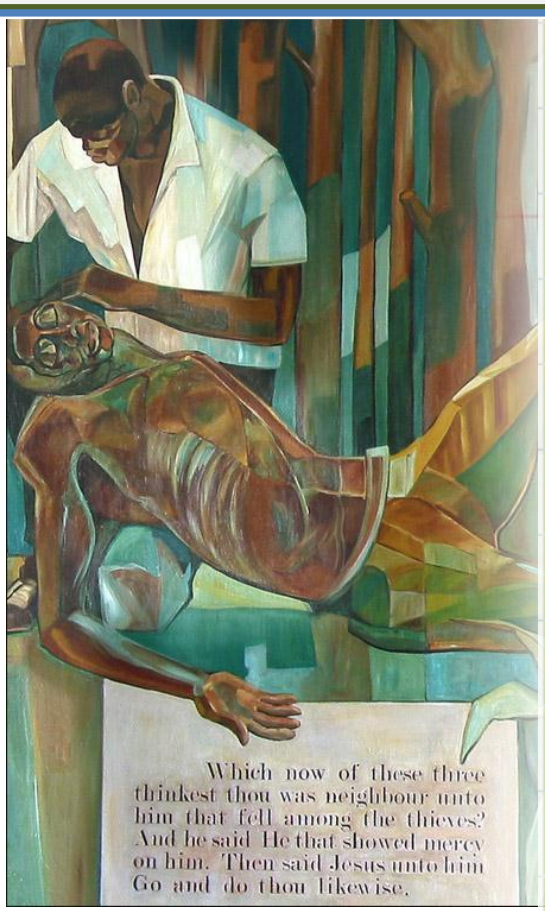
2023/2024

MB BS UNDERGRADUATE PROGRAMME



Student Handbook

Contents

Acknowledgements

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

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

The Editors

Introduction

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

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

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

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

The Faculty of Medical Sciences

History

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

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

Over the years, the Faculty has maintained a reputation for excellence and its graduates continue to distinguish themselves both within and outside the region. In 2006, the UWI‟s MB BS undergraduate medical programme became the first regional programme to be fully accredited by the Caribbean Accreditation Authority for Education in Medicine and other Health Professions.

Regular quality assurance reviews and accreditation exercises since that time help to ensure that international standards are met and that the curriculum continues to adapt itself to the needs of the people it serves.

The Mona Campus

The campus is located in Northern Kingston and encompasses 653 acres of land that were formally part of two large estates. Scattered throughout the campus are the historic ruins of a Roman-style aqueduct, water wheel, and other remnants of the sugar works that once stood on the site. The campus is nestled in a valley between the Long Mountain to the south and the southernmost peaks of the Blue Mountain Range to the north, providing a verdant backdrop to the beauty of the campus.

The Faculty of Medical Sciences comprises the Department of Basic Sciences, seven clinical departments and the UWI School of Nursing located in facilities across the campus and at the adjacent University Hospital of the West Indies. In addition to Medicine and Nursing, the Faculty offers professional training programmes in Dentistry, Physical Therapy, Pharmacy and Diagnostic imaging.

The Faculty administrative offices and the Section of Undergraduate Affairs is located in the Faculty of Medical Sciences Teaching and Research Complex at the northern perimeter of the campus.

The Western Jamaica Campus

The University of the West Indies, Mona expanded its basic medical sciences training to its Western Jamaica Campus (WJC), Montego Bay in September 2010.

Medical students now have the opportunity to do the first three years of their programme at the WJC with clinical rotations at Clinical Teaching Sites throughout Jamaica.

Students participate in the same curriculum as their classmates at Mona. Lecture delivery is facilitated through real time video conferencing supported by small group tutorials and seminars by the resident team of lecturers and tutors.

Curriculum delivery is managed by a resident coordinator with support from the Faculty Administration at Mona.

The Undergraduate Medical Programme

Overview of the Curriculum

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

The programme is five years long, and is followed by twelve months of supervised pre- registration house officer training (internship). Graduates then become eligible for full registration but normally undertake work in clinical posts to gain experience before embarking on formal specialty training or independent practice

The curriculum has been organized to encourage integration of the basic medical sciences with the clinical disciplines and places more responsibility on you, the learner.

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

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

University Foundation Courses

Certain foundation courses are compulsory for all undergraduate students and must be completed before a degree is awarded. The required courses are listed below although a modern language course can be substituted for either FOUN1101 or FOUN1301.

FOUN1101 - Caribbean Civilization

FOUN1301 - Law, Governance, Economy and Society

FOUN 1014 - Critical Reading and Writing in Science & Technology and Medical Sciences)

Grades from the Foundation Courses do not contribute to your degree GPA for the award of the MB BS but it is a University regulation that they are completed satisfactorily before a degree can be awarded.

The Medical Faculty recommends that students aim to complete these courses as soon as possible, preferably within the first two years.

Students who have successfully completed any of the required courses while pursuing another UWI degree programme may apply for exemption through the Automated Student Record System (ASRS).

However, in cases where students seek exemption for completing similar courses at another institution, they are required to submit the transcripts and course outlines from the other institution along with their application on the ASRS.

In either case, students are responsible for checking on the system to confirm that the requested exemption has been granted

The Core Medical Curriculum

The core curriculum is made up of two Stages and comprises a series of required courses designed in a spiral fashion with gradually increasing emphasis on clinical application of the basic medical sciences.

During the first three years, a system-based approach is used, with courses designed to encourage integration between the basic medical science subjects and the clinical disciplines.

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

Stage 1 of the programme ends after the first three years of course work. Students must be successful in all Stage 1 courses before moving on to Stage 2 which has a stronger clinical focus. 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

Subject areas such as professionalism and medical ethics are worked into the existing courses as themes and are included in the assessment of students. This approach seeks to ensure that the attitudinal components of learning considered important for good medical practice are included in the overall educational process.

Study Options and Electives

In addition to the core curriculum, the programme includes options to undertake courses and activities in areas of that may of special interest to you. These include ‘Special Study’ options in Stage 1 and two ‘elective’ periods in Stage 2.

Special Study options

During Stage 1 will be required to complete a prescribed number of Special Study options. These provide an opportunity for you to explore areas of interest and to participate in voluntary outreach activities that focus on social awareness and encourage inter-professional learning.

Electives

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

The final year elective is very useful for exploring future career options. We encourage you to spend it at an institution outside of the UHWI if possible and to consider including some component of research. You should begin planning your electives well in advance (at least 6 months before you are due to start). You will need to have your elective approved by the Faculty Elective Coordinator since a supervisor will need to be identified and arrangements need to be made for travel and accommodation.

Structure of the MB BS Programme

The first two years of the programme are fully semester based while the first semester in year three is extended using a portion of the summer vacation. The curriculum is structured so as to place emphasis on clinical skills training, an important strength of the UWI medical programme.

STAGE 1

Orientation

A significant part of your first week is devoted to orientation exercises that complement the University Freshman's Week activities and helps to sensitize you about what to expect in the medical programme.

There will be opportunities to meet with teaching staff and senior students and to participate in tours and activities arranged by the Faculty. There are also a number of sessions put on by the University Health Centre Counselling Unit on topics such as learning styles, 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.

Communication of course material, including timetable information is provided electronically through the UWI‟s virtual learning environment (OURVLE). For access to this system, students must be in good financial standing and have registered on-line for their required courses at the beginning of each semester.

Stage 1 Course Outlines

Fundamentals of Disease and Treatment

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

Introduction to Embryology & Histology

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

Introduction to Molecular Medicine

This course deals with the development and differentiation of cells, tissues and organs and covers medical aspects of genetics including population genetics. Molecular techniques used in diagnosis and treatment are included as well as the ethical implications surrounding the application of molecular biology to medicine.

Cell Biology

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

The System-based Courses

This series of courses forms the bulk of the content in Stage 1.
Each employs a multidisciplinary approach to learning and aims to provide students with a comprehensive knowledge base of the structure and functioning of the human body systems and how these relate to each other in health and disease.
They include:

- The Locomotor (musculo-skeletal) System
- The Peripheral Nervous System (Neuroscience 1)
- Basic Haematology
- The Respiratory System
- The Cardiovascular System
- The Digestive System
- The Endocrine System and the Skin
- The Renal and Reproductory Systems
- The Central Nervous System (Neuroscience 2)
- Clinical Haematology

Each is delivered by a combination of didactic lectures and practical laboratory work with tutorials on areas of special interest, complexity or importance.

Case-based studies are used to highlight basic science principles underlying clinical problems and students work in groups to discuss the cases under supervision of staff moderators.

Principles of Health

- Health care concepts
- Health and the environment
- Health services management

These three courses address important aspects of community-based medicine, public health, epidemiology, psychology and child development and provide students with a framework within which health is achieved at individual, family and community levels.

Understanding Research

This important course is delivered in the third year. It draws on biostatistics and epidemiological methods to introduce students to the principles and interpretation of medical research.

Human Nutrition

A course in basic human nutrition is also delivered in the third year prior to the students' transition to Stage 2

Introduction to Medical Practice

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

The focus is on basic communication and clinical examination skills with attention to the attitudes and behaviours appropriate for the practice of medicine.

Stage 1 Introductory Clerkships

Stage 1 culminates with a series of rotating clerkships designed to hone basic clinical skills and to widen students' diagnostic approach to patients, including appropriate use of investigative laboratory services.

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

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

Student Support and Guidance

During Stage 1, the Faculty also conducts a number of activities that cover areas such as professionalism, ethics and career planning. These and a Faculty system for student mentoring and academic guidance are coordinated by the Office of the Deputy Dean for Student Success with assistance from Personal and Professional Development Officers and trained members of academic staff.

Stage 2

Students must successfully complete all Stage 1 courses in order to proceed into the final two years of their undergraduate programme.

Stage 2 comprises the final two years and consists primarily of hospital based clerkships with at least one rotation in a rural community setting and a 5-week elective.

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

The final year of training is designed to prepare students for their internship. A series of clerkships in core disciplines provides students with experience in the overall care and follow-up of patients with common and important conditions.

Students participate in all the activities of the clinical service to which they are attached and much of their learning takes place during informal bedside teaching. Attention is paid by tutors to appropriate attitudes and behaviour as well as clinical competence.

When students complete all of the required rotations satisfactorily, the programme concludes with the sitting of the written and clinical components of the final MB BS examination.

Student Involvement in Research

Student participation in research, particularly that which leads to publication, is becoming increasingly important and will strengthen the chances of acceptance into graduate specialty training programmes locally or overseas. Students are expected to attend the Faculty Annual Research Conference and are strongly encouraged to become involved in research projects and activities with colleagues or with members of faculty. During their stay in the Faculty, they are also encouraged to take the opportunity to attend visiting lectures, symposia and continuing professional development conferences that are regular features of the academic calendar.

A note on internship

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

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

Assessment and Examinations

An overview

Assessment of students in the medical undergraduate programme may take the form of written, practical, clinical, and in some cases, oral examinations. Coursework, projects and other in-course assessments may also contribute to overall course grades where appropriate.

GPA and the MB BS Assessment System

In 2006, the Faculty of Medical Sciences adopted the GPA credit system. The system employed by the Faculty for the MB BS Programme conforms to that used by other faculties with the following programme-specific differences:

- Students must pass all core courses/clerkships in order to graduate.
- Core courses/clerkships include those assigned credit values contributing to your GPA as well as those categorized as pass/fail.

- Grades from credit rated courses contribute to your GPA and is used to determine the level of degree awarded.
- Pass/Fail courses are compulsory but do not contribute to your GPA
- Satisfactory completion of credit-rated courses requires that you achieve a letter grade of C (2.0 quality points) or higher.
- Students scoring less than C (2.0 quality points) are required to repeat the failed course and/or the assessment at the next available opportunity.
- Students who pass a failed course on a subsequent attempt are assigned a maximum of a C and their GPA is recalculated using this new grade.
- The record of failed attempts is retained on your student record.

Assessment in Stage 2

- Students in Year 4 may not be permitted to proceed into the 5th if the credit value of failed courses/clerkships exceeds 9.
- Students who are allowed to proceed into Year 5 carrying a failed clerkships should be counseled to determine the most appropriate date for repeating the clerkship assessment.
- Students must complete and pass all courses/clerkships in Stage 2 and pass all parts of the final MB BS examination to be eligible for the award of the MB BS Degree.

The credit value of required courses is included in Study Guides and can be obtained on-line or from the Office of Undergraduate Affairs Section. Pass/fail courses include:

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

Award of the MB BS Degree

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

The final MB BS examination comprises written and clinical components in each of the major disciplines and will be held at the end of the fifth and final year.

The Faculty of Medical Sciences has designated the following categories for the award of the MB BS Degree.

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

Learning to Learn

What is learning?

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

Life-long learning

Knowledge in medicine continues to expand at a rapid rate, and it is simply not possible to 'know' everything there is to know. You must thus learn to take responsibility for identifying important gaps in your knowledge or skills. Developing effective study skills will help you to pass your examinations and get your degree, but it is important to realize that attaining the MBBS is just the first step in a continuing process of medical education that will extend throughout your professional life. So it makes sense to start working effectively and reflectively now.

Some tips to help you to understand how you learn best.

Learning is an active process

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

Learning begins with what you already know

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

Learners have a limited attention span

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

Learners need guidance and direction

If you don't know how much you've got to learn about a subject, you don't know where to get the information, and you're not sure why it's important in the first place, you're quite unlikely to learn much about it. Guidance and motivation can come from your teachers so do not be afraid to ask us for help.

The Ways We Learn

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

Surface approach

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

Deep approach

The deep approach however, is based on the learner's "need to know". It is aided by an interest in the subject matter, and involves seeking meaning and integration between components. The outcome is a greater understanding of the material and a higher likelihood of retention.

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

Reflection and learning from experience

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

Remembering things

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

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

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

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

Self-directed learning

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

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

Study Guides and recommended texts

These are designed assist you in managing your learning. They tell you what you're going to be taught, what you are expected to learn, and how you will be evaluated. Course Coordinators and lecturers can also be approached to clarify problems you may be encountering so do not hesitate to ask for advice if things go wrong.

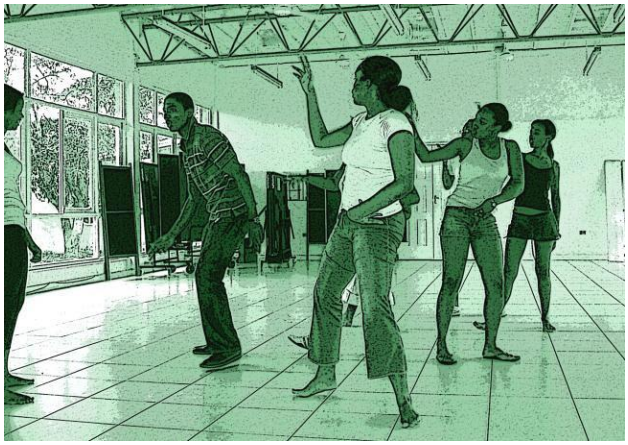
Recommended texts and websites are only suggestions from your tutors. If you find that you can work better with materials that are not listed, first check with colleagues and with the expected learning outcomes to ensure that the required material is covered.

Am I just another fish in the sea?

The majority of you entering the programme are probably used to being successful and achieving high marks. However, in medical school you will be surrounded by the cream of the crop - high-achievers from across the region, and be faced with a workload that is demanding to say the least. It is therefore not a sign of weakness if at first your grades are not up to your expectations. Fear of failure can have a damaging effect but even failure can be a powerful motivator and learning tool in the right circumstances.

Look after yourself!

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



Time Management

Is there life after lectures?

By now you must be wondering if getting into Medical School 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 medical programme is undoubtedly stressful and it is essential that you learn to minimize your stress and face what cannot be avoided. Ineffective management of time is one of the most common causes of stress, and is largely avoidable.

Effective time management depends on organization and self-discipline – both important ingredients of a physician's life.

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

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

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

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

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

Study Skills – Tips on getting the most out of the course

How to learn from lectures

Unfortunately, there are limited opportunities for individual staff-student contact during lectures because in many cases a large amount of information has to be delivered in a relatively short time. We know that 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. 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 any associated reading as soon as possible.

Making Notes

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

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

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

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

Seminars and group work

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

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

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

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

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

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

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

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

Labs and Practicals

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

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

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

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

Studying on your own

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

Getting the most from your reading

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

Oral presentations

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

Planning the presentation

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

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

Try not to include too much. The most common mistake is to overestimate how much material you can cover in the available time. Rehearse your talk with friends or colleagues. Ask them to time you and pay attention to your 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.

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.
- Avoid jargon as much 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.

Examination Strategies

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

The Faculty carries out a meticulous process of setting and marking examinations which is aimed at ensuring fairness to all candidates. In addition to internal examiners appointed by the University, the final examination requires the appointment of an external examiner from another university outside of the region. The purpose of this examiner is not only to ensure fairness to the candidates, but also to provide an external review of the standards of teaching and assessment in the Faculty. External Examiners may be involved in the setting and marking of written papers and may participate in the process of oral, practical or clinical examination of candidates.

In addition, they are asked to review the record and examinations of students who it is felt may not have achieved a satisfactory standard and those who have attained honours or distinction grades.

Here is some good advice to help you to cope with examination pressure.

For all examinations

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

What about Oral examinations?

The word "viva" often produces feelings of panic in medical students but this really needn't be so.

Remember that oral examinations are also an opportunity to show what you know and to improve on your grade. Believe it or not, the examiners want you to pass. Use the viva as an opportunity to prove yourself and what you know.

Some advice about 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, to make it 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 or begin by indicating that you're not sure.
- Speak confidently: - patients need to have faith in you.
- Look confident: body language says something so sit back and look the examiners in the eye!

Coping with Stress

You will not be able to learn effectively if you are not functioning well physically and mentally. A little bit of circulating adrenaline can help you concentrate, but getting stressed out will affect your performance. Make sure that you allow yourself some free time each day. Some form of regular physical activity helps learning and mental alertness.

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

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

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

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

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

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

When and where to go for help

The Faculty and the University provide support systems which you can use but it is still important to keep an eye on your own welfare and 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 system. Sometimes it helps just to have someone you can talk to.

Do not wait until the situation is out of hand. The important thing is to seek help as soon as you feel you might need it. Apart from the Counselling Services at the University Health Centre, the Faculty has trained Personal and Professional Development Officers who are there to assist students experiencing challenges. There is also a Deputy Dean for Student Success and academic staff trained as Advisors who you can approach for guidance and direction on other available sources of assistance.

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 will also be required to be fully vaccinated before starting your junior clerkships in Year 3

Arrangements for immunization can be made with the University Health Centre situated at the northern end of Gibraltar Camp Road.

Medical certificates of illness

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

If for any reason you are unable to go to a doctor at the University Health Service, another doctor may provide the necessary certificate but this must also be copied to the Medical Director at the University Health Centre.

If you are ill during an examination or in the days immediately preceding an examination, you must submit a medical certificate as proof of illness either to the Course Coordinator or to a Head of Department under whom you are working at the time, preferably on or before the day of the examination. Keep a photocopy of the certificate for your own records. Failure to submit a medical certificate under these circumstances means 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 what, if any, tests are appropriate.

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

It is important for you to know that:

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

Identification Cards and Name Tags

Each student must have a valid personal identification card in order to have access to the facilities of the

University Identification cards are obtained from the relevant UWI Administration (Student Registration) Office.

Nametags are normally issued during the annual ‘Pinning Ceremony’. These should be worn when attending classes and ward rounds at the hospital and when carrying out official duties.

Professional Conduct

General Deportment

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

Dress Codes

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

There is an official dress code, which includes the wearing of nametags and IDs. Details can be obtained from the JAMSA executive or the Faculty Office of Undergraduate Affairs.

Being a medical student should always be a matter of pride to you. Whether you are attending lectures or visiting patients, you should always appear neat and tidy, wearing reasonably smart, but appropriate clothing.

Attendance & Punctuality

It is to your advantage to attend all lectures, laboratory sessions, ward rounds, field trips and other teaching/learning activities. Punctuality is expected and in certain courses/clerkships, attendance at a fixed proportion of classes may be a requirement for passing.

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

Confidentiality

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

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

- When you are privy to confidential information, you must make sure that the information is effectively protected against improper disclosure when it is stored, transmitted, received or otherwise disposed of;
- When a patient gives consent to disclosure of information about him or her, you must make sure that the person understands what will be disclosed, the reasons for the disclosure and the likely consequences;
- You must make sure that patients are informed whenever information about them is likely to be disclosed to others involved in their health care, and that they have the opportunity to withhold permission, where appropriate;
- You must respect requests by patients that information should not be disclosed to third parties, save in defined exceptional circumstances (e. g. where the health or safety of others would otherwise be at serious risk);
- If you disclose confidential information you should release only as much 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 expectations of students enrolled in the MB BS Programme regarding professional behaviour and fitness to practice are explicitly detailed in the Honour Code that you were asked to sign on entry to the medical programme. These responsibilities are not be taken lightly. They speak to the high standards of the medical profession and what is expected of you now and in the future.

Where else can I get information?

General Student Handbook

Further information about campus life and student services offered by the University can be found on the Mona Campus web site https://www.mona.uwi.edu/ and in a number of University publications.

These address rights and responsibilities of students and provide useful information on matters of general interest – co-curricular activities, financial planning, health services and student accommodation, etc.

University and Faculty Regulations

Detailed regulations governing all aspects of university life including examinations can be requested from the Admissions or Examinations Sections while more specific information about the Faculty can be obtained from the website https://www.mona.uwi.edu/fms/ and via the Student Administration System student portal.

Electronic Communication

As the Faculty switches to greater use of technology, you will find it useful to communicate via e-mail. However, messages sent from personal e-mail addresses may not be accepted and all important communications from you should come from your assigned UWI e-mail address.

Official communications, including timetable changes, will normally be sent to you using this address. You will thus need to keep your account password current and check your mail regularly.

Other FMS Facilities

Deans Office/Student affairs

The Dean's Office and its Undergraduate Office is located on Level 5 of the Faculty of Medical Sciences Teaching and Research Complex at the North end of Aqueduct Road

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

Library and Computer Facilities

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

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

There is a computer laboratory located on Level 1 of the Faculty of Medical Sciences Teaching and Research Complex which is used for teaching and examinations and wireless access is provided in most locations on campus and at the University Hospital.

Teaching Hospitals and Research Facilities

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

However, clinical teaching also takes place at other approved hospitals, clinics and health centres outside of the campus where a Deputy Dean coordinates teaching by associate academic staff.

These hospitals include the Kingston Regional and Victoria Jubilee Hospitals, the Bustamante Hospital for Children, the National Chest Hospital, and the Cornwall Regional, Mandeville Regional, Savanna La Mar and Spanish Town Hospitals.

In addition to the Research laboratories in the FMS Teaching and Research Complex, the Faculty is also closely associated with the Caribbean Institute for Health Research (CAIHR). This is made up of the Sickle Cell and Epidemiology Research Units located on the main campus and a Tropical Metabolism Research Unit at the University Hospital. Staff members from CAIHR participate in the Faculty teaching and research programmes.

Academic Officers of the Faculty

Dean - Dr Tomlin Paul
Director of Health Professions Education – Prof. Russell Pierre

Deputy Deans:

- Clinical Affairs – Prof Trevor McCartney
- Student Success – Dr. Annette Crawford-Sykes
- Teaching & Learning – Dr. Helen Trotman-Edwards
- Educational Technology – Dr Wayne Palmer
- Research and Graduate Studies – Prof Minerva Thame
- Western Jamaica Campus – Dr. Jeffery East
- Entrepreneurship & Innovation – Prof. Wayne McLaughlin

Department Heads

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

Curriculum Administration

The MB BS Curriculum is managed by a Curriculum Committee chaired by the Programme Director which oversees and directs the activities of the programme with subcommittees responsible for delivery, student assessment and programme evaluation. Each course or clerkship is coordinated by a member of the academic staff with responsibility for its delivery and evaluation.

Programme Director – Dr. Helen Trotman-Edwards

Stage 1 Coordinator – Dr. Sherline Brown

Stage 2 Coordinator – Dr. Marinna Scarlett

Other Faculty Educational Programmes

In addition to the MB BS Degree, the Faculty of Medical Sciences at Mona offers a variety of other educational programmes at undergraduate and postgraduate level. Information on these programmes can be obtained from the Faculty website at https://www.mona.uwi.edu/fms/programmes

APPENDIX - CURRICULUM OUTLINE (5-year duration)

STAGE ONE

Year 1 (September to May)

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

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

Year 2 (September to May)

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

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

Year 3 (June to March)

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

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

STAGE TWO

Year 4 (April to April)

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

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

Year 5 (April to April)

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

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