Mar**	**Mar/Apr**	
Ophthalmology		Medicine, Law & Humanities		Radiology		Psych.	Elect.	Pathology/Microbiology		
Anaes.	Ortho.	Emerg. Med	Comm. Health	Ob./Gyn.	'Specials'					

Year 5 (April to April)
50 weeks of rotating 'senior' clerkships – (One-week Christmas break and four-week review break)

Apr – July	**Jul – Sep**	**Sep – Nov**	**Nov – Feb** * (Inc. 1 week break)		**Feb – Apr**	**4-wk Break**	**May/Jun**
Medicine	Surgery	Obstetrics/Gynecology	Community Health	Elective	Child Health		**MB BS Final Exams**