THE FACULTY OF MEDICAL SCIENCES

THE UNIVERSITY OF THE WEST INDIES

CAVE HILL CAMPUS

FACULTY OF MEDICAL SCIENCES

UNDERGRADUATE HANDBOOK

2014 – 2015

DISCLAIMER:

The information in this booklet is accurate at the time of printing. Subsequent publications may therefore reflect updated information. Students should consult the Dean's office where clarification is required. This booklet gives information on the medical programme at the Cave Hill Campus of the University of the West Indies (Barbados). For courses offered at the other Campuses, please see Faculty booklets for the Mona (Jamaica) and St. Augustine (Trinidad & Tobago) Campuses.

Note: The Cave Hill MB BS Curriculum is modeled on the Mona Curriculum, and approved by the Academic Quality Assurance Committee (AQAC).

THE UNIVERSITY AND THE FACULTY RESERVES THE RIGHT TO AMEND CURRICULUM, STAFFING AND REGULATIONS THAT MAY NOT BE REFLECTED IN THE CURRENT HANDBOOK. ADDENDUMS REFLECTING CHANGES ARE DISTRIBUTED AS APPRORIATE TO STUDENTS.

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INTRODUCTION TO THE FACULTY

Background

The Faculty of Medical Sciences (FMS) began its distinguished history as the principal institution for medical education in the Commonwealth Caribbean in 1948 with the Medical Faculty at the Mona Campus, Kingston, Jamaica. Founded as the University College of the West Indies, as a College of the University of London, the Faculty of Medical Sciences was the first established faculty of what later became the University of the West Indies (UWI) in 1962. In 1967, the Faculty expanded to incorporate clinical teaching programmes at the Cave Hill Campus and the Queen Elizabeth Hospital in Barbados and the St. Augustine Campus and Port of Spain General Hospital in Trinidad and Tobago.

In 1989, the Eric Williams Medical Sciences Complex was opened at Mount Hope in Trinidad and Tobago. This facility houses UWI's second full medical programme under a multi-disciplinary Faculty, with a Medical School as well as Schools of Dentistry, Pharmacy and Veterinary Medicine.

From inception until 5 years ago, the UWI medical programme was accredited by the General Medical Council of the UK. In July 2004, The Caribbean Accreditation Authority for Education in Medicine (CAAM-HP) and Other Health Professions was established by the Governments of the Region (CARICOM). With representatives of both the GMC and the Canadian Licensing Authority on its executive, it replaces the GMC for the purpose of accreditation of medical programmes in the region. The UWI Medical Programmes have been accredited by CAAM-HP until 2017.

In 2008 the Cave Hill Campus upgraded and expanded its School of Clinical Medicine and Research, with its 40 year old, two-year, clinical programme, to include a Phase 1 programme (years 1 to 3) and become a full faculty. Over the years graduate programmes in a wide range of specialties have been developed at all campuses. At Cave Hill there are graduate programmes in clinical specialties, leading to the DM in several hospital based specialties and options to pursue the Diploma, Masters and DM in Family Medicine. The Faculty also offers a Masters in Public Health and research degrees leading to the MPhil and PhD in several disciplines.

Today, the University of the West Indies as a whole has the unique status of being a truly international university, serving as the principal tertiary education institution for 14 Caribbean (CARICOM) countries and, most recently, Bermuda, as well as hosting a growing number of international students.

The Faculty of Medical Sciences, therefore, plays a vital role in the training of health care professionals, particularly doctors and at all levels, from undergraduate through post graduate to continuing medical education, for the entire region.

DEAN'S REMARKS

Welcome to the Faculty of Medical Sciences, Cave Hill Campus of the University of the West Indies (UWI).

Established in 1948, the UWI remains the premier tertiary educational institution in the English speaking Caribbean. Its graduates continue to serve the region in every sphere of life and its research has informed government policies for many years.

From humble beginnings at Mona in Jamaica in 1948 with thirty-three medical students, total enrolment across the campuses now exceeds forty thousand students. Its main campuses in Jamaica, Trinidad and Barbados continue to expand their educational programmes. A new open campus has been established and clinical training is also carried out at the School of Clinical Medicine and Research in the Bahamas.

The UWI has now produced over seven thousand medical graduates. Looking back we can take pride in the splendid achievements of our alumni in the Caribbean and all over the World. Many, like our own Chancellor, Sir George Alleyne, have gone on to distinguish themselves and the University on the global stage.

As we enter the beginnings of the 21st Century, the University has embarked upon a process of strategic transformation. The comprehensive plan seeks to create excellence in research and teaching and has as its focus the desirable attributes of the UWI graduate. The Faculty is thus committed to creating an atmosphere that encourages excellence. We aim to produce graduates who are critical thinkers, problems solvers, articulate and career ready.

You are privileged to be joining us at an exciting time in the history of the Cave Hill Campus. Although clinical teaching began at the Queen Elizabeth Hospital in Barbados over 40 years ago, it was in 2008 that Cave Hill took the bold step of establishing a full Faculty of Medical Sciences, joining Mona and St. Augustine in offering all five years of the MBBS undergraduate programme. The Faculty also offers a number of graduate programmes in Public Health and in the clinical specialties.

Located adjacent to the Queen Elizabeth Hospital, the Chronic Diseases Research Centre is the research arm of the Faculty. Its work is internationally recognized, particularly in the study of diabetes and hypertension and members of its staff contribute to the undergraduate teaching programme.

The profession of Medicine has standards and ethical codes which you are expected to uphold and it is important that you recognize at an early stage what is expected of you. Becoming a doctor is a special privilege which carries many responsibilities, not the least of which is accountability - to the profession, to the persons you serve and to yourself.

You are now a part of the UWI family. As you begin your journey, I urge you to reflect upon why you are here and how you will make the best use of the opportunity that has been afforded you. The Faculty will do its best to create an atmosphere that encourages excellence but it is only you that can take the steps that lead to achieving it.

Best wishes in the years ahead.

Joseph M Branday, MS, MSc, FRCS(Ed), FACS
Dean, Faculty of Medical Sciences

FACULTY OF MEDICAL SCIENCES REPRESENTATIVE MESSAGE 2014-2015

Dear Colleagues and Friends,

I am truly honored and privileged to welcome you to The University of the West Indies Cave Hill Campus and congratulate you on your wise decision to join us at The Faculty of Medical Sciences. Your decision highlights your awareness of the high quality and caliber of the medical program as well as the tradition of excellence that the great professionals that have gone before us have set.

The main purpose of The Medical Students' Association is to serve you throughout your journey in medical school. We thrive on feedback and student involvement and we are here to help you achieve a healthy equilibrium between work and leisure. We achieve this goal by facilitating mentorship programs, outreach opportunities and a variety of events.

On behalf of The Medical Students' Association I wish you all the best in your journey to become a world class physician. I also wish to encourage you that with a positive attitude, a consistent work ethic and a passion that drives you to overcome obstacles you can achieve so much more than you could ever have fathomed. I leave you with the words of the great philosopher Aristotle, "We are what we repeatedly do, excellence therefore is not an act but a habit."

Sincerely,

Racquel Griffith BSc. (Hons.) MSc. (Dist.)
President 2014-2015
Medical Students' Association
UWI Cave Hill

Academic Calendar
2014-2015

Semester 1

Semester Begins	Sunday August 24, 2014
Teaching Begins	Monday September 01, 2014
Application for Leave of Absence	by Friday September 12, 2014
Change in Registration (Add/Drop)	by Friday September 12, 2014
Teaching Ends	Friday November 28, 2014
Examinations Begin	Wednesday December 03, 2014
Examination Ends	Friday December 19, 2014
Semester Ends	Friday December 19, 2014

Semester 2

Semester Begins	Sunday January 18, 2015
Teaching Begins	Monday January 19, 2015
Application for Leave of Absence	by Friday February 06, 2015
Change in Registration (Add/Drop)	by Friday February 06, 2015
Teaching Ends	Friday April 17, 2015
Semester Break	Monday April 20 – Friday April 24, 2015
Examinations Begin	Monday April 27, 2015
Examination Ends	Friday May 15, 2015
Semester Ends	Friday May 15, 2015

Graduation

Open Campus	October 10, 2015
Cave Hill	October 17, 2015
St. Augustine	October 24-25, 2015
Mona	October 31 – November 1, 2015

STAFF LIST 2014/2015

Academic Staff

DEAN: Professor J. Michael Branday
MBBS, MS, FACS, FRCSEd., MSc

DEPUTY DEAN, Pre Clinical: Dr. Peter Adams

Phase 1 Coordinator: Dr. Damian Cohall PhD

DEPUTY DEAN, Clinical: Dr. Ramesh Jonnalgadda

Phase 2 Coordinator: Dr. Michele Lashley
MBBS, DCH, DM, FRCP

DEPUTY DEAN, Research: Professor Nigel Unwin

Administration:

Christianne Walcott, BA, MA, Administrative Officer

Cave Hill

K. Suzanne Archer, BSc (Hons), Administrative Assistant
Nicole Johnson, BSc. (Hons), MSc., Stenographer Clerk
Donna Sisnett, BSc. (Hons), MSc., Stenographer Clerk
Susan Phillips, CPS, Stenographer Clerk
Wesley Moore, BSc., Stenographer Clerk
Kiana Hall, BSc., MSc., Medical Laboratory Technologist
Keisha Mascoll, BSc., MPhil, Medical Laboratory Technologist
Jamal Inniss, Office Assistant

Queen Elizabeth Hospital

Judy Best, BSc. (Hons). Administrative Assistant
Janelle Nurse, BSc (Hons). Stenographer Clerk
Pamela Alleyne, Stenographer Clerk
Cheryl Charles, Stenographer Clerk
Esther Harrison, Stenographer Clerk
Kirk Marshall, Stenographer Clerk
Jason Jordan, Phd, Medical Technologist
Juann Ward, FMT Medical Laboratory Technologist

Support Technical

Emerson Haynes, Clinical Photographer/Audiovisual IT
Alan Barrow, BSc., IT Support Technician
Cedric Alleyne, Laboratory Technician

Academic Staff by Area of Specialisation
(Basic Sciences and Public Health)

Anatomy
Uma Gaur, MBBS (Delhi), MS Anatomy, Senior Lecturer
Keerti Singh, MBBS, MSc., Lecturer
Biochemistry, Molecular Biology
Nkemcho Ojeh, BSc (Wales), MRes (Manchester) PhD (Lond), Lecturer
Bioethics and Psychology
Michael Campbell, BA, MS, PhD, Lecturer
Nutrition
Myshele Carrington, MSc, RD Part Time Lecturer
Pathology
Cheryl Alexis, MBBS, MRCP, Part Time Lecturer
Desiree, Skeete, MBBS, DM, Part Time Lecturer
Patsy Prussia, MBBS, Part Time Lecturer
Pharmacology
Damian Cohall, BSc (UWI), PhD Pharmacology (UWI), Lecturer
Kenneth Connell, MBBS, DM, Lecturer
Alaya Udupa, MBBS, MD (Mysore), PhD (Manipal), Senior Lecturer
Physiology
Subir Gupta, BSc, MSc, PhD (Calc), Lecturer
Jacqueline Vigilance, BSc (UG), Dip Ed (UT), PhD, Lecturer
Public Health & Epidemiology
Alafia Samuels, MBBS, MPH, PhD, Senior Lecturer
Angela Rose, BSc, MSc, Part Time Lecturer
Anders Neilsen, MD, MPA, MPH, Part Time Lecturer
Heather Harewood, MBBS, Associate Lecturer
Heather Armstrong BSc, MBBS, MPH Associate Lecturer
Ian Hambleton, BA, MSc, PhD Part Time Lecturer
Natasha Sobers-Grannum, MBBS, MPH Lecturer
Nigel Unwin, BA (Oxon), MB, BCh (Oxon), MRCP (UK),
MFPH, MSc, FRCP, DM (Oxon), Honorary Professor of Public Health
and Epidemiology
Madhuvanti Murphy, BSc, MPH, Dr. PH., Lecturer
Selvi Jayaseelan BSc, PhD, Part Time Lecturer
Statistics, Measurement and Evaluation
Heather Hennis, BSc, M.Ed, Lecturer

Academic Staff by Area of Specialisation
(Clinical)

Anesthetics & Intensive Care
Curtis Alleyne, BSc (Hons), MBBS, DM (Anaes), Associate Lecturer

Rowena Ayhee-Hallsworth, MBBS (UWI), FFARCS, Associate Lecturer
Michael Fakoory, MBBS (UWI), DM (Anaes), Associate Lecturer
Philip Gaskin, MBBS, DM (Anaes & Intensive Care), Associate Lecturer
Yasodananda Kumar Areti, MBBS, Dip (Anaes), MD (Anaes), Professor of Anesthesia
Kumar Mahadevappa, MBBS, DA, MD, Associate Lecturer

Child Health

Jennifer Campbell, MBBS (UWI), DCH, DM (UWI), Associate Lecturer
Clyde Cave, MBBS (UWI), DCH, FRCP (Can), Associate Lecturer
Angela Jennings, MBBS, DM (UWI) (Paediatrics), Associate Lecturer
Ranita Jhagroo, MB BcH, BAO, MRCPCH, Associate Lecturer
Kandamaran Krishnamurthy, MBBS, DM (Paediatrics), Associate Lecturer
M. Sajeev, Associate Lecturer
Alok Kumar, MBBS (India), DCH (India), MD (India), Senior Lecturer
P. Michele Lashley, MBBS (UWI), DCH, DM (Paed) (UWI), FRCP (Edin), Lecturer
Anne St. John, MBBS (UWI), FRCP (Can), Honorary Professor
Julianne Steel-Duncan, MBBS, DM (Paeds), Associate Lecturer
Gayle Medford, MBBS, DCH, DM (Paeds), Associate Lecturer

Emergency Medicine

Anne-Marie Cruickshank, MBBS (UWI) DM (Emer Med) (UWI), Associate Lecturer
Reginald King, MBBS (UWI), DM (Emer Med) (UWI), Lecturer
Rawle Springer, MBBS DM (Emer Med) (UWI), Associate Lecturer
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Harold Watson, MBBS (UWI), MSc (Emer Med) DM (Emer Med) (UWI), Lecturer

Essential National Health Research

Pamela Gaskin, PhD, Lecturer

Family Medicine

Peter Adams, MB BS, MSc, DM (Fam. Med), (UWI), Lecturer
Colin Alert, MB BS, MSc, DM (Fam. Med), (UWI), Associate Lecturer
Michael Hoyos, MBBS (UWI), Dip Anaesthesia (UWI), Associate Lecturer and Honorary Fellow, (UWI)
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Euclid Morris, MB BS, MSc, MRCGB, Lecturer
O. N. DaCosta Thompson, MB BS, MSc, DM (Fam. Med), (UWI), Associate Lecturer

Haematology

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Medicine and Medical Subspecialities

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Andrew Forde, (M) BSc, MBBS (UWI), Dip Derm (Lond), SAAD, Associate Lecturer
Raymond Forde, MBBS, DM (Fam Med), Associate Lecturer
Cindy Flower, MBBS, DM (UWI), Associate Lecturer
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Colette George, MBBS (UWI), MRCP (UK), Associate Lecturer
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Graham Griffith, MBBS (UWI), DM (Internal Med) (UWI), Associate Lecturer
Trevor Hassell, GCM, MBBS (Lond)-UCWI, FRCP, Adjunct Professor (Cardiology)
Anselm Hennis, MBBS (UWI), MSc. (Lond), PhD (Lond) FRCP, FACP, Professor of Medicine and Epidemiology
Richard Ishmael, MBBS (UWI), FAAP, FACC, FRCP (Can), FCCP, Associate Lecturer
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Michael Krimholtz, MBBS, MRCP, MSc., MD, Associate Lecturer
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Raymond Massay, BSc McM, MBBS, (UWI), FRCP (UK), Associate Lecturer
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Harley Moseley, MBBS (UWI), Associate Lecturer
George Nicholson, DM, FRCP, FACP, Professor Emeritus
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Radhakanth Shenoy, MBBS, MD, RT DMRT, Associate Lecturer
Suzanne Smith-Connell, MD (Diplomat in America Board of Associate Lecturer
Radiology Certified in Radiation, Oncology and Hospice and Palliative Medicine),
Obstetrics & Gynaecology
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Garth McIntyre MBBS FRCOG, Lecturer
Ibikunle Adebayo Ogunbiyi, MBBS, FRCS (Ed.),
MRCOG (UK), DFFP, Associate Lecturer
Hugh Thomas, MBBS (UWI), MRCOG, Lecturer
Wayne Welch, MBBS (UWI), MRCOG, Associate Lecturer

Pathology & Microbiology

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Stephen Jones, MBBS (UWI), DM (UWI), Associate Lecturer
Desiree Skeete, MBBS (UWI), DM (Pathology), Lecturer
Marquita Gittens-St. Hilaire, BSc, PhD, Lecturer
Delores Lewis, BSc, MSc (Micro) MBBS (UWI), Associate Lecturer
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Psychiatry

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Ermine Belle, MBBS, DM (Psych), Associate Lecturer
Cyralene Bryce, BSc (Hons.) MBBS, DM (Psych), Associate Lecturer
Maisha Emmanuel, MBBS (UWI), DM (Psych) (UWI), MSc. (Birm), Lecturer
Sharon Harvey, MBBS (UWI), MRCPsych, Associate Lecturer

Psychology

Mike Campbell, BA, MS, PhD, Lecturer

Public Health

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Nigel Unwin, BA (Oxon), MB, BCh (Oxon), MRCP (UK),
MFPH, MSc, FRCP, DM (Oxon), Professor of Public Health
and Epidemiology
Geert Victor Haghebaert, MD, Dip (Tropical Med), Associate Lecturer
Stuart Morgan, MA, BSc, Chartered FCIPD, FCMI, Associate Lecturer
Madhuvanti Murphy, BSc, MPH, Dr. PH, Lecturer
Anne Nicolay, BSc (Economics), MSc Associate, Lecturer
Alafia Samuels, MBBS, MPH, PhD, Senior Lecturer
Natasha Sobers, MBBS, MPH, Lecturer

Radiology

Peter Jolly, MBBS (UWI), DM (Rad) (UWI), FRCR, Associate Lecturer
Cecil Rambarat, MBBS, DM (UWI), Associate Lecturer
Graeme Thomas, MBBS, DM (UWI), Associate Lecturer
Okella Ward, MBBS, Associate Lecturer

Surgery

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Randy Carrington BSc (Hons), MBBS, FRCS (Edin), FRCS (Intercollegiate Board in Trauma and Orthopaedic Surgery), Associate Lecturer
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Jerry Emtage, MBBS (UWI), FRCS (Can), Associate Lecturer
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Halstead Howell, MD, FACS, Associate Lecturer
Selma Jackman, MBBS (UWI), FRCS (Edin), Associate Lecturer
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Roger Thomas, MBBS (UWI), FRCOphth, Associate Lecturer
Errol Walrond, CHB, FRCS, FACS, Professor Emeritus
Maurice Walrond MBBS (UWI), DM (Gen Surg), Associate Lecturer
Christopher Warner, MBBS (UWI), FRCS (Edin), FCCS, Associate Lecturer
Judy Ward, MBBS FRCSC, Associate Lecturer

Academic Staff by Area of Specialisation (Research)

Chronic Disease Research Centre (CDRC)

R. Clive Landis, PhD Professor in Cardiovascular Research, Director (Ag.)
Ian Hambleton, PhD (Lond) Professor in Biostatistics
Angela Rose, BSc, MSc (Lond) Lecturer
Kim Quimby, MBBS (UWI), MSc (Lond) Lecturer

OFFICERS OF THE UNIVERSITY OF THE WEST INDIES

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OCC, MD, FRCP, FACP (Hon), DSc (Hon) UWI

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BSc Howard, MPhil Yale, MD Penn, DM UWI

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St. Augustine Mr. Ewart Williams
BSc, MSc UWI
Open Campus Sir K. Dwight Venner
BSc, MSc UWI

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BSc UWI, MBA North Eastern, PhD Harvard
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St. Augustine Prof. Clement Sankat
Principal BSc, MSc UWI, PhD Guelph, MASAE,
MAPETT, FIAgreE
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BA, Dip Ed UWI, MA (Ling), MA (Dev Ed), PhD Stanford

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UNIVERSITY REGISTRAR

Mr. C.W. Iton
BSc UWI, LLM Essex

UNIVERSITY BURSAR

Mr. Archibald Campbell
BSc MSc UWI, FCA

UNIVERSITY LIBRARIAN

Ms. Jennifer Joseph
BA UWI, Dip Lib & Info Sci UWI, MS Columbia,
Dip Hum Res Man UWI

PRINCIPAL OFFICERS OF THE CAVE HILL CAMPUS

Visitor
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Chancellor
The Hon Sir George Alleyne
OCC, MD, FRCP FACP (Hons), Hon. DSc UWI
Vice-Chancellor
Professor E. Nigel Harris
BS Howard, MPhil Yale, MD U of Penn, DM UWI
Chairman Campus Councils
Mr Paul Altman
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Dr Marshal Hall
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Mr Ewart Williams
BSc, MSc UWI
Sir K. Dwight Venner
CBE, KBE, BSc, MSc, LLD, UWI - Open Campus
Pro-Vice Chancellors
Professor Wayne Hunte

BSc, PhD UWI
Professor Ronald Edward Young
BSc MSc UWI, PhD St Andrew
Professor Alvin Wint
BSc UWI, MBA Northeastern, DBA Harv
Professor Andrew Downes
BSc (Hons), MSc UWI, PhD Manc
Campus Principals
Sir Hilary Beckles - Cave Hill
BA, PhD Hull
Ambassador Professor The Hon Gordon Shirley - Mona
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Professor Clement Sankat - St. Augustine
BSc, MSc, UWI PhD, Guelph, MASAE, MAPETT FIAgrE
Professor Hazel Simmons-McDonald - Open Campus
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Professor V. Eudine Barriteau - Cave Hill
BSc UWI, MPA New York, PhD Howard
Mona - Deputy Principal
Archibald McDonaId
MB BS (UWI) FRCS (Edin) DM (UWI)
Professor Rhoda Reddock - St Augustine
BSc UWI, MSc ISS The Hagus, PhD UWI
Professor Vivienne Roberts- Open Campus
BSc, DipEd UWI, MSEd Tenn, PhD UWI
University Registrar
Mr C. William Iton
BSc UWI, LLM Essex
University Bursar
Mr Archibald Campbell
BSc MSc UWI, FAC
University Librarian
Ms Jennifer Joseph
BA, Dip L.S, Dip HR UWI, MLS Columbia
Deputy University Registrar
Ms Cecil Clayton
BA UWI,Dip (Foreign Service) Oxf, MSc Amer Univ
Public Orators
Robert Leyshon - CaveHill
BA. MA, Cert Ed PGCE Lond,
Brian Meeks - Mona
BSc, MSc, PhD UWl
Professor Surujpal Teelucksingh - St Augustine
MB BS, MBA UWI, FRCP Ed, PhD Edin
Francis Severin - Open Campus
(M) BA, MSc, PhD UWI

THE CORE MEDICAL CURRICULUM

The curriculum includes structured time and unstructured time. Most of the structured time is 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' is emphasized but you will begin to meet people in their roles as patients from the first year.

On successful completion of the courses in the first three years, you will be eligible for the award of a Bachelors Degree in Basic Medical Science (BMedSci) and will continue into the final two years of the MBBS programme, subject to the approval of the University authorities.

During the final two years, students rotate through the main clinical disciplines, with emphasis on general training rather than on specialist hospital practice.

Cross-disciplinary Themes

Cross-disciplinary subject areas such as medical *ethics* and have been worked into the existing courses as themes or strands. These themes are part of the 'core curriculum' and are included in the assessment of students. In addition, a theme encompassing *personal and professional development* has been designed to ensure that the attitudinal components of learning considered as important for good medical practice are included in the overall educational process.

Study Options

In addition to this core curriculum, the programme includes a number of options that allow you to undertake courses and activities during the clinical years in areas of special interest to you. These include *electives.*

Electives

There are elective periods in the Phase II programme. During an elective, you will have the opportunity to spend a supervised period of study in a specialty of your choice. This period of study 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 discuss your plans for your elective with your Academic Advisor by the fourth year or even earlier.

Structure of the Programme

The undergraduate medical programme is divided into Phase 1 (Years 1-3) and Phase 2 (Years 4-5). The first two years of the new programme are fully semester based while the 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. This shortened summer vacation at the end of year two was always a feature of our medical curriculum.

PHASE I

Years 1 Orientation

In your first two weeks of year 1, time is devoted to a Faculty orientation exercise intended to complement Freshman's Week activities and to sensitize you about what to expect in the restructured medical programme. Time is allotted for you to meet with both teaching staff and senior students. You are also assigned to Academic Advisors and have an opportunity to attend sessions on study skills, 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. Arrangements have been made to ensure that you are familiar with the use of computers in locating information and for communicating with your tutors and colleagues.

Phase I (Years 1-3)

Objectives

- To enable students to understand the development of man and man's relationship to society and the environment
- To provide a fundamental knowledge of molecular and cellular biology, genetics and human nutrition
- To provide a thorough and integrated knowledge of the structure and functioning of the human body in health and disease
- To promote personal development and the skills required to obtain information from and communicate effectively with patients and colleagues
- To enable students to carry out a full clinical examination and perform a defined set of simple invasive techniques

Phase I Courses and Clerkships

Year 1

MDSC1000	Fundamentals of Disease and Treatment
MDSC1103	Meiosis to Man – An Introduction to Embryology and Histology
MDSC1104	Introduction to Molecular Medicine
MDSC1105	The Locomotor System
MDSC1201	Cell Biology
MDSC1202	Introduction to Medical Practice (Unit 1)
MDSC1203	Health Care Concepts
MDSC1205	The Respiratory System
MDSC1206	Neuroscience in the Peripheral Nervous System

Year 2

MDSC2103	The Cardiovascular System
MDSC2104	Digestive System
MDSC2105	Health and the Environment
MDSC2201	The Endocrine System and the Skin
MDSC2202	Introduction to Medical Practice (Unit 2)
MDSC2203	Neuroscience II – The Central Nervous System
MDSC2204	Renal/Urinary and Reproductive I

Year 3

MDSC3101	Clinical Haematology
MDSC3102	Renal/Urinary & Reproductive II
MDSC3103	Human Nutrition
MDSC3104	Health Services Management
MDSC3200	Understanding Research
MDSC3201	Junior Medicine Clerkship
MDSC3202	Junior Surgery Clerkship
MDSC3303	Aspects of Family Medicine

These courses will be rotated in Years 1 and 2, Semester 2.

COURSE DESCRIPTIONS

Please Note: In order to provide ongoing improvement of course delivery and curriculum, all courses are subject to change.

COURSE CODE: MDSC1000
TITLE: Fundamentals of Disease and Treatment
CREDITS: 6
SCHEDULE: Year 1, Semester ½

The aim of this course is to provide a background for the better understanding of the system-based courses that follow it. The multidisciplinary approach used and much of the content is basic to an understanding of disease states and how drugs work and it serves as an important introduction to the integrated approach used in the delivery of the other courses in

Phase 1. The content provides a foundation for understanding important basic disease processes such as infection, inflammation, genetic disorders, tumor pathology and disorders of growth and assists students to appreciate how these affect the different organ systems when these are taught later in the programme. It also introduces the chemical structures and families of drugs commonly used in the treatment of patients and how these work to modulate disease processes.

COURSE CODE: MDSC1103
TITLE: Meiosis to Man -Introduction to Embryology & Histology
CREDITS: 2
SCHEDULE Year 1, Semester 1

This 2-credit course is one of three dealing with the development and differentiation of cells, tissues and organs. It covers a general view of human development and the structure of tissues and is competed early in Semester one. It is designed as a basis for the more detailed study of the development, structure and functioning of the body systems and provides a basis for an understanding of congenital abnormalities.

The teaching staff is primarily drawn from the Section of Anatomy.

COURSE CODE: MDSC1104
TITLE: Introduction to Molecular Medicine
CREDITS: 2
SCHEDULE: Year 1, Semester 2

The aim of this course is to introduce students to the principles of Molecular Biology and to show how they may be used to understand and treat human disease. It builds on the fundamentals of the structure and functions of nucleic acids and proteins and serves as an important foundation for understanding advances in genetics and developments in modern medical research.

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

COURSE CODE: MDSC1105
TITLE: The Locomotor System
CREDITS: 3
SCHEDULE: Year 1, Semester 1

The aim of this course is to provide the student with a thorough knowledge base of the functional anatomy of the upper and lower limbs and of the spinal column as these relate to each other in health and disease.

As the first in a series of systems- based courses it provides a comprehensive and integrated approach to learning the structure and function of the human body and introduces the anatomical terminology required to describe relationships of structure. Through the use of illustrative cases and relevant pathophysiology, it also helps students to appreciate the features, diagnosis and management of the common clinical conditions that affect muscles, bones and joints.

COURSE CODE: MDSC1201
TITLE: Cell Biology
CREDITS: 3
SCHEDULE: Year 1, Semester 1

Cell biology (MDSC1201) covers the following objectives: 1) The structure and function of biological molecules; 2) The biochemical pathways of intermediary metabolism; 3) The functional significance of biochemical processes and their regulation in normal and aberrant states. The course is organized into 5 units:

Unit 1: Introduction to biological molecules

This unit covers the structures and cellular roles of amino acids and proteins, enzyme structure and catalysis, enzyme kinetics and bioenergetics.

Unit 2: Structure and function of carbohydrates

The major metabolic pathways of carbohydrate intermediary metabolism including inborn errors, vitamin deficiencies and their effects on carbohydrate structure and function.

Unit 3: Structure and function of lipids

Lipid classes structure, biosynthesis and degradation, and clinically relevant correlations.

Unit 4: Structure and function of proteins The Metabolism of essential and non-essential amino acids, the urea cycle, heme metabolism, and other specialized products derived from amino acids. Emphasis is given to inborn errors of amino acid metabolism.

Unit 5: Integration of metabolism

This unit focuses on the fast/feed cycle, hormonal regulation of metabolism and the associated organspecific metabolic changes.

COURSE CODE: MDSC1202
TITLE: Introduction to Medical Practice – Unit 1
CREDITS: 3 (Pass/Fail)
SCHEDULE: Year 1, Semesters 1 and 2

This is the first unit of a multi-faceted introductory course which spans the first two years of the programme and is designed to provide students with the foundation skills necessary for their later clinical and hospital-based clerkships.

Unit 1 aims to inculcate at an early stage the attitudes and behaviours appropriate to the practice of medicine. It emphasizes personal & professional development, an important theme running through the curriculum and encompasses communication skills, professional conduct, including deportment, patient confidentiality and includes a parallel course in basic pre-hospital management of common medical emergencies.

COURSE CODE: MDSC1203
TITLE: Health Care Concepts
CREDITS: 4
SCHEDULE: Year 1 / Year 2, Semester 2

This comprehensive course introduces students to basic issues related to health and illness and approaches to disease prevention. Relevant concepts are illustrated

from an individual and lifecycle approach with an emphasis on sociological and psychological factors.

The course aims to create an awareness of the sociological factors influencing health and the provision of health care in the Caribbean and how personal attitudes and stereotyping may influence relationships with patients and coworkers.

By familiarizing students with the importance and levels of preventive measures it aims to foster an appreciation for health and illness issues from a sociological perspective.

It emphasizes the place of health education and health promotion in the practice of medicine and aims to create an awareness of the factors influencing approaches to the promotion and maintenance of health and wellbeing. The importance of health seeking and risk-taking behaviours and the physical, emotional and social stressors affecting the individual are explained.

It introduces the factors leading to normal physical, cognitive, social and emotional development in children and adolescents and emphasizes the importance of caring for the elderly with their special needs, health and disease patterns.

It aims to foster an understanding of the factors influencing human development, thinking and behaviour, to promote insight into personal attitudes and reactions and illustrate that psychiatric disorders may represent the culmination of a complex interaction of biological, psychological and social factors. The student is introduced to the principles of medical and research ethics and bioethics and is exposed to ethical dilemmas that arise in clinical encounters. Basic epidemiological principles and research methods are introduced.

COURSE CODE: MDSC1205
TITLE: The Respiratory System
CREDITS: 3
SCHEDULE: Year 1, Semester2

The main aim of this system-based course is to provide students with an understanding of the normal anatomy and physiology of the respiratory system and how it is affected by common disease conditions.

This course addresses the normal and the abnormal structure and function of the human respiratory system, the mechanics of breathing and factors influencing breathing. Gaseous exchange in the lungs in health a disease is covered as well as important drugs used in the treatment of common respiratory illnesses. Aspects of the investigation and care of patients with respiratory disease are introduced to reinforce basic knowledge of the normal state and to highlight the importance of this knowledge to medical practice.

COURSE CODE: MDSC1206
TITLE: Neuroscience 1 – The Peripheral Nervous System
CREDITS: 3
SCHEUDLE: Year 1, Semester 2

The main aim of this course is to explain the role of the peripheral nervous system in controlling visceral and skeletal muscle functions and how it can be modulated for therapeutic benefits to the patient. It is the first of two encounters with the Neurosciences in Phase I of the MBBS programme.

Neuroscience is concerned with the study of the human nervous system which consists of two major divisions, the central nervous system (CNS) and the peripheral nervous system (PNS).

In this course, the anatomical organization, functions and regulatory mechanisms of the peripheral nervous system are presented. The content provides the foundation for understanding the neural regulation of the functions of peripheral organs, glands and tissues that are dealt with in later courses.

YEAR 2
COURSE CODE MDSC 2103
TITLE: The Cardiovascular System
CREDITS: 6
SCHEDULE: Year 2, Semester 1

The aim of this course is to provide an overview of the normal and abnormal structure and function of the cardiovascular system. It covers the essential core of information that students are required to know about the cardiovascular system in order to begin their hospital based clinical training.

The course is integrated, so that whilst the teaching of Anatomy, Physiology, Pharmacology, Pathology and Microbiology of the cardiovascular system is emphasized, there is also exposure to introductory clinical knowledge which permits an appreciation of the clinical relevance of the disciplines mentioned.

COURSE CODE: MDSC2104
TITLE: The Digestive System
CREDITS: 6
SCHEDULE: Year 2, Semester 1

This course aims to provide students with a fundamental understanding of the gastrointestinal tract and its importance in the processes of digestion, absorption and excretion as well as the role it plays in homeostasis.

It covers the gross anatomy, embryology, histology and functional aspects of the gastrointestinal tract and its accessory organs including morphological concepts related to the processes of mastication, deglutition, motility and secretions, digestion, absorption and defaecation. It provides students with an appreciation of the important pathophysiology of the digestive system and highlights the basic scientific knowledge behind the principles governing the management of common disorders.

COURSE CODE: MDSC2105
TITLE: Health and the Environment
CREDITS: 3
SCHEDULE: Year 1 / Year 2, Semester 2

This course aims to provide students with an overview of the interrelationship between man and his environment, and of the environment as a major determinant of health.

It introduces students to disaster management in the Caribbean, including both natural and technological disasters. Emphasis is placed on credible disasters, the role of the physician in the overall management of disasters generally and specifically in the hospital setting.

In addition, a spectrum of important viral, bacterial and parasitic infections is included with emphasis on sources, routes of transmission, prevention and control.

COURSE CODE: MDSC2201
TITLE: The Endocrine System & Skin
CREDITS: 3
SCHEDULE: Year 2, Semester 1

In both development and delivery, this course utilizes a multidisciplinary approach to the teaching of applied anatomy and physiology of the endocrine system and the skin. By combining clinical and pathological aspects, it pro vides relevance and a critical link between understanding the basic medical sciences in the normal state and applying this knowledge to diseases that affect patients.

The chemical structure, synthesis, mechanisms of action, and functions of hormones are illustrated along with the various regulatory mecha nisms that affect their production. In addition, the content includes the structure and function of the skin and the medically important conditions affecting it.

COURSE CODE: MDSC2202
TITLE: Introduction to Medical Practice – Unit 2
CREDITS: 3 (Pass/Fail)
SCHEDULE: Year 2, Semester 2

The main aim of this course is to prepare students for the junior clerkships in Year 3 by training them in the art and practice of clinical history-taking, writing case histories and carrying out a simple physical examination.

During a four week, full-time block, students receive a series of lectures/demonstrations which are followed by opportunities to interact individually and in small groups under supervision with patients on the general medical, surgical and paediatric wards. Students are expected to apply the principles of communication learned in Unit 1 in taking histories and to present their cases orally, one-on-one to senior teaching staff.

Where performance, attendance and/or participation is considered unsatisfactory or unsafe, students may be required to attend remedial sessions before being permitted to commence the junior clerkships in year 3.

COURSE CODE: MDSC2203
TITLE: T Neuroscience 2: The Central Nervous System
CREDITS: 9
SCHEDULE: Year 2, Semester 2

The aim of this course is to equip students with comprehensive knowledge about the normal structure and functioning of the central nervous system and the important pathological conditions that affect it.

It takes an in-depth look at the structure and function of the central nervous system (the brain and spinal cord), and introduces students to important diseases affecting the central nervous system, the methods used in investigating patients, and the treatment modalities employed, including pharmacotherapy. Additionally, it covers important drugs acting on the central nervous system, the investigations used to aid clinical diagnosis and outlines the principles behind medical and surgical treatments of central nervous system disorders.

YEAR 3
COURSE CODE: MDSC3101
TITLE: Clinical Haematology
CREDITS: 4
SCHEDULE: Year 3, Semester 1

This course builds on the Fundamental of Disease and Treatment course in Year 1 and reviews the normal structure and function of the haematological and lymphoreticular systems including the spleen, thymus and lymph nodes and provides an important basis for moving on to the applied pathology clerkship component in Year 4.

Important disorders of the blood and lymphoreticular system are introduced along with methods of diagnosis and the principles of management. The causes and classification of common or important inflammatory and neoplastic conditions are highlighted and made relevant by means of illustrative cases.

COURSE CODE: MDSC2204 and MDSC3102
TITLE: Renal / Urinary & Reproductive 1 and 2
CREDITS: 9
SCHEDULE: Year 2/ Year 3, Semester 1

This course aims to provide students with sufficient knowledge of the macroscopic and microscopic structure of the genitourinary system to enable them to understand both normal human excretory and reproductive function and the effects of common clinical abnormalities on these systems.

Structurally, the course is delivered in two units over two semesters. The content required by students at the beginning of basic clinical skills training in the latter part Year 2 is covered first with the second unit delivered in the first semester of Year 3. It employs an integrated approach and provides a basis for students' understanding of the relevant anatomy of the excretory and reproductive systems and how these function in health and disease. By inclusion of relevant pathophysiology and case-based problems, it provides a foundation for appreciation of the features, diagnosis and management of common clinical conditions affecting these systems.

COURSE CODE: MDSC3103
TITLE: Human Nutrition
CREDITS: 3
SCHEDULE: Year 3; Semester 1

This course is designed to acquaint medical students with the basic and essential concepts of nutrition in medicine. It aims to explain the role of nutrition in determining patients' wellbeing, its interaction with their medical/ surgical conditions(s), and how to apply simple therapeutic principles to improve their nutritional state.

It does not seek to create clinical nutritionists, but rather to instill in students the idea that nutrition is a theme with which they need to be concerned in every aspect of health and disease in patients with whom they come into contact.

COURSE CODE: MDSC3104
TITLE: Health Services Management
CREDITS: 3
SCHEDULE: Year 3, Semester 1

This is a web-enhanced course designed to equip medical students with the basic skills, attitudes and competencies to be effective team members, leaders and managers. While integrating the theme of personal and professional development, it covers aspects of health services organization, management in the public and private sectors, with particular reference to management principles, policy formulation, planning and evaluation.

The management of resources of people, money and supplies, will include manpower planning, utilization and retention, financing and health care, accounting and management in health. Leadership and communication skills will be emphasized. The knowledge and skills gained in this course are designed to benefit students as they later assume managerial roles at all levels in the health sector.

COURSE CODE: MDSC3200
TITLE: Understanding Research
CREDITS: 3
SCHEDULE: Year 3, Semester 1

Regardless of whether or not graduates become involved in health research, as practicing physicians, they will be faced with the difficulty of keeping up-todate in their chosen field. In the face of a huge and expanding amount of new information, they will be required to locate current and reliable information from a variety of sources. The ability to interpret data and to separate what is reliable from what is not is a skill that they must acquire.

This course aims to introduce students to the role of research in the practice of medicine, to encourage the judicious use of research information and to kindle an interest in knowledge creation (research). Students are expected to develop an enquiring attitude to the acquisition and use of the available evidence to inform health care delivery. It includes an introduction to basic epidemiology, the use and interpretation of biostatistics

and an exploration of the tools used in carrying out health-related research.

COURSE CODE: MDSC3201
TITLE: Junior Medicine Clerkship

Open Campus, Professor Hazel Simmons-McDonald – Open Campus
CREDITS: 9
SCHEDULE: Year 3, Semester 2

This full-time clerkship is one of three junior rotations which represent the students' first clinical 'apprenticeship' with the healthcare team. It builds on the skills taught in the Introduction to Medical Practice course in years 1 and 2, and is the first opportunity for the student to be fully assigned to medical patients as part of a team. It is intended to reinforce previous teaching and to provide the practical experiences necessary to enhance the students' basic clinical knowledge.

The clerkship is conducted at the Queen Elizabeth Hospital and Clinical Skills Building. Students are assigned to patients admitted to their service and are given responsibility under supervision for aspects of their care. They keep written records, assist with day to day management and learn to interpret laboratory results. They attend ward rounds, participate in the discussion of management and spend time with the emergency duty team, participating in post call ward rounds where they are required to present cases they have clerked for admission.

COURSE CODE: MDSC3202
TITLE: Junior Surgery Clerkship
CREDITS: 9
SCHEDULE: Year 3, Semester 2

This full-time clerkship is designed to provide students with their first practical opportunity to participate in the care of surgical patients and to provide hands-on, supervised experience in history-taking and physical examination. Students are assigned in small groups to surgical firms at the Queen Elizabeth Hospital.

Bedside teaching takes place in the wards, in the outpatient clinics and in the Accident & Emergency Unit where students practice the regular keeping of accurate records. They are shown how to use the information obtained from the history and physical examination to arrive at a working diagnosis and how laboratory investigations are used for confirmation and to assist in managing patients.

They are taught how to perform and assist in simple surgical procedures including venipuncture and the suturing of simple wounds and, as they begin to assume limited clinical responsibility for the care of surgical patients, they participate increasingly in the day-to-day responsibilities of patient care under the supervision of resident and senior teaching staff.

COURSE CODE: MDSC3303
TITLE: Aspects of Family Medicine Child Health
CREDITS: 9
SCHEDULE: Year 3, Semester 2

This clerkship, uses a mix of community, hospital and ambulatory care experiences. This clerkship is delivered in three 2 week units- Paediatric Inpatients, Paediatric Outpatient clinics, and Child health clinics in the polyclinic.

This clerkship uses a combination of community and hospital care experiences. They are assigned in small groups, to patients admitted to the pediatric services at the Queen Elizabeth Hospital and practice accurate medical record keeping.

Practical 'bedside' teaching takes place at the Queen Elizabeth Hospital and the Government's polyclinics.

Student performance is assessed by the Academic staff to whom students are assigned as they participate in the day to day responsibilities of patient care, under the supervisor of resident and senior teaching staff.

This provides the opportunity to practice history taking and physical examination techniques especially those more specific to children and to make clinical case presentations.

Students are taught to use clinical data to arrive at a working or differential diagnosis and how laboratory investigations are used for confirmation and to assist in patient care.

Aspects of Family Medicine with Child Health

This unit provides students with an understanding of the major factors affecting the delivery of health care to patients in the primary care setting and helps them appreciate the role and function of the health team in delivery of community mental health services. They participate in a family study, observe ambulatory care in a polyclinic and visit the Family Court, and other institutions in the community. These activities help integrate their interviewing skills, and apply health promotion principles to individuals, families and communities.

These activities are augmented with seminars on social issues in health, human sexuality, complementary medicine, doctor patient relationships, ethics, mental illness and family and familial factor.

Child Health

This clerkship uses a combination of community and hospital care experiences. They are assigned in small groups, to patients admitted to the pediatric services at the Queen Elizabeth Hospital and practice accurate medical record keeping.

Practical 'bedside' teaching takes place at the Queen Elizabeth Hospital and the Government's polyclinics. Student performance is assessed by the Academic staff to whom students are assigned as they participate in the day to day responsibilities of patient care, under the supervisor of resident and senior teaching staff.

This provides the opportunity to practice history taking and physical examination techniques especially those more specific to children and to make clinical case presentations. Students are taught to use clinical data to arrive at a working or differential diagnosis and how laboratory investigations are used for confirmation and to assist in patient care.

Years 4 and 5

Students who successfully complete the three-year programme will commence the final two years of undergraduate training. These consist primarily of hospital based clerkships although rotations will include at least one clerkship in a community setting and possibly an elective.

In year 4, you are exposed in small groups to a variety of specialty and sub-specialty disciplines in a series of short rotating clerkships. The emphasis is on special techniques of examination and modes of investigation. In support of this, students also spend some structured time in the laboratory disciplines under supervision of the Departments of Pathology and Microbiology.

The final year of training is designed to prepare you for your internship. A series of clerkships in five major disciplines provide you with experiences in the overall care and follow-up of patients with common and important conditions. You are expected to participate in all the activities of the clinical service to which you are attached and are supervised by the consultant and resident staff. Most of your learning takes place during informal bedside teaching. Clinical competence must be certified by each of your tutors as a pre-requisite for proceeding.

The final year concludes with the sitting of the written and practical/clinical components of the final MBBS (Phase 2) examination.

A note on your internship

At present, award of the MBBS Degree from the University of the West Indies entitles the graduate to provisional registration in the health services of some Caribbean countries. Provisional registration is a limited license to practice under supervision and lasts for 12 months and practice can only be undertaken in posts recognized for this purpose. Satisfactory completion of the internship entitles you to full registration and a license to practice medicine independently within the English speaking Caribbean or to pursue further graduate training. The Diploma in Family Medicine is designed for those planning to go to primary care, and is expected to become a requirement for independent primary care practice.

Up until 2003, the General Medical Council (GMC) in the United Kingdom was the accrediting body for the University of the West Indies. In that year, a decision was made by the GMC that it would no longer act as the accreditation authority for the University of the West Indies. As a result, graduates of the UWI (and several other 'commonwealth' universities) are no longer entitled to automatic GMC registration. In July 2004, The Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM-HP) was established by the Governments of the Region (CARICOM). The Caribbean Accreditation Authority replaces the GMC for the purpose of accreditation of medical programmes in the region, and is analogous to other national and regional accreditation authorities, e.g. the GMC and the Australian Board.

ASSESSMENT AND EXAMINATIONS

An overview

Assessment of students in the medical undergraduate programme takes the form of written, practical/clinical, and in some cases, oral examinations. Coursework, projects and other in-course assessments may contribute to overall course grades where appropriate and, in keeping with the multidisciplinary approach to teaching, your assessments will become more integrated and case-based as you proceed.

Years 1 and 2

Students are required where appropriate to complete coursework, to write end-of-course assessments, and to sit examinations at the end of each semester. Grades are calculated for each year using the results of all of these. The following assessment for preclinical courses will be in effect beginning September, 2012.

- A weighting of 60% on final exams with a 40% weighting on in-course assessments.
- A Pass on final exams as requirement for successful academic progress in individual courses
- Web-based and research courses will remain a hybrid mix determined by Faculty Examiners.

The following courses would not be affected by the revision, as they are on-line and research-based courses. The assessment for these courses will be decided by course examiners, as typically these courses are weighted heavily on formative assessments.

- MDSC3103 Nutrition
- MDSC3104 HSM
- MDSC3200 Understanding Research
- MDSC3101 Human Nutrition
- MDSc3201 Junior Medicine
- MDSC3202 Junior Surgery
- MDSC3303 Aspects of Family Medicine

Year 3

At the end of the third year, successful students are eligible for the award of a Bachelor of Basic Medical Science Degree, the Bachelors Degree in the Medical Sciences.

Please note that failure in resit examinations will constitute 'failure to progress' and may require you to repeat the entire year, or withdraw from the programme.

Years 4 and 5

In the final two years, students are assessed by a combination of on-going assessment and written and oral/clinical examinations at the end of each clerkship. These are designed to evaluate a range of professional skills including attitude to work and interpersonal skills.

In the final year, clinical competence is assessed formally in each of your five senior clerkships. Satisfactory competency must be certified by your supervisors in each of the senior clerkships in order for you to write the final Phase 2 (MB BS) examination at the end of the fifth year.

Because this year is a preparation for internship and future practice, your supervisors will also be looking at how you approach your work, your enthusiasm, punctuality, commitment and use of initiative as well as your relationships with patients, students, teachers and other members of the health team. Although often difficult to quantify, demonstration of these characteristics in a caring manner is the hallmark of the medical profession. The society and your patients expect it and your medical school is committed to promoting it.

Electives

You are not normally assigned grades for an elective but a report indicating satisfactory attendance and performance from your supervisor must be submitted along with your own written report. As a minimum, your report should outline the programme of study that was undertaken, your aims and how well these were achieved. In the case of research projects undertaken, your report should include the methods, data collected, results and a discussion. If the project was 'written up or presented at a conference, this should be indicated. Elective reports may be considered in the determination of Honours and Distinctions.

Study Guides

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, why and how, and also list resources you can use to aid your learning. Most will contain examples of questions to help with your self-assessment and a list of names with contact information for lecturers and Course Co-ordinators who can help you if you're having problems. Do not hesitate to do this if things go wrong.

Recommended texts are listed but are only suggestions from your tutors. If you find that you can work better with another book that isn't listed, check with colleagues and with the learning outcomes in the Learning Guide to ensure that you will still cover the required material.

Is there life after lectures?

By now you must be wondering if getting into the MBBS programme 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, not more than 8 or 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 can be split into shorter periods for studying as suggested previously.

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 an unproductive time for you, then plan something other than study for that time. If another system works for you, go with it, but remember to plan study sessions 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 the 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. ACTIVELY RECALL the content BEFORE reviewing your notes or reading further. This approach of "Active recall" is key to consolidating information, and is well worth the effort.

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 or facilitated usually in a problem oriented or case base small group session 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. Establishing a smaller study group of 2-4 is also of great value.

Labs and Practicals

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

In fact 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 lab and much of the scheduled Anatomy teaching will be multi modal. 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, through the application of many modalities - models, cadaver demonstration, live anatomy, imaging methods, etc.

Studying on your own

As a medical student in the new curriculum 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. Always 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 curriculum 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, and have assumed an increasingly significant place in the new curriculum.

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 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 far as possible. 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.

Examinations

Although there will be more emphasis on continuing assessment in the new curriculum, than before, you will still be required to sit important university examinations. 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.

Although the new 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 marking aimed at ensuring fairness to all candidates. In addition to internal examiners approved and appointed by the University, all university examinations require 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 some candidates.

All written papers in University examinations in the Faculty are marked by more than one examiner (often two or three). Where there is disagreement, a more senior examiner from another campus may be asked to review the scripts. In addition, the external examiner reviews the papers of all 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.

In the same way, in your oral, practical and clinical examinations, you will always be examined by more than one internal examiner and the external examiner may also participate in your examination as an examiner or as an observer.

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 or listen to the instructions carefully and answer what is asked
- In written exams, budget your time between questions
- Write legibly and grammatically
- Allow enough time to read through your answers
- If you feel yourself getting 'spaced out', take a minute's break to clear your head.
- Relax!

A note on oral examinations

The word "viva" often produces feelings of panic in medical students but this really needn't be so. It is true that the 'viva voce" (oral) examination is sometimes used for borderline candidates to allow them another chance to avoid resits but it may also be used for candidates with high grades to decide on the award of Honours or Distinctions, although it is being used much less than in the past.

In some university oral examinations the candidate faces a panel of 2 or 3 examiners which may include an external examiner from another institution. Each examiner has a fixed time (usually between 5 and 10 minutes) to question you on a particular subject. If you appear to know the subject asked, examiners may quickly move to another area to test your breadth of knowledge. A buzzer sounds to indicate when 'time is up'.

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 where it is still a feature of an exam as an opportunity to prove yourself and what you know.

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 still 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. ***THIS IS KEY - EXERCISE IMPROVES YOUR MENTAL FUNCTION, MAKES YOU FEEL BETTER AND LOOK BETTER, IMPROVES YOUR RESISTANCE TO INFECTION AND IS AN INVESTMENT FOR LIFE!***

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. Trying to study when short of sleep is a total waste of time! 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 exam as possible, so you know what to expect and practice answering past papers. 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's 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 to do it well.

When and where to go for help

Although the Faculty does 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 a colleague or a mentor.

The important thing is to seek help as soon as you feel you might need it, and to let someone in the Faculty 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 has assigned a member of the teaching staff to each of you to serve as your Academic Advisor or Mentor. 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 a vaccination against chicken pox.

Arrangements for immunization can be made through the Student Health Clinic on Campus or at the staff clinic at the Queen Elizabeth Hospital.

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 obtain a medical certificate as proof of illness from the Student Health Services Clinic. Keep a photocopy of the certificate for your personal records.

If for any reason you are unable to go to a doctor at the Student Health Services Clinic, another doctor may provide the necessary certificate, but you must inform and submit the medical certificate to the Campus Medical Officer of the Student Health Services Clinic.

If you are ill during an examination or in the days immediately preceding an examination, you must obtain a medical certificate as proof of illness from Student Health Services Clinic, 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 Student Health Clinic is available and suitably qualified to give confidential advice and assistance. Medical practitioners at the Queen Elizabeth Hospital 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.

Nametags should be worn when attending classes and ward rounds and when carrying out official duties.

Dress Codes

In our curriculum, you may be in contact with patients from as early as the first year. 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 Medical Students' Association (MSA) and the Faculty Administration. The details of this, which includes the wearing of a white shirt-jac or jacket on 'clinical' attachments, can be obtained from the Student Affairs Section of the Dean's Office or from the MSA executive.

You are required to adhere to this code. Whether attending lectures or visiting patients, you should always appear neat and tidy, wearing reasonably smart, appropriate and professional looking clothing. You must not look as if you are going to a party, night club or to hang out on holiday! Being a medical student should always be a matter of pride to you. You must look, at a glance, like a health professional!

Attendance

Any candidate who has been absent from the University for a period of time during the teaching of a particular course for any reason other than illness or whose attendance at prescribed lectures, classes, practical classes, tutorials or clinical instructions is inadequate, may be debarred by Academic Board, on the recommendation of the Faculty Board, from taking any University examinations. Students whose attendance is unsatisfactory will be counseled, attendance noted in student files and recommendations may be made for debarment from Examinations.

<u>Attendance Policy:</u>

Students are expected to maintain an 80% attendance record in all courses and clerkships.

Note that excuses for absence will only be considered in cases of certified illness or exceptional circumstances. It is to your advantage to attend all lectures, laboratory sessions, ward rounds, field trips and other teaching/learning activities. 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. Remember, lectures and tutorials are about addressing the important and clinically relevant material that is often not found in textbooks. Clinical experience at the bedside on the wards and during on-call hours provides the most effective learning tool for becoming a safe and capable doctor.

As Sir William Osler said "To study medicine without books is to sail an un-chartered sea, but to study medicine without patients is not to go to sea at all!"

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

LABORATORY REGULATIONS

1. Always wear a lab coat during the practical sessions; remove the lab coat if you leave the laboratory for any purpose.
2. No eating (includes chewing gum, mints, lozenges, sweets etc.), or drinking in the labs.
3. No open-toed footwear in the laboratory.
4. Ensure you know the locations of the nearest fire exit, fire extinguisher, eyewash stations, first aid boxes within the lab.
5. Always wear safety glasses and gloves when handling Biological materials and dispose of them in the appropriate receptacle.
6. Always wear disposable gloves for handling hazardous chemicals or if you have a cut (including paper cuts) or wound on your hand. Cover cuts/wounds with a plaster.
7. Report immediately any spillage of chemicals or breakages to the person in charge.
8. Do not put broken glass pipette tips or needles in the normal waste – use the SHARPS disposable bins provided; dispose of chemicals in a safe manner as instructed and place all waste materials in the appropriate assigned containers at the end of the lab sessions.
9. Switch off all electrical equipment and gas burners when you are finished.
10. In the case of a fire drill, switch off all electrical and Bunsen burners and exit in an orderly manner.
11. Ensure you know the locations of the nearest fire exit, fire extinguisher, eyewash stations, first aid boxes and safety shower(s) within the lab.
12. USE OF CELL PHONES IN THE LABORATORY IS PROHIBITED.

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 and the Hospital or clinic environment.

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 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.

THE LIBRARIES

There are two libraries available for medical students – the Sidney Martin Main Library at the Cave Hill Campus, and the Faculty's Medical Library located on the ground floor of the Errol Walrond Building at the UWI Clinical Skills Complex adjacent to the Queen Elizabeth Hospital. The Sidney Martin Library houses materials chiefly for Phase 1 students and the Faculty's Medical Library at the Errol Walrond Building serves both clinical students and other health professionals, but there is some overlap in the stock of books and other materials.

FMS MEDICAL LIBRARY

In December 2013, the Medical Library was relocated from the Queen Elizabeth Hospital to the renovated Errol Walrond Building. It is the respository of books and periodicals in the clinical disciplines, coordinates access to a large number of electronic journals, and serves the Faculty of Medical Sciences, the QEH staff

and other health professionals of Barbados. Students can access this library on production of ID.

The present Library opening hours are 8.30 a.m. – 4:30 p.m. Monday to Friday.

APPENDIX I

The MBBS Graduate

On satisfactory completion of the programme, MBBS graduates should have acquired a core of knowledge, competencies and behaviours which will enable them to:

Patient Care

- Apply relevant knowledge from the biomedical and behavioural sciences to the care of individuals, families and groups in community and hospital settings.
- Assess the health status of individuals and groups through observation and data collection from sources including
- The medical history
- Clinical examination
- Laboratory findings
- Make a clinical diagnosis
- Prepare a plan of management including appropriate referral
- Implement a plan of management including referral
- Involve the patient and family in the care plan
- Perform simple clinical procedures
- Prepare clear and concise records, reports, letters of referral and other patient related documents.
- Distinguish between urgent and non-urgent cases.
- Demonstrate competence in the initial management of medical emergencies

Community Awareness

- Plan, and/or engage in health promotion activities aimed at promoting healthy life styles in individuals and communities
- Empower individuals, families and communities to develop self reliance regarding their own health care
- Apply the principles of public health and an awareness of the social impact of illness to the practice of medicine in the community

Communication & Collaboration

- Communicate effectively with patients, families, and other members of the health team.
- Collaborate with individuals and communities in identifying and achieving defined health goals.
- Function harmoniously and constructively as a member of a multi-disciplinary team within the health sector and between the health sector and other sectors of society.
- Participate willingly in the training of other health care workers.

Health Services Management

- Participate in planning, organising, directing and evaluating heath care
- Engage in quality assurance initiatives
- Participate in health care research

Personal Development

- Demonstrate a sensitivity and respect for the rights of individuals and groups.
- Practice medicine within the ambit of professional medical ethics and the law.
- Keep abreast of social, medical and technological advances through participation in continuing medical education
- Critically appraise the published scientific literature
- Be accountable for his/her own actions in the care of patients

APPENDIX II

GRADUATE DEGREES

Higher degrees offered by the Faculty of Medical Sciences currently are:

MPhil /PhD Epidemiology
MPhil /PhD Medical Microbiology
MPhil /PhD Immunology
MPhil/PhD Pharmacology
DM Anaesthesia & Intensive Care
DM Accident and Emergency Medicine
Diploma, MSC, DM Family Medicine
DM Internal Medicine
DM Obstetrics and Gynaecology
DM Orthopaedics

DM Ophthalmology
DM Paediatrics
DM Psychiatry
DM Surgery (General)
Diploma in Health Services Management
Master in Public Health

Full details of Higher degree programmes in this Faculty are available in the Graduate Information Guide for Medical Sciences, from the Faculty of Medical Sciences or the School for Graduate Studies and Research www.cavehill.uwi.edu/gradstudies