

Introduction

As members of a noble profession we have a lifelong contract with the society to maintain professionalism at all times . It demands placing the interests of patients above those of the physician, setting and maintaining standards of competence and integrity, and providing expert advice.

At present, the medical profession is confronted with unprecedented challenges by rapidly advancing technology ,changing market forces, problems in health care delivery, and globalization. As a result doctors find it increasingly difficult to meet their responsibilities to patients and society.

To maintain the fidelity of doctors social contract during this turbulent time, medical students as future members of medical profession must reaffirm their active dedication to the principles of professionalism.

We as doctors are expected to work collaboratively to maximize patient care, be respectful of one another and participate in the processes of self-appraisal including remediation and discipline of members who have failed to meet professional standards.

Medical careers can be stressful and throughout your course and during your exposure to clinical practice you should be mindful of the social, financial and administrative pressures under which many of your senior colleagues work. If you are unprepared to identify and cope with these stresses you may experience burnout and offer inferior patient care.

In the Personal and Professional Development stream of the medical curriculum we hope to focus on developing and strengthening desired professional behaviours among you as medical professional in training.

We earnestly hope that when you qualify as graduates of Faculty of Medical Sciences of University of Sri Jayewardenepura that you will forge this foundation in the context of clinical practice and create the good doctors that the society so yearns for. We also expect you to be resilient and maintain professionalism in a rapidly changing society

Members of the Module implementation Committee

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General objectives:

- 1) The graduate must be able to
 - a) Be aware of the importance of the doctor patient relationship in all aspects of patients care
 - b) Adopt an empathic and holistic approach to patients and the problems they present with
 - c) Demonstrate respecting patient autonomy and involve patients, or where appropriate, relatives or careers as partners in therapeutic and management decisions
 - d) Be aware of and respect different cultures, values and views and beliefs
 - e) Be aware of the use of alternative medical practices, and be sympathetic and understanding if patients choose to use these practices
 - f) Understand and engage in reflective practice, audit and appraisal of their own work, as well as that of others
- 2) Graduate should demonstrate their ability to work effectively within a team by:
 - a) Practicing in a manner that promotes effective inter-professional activity, including shared learning
 - b) Working within limits of their responsibility and capability
 - c) Making decisions in partnerships with colleagues and patients
 - d) Giving leadership
- 3) Graduates need to apply ethical and legal knowledge to their practice, particularly in
 - a) Applying the principles of confidentiality, consent, honesty and integrity
 - b) Dealing effectively with complains about their own practice or behaviour or that of colleagues
 - c) Being aware of and complying with legal and professional responsibilities, with respect to the issue of medical certificates, notification, death, drug prescribing
 - d) Considering the rights of patients
- 4) Outcomes for graduates' personal development include:
 - a) Self-awareness and reflection in evaluating their performance and personal capability and recognizing the limits of their competence
 - b) The ability to manage their learning with respect to continuing professional development
 - c) Recognizing the pressures on themselves and colleagues created by a busy professional career, and being aware of important issues in self-care, eg stress reduction, avoidance of unhealthy practices such as alcohol misuse, substance abuse and self medication.

Content areas

TERM 1

- Introduction to PPD
- Code of conduct
- Reading skills
- Impact of extra curricular activities
- Student Learning
- Self study skills
- Stress and stress management

TERM 2

- Presentation skills I
- Presentation skills seminars II
- Presentation skills seminar III
- Interpersonal skills
- Time Management
- Communication skill I & II

TERM 3

- Conflict resolution and anger management
- Healthy life style
- Communication skills III
- Human Rights I
- Human Rights II
- Social etiquette and values
- Personal decision making

TERM 4

- Sexual Health I
- Sexual Health II
- Sexual Health III
- STD and safer sex practices

TERM 5

- Gender based violence and sexual harassment
- Counselling skills I
- Self Study
- Exam oriented session

TERM 1

CODE OF CONDUCT

Intermediate objectives	Content areas	Teaching techniques	Duration
At the end of the session learner will be aware of the appropriate personal and professional conduct of a medical student and of a medical professional.	Personal and professional conduct of a medical student and a medical professional	Small group discussions	2 hours

READING SKILLS

Intermediate objectives	Content areas	Teaching techniques	Duration
<p>At the end of the session learner will be able to,</p> <ul style="list-style-type: none">a)Read a given chapter/paragraph in a preclinical subjectb) Identify the key wordsc) Identify the themed) Answer the questions	<p>Chapters from content areas in the Phase I modules</p>	<p>Lecture /discussions &SGD Individual tasks</p>	<p>2 hours</p>

IMPACT OF EXTRA CURRICULAR ACTIVITIES ON PERSONAL AND PROFESSIONAL DEVELOPMENT

Intermediate objectives	Content areas	Teaching techniques	Duration
At the end of the session learner will be able to, a) Understand the importance of extra curricular activities and supportive services available for students for their personal and professional development	<ul style="list-style-type: none">❖ Enhancing physical & -Psychological well being / techniques for continuing personal developments❖ Impact of extra curricular activities on personal and professional development	Small group discussion / Lecture	2 hours

STUDENT LEARNING (LEARNING TECHNIQUES/STUDY SKILLS/MEMORY BOOSTERS)

Intermediate objectives	Content areas	Teaching techniques	Duration
<p>At the end of the session learner will be able to,</p> <p>a)Comprehend the term “memory”</p> <p>b)Identify their predominant type/s of intelligence to relate to their learning style</p> <p>c)Identify students predominant learning style/s</p>	<ul style="list-style-type: none"> ❖ Classify memory (short term/long term) / Method for modifying memory capabilities (Memory boosters-different memory improving techniques) ❖ Intelligence (Classification, Relationship to learning style/s) ❖ Describe and classify learning styles ❖ Identification of their predominant learning style/s 	<p>Lecture /</p> <p>Small group discussion</p>	<p>2 hours</p>

SELF STUDYING SKILLS

Intermediate objectives	Content areas	Teaching techniques	Duration
<p>At the end of the session learner will be able to,</p> <p>a)Describe the importance of self study skills and learning methods</p> <p>b)Describe the methods of preparation to study</p> <p>c)Identify predominant learning styles</p> <p>d)Identify obstacles to study</p> <p>e)Prepare a weekly timetable for self</p> <p>f)Conduct a group study session</p>	<ul style="list-style-type: none">❖ Learning styles❖ Hints on preparation on studying including material , time management and settings❖ ways to improve memory❖ ways to improve self study skills and learning❖ advantages of group studies	Lecture and group work	2 hours

STRESS AND STRESS MANAGEMENT

Intermediate objectives	Content areas	Learning Strategy	Duration
At the end of the session learner will be able to, a) Recognize signs and symptoms of stress b) Know the principles of stress management c) Recognize the different coping methods people use under stressful situations	<ul style="list-style-type: none">❖ Signs & symptoms of stress❖ Causes of stress❖ Management of stress❖ Stress reducing strategies – yoga, meditation, physical exercise	Lecture discussion/ Group activity	2 hours

TERM 2

STUDENT PRESENTATION SKILLS

Intermediate objectives	Content areas	Teaching techniques	Duration
<p>At the end of the session learner will be able to,</p> <p>a)Prepare and make a computer/ overhead presentation to a group of students</p> <p>b)Use preparation and presentation skills</p>	<ul style="list-style-type: none">❖ Preparation of a presentation, know the principles of making a presentation❖ Demonstrate the ability to prepare and make a presentation to a group of fellow students	Lecture discussion, group assignments and presentations ,student seminar	6 hours

INTERPERSONAL SKILL

Intermediate objectives	Content areas	Teaching techniques	Duration
<p>At the end of the session learner will be able to,</p> <p>a) Understand the role of interpersonal skills as an aspect of work ethic, better appreciate its importance in the workplace and develop strategies for improving interpersonal skills.</p>	<ul style="list-style-type: none">❖ Examine encounters where interpersonal skills play an important role in the career of a medical professional❖ Observe real situations in Sri Lankan health care where breakdown of services has occurred due to poor interpersonal skills❖ Methods of improving interpersonal skills	<p>Lecture/ Small group discussion & role play Case studies</p>	<p>2 hours</p>

TIME MANAGEMENT

Intermediate objectives	Content areas	Teaching techniques	Duration
At the end of the session learner will be able to, a) Know the concept of time management , apply the principles of time management to life situations	❖ Concept of time management, principals of time management	Lecture/ Group and individual activity	2 hours

COMMUNICATION SKILLS I & II

Intermediate objectives	Content areas	Teaching techniques	Duration
At the end of the session learner will be able to, a) Describe what communication is b) Identify Communication skills c) Show how to build rapport with patients	<ul style="list-style-type: none">❖ Basic concepts of communication❖ Physical attending skills❖ Psychological attending skills❖ Building doctor- patient relationship through effective communication	Lecture/ discussion Small group discussion & role play Case studies	4 hours

TERM 3

CONFLICT RESOLUTION AND ANGER MANAGEMENT

Intermediate objectives	Content areas	Teaching techniques	Duration
<p>At the end of the session learner will be able to,</p> <p>a) Know the signs and symptoms of anger</p> <p>b) Know the causes of anger</p> <p>c) Know the methods of anger management</p> <p>d) Describe sources of conflict, reactions to conflict, conflict management styles and conflict management skills</p>	<ul style="list-style-type: none">❖ Signs and symptoms of anger❖ Anger as an emotion❖ Anger management techniques❖ Sources of conflict❖ Reactions to conflict❖ Conflict management styles❖ Conflict management skills <p>(Special focus on family, group and partner conflicts)</p>	<p>Lecture/ small group discussions/ Individual activity</p>	<p>2 hours</p>

HEALTHY LIFE STYLES

Intermediate objectives	Content areas	Teaching techniques	Duration
<p>At the end of the session learner will be able to,</p> <p>a)List the appropriate food and exercises, methods of maintaining an ideal body weight, habits to be avoided for a healthy life style</p> <p>b)Describe the personal hygiene practices for healthy living</p>	<ul style="list-style-type: none">❖ Nutritious foods, fitness exercises, risks of obesity, self examination of breast and testicles❖ Personal hygiene practices❖ Diseases associated with poor personal hygiene❖ Oral hygiene	Lecture /Interactive discussions	2 hours

COMMUNICATION SKILLS III

Intermediate objectives	Content areas	Teaching techniques	Duration
At the end of the session learner will be able to, a) Refer and coordinate the patients care	❖ Communicating prior to referrals ❖ Formats for letter writing	Small groups /Language laboratory / Small groups	6 hrs cont.

HUMAN RIGHTS

Intermediate objectives	Content areas	Teaching techniques	Duration
<p>At the end of session learner will be able to,</p> <p>a) Know the concepts of fundamental rights & human rights</p> <p>b) Apply the knowledge to real life situations including medical career</p> <p>c) Mould one's own professional life according to the concepts learnt</p>	<ul style="list-style-type: none">❖ Introduction to human rights❖ National and international legal frame work❖ Examples of situations where infringements /violation of human rights is a possibility❖ physician's role in protection of human rights, with an emphasis on international code of conduct for doctors	Lecture	2 hours

SOCIAL ETIQUETTE AND VALUES

Intermediate objectives	Content areas	Teaching techniques	Duration
<p>At the end of the session learner will be able to,</p> <p>a)Observe correct manners at different functions, situations</p> <p>b)Identify good principles and sound values needed to lead a happy, peaceful and exemplarily life</p>	<ul style="list-style-type: none">❖ Building good relationships in society through good manners❖ Personal, Social, community, national and spiritual values	Lecture /Small group discussions ± role play	2 hours

PERSONAL DECISION MAKING

Intermediate objectives	Content areas	Teaching techniques	Duration
At the end of the session learner will be able to, a)Develop decision making skills which are necessary for making responsible and healthy choices	<ul style="list-style-type: none">❖ Techniques in making the best decisions possible with the information available❖ Model scenarios to map out the likely consequences of decisions, work out the importance of individual factors and choose the best course of action	Lecture/ discussion Small group discussion & role play Case studies	2 hrs

TERM 4

SEXUAL HEALTH

Intermediate objectives	Content areas	Teaching techniques	Duration
<p>At the end of course learner will be able to, a)Describe human sexuality of females and males</p>	<ul style="list-style-type: none"> ❖ Menarche / Spermache ❖ Nocturnal emission ❖ Masturbation ❖ Male sexual response ❖ Female sexual response ❖ Interplay – Foreplay/ play/ Afterplay ❖ Alternative sexual orientations ❖ Marriage ❖ Aphrodisiacs 	Lecture	3 hours
<p>b)Describe the importance of safer sex and the methods available</p>	<ul style="list-style-type: none"> ❖ Safe sex practices ❖ Hazards of unsafe sex practices 	Lecture	2 hours

SEXUALLY TRANSMITTED INFECTIONS AND SAFER SEX PRACTICES

Intermediate objectives	Content areas	Teaching techniques	Duration
At the end of the session learner will be able to, a) Describe signs and symptoms of sexually transmitted infections, treatment methods, places of treatment b) Safer sex practices	<ul style="list-style-type: none">❖ Common sexually transmitted infections❖ Signs and symptoms –prevalence of - Sexually transmitted infections including safer sex practices❖ Detection and referral for treatment❖ Improving knowledge among target groups❖ Attitude towards sexually transmitted infections	Lecture/Small group discussions	2 hours

TERM 5

GENDER BASED VIOLENCE AND SEXUAL HARASSMENT

Intermediate objectives	Content areas	Teaching techniques	Duration
At the end of course learner will be able to, a) Know the issues related to domestic violence & sexual harassment b) Know the sequelae of domestic violence and sexual harassment c) Know the principles of management	<ul style="list-style-type: none">❖ Types of domestic violence (DV) and abuse.❖ Causes of domestic violence❖ Consequences of DV❖ Management of DV❖ Sexual harassment & its management	Lecture Discussion Patient Management problems cards	1 ½ hours

COUNSELLING SKILLS

Intermediate objectives	Content areas	Teaching techniques	Duration
<p>At the end of the session learner will be able to,</p> <p>a)To describe what is counselling</p> <p>b)To identify different types of counselling</p> <p>c)To describe counselling skills</p> <p>d)To discuss basic steps in problem solving counselling</p> <p>e)To identify available counselling services in Sri Lanka</p>	<ul style="list-style-type: none"> ❖ Introduction to counselling ❖ Definitions and theoretical background ❖ Types of counselling such as individual, group, family, marital ❖ Counselling skills – stages in the counselling process ❖ Basic steps in problem solving counselling ❖ Available counselling services in Sri Lanka government and non government 	<p>Lecture /discussion</p> <p>SGD and Role play/ Presentations</p>	<p>2 hours</p>

Recommended reading

¹ (Community Medicine)

1. Family Living-Relationships and Decisions by Frank D. Cox & Carol Canada, National Textbook Company, 1994
2. Today' Teen by Joan Kelly-Plate & Eddy Eubanks, 4th Edition, Glencoe Division of Macmillan/McGraw-Hill School
3. Park's Text book of Preventive and Social Medicine, J.E. Park & K. Park, 17th Edition, M/s Banarsidas Bhanot, 2002
4. Skills for Communicating with Patients by Jonathan Silverman, Suzanne Kurtz & Juliet Draper, Radcliffe Medical Press, 1999
5. Communicating skills for Medicine by M. Lloyd, R. Bor, Churchill Livingstone, 1999
6. The Behavioural Sciences in Psychiatry by Jerry M. Wiener & Nancy A. Breslin, 3rd Edition, B.I. Waverly Pvt Ltd
7. Medical Ethics by C. M. Francis, Jaypee brothers, 2004
8. Medical Ethics Manual, World Medical Association, 2005
9. Masters & Johnson on sex and human loving by William H. Masters, Virginia E. Johnson & Robert C. Kolodny, Jaico Publishing house, Mumbai 2002.
10. Sex for dummies by Dr. Ruth K. Westhimer, IDG Books Worldwide, New Delhi 1995. Comdex computer Publishing.

² (Family Medicine)

1. Clinical thinking and practice by Macadam and Wright. Churchill Livingstone.
2. Family medicine by David B Shire, Brian K. Hennmen, Donald Ricer. McGraw Hill company, New Delhi.
3. Clinical Method- A general practice approach by Fraser R. C. London. Butterworth's.

4. Etiquette and Manners.
5. Advising ourselves about values in Family Practice. College of General Practitioners of Sri Lanka.
6. Lecture notes in Family Medicine – Prof. Nandani de Silva.

³ Psychiatry

1. Clinical Method- A General Practice Approach by Fraser R.C. London. Butterworth's (3rd edition)
2. Skills for Communication with Patients by J. Silverman, S. Kurtz, J. Draper.
3. Communication Skills for Medicine by M. Lloyd, Bor R. Churchill Livingstone
4. The Doctors Communication Handbook by P. Tate.
5. Sociology by C.N. S. Rao. S. Chand & Company LTD, New Delhi.
6. Sociology by R. T. Schaefer, R. P. Lamm. 6th edn, McGraw-Hill, Inc. USA.
7. Oxford Text Book of Psychiatry by M. Gelder, R. Mayou, P. Cowen. 3rd edn, Oxford University Press, New York.
8. Intimate Relationships, Marriages and Families by F. P. Rice. 4th edn, Mayfield Publishing Co., London
9. Married and Single Life by A. P. Riker, H. Brisbane. 4th edn, McMillan/McGraw-Hill, Illinois
10. Family Living Relationships and Decisions by F. D. Cox, C. Canada. West Publishing Co., New York
11. Introduction to Psychology – Atkinson and Hill guard

⁴ Medical Education

1. Team Roles at Work by Meredith R. Belbin,
2. Effective Teambuilding: How to Make a Winning Team by John Adair