



Personal and Professional Development Stream



FACULTY OF MEDICAL SCIENCES
UNIVERSITY OF SRI JAYEWARDENEPURA



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Faculty of Medical Sciences
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Introduction

Personal & professional development is a new stream introduced to the medical curriculum of the University of Sri Jayewardenepura, to bridge the widening gap created by a system that focuses almost entirely on medical learning. In the quest to produce a doctor competent to keep abreast with rapidly advancing technology we tend to forget that medical students and doctors are also human beings who need to live their life with dignity and contentment. In order to reach their full potential and live up to the expectations of patients and society, today's doctors need to learn to balance many roles through out their career.

The personal & professional development stream focuses on strengthening your professional role while enhancing your personal development. The core objectives of the stream focuses on personal development, social and professional responsibly, sexual health, team work, management skills, medical ethics, communication, counselling and life skills. The stream runs through out four years as “themes” and is completed with an exit examination at the part II of the second examination. The stream is strengthened by in-course assessments and an assignment.

The content is carefully chosen after several consultative meetings. This enables you to take on pressures of a career which is stressful as much as it is rewarding.

At the completion of the personal and professional development stream, we hope that you would stand out as a contented individual and a competent doctor among your peers and patients.

Members of the Personal and Professional Development Committee

Prof.Samudra.T.Kathriarachchi (Chairperson)

Dr. Manoja Kulatunga (Convenor)

Dr. Rasika Perera (Alternate convenor)

Prof. S. Sivayogan

Prof. Antoinette Perera

Dr.Deepthi Samarage

Dr. Kamani Wanigasuriya

Dr.Sampatha Goonawardena

Dr.Ianthi Gunasekera

Dr. Rohitha Seneviratne

Dr. A.L.P de S. Seneviratne

Dr. Shamini Prathapan

Dr.Ramani Perera

Dr. Shamalee Samaranayake

Ms.Sujatha Seneviratne

Ms.Thamara Amarasekera

Mr. W.S.S. Pathmasiri

Dr.H.de Silva

Dr.Roshini Peiris John

Dr.P.Hettiarachchi

Objectives

At the end of the training programme a trainee must,

1. *demonstrate an optimum level of personal integrity by;*
 - 1.1 understanding concepts of self, family, society and culture
 - 1.2 being able to integrate knowledge of psychology and sociology to promote self development in the environment
 - 1.3 being able to integrate concepts of healthy life style to practice
 - 1.4 being able to show evidence of self maturity in public relations and performance
 - 1.5 being able to show evidence of self maturity in peer relations
 - 1.6 being able to show evidence of self maturity in research
 - 1.7 being able to effectively manage his/her emotions
 - 1.8 being able to show evidence of effective management of time

2. *demonstrate a good doctor patient relationship, personal values and self appraisal skills by;*
 - 2.1 being aware of the importance of the doctor patient relationship in all aspects of patient care
 - 2.1 adopting an empathic and holistic approach to patients and the problems they present with
 - 2.3 respecting patient's autonomy and involving patients or where appropriate relatives, care givers as partners in therapeutic and management decisions
 - 2.4 being aware of and respectful of different cultures, values, views and beliefs of patients
 - 2.5 being aware of the available alternative medical practices and be sympathetic and understanding if patients choose to use these practices
 - 2.6 understanding and engaging in reflective practice, audit and appraisal of their own work as well as that of others

3. *demonstrate ability to work effectively within a team by;*
 - 3.1 practicing in a manner that promote effective inter-professional activity including shared learning
 - 3.2 working within limits of their responsibility and capability
 - 3.3 making decisions in partnership with colleagues and patients
 - 3.4 giving leadership

4. *demonstrate ability to apply ethical and legal knowledge in to practice particularly in;*
 - 4.1 applying the principles of confidentiality and consent, maintaining honesty and integrity
 - 4.2 dealing effectively with complaints about their own practice or behaviour or that of colleagues

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- 4.3 complying with legal and professional responsibilities, with respect to the issue of medical certificates, notification, certification of death and prescription of drugs
 - 4.4 considering the rights of patients
5. *demonstrate the ability to evaluate self, continue with professional development and manage stress by;*
- 5.1 self awareness, reflection in evaluating own performance & personal capability and recognizing the limits of competence
 - 5.2 ensuring continuing professional development
 - 5.3 recognizing the pressures on self and colleagues created by a busy professional career, and being aware of important issues in self-care, e.g. stress reduction, avoidance of unhealthy practices such as alcohol misuse, substance abuse and self medication.

Content Areas

PHASE I

Term 1

- Introduction to PPD
- Code of conduct
- Life in the university
- Values and attitudes
- Social etiquette
- Student learning
- Study skills
- Reading for success

Term 2

- Presentation skills I
- Presentation skills seminars II
- Presentation skills seminar III
- Stress and stress management
- Personal decision making
- Interpersonal skills
- Conflict resolution and anger management
- Communication skills I
- Preparing for examinations I

Term 3

- Human Rights I & II
- Communication skills II & III

Term 4

- Time management
- Management skills
- Team work
- Sexual Health I, II & III

Term 5

- Sexually transmitted infections & safer sex practices
- Gender based violence and sexual harassment
- Counselling skills I
- Preparing for examinations II

PHASE II

Introductory clinical course

- Professional conduct, social responsibility and accountability

Term 6

- Counselling skills II

Term 7

- Introduction to assignment (refer handbook on assignment)

Term 8

- Ethics and the medical practitioner, duties of a medical practitioner
- Doctor patient relationship
- Consent, professional secrecy and medical confidentiality
- Privileged communication
- Medical malpractice
- Professional misconduct and Sri Lanka Medical Council
- Medical Ethics and the Law I, II & III

Term 9

- Psychology of eating behaviours
- Psychology of personality development, personality traits and deviant behaviours
- Attitudes towards mental health problems in the community

TERM 1

INTRODUCTION TO PERSONAL AND PROFESSIONAL DEVELOPMENT STREAM

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
<p>At the end of the session student will be able to,</p> <ul style="list-style-type: none">a) understand the importance of personal and professional developmentb) describe professional misconduct as perceived by the general publicc) explain student's expectations of the PPD stream	<p>Importance of learning PPD with special emphasis on the main themes</p> <ul style="list-style-type: none">• Personal development• Social and professional responsibly• Sexual health• Team work and management skills• Medical ethics• Communication and counselling skills• Life skills	<p>Lecture/ Plenary session</p>	<p>1 hours</p>

CODE OF CONDUCT

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
At the end of the session student will be aware of the appropriate personal and professional conduct of a medical student which should be practiced	Appropriate attitudes and behaviour of a medical student towards self, peers, teacher, patients, other members of staff and public	Small group discussions	2 hours

LIFE IN THE UNIVERSITY

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
<p>At the end of the session student will be able to,</p> <p>a) understand the academic life in the university</p> <p>b) describe the extra curricular activities and supportive services available for personal and professional development and their impact</p>	<ul style="list-style-type: none">• Enhancing physical & psychological well being while in the University• Techniques for continuing personal development• Impact of extra curricular activities on personal and professional development	<p>Poster presentation/ Small group discussion</p>	<p>2 hours</p>

VALUES AND ATTITUDES

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
At the end of the session student will be able to, identify good principles and sound values needed to lead a happy, peaceful and contented life	<ul style="list-style-type: none">• How values are formed and transmitted• Cultural values and norms• Social values and norms (family, peer)• Spiritual values and norms• Personal values and norms• Interaction between personal values and values of the sub culture	Lecture / Small group discussion	2 hours

SOCIAL ETIQUETTE

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
At the end of the session student will be able to, observe correct manners at different functions and situations	Building good relationships in society through good manners	Lecture /Small group discussions / Role Play	2 hours

STUDENT LEARNING

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
<p>At the end of the session student will be able to,</p> <p>a)comprehend the term “ learning” and “memory”</p> <p>c)identify one’s 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 one’s predominant learning style/s	<p>Lecture /</p> <p>Small group discussion</p>	<p>2 hours</p>

STUDY SKILLS

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
<p>At the end of the session student will be able to,</p> <ul style="list-style-type: none">a) describe the importance of study skills and learning methodsb) describe the methods of preparation to studyc) identify predominant learning stylesd) identify obstacles to studye) prepare a weekly timetable for self	<ul style="list-style-type: none">• Learning styles• Hints on preparation to study including material, time management and settings• Ways to improve memory• Ways to improve self study skills and learning• Advantages of group studies	Lecture /Group work	2 hours

READING FOR SUCCESS

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
At the end of the session student will be able to, a)Read and grasp contents in text book/relevant articles	Chapters from content areas in the phase I modules and/or newspaper articles containing material relevant to personal and professional development <ul style="list-style-type: none">• Identification of key words• identification of the theme• summarization• answering questions	Lecture/ Discussions /Small group discussions/ Individual Tasks	2 hours

TERM 2

Personal and professional development
PRESENTATION SKILLS I, II, III

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
<p>At the end of the session student will be able to,</p> <p>a) describe presentation skills</p> <p>b) prepare and make a computer/overhead presentation to a group of students</p> <p>c) preparation and presentation skills</p>	<ul style="list-style-type: none"> • Know the principles of making a presentation • Preparation of a presentation • Demonstrate the ability to prepare and make a presentation to a group of fellow students • Evaluate presentation skills of peers 	<p>Lecture</p> <p>Discussion/</p> <p>Group assignments/</p> <p>Presentations at student seminars and peer evaluation</p>	<p>6 hours</p>

STRESS AND STRESS MANAGEMENT

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
At the end of the session student will be able to, a) recognize signs and symptoms of stress b) describe principles of stress management c) recognize 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 –e.g. yoga, meditation, physical exercise	Lecture Discussion/ Group activity	2 hours

Personal and professional development
PERSONAL DECISION MAKING

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
<p>At the end of the session student will be able to, develop decision making skills which are necessary for making responsible and healthy choices in the personal life and in the working environment</p>	<ul style="list-style-type: none"> • Techniques in making the best decision • Ethics and morality in decision making • Risk taking in decision making • Decision making in personal life • Decision making in health care • Scenarios to map out the likely consequences of decisions, work out the importance of individual factors and choose the best course of action 	<p>Lecture discussion/ Small group discussion & Case studies</p>	<p>2 hrs</p>

Personal and professional development
INTERPERSONAL SKILLS

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
<p>At the end of the session student will be able to,</p> <p>a) understand the impact of interpersonal skills on establishing effective relationships</p> <p>b) improving interpersonal skill which is a fundamental component in effective relationship with patients and colleagues</p>	<p>Competency skills to be developed for an effective interpersonal interaction</p> <ul style="list-style-type: none"> • Attending behaviour – physical and psychological attending • Empathy • Support • Clarification of an action and feeling • Non defensive reception of emotional information • Giving information • Self-disclosure • Confrontation 	<p>Small group discussion</p>	<p>2 hours</p>

CONFLICT RESOLUTION AND ANGER MANAGEMENT

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
<p>At the end of the session student will be able to,</p> <p>a) describe manifestations of anger</p> <p>b) describe causes of anger</p> <p>c) demonstrate 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">• Manifestations 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>

BASIC COMMUNICATION SKILLS I

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
At the end of the session student will be able to, a) describe communication process b) describe communication in different situations	<ul style="list-style-type: none">• Basic elements of communication• Types of communication in emergency and crisis situations	Lecture discussion	2 hours

PREPAIRING FOR AND FACING EXAMINATIONS I

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
At the end of the session student will be able to, a) describe effective time management at examinations b) describe examination techniques	<ul style="list-style-type: none">• Examination time management• Examination types-MCQ, structured essay and OSPE• Techniques of facing examination	Lecture discussion/ Individual activities	2 hours

TERM 3

HUMAN RIGHTS 1 & 11

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
<p>At the end of session student will be able to,</p> <p>a) describe concepts of fundamental rights & human rights</p> <p>b) apply the knowledge to real life situations including medical career</p> <p>a) mould one's own professional life according to the concepts learned</p>	<ul style="list-style-type: none">• Introduction to human rights and fundamental rights• National and international legal frame work• Examples of situations where infringement /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	4 hours

COMMUNICATION SKILLS II & III

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
At the end of the session student will be able to a) identify communication skills b) demonstrate how to build rapport with patients	<ul style="list-style-type: none">• Physical attending skills• Psychological attending skills• Building doctor- patient relationship through effective communication	Small groups/ Role play/ Case studies	4 hours

TERM 4

TIME MANAGEMENT

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
At the end of the session student will be able to, a) describe the concept of time management b) apply principles of time management to life situations	<ul style="list-style-type: none">• Concept of time management• Principals of time management• Practical applications	Lecture/ Group & Individual activity	2 hours

MANAGEMENT SKILLS

Intermediate Objectives	Content Area	Teaching & Learning Techniques	Duration
<p>At the end of the session student will be able to,</p> <p>a) describe the concept and principles of a leader and a manager</p> <p>b) describe the principles of motivating people</p> <p>c) recognise the steps in conducting a meeting</p> <p>d) describe the principles of handling a difficult group member</p> <p>e) demonstrate ability to lead, guide and coordinate the work of other members of a team</p> <ul style="list-style-type: none"> - team building and leadership - group dynamics <p>f) collaborate sensitively and effectively with allied health personnel</p> <ul style="list-style-type: none"> - problem solving skills 	<ul style="list-style-type: none"> • Understand & apply management skills in a hospital setting • Appreciate the roles / functions of each member • Consideration of views / opinions of others • Logistics • Monitoring and evaluation 	<p>Lecture / Discussion /AV presentations / Role play / Simulation</p>	<p>2 hours</p>

TEAM WORK

Intermediate Objectives	Content Area	Teaching & Learning Techniques	Duration
<p>At the end of the session student will be able to,</p> <p>a) discuss overview of team work</p> <p>b) distinguish between different types of teams</p> <p>c) identify problems encountered with colleagues, allied health personnel, and the general public while working in a team.</p>	<ul style="list-style-type: none">• Introduction on importance of team work for individuals, groups & organizations• Types of teams and components of team activities• Factors that enhance/hinder team effectiveness and how individual team members can contribute to success or failure	<p>Lecture / Discussion/ Role plays/ Scenario based learning/ Small group discussions / Presentations</p>	<p>2 hours</p>

SEXUAL HEALTH 1, 11 & 111

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
At the end of the session student will be able to, describe human sexuality of females and males	<ul style="list-style-type: none">• Menarche / spermarche• Nocturnal emission• Masturbation• Male sexual response• Female sexual response• Interplay – foreplay/ play/ after play• Alternative sexual orientations• Marriage• Aphrodisiacs• Safer sex practices• Hazards of unsafe sex practices	Lecture discussion/ AV material	6 hours

SEXUALLY TRANSMITTED INFECTIONS & SAFER SEX PRACTICES

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

GENDER BASED VIOLENCE AND SEXUAL HARASSMENT

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
<p>At the end of the session student will be able to,</p> <p>a) describe the issues related to gender based violence & sexual harassment</p> <p>b) describe sequelae of gender based violence and sexual harassment</p> <p>c) describe principles of management of GBV</p>	<ul style="list-style-type: none">• Types of gender based violence (GBV) and abuse.• Causes of GBV• Consequences of GBV• Management of GBV• Sexual harassment & its management	<p>Lecture</p> <p>Discussion/</p> <p>Patient management problems</p>	<p>2 hours</p>

TERM 5

COUNSELLING SKILLS I

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
At the end of the session student will be able to, a) describe definitions of counselling b) identify different types of counselling c) describe counselling skills	<ul style="list-style-type: none">• Introduction to counselling including it's definitions• Types of counselling. eg individual, group, family and marital• Counselling skills – stages in the counselling process	Lecture discussion/ Small group discussion and Role play/ Presentations	2 hours

Phase II

PROFESSIONAL CONDUCT, SOCIAL RESPONSIBILITY AND ACCOUNTABILITY

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
At the end of the session student will be able to, demonstrate the professional conduct necessary for successful clinical interactions as a doctor	<ul style="list-style-type: none">• Respect for modesty, privacy, and confidentiality• Influences of cultural, ethnic, and socioeconomic factors on personal and familial traits, beliefs and behaviours• Respect autonomy, beneficence, non malfeasance and justice• Intellectual curiosity, initiative, responsibility, reliability, and respect for peers, colleagues and teachers• Self-appraisal and exploration of personal strengths, weaknesses, and goals	Lecture / Small group discussion	2 hours

TERM 6

COUNSELLING SKILLS II

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
At the end of the session student will be able to, a) discuss steps in problem solving counselling a) identify available counseling services in Sri Lanka	<ul style="list-style-type: none">• Steps in problem solving counselling• Available counselling services in Sri Lanka - governmental and non governmental	Lecture discussion/ Small group discussion / Role play/ Presentations	2 hours

TERM 7

ASSIGNMENT

Refer handbook on assignment

TERM 8

ETHICS AND THE MEDICAL PRACTITIONER, DUTIES OF A MEDICAL PRACTITIONER

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
<p>At the end of the session student will be able to,</p> <p>a) list the different ethical codes governing the medical profession</p> <p>b) describe their applicability in medical practice</p> <p>c) describe the duties of a medical practitioner, towards different groups in the society and their limitations</p>	<ul style="list-style-type: none"> • As a member of the medical profession <ul style="list-style-type: none"> - <i>Hippocratic oath</i> - <i>Declaration of Geneva</i> • Concerning the defining of death <ul style="list-style-type: none"> - <i>Declaration of Sydney</i> • Concerning therapeutic abortion <ul style="list-style-type: none"> - <i>Declaration of Oslo</i> • Concerning the doctors' attitude • Towards torture and other degrading treatment <ul style="list-style-type: none"> - <i>Declaration of Tokyo</i> • Concerning human experimentation and clinical trials <ul style="list-style-type: none"> - <i>Declaration of Helsinki</i> • Duties towards patients • Duties towards patient's family members • Duties towards the society • Duties towards prisoners of war/those in custody <ul style="list-style-type: none"> ▪ Duties towards fellow doctors ▪ Conflict in duty/personal belief 	<p>Lecture/ Hand-outs/ Posters</p>	<p>2 hours</p>

DOCTOR-PATIENT RELATIONSHIP

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
At the end of the session the student should be able to: a) define Doctor-Patient relationship b) describe the important factors of a Doctor-Patient relationship	<ul style="list-style-type: none">• The definition of doctor-patient relationship• The beginning and end of the relationship• Obligation to heal the suffering• Patient centered care• Dignified humanitarian practice• Autonomy• Professional integrity and justice	Lecture/ Hand-outs/ Posters	2 hours

CONSENT, PROFESSIONAL SECRECY/ MEDICAL CONFIDENTIALITY

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
<p>At the end of the session the student should be able to:</p> <ul style="list-style-type: none"> a) describe the types of consent, its importance in clinical & judicial medical practice b) discuss the medico-legal implications of consent c) discuss the need to keep all information confidential regarding a person, whether gathered from a patient or post-mortem d) describe the need to keep medical records confidential 	<ul style="list-style-type: none"> • Definition of consent • Types of consent <ul style="list-style-type: none"> - implied consent - expressed consent <ul style="list-style-type: none"> a) gesture b) verbal c) written - written informed consent • Consent for; taking history, examination, investigation and treatment • Consent in relation to children, mentally retarded patient and unconscious patient • Instances when consent is not necessary, invalid, preferable and essential/mandatory <p>Contd.</p>	<p>Lecture/ Hand-outs/ Posters</p>	<p>2 hours</p>

CONSENT, PROFESSIONAL SECRECY/ MEDICAL CONFIDENTIALITY Contd.

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
	<ul style="list-style-type: none">• Confidentiality- -as a part of professional conduct -as a legal right of the patient• Detention and confidentiality• Death and confidentiality• Responsibility the doctor for safe keeping of information confidentially• Justifications for disclosure		

PRIVILEGED COMMUNICATION

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
The student should be able to, a) define the term “ privileged communication” b) describe the situations included under “privileged communication”	<ul style="list-style-type: none">• Definition of privileged communication• Situations risk of crime, threat to society, notifiable diseases, obligation to courts and others	Lecture	2 hours

MEDICAL MALPRACTICE

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
<p>The student should be able to,</p> <ul style="list-style-type: none"> a) define “medical negligence” b) describe the components of negligence, the basic types of negligence, concept of ‘<i>res ipsa loquiter</i>’, compensation and damages in medical negligence c) describe the possible defences. 	<ul style="list-style-type: none"> • Definition of medical negligence. liability for negligence, duty of care, breach in the duty of care, damage caused and causal relationship with examples in history taking, examination, investigation, treatment and follow up. • The concept of “reasonable degree of care and skill” with examples. [personal qualification, experience, facilities, situation (emergency) etc] • “<i>Res ipsa loquiter</i>” with examples • Damages, compensation and systems of compensation • Possible defences in medical negligence with examples 	<p>Lecture/ hand-outs/ Posters</p>	<p>2 hours</p>

PROFESSIONAL MISCONDUCT & SRI LANKA MEDICAL COUNCIL (SLMC)

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
<p>The student should be able to,</p> <ul style="list-style-type: none"> a) define professional misconduct b) describe the conditions that are considered as “serious professional misconduct” and discuss their implications c) describe the role of the SLMC as the guardian of professional conduct 	<ul style="list-style-type: none"> • Definition of professional misconduct • Examples of serious professional misconduct • Punishments for professional misconduct • describe the organizational structure of the SLMC • describe the powers and duties of the SLMC • discuss the types of disciplinary procedure that can be taken by the SLMC - • Types of registration granted by the SLMC-and their privileges <ul style="list-style-type: none"> - provisional registration - full registration - temporary registration • Disciplinary procedures 	<p>Lecture/ Hand-outs/ Posters</p>	<p>2 hours</p>

MEDICAL ETHICS AND THE LAW I, II & III

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
<p>The student should be able to describe the ethical aspects, law and the doctor's position in the instances mentioned in the content areas</p>	<ul style="list-style-type: none"> • <i>Reproductive medicine</i> Contraception Right to live/die and abortion Bio-medical advances in artificial insemination, cryopreservation of human semen, in vitro-fertilisation, cryopreservation of human embryos, surrogate motherhood, genetic engineering and cloning • <i>Medical practice in</i> Children, elderly, unconscious patient, terminally ill patient ,patients with HIV and psychiatric patients • <i>Death</i> Diagnosis, organ donation/transplantation and euthanasia, brain death • <i>Research and experimentation</i> • The adult, child and foetus 	<p>Lecture/Debate/ Symposium</p>	<p>06 hours</p>

TERM 9

PSYCHOLOGY OF EATING BEHAVIOURS

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
<p>At the end of the session student will be able to,</p> <ul style="list-style-type: none">a) describe range of eating behaviors and how they are affected by biological, psychological, social and cultural factorsb) health consequences of eating habitsc) changing attitudes related to maladaptive eating behaviorsd) recognition of eating disorders and principles of management	<ul style="list-style-type: none">• Psychology of eating behavior and other contributory factors in eating behaviors (biological, social and cultural)• How eating habits lead to malnutrition, obesity, specific deficiencies, diabetes mellitus and coronary heart disease• How eating behaviors could be modified by changing attitudes of vulnerable groups• Clinical features of eating disorders and principles of management	<p>Lecture / Discussion/ Student seminar/ Role play/ Drama</p>	<p>2 hours</p>

PSYCHOLOGY OF PERSONALITY DEVELOPMENT, PERSONALITY TRAITS & DEVIANT BEHAVIOURS

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
<p>At the end of the session student will be able to,</p> <p>a) describe theories of personality development</p> <p>b) describe personality attributes which make a person unique</p> <p>c) describe personality traits and disorders</p> <p>d) describe how different personalities would interact in work place/family/ society</p> <p>e) describe limitations in management of personality disorders and what society can do to minimize harm.</p>	<ul style="list-style-type: none"> • Theories of personality development and personality attributes • Personality traits and disorders • Case example of personality traits and disorders in workplace, society and family • Guidelines on management limitations in Sri Lanka and society's contribution to management 	<p>Lecture/ Discussion/ Case scenario/ Student seminar</p>	<p>2 hours</p>

ATTITUDES TOWARDS MENTAL HEALTH PROBLEMS IN THE COMMUNITY

Intermediate objectives	Content areas	Teaching & learning techniques	Duration
<p>At the end of the session a student is able to,</p> <p>a) describe different attitudes people have towards mental illness family members and others general public</p> <p>b) describe role of health care providers in reinforcing positive attitudes and discouraging negative attitudes</p>	<ul style="list-style-type: none">• Concept of mental illness by family/larger society• Positive attitudes/negative attitudes/tolerance/rejection/ expressed emotions/social inclusion and exclusion• Role of health care providers in changing attitudes	<p>Drama/ Student seminar/ Role plays</p>	<p>2 hours</p>

RECOMMENDED READING

(Students are encourage to read the latest editions of these books)

1. Communication skills for Medicine by M. Lloyd, Robert Bor, 3rd Edition, Churchill Livingstone, 1999
2. Hilgard's Introduction to Psychology by Atkinson and Hilgard 13th Edition, Harcourt college Publishers
3. The Psychiatric interview by Daniel .J.carlet, 2nd Edition
4. The Behavioural Sciences in Psychiatry by Jerry M. Wiener & Nancy A. Breslin, 3rd Edition, B.I. Waverly Pvt Ltd
5. Masters & Johnson on sex and human loving by William H. Masters, Verginia E. Johnson & Robert C. Kolodny, Jaico Publishing house, Mumbai 2002.
6. Intimate Relationships, Marriages and Families by F. P. Rice. 4th edition, Mayfield Publishing Co., London
7. Comprehensive Text Book of Psychiatry by Harold I. Kaplan and Bengimin J.Sadock, 6th Edition, Williams & Wilkins
8. Forensic medicine and medical law Dr.Hemamal Jayawardene
9. Personality Assessment by Someomoff B (ED), 2nd Edition,Harmondsworth: Penguin book;1996
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