



THE UNIVERSITY OF THE WEST INDIES
CAVE HILL CAMPUS, BARBADOS

THE FACULTY OF
**MEDICAL
SCIENCES**

REGULATIONS & SYLLABUSES

2009-2010

**Undergraduate
Information Guide**





THE UNIVERSITY OF THE WEST INDIES
CAVE HILL CAMPUS

FACULTY OF MEDICAL SCIENCES
UNDERGRADUATE HANDBOOK 2009 - 2010
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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.

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MISSION STATEMENT OF THE FACULTY OF MEDICAL SCIENCES

The mission of the Faculty of Medical Sciences is to recruit and train capable and committed students as competent health care professionals who will be able to meet the health needs of the people they serve, but particularly those of the Caribbean, and who will strive for professional excellence throughout their careers in a constantly changing world.

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 2012.

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, and the Cave Hill Campus has strong programmes in clinical specialties, leading to the DM in hospital based specialties and the Diploma, Masters and DM in Family Medicine, while it initiated the Diploma and Masters in Public Health in 2008.

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, 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 MESSAGE

Welcome to the Faculty of Medical Sciences at the Cave Hill Campus.

You are members of a very special group -the second class in the new Phase 1 Programme of the MBBS degree - the Bachelor of Medicine, Bachelor of Surgery - at the Cave Hill Campus of the University of the West Indies. You are entering university at a historic period in the life of the University of the West Indies, and YOU are in fact helping to “make the wave” that will make a great impact on the health of Barbados and the Eastern Caribbean.

The UWI was founded 60 years ago, at the Mona Campus in Jamaica, on the site of an old sugar estate, used as the Gibraltar Camp for refugees in the Second World War. In 1948, a mere 33 students entered the university's first ever class, the First MB class. They were selected from some 600 applicants across the Caribbean. Almost all of them distinguished themselves, as specialists, consultants, lecturers, family practitioners, public health leaders and several as professors in our alma mater.

With the expansion of the Medical Faculty to better serve the Caribbean, satellite teaching programmes were developed in Barbados and Trinidad in 1967 - 68. Last year we celebrated the 40th anniversary of teaching at Cave Hill and the Queen Elizabeth Hospital. And in looking back we have taken pride in the splendid achievements of our alumni, in the Caribbean and all over the world, and the progress made in health care, teaching and research in our region. Our own Cave Hill alumni are leading in these successes, as we see in the outstanding results in several areas of research, especially in our Chronic Disease Research Centre - a true Centre of Excellence - and in our growing speciality training programmes.

You will be among the pioneers. You too will be a historic group, and I'm sure a successful and pioneering group of doctors, who, as the word “doctor” implies (from the Latin for leader or teacher) will be leaders in the development of medicine in the Caribbean and globally over the next 40 years. And as members of a new programme, you will benefit from the enthusiasm and commitment of a dedicated faculty, whose aim is to teach you the methods, the benefits and the joys of entering a programme of life-long learning.

UWI now teaches medicine at four sites - Mona, St. Augustine, Nassau (the clinical programme) and Cave Hill - where the School of Clinical Medicine and Research became the Faculty of Medical Sciences last year, with the entry of the historic first year class. The Cave Hill campus also teaches nine graduate programmes - from Accident and Emergency Medicine to Surgery. Recently emphasis is being placed on Primary Care training and Public Health training, in response to the expressed needs of the Governments, and the needs for development in the region.

You will be at the centre of these changes. They are all a part of the UWI Strategic Plan for 2007 -12. In this comprehensive strategic plan, which emphasizes excellence in research and teaching, student centredness, regional needs and global outreach, the whole university is engaged, and students are at the centre. In medicine in particular, the Medical Student Association (MSA) is integral to the planning process, and our MSA President and Class Reps are actively involved at every level, from curriculum planning to Faculty Board.

We have focused on creating high quality facilities at Cave Hill and the Queen Elizabeth Hospital and strong support services. Every student is assigned a mentor / counselor, (and the availability of the very best in counseling services is something we are proud of), to help students in the transition to a demanding and sometimes stressful career in medicine. Among our appendices we include some hints on dealing with stress and converting stressful events into energy!

We also include in our curriculum strong training and experience in communication skills and in teaching and learning methods, to make your path easier and more fulfilling, as you develop a habit of life long learning.

Finally, we congratulate you on your choice of career - the pursuit of a career as a medical doctor is the most honourable, the most fulfilling, and at the same time the most privileged that you could choose. With a positive attitude and a love for humanity, we hope you will enjoy every day of your life as a student and subsequently, as a doctor.

Henry S. Fraser
Dean

MEDICAL STUDENT ASSOCIATION MESSAGE

Fellow Medical Students,

I would like to take this opportunity to congratulate you on your admission to the MBBS Program and for choosing UWI Cave Hill campus for your training. I am sure this is an exhilarating but nervous time for you, as you embark on this career path. Let me assure you that our program is of a very high quality with clinical experience and exposure right up there with the very best Universities.

It feels like it was just yesterday that I was in 1st year and was in your position. If you are anything like me, you're experiencing emotions ranging from excitement to nervousness. We in the MSA are dedicated to making the entry period a comfortable and fun one. Each of you will be assigned a Med Brother or Sister in 2nd year who you can call on at any time for advice or assistance. We have also arranged a number of orientation activities specifically for you, as well as other MSA activities throughout the year which we invite you to attend and participate in, from parties to social work projects and charity events.

There is so much more that can be said but I'm sure at this point you are almost saturated with information so I'll leave you with one piece of advice. The medical profession is one that is most noble and rewarding. Seeing the smiles on the faces of the patient's whose lives you touch in a positive way is an experience second to none. While it is easy to get discouraged by the sheer volume of information you will be expected to assimilate, I would like to impress on you to share in each others experiences and most of all to have fun!

Sincerely

Shabier St. John
President 2009/2010

Medical Students' Association
UWI Cave Hill Campus

**ACADEMIC CALENDER
2009-2010**

SEMESTER I:

August - December 2009

August 30
August 24- September 4

Semester I Begins
Registration and Orientation

September 07
September 11

Teaching starts
Last day for Add/Drop Period
Last day for Registration

October 24

Graduation Ceremony, Cave Hill

December 04
December 07-22
December 22

Teaching ends
Examination Period
Semester I Ends

SEMESTER II:

January - May 2010

January 24
January 25
January 31

Semester II Begins
Teaching starts
Deadline for applications for transfer to
Faculties of Medical Sciences and Law
Last day for Add/Drop Period
Last day for Registration

March
March 31

Scholarship Examinations
Deadline for applications for transfer
to Faculties other than Law and
Medical Sciences

April 23
April 26 - May 12

Teaching Ends
Examination Period

May 12

Semester II Ends

**STAFF LIST
2009-2010**

Academic Staff

DEAN: Professor Henry Fraser
GCM, BSc (Lond), MBBS (UWI), PhD (Lond), FRCP UK, FACP

DEPUTY DEAN, Pre Clinical: Dr. Peter Adams
MBBS (UWI), MSc, DM (Fam Med)

DEPUTY DEAN, Clinical: Dr. Jerome Jones
MD (Cornell)

DEPUTY DEAN, Research: Professor Anselm Hennis
MBBS (UWI), MSc (Lond), MRCP UK, PhD Dip (Lond)

DIRECTOR OF MEDICAL EDUCATION: Dr. Priscilla Richardson
BA, MA, M.Ed., Ed.D.

Administration Staff (Pre-Clinical)

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Margarita Greaves
Nicole Barrow BSc.
Susan Phillips, CPS
Wesley Moore

Administrative Assistant
Administrative Assistant
Project Manager
Stenographer Clerk
Stenographer Clerk
Stenographer Clerk
Stenographer Clerk

Kiana Hall, BSc., MSc.
Keisha Mascoll, BSc., MPhil

Medical Laboratory Technological
Medical Laboratory Technological

Jamal Inniss

Office Assistant

Administration Staff (Clinical)

Judy Best, BSc. (Hons)
Marcia Murrell, BSc.
Pamela Alleyne
Cheryl Charles
Esther Harrison
Kirk Marshall

Administration Assistant
Stenographer Clerk
Stenographer Clerk
Stenographer Clerk
Stenographer Clerk
Stenographer Clerk

Emerson Haynes

Clinical Photographer/Audiovisual IT Support Technical

Cedric Alleyne

Laboratory Technician

Tyrone Belle, DMT, MPH, MPhil
Juan Ward

Senior Medical Technologist
Medical Laboratory Technologist

Academic Staff by Area of Specialisation (Pre clinical)

Anatomy

Uma Gaur, MBBS (Delhi), MS Anatomy

Senior Lecturer

Biochemistry, Molecular Biology

Abboud Ghalayini, BSc (Beirut), MSc (Houston), PhD (Houston)

Senior Lecturer

Nkemcho Ojeh, BSc Genetics (Wales), MRes (Manchester)

Lecturer

Bioethics, Medical Ethics, Medical Education

Priscilla Richardson, BA, MA, MEd, EdD

Director of Medical Education

Epidemiology/Public Health

Carol Mulder, DVM (Guelph), MSc (Epidem)

Senior Lecturer

Pharmacology

Damian Cohall, BSc (UWI), PhD Pharmacology (UWI)

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),

Lecturer

MPhil (UWI), PhD (UWI)

Academic Staff by Area of Specialisation (Clinical)
Anaesthetics & 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)	Senior Lecturer
Harley Moseley, LRCP (Lond), MRCS, DA (UWI), FFARCS	Professor Emeritus

Child Health

Shirley Alleyne, MBBS (UWI), FCAP	Associate Lecturer
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, MRCPC	Associate Lecturer
Kandamaran Krishnamurthy, MBBS, DM (Paediatrics)	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)	Senior Associate Lecturer
Julianne Steel-Duncan, MBBS, DM (Paeds)	Associate Lecturer
Gayle Medford, MBBS, DCH, DM (Paeds)	Associate Lecturer

Emergency Medicine

Brian Charles, MBBS (UWI), MSc (Emer Med), DM (Emer Med)	Associate Lecturer
Anne-Marie Cruickshank, MBBS (UWI) DM (Emer Med) (UWI)	Associate Lecturer
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Rawle Springer, MBBS DM (Emer Med) (UWI)	Associate Lecturer
Haresh Thani, MBBS (Ind), FRCS (Glas)	Associate Lecturer
Harold Watson, MBBS (UWI), MSc (Emer Med), DM (Emer Med) (UWI)	Lecturer

Family Medicine

O. Peter Adams, MBBS (UWI), MSc (Fam Med)
Colin Alert, MBBS (UWI), MSc, DM (Fam Med)
Michael Hoyos, MBBS (UWI), Dip Anaesthesia (UWI)

Lecturer
Associate Lecturer
Associate Lecturer and Honorary
Fellow, (UWI)
Associate Lecturer
Lecturer
Associate Lecturer

Adrian Lorde, MBBS MSc. (UWI) (Fam Med)
Euclid Morris, MBBS (UWI), MSc MRCCB
O. N. DaCosta Thompson, MBBS (UWI), MSc, DM (UWI)

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Cheryl Alexis, MBBS (UWI), Dip (Child Health) MRCP
Theresa Laurent, BSc (Hons), MBBS, DM (Haem)
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Lecturer
Associate Lecturer
Lecturer

Medicine

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Associate Lecturer (Dermatology)
Associate Lecturer (Radiology)
Senior Associate Lecturer
Associate Lecturer
Senior Associate Lecturer
(Neurology) (Gastroenterology)
Associate Lecturer (Dermatology)
Associate Lecturer (Family Medicine)
Associate Lecturer (Rheumatology)
Professor, Medicine & Clinical
Pharmacology -
Associate Lecturer (Endocrinology)
Lecturer in Medicine

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Associate Lecturer (Gastroenterology)
Senior Lecturer in Biostatistics
Chronic Disease Research Centre
(CDRC)

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Anselm Hennis, MBBS (UWI), MSc (Lond), MRCP (UK),
PhD Dip (Lond)

Adjunct Professor (Cardiology)

Professor of Epidemiology and
Director, CDRC

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FCCP
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Associate Lecturer (STIs &
Dermatology)

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Associate Lecturer (Sports Medicine)
Associate Lecturer (Neurology)
Associate Lecturer (Cardiology)
Associate Lecturer (Cardiology)
Associate Lecturer (Nephrology)
Associate Lecturer (Rehab Medicine)
Professor Emeritus, (Medicine &
Nephrology)

Anders Nielsen, MD, MPA, MPH
Kim Quimby, MBBS (UWI), MSc (Lond)
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MRCP

Senior Lecturer (Medicine)
Lecturer (Immunology)
Associate Lecturer (Geriatrics)

Angela Rose, BSc, MSc (Lond)
Radhakanth Shenoy, MBBS, MD, RT DMRT

Senior Associate Lecturer
(Respiratory Medicine)
Lecturer in Epidemiology, CDRC
Associate Lecturer (Radiotherapy)
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Associate Lecturer (Oncology)

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Delores Lewis, BSc, MSc (Micro) MBBS (UWI)

Associate Lecturer

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Cyralene Bryce, BSc (Hons.) MBBS, DM (Psych)

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PhD. (Fla.)

Lecturer in Behavioural Science/
Psychology

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Lecturer in Psychiatry

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Associate Lecturer

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Associate Lecturer (Radiology)

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Associate Lecturer (Radiology)

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Associate Lecturer (Ophthalmology)

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Associate Lecturer (ENT)

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Associate Lecturer (General Surgery)

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Winston Seale, MBBS (UWI), FRCS Ed

Associate Lecturer (Orthopaedics)

Roger Thomas, MBBS (UWI), FRCOphth

Associate Lecturer (Ophthalmology)

Errol Walrond, CHB, FRCS, FACS

Professor Emeritus (Surgery)

Maurice Walrond MBBS (UWI), DM (Gen Surg)

Associate Lecturer (Surgery)

Christopher Warner, MBBS (UWI), FRCS (Edin), FCCS

Associate Lecturer (Surgery)

Judy Ward, MBBS FRCS

Associate Lecturer (Surgery)

PRINCIPAL OFFICERS OF THE UNIVERSITY OF THE WEST INDIES

CHANCELLOR

Professor The Hon. Sir George Alleyne
OCC, MD, FRCP FACP (Hon), DSc (Hon) (UWI)

VICE CHANCELLOR

Professor E. Nigel Harris
BA (Howard), MPhil (Yale), MD (UPenn), DM (UWI)

CHAIRMEN, CAMPUS COUNCILS

Sir Neville Nicholls – Cave Hill
KA, BA (Cantab), LLB (Lond)
Dip in Dipomacy Col, Hon. LLD (UWI)

Dr. Marshall Hall - Mona
CD, BSc (Col) PhD (Wis)

Mr. Ewart Williams - St. Augustine
BSc, MSc (UWI)

CAMPUS PRINCIPALS & PRO-VICE CHANCELLORS

Prof. Sir Hilary McDonald Beckles – Cave Hill
BA, PhD (Hull)

Prof. Gordon Shirley - Mona
BSc (UWI), MBA, DBA (Harvard)

Prof. Clement Sankat – St. Augustine
BSc, MSc (UWI), PhD (Guelph), MASAE, MAPETT, FLAgréE

Prof. Hazel Simmons-McDonald – Open Campus
BA, Dip Ed. (UWI), MA Ling, MA Dev Ed., PhD (Stanford)

PRO-VICE CHANCELLORS

Prof. Wayne Hunte
BSc, PhD (UWI)
(Post Doctoral Fellow Dalhousie, Canada)

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Prof. Alvin Wint
BSc (UWI), MBA (Northwestern), PhD (Harvard)

Prof. Ronald Edward Young
BSc, MSc (UWI), Phd (St. Andrew)

DEPUTY CAMPUS PRINCIPALS

Prof. V. Eudine Barriteau – Cave Hill
BSc, (UWI), MPA (NYU), PhD (Howard)

Mr. Joseph Pereira – Mona
BA, Dip Ed (UWI), MA (Qu)

Prof. Rhoda Reddock – St. Augustine
BSc (UWI), MSc ISS (The Hague), PhD AMST

Prof. Vivienne Roberts – Open Campus
BSc, Dip Ed (UWI), MSED (Tenn), PhD (UWI)

UNIVERSITY REGISTRAR

Mr. C. William Iton
BSc (UWI), LLM (Essex)

UNIVERSITY BURSAR

Mr. Winston H. Bayley
BSc (Lond) UCWI, FCCA

UNIVERSITY LIBRARIAN

Ms. Jennifer Joseph
BA, Dip LS (UWI), M.S Lib & Info Sci (Columbia), Dip HR (UWI)

PRINCIPAL OFFICERS OF THE CAVE HILL CAMPUS

CAMPUS PRINCIPAL

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BA, PhD (Hull)

DEPUTY CAMPUS PRINCIPAL

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BA (UWI), MSc (Manc)

CAMPUS BURSAR

Ms. Annice Dalrymple, JP
BSc (UWI), MBA (Hull), CMA, FA

CAMPUS LIBRARIAN

Miss. Elizabeth Watson
B.A (UWI), M.Sc. (LIU), FCLIP

Affiliated Campus Facilities of all teaching sites

Barbados

- The Faculty of Medical Sciences (formerly The School of Clinical Medicine and Research), Cave Hill Campus, Barbados
- The Queen Elizabeth Hospital, Barbados
- The Chronic Disease Research Centre, TMRI, Jemmotts Lane, Bridgetown
- Government polyclinics in Barbados in which undergraduate training takes place (chiefly The Edgar Cockrane Polyclinic and the Randall Phillip Polyclinic)

Jamaica

- The Tropical Metabolism Research Institute (TMRI)
- The Medical Research Council's Sickle Cell Research Unit
- The Caribbean Food and Nutrition Institute (CFNI)
- University Hospital of the West Indies (UHWI)
- Kingston Public Hospital (KPH)
- Bustamante Hospital for Children (BHC)
- Cornwall Regional Hospital (CRH)

Trinidad

- The Eric Williams Medical Sciences Complex, St. Augustine, Trinidad & Tobago
- San Fernando General Hospital
- Port of Spain General Hospital
- Affiliated Health Centres where undergraduate training occurs

Bahamas

- The School of Clinical Medicine and Research, Nassau, Bahamas
- The Princess Margaret Hospital, Nassau, Bahamas

Students will be accepted from Barbados and other Caribbean countries. International students will also be accepted to the programme. The Barbados Government will support Barbadian nationals at all three campus sites, in the interest of regional integration, according to specific quotas.

International Students

Students may be accepted from non-contributing territories for the five-year MBBS programme as full fee paying students. Students from other medical schools may be accepted for electives of 4 to 10 weeks on application.

Movement of students between campuses can take place at the end of Phase 1 (year 3), and courses or rotations can be taken at other campuses than that at which a student is registered.

Fees

A fixed number of students are accepted from contributing territories based on a quota system. Fees for these students may be subsidized by their respective governments.

Students admitted outside the established quota and international students are required to pay the full fees.

REGULATIONS FOR THE MBBS DEGREE

PROGRAMME

1. ENTRY REQUIREMENTS

Age Requirements

Applicants must be at least 18 years old on December 30 of the year of entry to the programme.

Admissions

- (a) Applicants must submit their applications to the Campus Registrar, The University of the West Indies, Cave Hill Campus by the end of the second week of January of each year. For procedures concerning applications and for further information candidates should write to the Assistant Registrar, Admissions.
- (b) Applicants required to withdraw from the Faculty for failing to complete the MBBS Degree Programme within the stipulated time or because of poor performance may be considered for readmission to the MBBS Degree Programme after at least one year has elapsed since their withdrawal.
- (c) Applicants for admission to this programme must satisfy both the *general matriculation requirements* of the University and the *specific requirements* of the Faculty of Medical Sciences for entry to the MBBS.

General Entry Requirements

Note that entry to the MBBS Programme is highly competitive and being qualified is not a guarantee of acceptance.

- Minimum of five (5) CSEC CXC subjects (general proficiency Grades I-III (from 1998)) and/or GCE 'O' Levels (grades A-C) including English Language and Mathematics, Biology, Chemistry and Physics
- Passes in two two-units of Biology/Zoology, Chemistry and one other two-unit CAPE or A' Level subject.

(see the following schemes required for entry)

Up to 2010

Scheme	(CAPE)/GCE 'A' Level passes	Must include these subject(s) among the five (5) CXC /GCE 'O' Level passes required for matriculation
A	Biology/Zoology, Chemistry and Physics	
B	Biology/Zoology, Chemistry, and Math.	Physics
C	Chemistry, Physics and Math.	Biology
D	Biology/Zoology, Chemistry, and a non-science subject	Physics & Math

2010 and beyond

Scheme	(CAPE)/GCE 'A' Level passes	Must include these subject(s) among the five(5) CXC /GCE 'O' Level passes required for matriculation
A	Chemistry, Biology/ Zoology and either Physics or Math.	
B	Biology/Zoology, Chemistry and a non-science subject	Physics

Applications to enter the MBBS will be also considered in the following categories:

Transfers from UWI

- Transfer applicants to the MBBS from the Faculties of Pure and Applied Sciences of the UWI may only be considered on completion of the First Year/ Phase 1 of the programme.
- All such applicants must complete and submit a Transfer Form (only) by the second Friday in January in the year of application.
- Qualification for entry will be based on performance in Chemistry, Biology and one other subject.

Applicants Holding UWI Science Degrees

Persons holding UWI first degrees from the Faculties of Pure and Applied Sciences in the relevant subjects (see above) and with a minimum of lower second-class honours or a GPA of between 2.00 and 2.99 may be considered for entry.

Applicants holding Degrees from other Universities

Persons holding degrees from Universities other than the UWI will also be considered provided that:

- The University which granted the degree is recognized by the UWI as competitive.
- Credits have been obtained in Biology / Zoology and Chemistry
- A minimum cumulative Grade Point Average of 3.0 or its equivalent has been obtained.

Associate Degrees

Applicants holding a triple major Associate Degree, in the appropriate subjects, from an approved Community College, provided that a cumulative GPA of 3.5 or greater has been attained will be considered for entry to the MBBS programme.

Equivalent qualifications to the above

Applications may also be considered from persons holding other qualifications which are deemed by the Faculty to be equivalent to the categories above as determined from official transcripts.

2. NON- ACADEMIC CONSIDERATIONS

- All applicants are required to submit a short 250-300 word autobiographical summary outlining the reasons for their career choice. An applicant's chances of entry will be enhanced by documented and certified involvement in extracurricular activities in the years prior to his/ her application.
- Candidates must also produce evidence of their involvement in relevant extra-curricular/co-curricular activities, socially-oriented projects

and voluntary community service in the year prior to their application.

In addition to academic ability, the Faculty is seeking rounded individuals with a range of abilities and interests. Such must be readily definable and subject to proof. They include, but are not limited to, leadership qualities, social awareness and excellence in sport, language or the arts.

- All applicants are required to submit original documents with certified evidence of their abilities or involvement in such activities in support of their applications.
- Documents must be signed and stamped by an appropriate person (school official, employer, supervisor, etc.) and, to be considered, must state both the duration of involvement in the activity and the level of involvement or achievement attained.
- Any information in such submissions, if found to be falsified, will result in withdrawal of the offer of entry and may constitute grounds for dismissal
- In general, sustained involvement in one or two activities over time is favoured over recent activity in many areas.

Fitness to Practise

Becoming a doctor means more than acquiring knowledge and skills. Medical students cannot complete the undergraduate curriculum without coming into close, and sometimes intimate, contact with members of the public who may be vulnerable or distressed. It is essential that you do nothing to diminish the trust which sick people and their relatives place in you. The award of a medical degree entitles you to be provisionally

registered and to practise under supervision as a doctor. The award of a medical degree by the University thus confirms that you are fit to practise to the high standards laid down by the profession.

Universities have a duty to ensure that no member of the public is harmed as a consequence of participating in the training of their medical students and that your conduct as a medical student maintains the high standards of honesty and behaviour that the public has a right to expect from the medical profession.

3. REGISTRATION

- 3.1 Registration for courses takes place during the first week of each semester of the academic year.

The registration of a student is not complete until the appropriate tuition and other fees have been paid in respect of that student or arrangements acceptable to the Campus Bursar have been made with respect to the payment of such fees.

4. PROGRAMME OF STUDY

- 4.1 The programme for the MBBS Degree lasts not less than ten (10) semesters: Phase I (3 years) and Phase II (2 years).
- 4.2 Both Phases consist of courses or clerkships in which are included lectures, conferences, seminars, tutorials, self study, the use of learning aids (including information technology), practicals and demonstrations, including clinical bedside teaching. Outlines of these are provided in the Student Handbook.

- 4.3 The candidate's progress in each course or clerkship is assessed on the basis of his or her performance in a combination of in-course assignments and projects, and written, practical, clinical and oral examinations, as outlined in the Student Handbook.
- 4.4 Phase I consists of an integrated series of courses spanning the first three years leading to a *comprehensive*, multidisciplinary examination. Successful candidates will be awarded the Bachelor of Medical Sciences Degree (BMedSci).
- 4.5 Phase II comprises the final two years and is made up of a series of clinical attachments followed by the final MBBS examination. The degree is awarded at pass level or with honours or distinction on the satisfactory completion of the programme.

5. EXEMPTIONS

- 5.1 A student who has completed a course and passed an examination from this or another recognised University in a subject which forms a part or the whole of an analogous subject in the MBBS Degree programme may apply to the Academic Board, through the Dean, for exemption. The Academic Board shall make a decision on the matter after considering the recommendation of the Faculty Board which shall take into account the syllabus, the nature and duration of the course, the person's grading in examinations in the course, the time which has elapsed since the course was completed and, in particular, whether it is analogous in whole or in part to that offered in this University.

- 5.2 The Faculty Board shall make one of the following recommendations to the Academic Board, indicating the reasons for such recommendation:
- that the application be rejected; or
 - that the person be exempted from a part or the whole of the subject; but be required to take a part of or the full examination; or
 - that the person be exempted both from the course and the examination.
- 5.3 Exemptions will not be granted to persons who have been asked to withdraw and/or re-admitted to the Faculty for whatever reason.
- 5.4 Persons entering the programme with a Bachelor of Basic Medical Sciences Degree from the UWI (section 2.7) may be granted exemptions of a maximum of the first two years of the programme depending upon the time which has elapsed between the completion of that Degree and the date of application to enter the MBBS Degree Programme.
- 5.5 Applications for exemptions will not normally be considered in respect of persons who obtained the Bachelor of Basic Medical Sciences Degree more than two years prior to the date of application to enter the programme.

6. EXAMINATIONS - GENERAL

- 6.1 Registration in both Phases takes place during the first week of each semester of each academic year. Registration for examinations consists of registration for the appropriate course(s) for that Phase.

- 6.2 A candidate must attempt at the same sitting all *Sections* of the Examinations for which he or she has been registered.
- 6.3 A candidate must attend all the written, practical, clinical and oral sections of the Examinations for which he or she has registered, and that are applicable in his or her case.
- 6.4 A candidate who fails to attend any written, practical, clinical or oral section of any Examination for which he or she has registered and that is applicable in his or her case shall be recorded as having failed the Examination.
- 6.5 A candidate who fails any section of the *written, practical, clinical or oral* Examinations on his or her first attempt shall be required to re-sit the Examination at the next available opportunity, unless otherwise decided by the Academic Board, Cave Hill, on the recommendation of the Board of Examiners and the Faculty Board.
- 6.6 A candidate who applies to re-sit an Examination must attempt all sections of the Examination at the same sitting.
- 6.7 A candidate who fails the Phase I or Phase II Examinations on his or her third attempt shall be required by the Academic Board, Cave Hill Campus, to withdraw from the MBBS Degree programme. However, should the candidate's performance be deemed unsatisfactory due to adverse conditions, the Academic Board, on the recommendation of the Faculty Board, may support another attempt and, if warranted, grant an extension of time in which the Examination is to be completed. In considering whether to recommend an extension of time, the Faculty

Board shall take account of the requirement that the time between the completion of the course and the examination must not exceed nineteen months.

- 6.8 A candidate may be awarded a pass with honours or distinction in Phase I or Phase II Examinations, depending on the standard that he or she has reached, and provided that it is his or her first attempt at the examination.

7 GRADING SCHEME

- 7.1 Grading Scheme for MBBS and BMedSci degrees.

Effective from 2007/2008 academic year the grading scheme shown in Table below will apply to the MBBS and BMedSci programmes

Letter Grade	Numeric Score	QPs
A +	>85	4.3
A	70-85	4.0
A-	67-69	3.7
B+	63-66	3.3
B	60-62	3.0
B-	57-59	2.7
C+	53-56	2.3
C	50-52	2.0
F	< 50	0.0

10.2 Categories of Degree:

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

8. UNSATISFACTORY PERFORMANCE

- 8.1 In the MBBS Degree Programme, a candidate's performance is considered unsatisfactory if he or she displays poor academic performance or unprofessional behaviour.
- 8.2 A candidate's academic performance is poor if he/she has failed any form of assessment, examination or on-going evaluation in any defined course, module, clerkship or learning unit which forms a part of the MBBS Degree Programme.
- 8.3 A candidate's behaviour is unprofessional if he/she displays inappropriate, unethical or unprofessional behaviour in his/her interpersonal

contacts especially in relation to patients or their families, colleagues, or members of the University or Hospital staff.

- 8.4 Where unsatisfactory performance is serious or is, for any other reason, considered to be a cause for concern, the matter should be reported in writing to the Dean and copied to the candidate.
- 8.5 The candidate will be given an appointment to be interviewed by the Dean or the Dean's nominee who, (except where regulation 8.8 applies), will arrange for appropriate remedial action to assist the candidate, followed by re-evaluation.
- 8.6 A candidate who fails to attend the interview or to participate in the remedial measures or the re-evaluation may be barred by the Academic Board, on the recommendation of the Faculty Board, from continuing in the programme.
- 8.7 The Faculty Board shall consider a written report on the result of the remedial action and shall make a recommendation to the Academic Board as to whether or not the candidate may proceed to the next phase of the programme at that time.
- 8.8 Where poor academic performance is repetitive or where unprofessional misconduct is serious; the Dean shall convene a Committee to examine the case and to provide a report to the Faculty Board. The Committee shall include staff members from at least three different Departments. The candidate concerned shall be given an opportunity to be heard and may be accompanied by a member of the student body selected by the candidate.

8.9 The Faculty Board shall consider the report of the Committee and may make a determination that no further action is required or may submit the matter to the Academic Board for its decision, with a recommendation as to the measures to be taken.

Such measures may include:

- the institution of further remedial measures (which may include professional counselling),
- leave of absence for a period of up to one year ,
- withdrawal from the MBBS programme.

8.10 The decision of the Academic Board or the Faculty Board, as the case may be, will be conveyed to the candidate in writing and the candidate will have the right to appeal the decision by application to the Board for Undergraduate Studies.

9. PHASE 1 COURSES

9.1 Phase I courses extend over the first three years leading to Phase I Examinations for the BMedSci Degree. It comprises a series of courses (as set out in the Student Handbook) which integrate the disciplines of Human Anatomy, Biochemistry and Physiology, Community Medicine, Pathology, Microbiology and Pharmacology and includes early exposure to patients and basic clinical skills.

9.2 Continuous assessment of a candidate's performance in courses throughout these three years normally contributes 40% of the final mark for Phase I (BMed Sci).

9.3 In addition, the candidate is required to follow and complete the following University Foundation Courses:

FOUN1001 English for Academic Purposes

FOUN1301 Law, Governance, Economy and Society

FOUN1101 Caribbean Civilisation

9.4 The candidate must complete the required Foundation Courses before commencing Phase II. Award of the BMedSci and MBBS degrees require satisfactory completion of the medical programme, including the requisite nine credits for the Foundation Courses.

10. PHASE I EXAMINATION (BMEDSCI)

10.1 This consists of an integrated written examination requiring knowledge based on material taught during the preceding three years. The examination normally contributes 60% of the total mark for Phase I (see item 6.2 above).

10.2 With the exceptions noted in Section 5 (Exemption) all candidates will be required to pursue and complete the prescribed courses of study in a satisfactory manner before entry for the examination.

10.3 Prior to the first day of the examinations, a list of registered candidates will be sent by the Registry to the Dean for certification that the programme of study has been completed satisfactorily.

10.4 Phase I Examinations will be held at the completion of the respective courses with repeat examinations normally held within seven months.

- 10.5 A candidate who does not achieve a passing grade for Phase I after completion of the written examination will normally be required to sit the repeat examination within seven months.
- 10.6 A candidate who fails a Phase I examination on his/her second attempt will be required to follow a prescribed remedial course of study and to sit the examination at the next available opportunity. No further attempt will be allowed unless the Academic Board otherwise decides under section 6.7.
- 10.7 Successful completion of the Phase I Examination must be achieved within twelve months of completion of the Phase I courses of study. The Academic Board, on the recommendation of the Faculty Board, may require a candidate who fails to complete the Examination within that time to withdraw from the programme, except in a case where the Academic Board, under section 6.7, has approved a fourth attempt at the examination and extended the period for completion of Phase I Examination.
- 10.8 Candidates who are required to withdraw may apply to be considered for re-entry after one (1) year has elapsed since their withdrawal.
- 10.9 Candidates will be notified of the results of the Examination as soon as possible, subject to ratification by the Board for Undergraduate Studies. Passes in Phase I (BMedSci) will be awarded at pass or honours with distinction levels depending upon the overall standard attained in both continuous assessment and the final examination.
- 10.10 Candidates must satisfy the examiners in the continuous assessment of the Phase I programme and pass the Phase I examination in order to proceed to Phase II.
- 11. PHASE II COURSES**
- 11.1 The requirement for entry to Phase II is the completion of Phase I by following the prescribed courses of study and by passing the examinations unless exemptions (Section 5) apply.
- 11.2 Phase II spans at least 24 months and includes courses of study/clerkships in the following subjects: Anaesthetics; Child Health; Community Health; Emergency Medicine; Internal Medicine (including Dermatology and Venereology); Microbiology; Obstetrics and Gynaecology; Pathology; Psychiatry; Radiology; and Surgery (including Ophthalmology, Emergency Medicine, Orthopaedics, and Otorhinolaryngology). There is also an elective period.
- 11.3 A candidate who has done any course of study/clerkship in an unsatisfactory manner will be required to repeat it before proceeding. Repetition of any part of the course may necessitate delay in completion of the Programme.
- 12. PHASE II EXAMINATIONS**
- 12.1 The procedures for entering these examinations are the same as for the Phase I Examinations (see Section 6).
- 12.2 In order to be permitted to take the examination, candidates must have satisfactorily completed all required clerkships in Phase II.

- 12.3 The examination consists of both written and clinical/oral components.
- 12.4 The written component will consist of at least three written papers including questions from all disciplines taught in the programme and will normally contribute 50% towards the total mark for Phase II.
- 12.5 Clinical competence will be assessed by means of Clinical Examination(s) which will contribute 50% towards the Phase II final grade.
- 12.6 Candidates must pass the clinical component(s) of the examination in order to pass the overall examination.
- 12.7 Candidates who fail the clinical component and/or the overall examination will be required to resit those components which they have failed within seven months.
- 12.8 A candidate who fails a Phase II Examination will be required to follow a prescribed remedial course of study and to sit the examination at the next available opportunity. No further attempts will be allowed unless the Academic Board otherwise decides under Section 6.7.
- 12.9 The Academic Board, on the recommendation of the Faculty, may require a candidate who has not successfully completed the examination within a twelve-month period to withdraw for failure to progress. The foregoing provision shall not apply in a case where the Academic Board has allowed subsequent attempts at the examination under Section 6.7 and has extended the time for completion, in accordance with that section.
- 12.10 Candidates will be notified of the results of each Part of the Phase II Examinations as soon as possible, subject to ratification by the Board for Undergraduate Studies.
- 12.11 The MBBS Degree will be awarded at pass or honours with distinction level, depending upon the standard reached in examination and in the continuous assessment. At the discretion of the Examiners, candidates who are being considered for honours/distinctions or who have obtained borderline failing grades may be invited to attend an oral examination, after which a final grade will be awarded.
- 12.12 A candidate is eligible for the award of the MBBS Degree following satisfactory completion of the programme, and the University Foundation Courses.
- 12.13 A candidate becomes eligible for the award of MBBS (Honours) by attaining a pass at Honours level at the first attempt in the Phase I programme and a pass at Honours level in two subjects in Phase II.
- 12.14 A candidate becomes eligible for the award of MBBS (Honours with Distinction) by attaining a pass at the honours or distinction level in Phase I and a pass at Distinction level in two subjects in Phase II.
- 12.15 A candidate will not be awarded an Honours or Distinction degree unless he or she passes all of the Phase I and Phase II Examinations at the first attempt.

13. AWARD OF THE MBBS DEGREE

13.1 After the Board for Undergraduate Studies has approved the pass list, the Degree of Bachelor of Medicine and Bachelor of Surgery shall be awarded to each successful candidate.

13.2 The class of BMed Sci degree shall be awarded as follows:

- Honours Degree with Distinction Weighted GPA of 3.7 and above
- Honours Degree Weighted GPA of 3.3 -3.6
- Pass

Note that degrees at the level of Honours or Distinction will normally be awarded only to those students who have passed all required courses/clerkships at their first attempt.

Rules governing the adoption of the GPA System (The GPA System applies ONLY to Phase One courses).

1. The Faculty at Mona implemented the GPA system with assignment of credits to courses commencing in the academic year 2006/07 with the intake of the class of 2011; at Cave Hill the system was implemented with the first class entering in 2008 (class of 2013).
2. The general conversion scheme adopted by the University for assigning quality points will be adopted and applied to define letter grades for all core courses in Phase 1 with the exception noted in (7.) below.
3. The award of the MBBS Degree requires that students complete (and pass) all specified core courses and clerkships except where an exemption has been granted (see regulations governing exemptions).

4. The lowest passing letter grade to be applied to courses is a C which will constitute a pass.
5. The cut point for awarding a C in any course or clerkship will be determined by a process of standard-setting using recognized and defensible methods and employing multiple examiners.
6. Students who fail to achieve a C will be assigned an F (0.0 quality points) which will be recorded permanently on their transcript.
7. The letter grades C-, D+ and D will not be used or assigned to students' results
8. Students assigned an F (fail) will be required to pass the failed course/clerkship at a subsequent attempt.
9. Students will normally be allowed a maximum of two further attempts at any failed course
10. Students unable to pass a failed course after a total of three attempts will normally be required to withdraw.
11. Whenever a course is passed following a failed first attempt, the maximum grade that can be assigned will be a C.
12. Although the F grade will remain on the student's record, the GPA for the student will be recalculated using the passing grade of C.

Phase I

- Students in years 1 and 2 will be permitted to proceed into the subsequent year only if the credit value of failed courses in the preceding year does not exceed a total of 6 credits.
- Students who proceed into subsequent years carrying failed courses will be required to register for and sit them at the next available opportunity
- Students who fail to pass a course after a total of three attempts will normally be required to withdraw.
- Students will not be permitted to proceed into Phase 2 of the programme unless and until all required Phase 1 courses have been passed.

Phase II

- Students in Year 4 will be permitted to proceed into the 5th and final year only if the credit value of courses/clerkships failed does not exceed a total of 6 credits.
- Students who proceed into year 5 carrying failed courses/clerkships will be required to register for and sit them at the next available opportunity.
- Students must complete and pass all courses/clerkships in Phase 2 and pass all parts of the final MBBS examination to be eligible for the award of the MBBS Degree

Award of the MBBS Degree

The following categories of degree will be awarded on the basis of the cumulative grade point average over the duration of the Phase One programme.

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

Note that degrees at the level of Honours or Distinction will normally be awarded only to those students who have passed all required courses/clerkships at their first attempt.

GLOSSARY TO THE REGULATIONS

TERM DEFINITION

- | | | | |
|---------------------------|---|----------------------|--|
| 1. Discipline - | A body of knowledge encapsulated in a set of courses distinguishable from other such bodies on the basis of criteria such as method of enquiry, axioms, areas of application. | 9. Credit - | A measure of the workload required of students. 1 Credit Hour = 1 hour lecture/tutorial/problem class per week OR 2 hour laboratory sessions per week, for a Semester. |
| 2. Subject - | An area of study traditionally assigned to the purview of a department. | 10. Elective - | A course within a programme taken by choice of the student. |
| 3. Course - | A body of knowledge circumscribed by a syllabus to be imparted to students by sundry teaching methods and usually followed by an examination. | 11. Pre-requisite | A course which must be passed before another course for which it is required may be pursued. |
| 4. Faculty Courses | All courses except Foundation and Co-curricular courses. | 12. Semester GPA - | Grade point average (GPA) computed on the basis of all courses done in a semester, without reference to weighting except in terms of credits. (The terms Grade Point, GPA, Quality Hours and Quality Points are defined in the UWI Grade Point Average Regulations Booklet). |
| 5. In-Faculty Courses | All Faculty courses originating in the Medical Faculties. | 13. Honours GPA - | Weighted grade point average used to determine the class of degree. |
| 6. Out-of-Faculty Courses | All Faculty courses originating in Faculties other than the Medical Faculties. | 14. Cumulative GPA - | Grade point average obtained by dividing the total grade point earned by the total quality hours for which the student has |
| 7. Foundation Courses | Broad-based courses, three of which must be taken, and which provide a general foundation of knowledge. | | |
| 8. Programme | A selection of courses (designed to achieve pedagogical goals) the taking of which is governed | | |

registered for any period of time excluding courses taken on a Pass/Fail basis, audited courses, courses taken for Preliminary credit, incomplete and in-progress courses.

UNIVERSITY FOUNDATION COURSES

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

- FOUN1001- English for Academic Purposes
- FOUN1101- Caribbean Civilization
- FOUN1301- Law, Governance, Economy and Society

The Medical Faculty recommends that students aim to complete these courses within the first two years of the curriculum and we have made provisions for them in the timetables during the first three semesters. Because it is a University regulation that these courses are completed satisfactorily before a University degree can be awarded, you are required to pass all of them before proceeding into the final two years of the programme.

FOUN1001 ENGLISH FOR ACADEMIC PURPOSES (3 CREDITS)

This course is designed to: equip students with the study and research skills they will need in order to get the maximum benefit from all their courses at the University; to familiarize them with the linguistic situation in the Caribbean and break down certain misconceptions they usually have about it and to introduce students to the rhetorical modes of discourse.

FOUN1101 CARIBBEAN CIVILIZATION (3 CREDITS)

This course is designed to develop an awareness of the main process of cultural development in Caribbean societies, highlighting the factors, the problematics and the creative output that have fed the emergence Caribbean identities; to develop a perception of the Caribbean as wider than island nations or linguistic blocs; to stimulate students' interest in, and commitment to Caribbean civilization and to further their self-determination.

FOUN1301 LAW, GOVERNANCE, ECONOMY AND SOCIETY (3 CREDITS)

This is a multi-disciplinary course of the Faculty of Social Sciences which is designed mainly for non-Social Sciences students. The course will introduce students to some of the major institutions in Caribbean society. It will expose them to both historical and contemporary aspects of Caribbean society, including Caribbean legal, political and economic systems. In addition, Caribbean culture and Caribbean social problems are discussed.

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.

A course entitled, "Man, Health and the Environment" is taught in four modules spanning the first three years

and is followed in the fourth and fifth year by practical exposure to the delivery of health care to communities in urban and rural settings.

On successful completion of the courses in the first three years, you are required to sit an integrated examination. If you are successful, 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 *nutrition* 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 to allow you to undertake courses and activities in areas of special interest to you. These include *electives*.

Electives

There are elective periods in the Phase II programme. During an elective, you 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 first semester in year three has been extended using a portion of the summer vacation. This has been done to maintain the desired emphasis on clinical skills training which has been an important strength of the UWI medical tradition. This shortened summer vacation at the end of year two was always a feature of our medical curriculum.

PHASE I

Years 1 and 2 Orientation

In your first week, 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)

Aims

- 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

MDSC1203	Health Care Concepts
MDSC1205	The Respiratory System
MDSC1207	The Cardiovascular System
MDSC1206	Neuroscience in the Peripheral Nervous System
<u>Year 2</u>	
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
MDSC3102	Renal/Urinary & Reproductive II

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)

Year 3

MDSC3101	Clinical Haematology
MDSC3103	Human Nutrition
MDSC3104	Health Services Management
MDSC3200	Understanding Research
MDSC3201	Junior Medicine Clerkship
MDSC3202	Junior Surgery Clerkship
MDSC3303	Aspects of Family Medicine

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 1/2

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

The primary aim of this course is to provide students with an understanding of the processes by which a single fertilized ovum develops into specialized tissues and organs to eventually form a complex multi-cellular organism. It covers the development and differentiation of cells, tissues and organs and provides a general view of human development and the structure of tissues and provides a basis for understanding the relationships and positions of normal adult structures. It serves as the framework for understanding the more detailed development, structure and functioning of body systems and the abnormalities which result from disorders of development.

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 the development and differentiation of cells, tissues and organs and the 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: 4
SCHEDULE: Year 1, Semesters 1 and 2

This Year 1 course addresses development and differentiation of the human body at the cellular level and how cells are organized to form tissues and organs. It provides a prologue to medically relevant cell types, embracing their biological properties, intracellular and surface features and how they generate energy for their cellular needs and includes an introduction to major biomolecules, enzyme inhibition and bioenergetics.

The course and is organized into 3 units:

Unit 1 - Introduction to Medical Microbiology

Introduces the medically important microorganisms and parasites; It describes their similarities and the differences which make them susceptible to pharmacological agents and to detection using microbiological diagnostic techniques.

Unit 2 - Biomolecules & Biomembranes

Explores the components and functions of cells, organelles and biomembranes and allows students to understand the factors affecting their functions. The structures of different types of biomembranes found in cells are explained, along with their ability to react with an aqueous environment.

Unit 3 - Metabolism & Bioenergetics

Provides a framework for students to appreciate the mechanisms of intracellular and extracellular control at the metabolic level and explains the ways in which the body derives its requirements for energy and growth.

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 department, 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, Semesters 1 and 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, Semester 2

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

SCHEDULE: 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: MDSC1207

SCHEDULE: Year 1, Semester 2

COURSE CODE: MDSC2103

TITLE: The Cardiovascular System I and 2

CREDITS: 6

**SCHEDULE: Year 2, Semester 1
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 2, Semesters 1 and 2

Building on the material introduced in the Year 1 Health Care Concepts Course concerning wellness and disease prevention, 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 provides 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 mechanisms 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; Year 3, Semester 1

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: 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 Fundamentals 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

SCHEDULE: Year 1, Semester 2; Year 3

TITLE: Renal / Urinary & Reproductive 1 and 2

CREDITS: 9

SCHEDULE: Year 2, Semester 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-to-date 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

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. 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 out-patient 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: MDSC3203

TITLE: Aspects of Family Medicine

CREDITS: 9

SCHEDULE: Year 3, Semester 2

This clerkship, using a mix of community, hospital and ambulatory care experiences, brings together three key disciplines (community health, psychiatry and child health), all of which are important to the practice of family medicine. This clerkship is delivered in two 4 week units – Community Health and Psychiatry in one block and Child Health in the other.

Unit 1: Community Health and Psychiatry

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 factors in psychiatric epidemiology.

Unit 2: Child Health

In this Unit, students assume limited clinical responsibility for the care of children. 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 (CAAM) 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, 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 year. Grades are calculated for each year using the results of all of these. On-going grades contribute up to 40% of the final grade.

You should attain a pass on your overall end-of-year assessments in order to proceed normally. Students who fail end-of-year assessments in the first two years may be required to undertake remedial programmes of study.

Year 3

At the end of the third year, successful students sit the Phase 1 examination, which entitles them to the award of a Bachelors Degree in the basic medical sciences. Third year grades along with the two previous end-of-year assessment grades contribute 40% to the final grade for Phase 1 with 60% coming from the final examination.

If you do not attain an overall passing grade in Phase 1, you are required to re-sit and pass a supplemental examination before commencing the fourth year.

Please note that failure to participate satisfactorily in remedial courses or failure in the supplemental examination will constitute 'failure to progress' and may require you to repeat the entire year before re-sitting or in exceptional circumstances, may require you to withdraw from the programme. Students who fail the examination after three attempts are normally required to withdraw.

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 (MBBS) 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 Directors 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 at the end of the third and fifth years. 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 with 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 submit a medical certificate as proof of illness from the University Health Service or general practitioner to the course supervisor or to a Head of Department under whom you are working at the time. Keep a photocopy of the certificate for your personal records.

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

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

Serious communicable diseases

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

If you know that you have a serious communicable disease you must immediately seek and follow confidential professional advice. The staff at the Health Service 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 are normally issued through the Dean's Office and 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 absolutely 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

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 elements most relevant to our clinical scene, and often not found in the books, and clinical work on the wards, at the bedside and on call provide the REAL medicine that you MUST have to become a capable and safe 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.

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 Main Library at the Cave Hill Campus, and the Medical Library at the Queen Elizabeth Hospital. The Main Library houses materials chiefly for Phase 1 students and the QEH Medical Library serves both clinical students and other health professionals, but there is some overlap in the stock of books and other materials.

QEH MEDICAL LIBRARY

The Queen Elizabeth Hospital Library is situated next to the chapel and behind the medical students lounge. It is the repository 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 use this library on production of ID.

The Library opening hours are 8.30 a. m. – 6 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 health 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

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

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

DM Anaesthesia & Intensive Care

DM Accident and Emergency Medicine

Diploma, MSC, DM Family Medicine

DM Internal Medicine

DM Obstetrics and Gynaecology

DM Ophthalmology

DM Paediatrics

DM Psychiatry

DM Surgery (General)

Diploma in Health Services Management

Master in Public Health (with optional specialisation in Health Services Management)



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