

FACULTY OF MEDICINE UNIVERSITY OF RUHUNA

**PROSPECTUS
2025**



Bachelor of Medicine and Bachelor of Surgery Degree Programme MBBS (Ruhuna)

Prospectus

Faculty of Medicine, University of Ruhuna

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VISION

**TO BE A CENTER OF EXCELLENCE
PRODUCING MEDICAL
PROFESSIONALS CAPABLE OF
ADDRESSING GLOBAL CHALLENGES
OF HEALTH CARE WITH HUMANE
APPROACH.**

MISSION

**TO TRAIN MEDICAL PROFESSIONALS
CAPABLE OF PROVIDING HOLISTIC
AND STATE-OF-THE-ART CARE.**

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Message from the Dean, Faculty of Medicine, University of Ruhuna



Senior Professor T. P. Weeraratna
MBBS(Ruhuna), MD(Col).FCCP,
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Established in 1980, the Faculty of Medicine, University of Ruhuna (FOM, UOR), has grown into one of the country's leading medical schools, recognized for its strong academic standards, innovative teaching methods, and vibrant research culture. We are deeply committed to producing doctors who are not only clinically competent but also socially responsive and ethically grounded.

This prospectus serves as an initial guide for the new entrants to be aware of the academic and the extracurricular activities and opportunities at the faculty during their journey.

The curriculum you would follow during the next five years at the FOM, UOR integrates basic sciences, clinical disciplines, community and public health and a newly introduced personal and professional development strand to ensure a holistic medical education. There are opportunities for you to engage in research, extracurricular activities, and social initiatives that will enrich your personal and professional development. As you embark on this transformative journey, remember that medicine is both a science and an art, rooted in empathy, integrity, and lifelong learning. I urge you to embrace every opportunity to learn, to question, and to serve with humility and dedication.

I wish you success and fulfillment in the years ahead, as you take your first steps toward becoming compassionate healers and leaders in healthcare.

Introduction

The Faculty of Medicine, University of Ruhuna is situated in the historic city of Galle, the capital of the Southern Province of Sri Lanka. Galle is renowned world-wide for its historic Fort; a World Heritage site and for its beautiful coast. Many intellectuals who hailed from southern Sri Lanka have made significant impacts in the progress of different fields, including Medicine. Southern Province was officially recognized as an educational hub with the establishment of the University of Ruhuna in 1978. The Faculty of Medicine was one of the first faculties established at the inception of the University of Ruhuna and is second to no other Medical School in Sri Lanka.

The Faculty of Medicine, University of Ruhuna was inaugurated officially in July 1980. The first batch of students was admitted to the faculty in 1978 and by this time they had already completed the first phase of the study programme; the preclinical phase up to 2nd MBBS. Thereafter, four more batches of students followed their pre-clinical phase either in the Faculties of Medicine, University of Colombo or Peradeniya similar to what occurred with the first batch. The first five batches of students commenced their clinical training and rest of the course at the then General Hospital Mahamodara. The Mahamodara Hospital was used for clinical training of medical undergraduates and a room in the hospital was used as the official premises of the Faculty until the Teaching Hospital Karapitiya was established in Karapitiya, Galle. The faculty shifted from Mahamodara hospital premises to the present purpose-built buildings in Karapitiya, Galle in 1983 with the 6th batch of students commencing their pre-clinical phase. Thereafter, undergraduates complete the whole MBBS course in the current premises.

The main teaching hospitals where the clinical training is provided, National Hospital Galle and German-Sri Lanka Friendship Hospital for Women are just across the road allowing the undergraduates to use their time efficiently for learning. Both these hospitals have major and finer specialty care facilities for patients, ensuring optimum opportunities for learning. Community based training component is carried out in the Bope-Poddala MOH division, and clinical training of Family Medicine occurs in the National Hospital Galle and Family Medicine Clinic, Thalapitiya Divisional Hospital, Galle.



Introduction...

Since its inception, up to 2025, the Faculty of Medicine, University of Ruhuna has produced over 5000 MBBS graduates. These medical graduates contribute to healthcare in Sri Lanka and overseas at different levels and in different specialties of Medicine. Some of them have joined the faculty academic staff and contribute to producing healthcare professionals with the right attributes.

The Faculty of Medicine, University of Ruhuna has stood the test of time and continues to play a pivotal role in upholding Medical Education in the country. Having only five more years to reach its Golden Jubilee since the official inauguration in 1980, students who are admitted to the Faculty from 2025 will have the opportunity to celebrate it, while being undergraduates.



Programme Outcomes (Graduate Profile) of the MBBS Degree Programme

On successful completion of the five-year MBBS study programme, an MBBS graduate of the Faculty of Medicine, University of Ruhuna is expected to

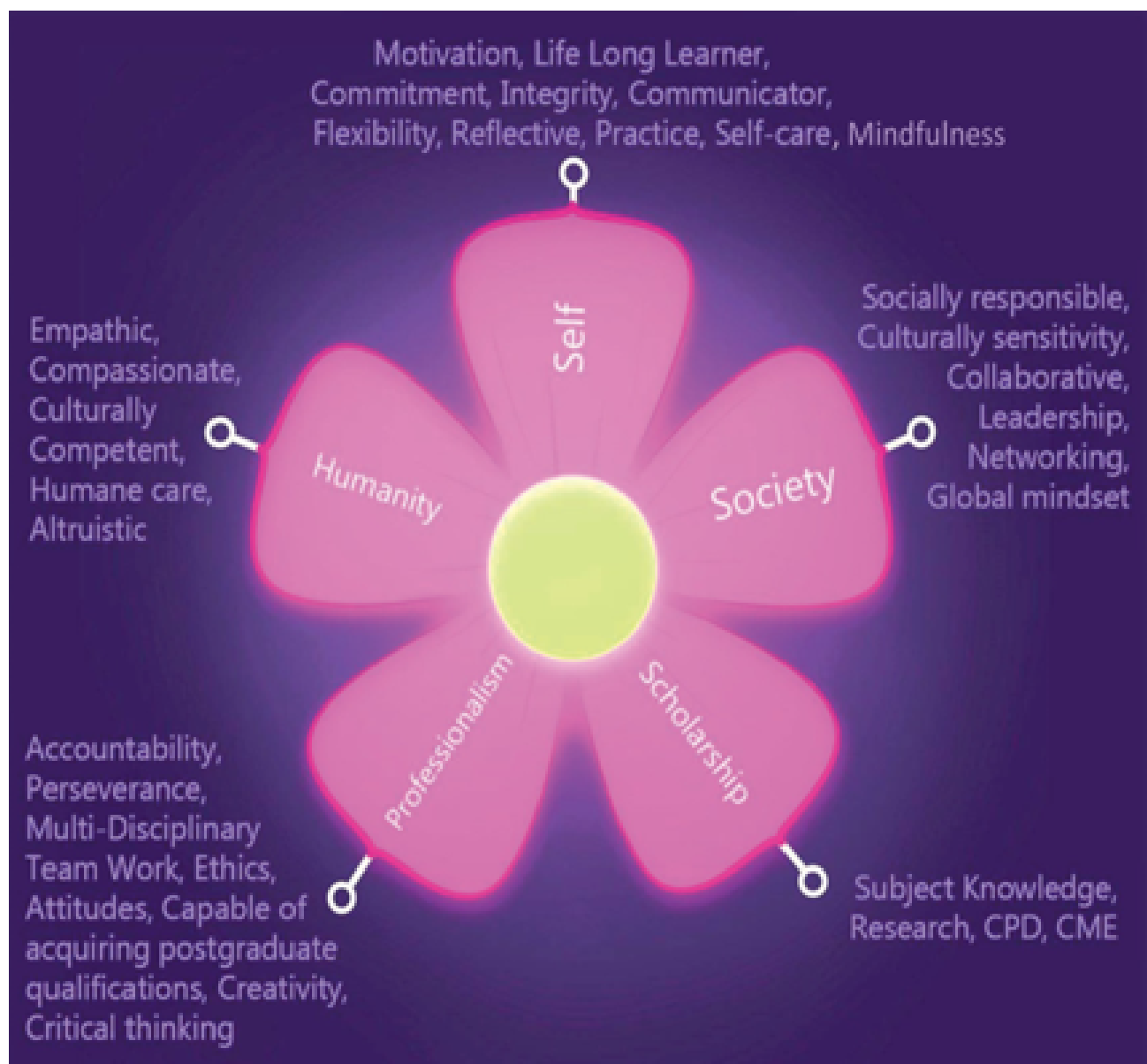
- explain the scientific basis of diseases and disease prevention in terms of structure and function of the human body and their inter-relationships.
- diagnose, manage and follow up individuals with diseases.
- deliver primary health care taking into consideration the social, cultural, environmental and economic characteristics of the individual and society.
- demonstrate respect to patients, their relatives, the community and other members of the healthcare team with a sound ethical background.
- display professionalism while working with patients, community members and the healthcare team.
- communicate effectively with patients, relatives, caregivers, members of the healthcare team and the community.
- engage in reflective practices, self-appraisal, audit and research in order to enhance professional skills.
- manage health care teams and resources efficiently and effectively as a team member and a leader, in a health care institution.
- recognize complexities and uncertainties in the practice of medicine and be responsible for his/her actions.
- perform basic medico-legal procedures.
- demonstrate skills of self-learning, lifelong learning, critical thinking, reasoning and decision making.
- ensure his/her personal safety, physical and mental wellbeing.
- possess skills related to information & communication technology and information literacy.

Aims and Attributes

To produce a medical graduate;

- with adequate knowledge and skills required to practice medicine under diverse circumstances.
- with professionalism, leadership qualities and managerial competencies required to practice medicine in the global context.
- who is an ethical and safe practitioner with humane attributes to work as a healthcare provider
- who is a lifelong learner and researcher capable of contributing to scientific advancement

Attributes



Intended Learning Outcomes and Competencies

Intended learning outcomes and competencies have been developed under the five attributes.

1. Development of self

- Identify strengths deficits and limits in yourself through self-reflection, peer and teacher feedback
- Ability to set goals and design processes of learning through independent study to rectify the identified deficits
- Capability to incorporate changes to yourself and work patterns based on feedback received on a daily basis
- Identify gaps in the domains of knowledge, skills, attitudes and devise learning activities to bridge the gaps thereby becoming a lifelong learner
- Become self-motivated to accomplish specific targets
- Display determination and commitment to complete the task
- Flexibility to adapt to changes
- Display honesty and integrity
- Be able to obtain care of their individual physical psychological health related issues
- Be able to practice mindfulness



2. Development of society

- Possess a global mind set being aware of the latest advances in health care with the ability to apply them innovatively in a manner appropriate to the local setting
- Ability to network and collaborate with the community and other health care professionals
- Develop a culturally sensitive mind set possessing the ability to implement appropriate methods of healthcare
- Possess the ability to take leadership in the community
- Be socially responsible to the community and the country
- To become an inspiring role model to the immediate and larger society influencing change
- Capable of supporting the legal system within the medico legal sphere in the administration of justice
- Possess the ability to promote health and prevent spread of disease in the community by applying principles in community medicine

3. Scholarship

- Ability to accurately obtain a history from a patient, conduct relevant physical and mental state examinations, use laboratory investigations and imaging tests
- Capable of interpreting history, examination findings, laboratory data and developing patient management plans
- Ability to summarize and present clinical findings and data to others of the health care team
- Capable of making informed decisions regarding diagnostics and therapeutic interventions by obtaining directions from seniors, patient preferences and up to date scientific evidence
- Prescribe medicine and perform medical procedures specified as essential for a generalist
- Enable shared decision making through effective communication with the patients, their family members and the other health care professionals
- Contribute to the advancement of medicine through research using appropriate research methods
- Understand the importance of regularly updating their knowledge and engage in continuous professional development and continuous medical education training

4. Professionalism

- Ability to work in multidisciplinary teams effectively communicating and respecting each other
- Capability to communicate efficiently and effectively with patients, care givers, other health professionals and the community
- Creative and innovative ability when practicing health care in the local context
- Capacity to engage in critical thinking, reflective practice and change one's mind set and behaviour when faced with problems
- Ability to persevere and endure amidst unresolved problems
- Accountability to patients, caregivers, health care professionals and community, government other
- Effectively manage conflict between personal and professional responsibilities
- Self-awareness of personal and professional limitations and ability to engage in appropriate help seeking behaviour
- Identify shortcomings within the established system and implement solutions
- Awareness and commitment to ethical principles in practicing medicine and conducting research
- Ability and enthusiasm to engage in postgraduate training and qualifications

5. Humane qualities

- Sensitivity and responsiveness to complex dimensions related to the patient populations which may include gender, age, culture, religion, disabilities and sexual orientation etc.
- Ability to show empathy to patients, care givers, other healthcare professionals and community
- Ability to explain and convey facts to the patients in language and terms that can be understood by specific patients
- Capable of providing time to the patient in decision making when he/she is in the midst of uncertainty
- Respect for patient's autonomy and privacy
- Ability to practice altruism in patient care

Entry Requirements

Admission Criteria

The university system in Sri Lanka operates within the framework laid down in the Universities Act No. 16 of 1978 as amended. Under the said Act the University Grants Commission select students for admission to undergraduate courses in the state-owned universities in Sri Lanka. All applicants for admission to the MBBS Degree programme in the Faculty of Medicine must satisfy the general university admission requirements for Faculties of Medicine as laid down by the University Grants Commission, Sri Lanka.

Refer Student Handbook



Program Structure

The MBBS study programme of the Faculty of Medicine, University of Ruhuna is well designed to enable the students to acquire the programme learning outcomes. The study programme offers subjects necessary for an undergraduate to learn to graduate with Bachelor of Medicine and Bachelor of Surgery degree (MBBS) with the necessary attributes.

The MBBS undergraduate degree program is of five (05) years duration with 14 terms, conducted by a well-experienced team of academics from the Faculty of Medicine and medical specialists from the Ministry of Health, affiliated to the National Hospital, Galle; German-Sri Lanka Friendship Hospital for Women, Galle; Divisional Hospital in Unawatuna and the Bope-Poddala MOH area.

Instruction in all subjects takes the form of lectures, tutorials, practical sessions, small group discussions, flipped classes, student-centered learning, skills labs training, clinical training, and ward classes. The medium of instruction is English. The faculty consists of 15 academic departments, the Medical Education and Staff Development Unit (ME & SDU) and the Nuclear Medicine Unit. Undergraduate teaching and learning are divided into three phases.

Pre-clinical (Phase 1): 1st Term – 5th Term

During the first Phase, the undergraduates learn basic sciences which form the foundation required to learn Medicine. Sound knowledge in these sciences enables them to understand the clinical subjects.

- Anatomy
- Biochemistry
- Physiology

Early clinical exposure

While learning the three main subjects in the pre-clinical phase students are introduced to key concepts of patient care and facilitated to understand the relevance of Phase 1 curriculum content to clinical practice through guided hospital visits.



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BUILDING

Para Clinical (Phase II): 6th Term- 11th Term

The undergraduate who successfully completes the Pre-clinical phase shifts to a state of grasping the basic concepts of diseases through studying the following six subjects.

- Microbiology
- Parasitology
- Community Medicine
- Forensic Medicine
- Pathology
- Pharmacology

Clinical training runs parallelly during these two years, enabling the undergraduates to get in to grips with the fundamentals underpinning all diseases, basic principles of their diagnosis, investigations, management, prevention and the legal implications.

Clinical (Phase III): 6th Term- 14th Term

The Phase III teaching learning activities blends with the Phase II in order to provide the right platform for the best integration of knowledge, skills and attitude to acquire the necessary competence as a doctor. The first five subjects listed below are tested at the final MBBS Examination and Anaesthesiology is tested within the subject Surgery.

- Medicine
- Obstetrics & Gynaecology
- Paediatrics
- Psychiatry
- Surgery
- Anaesthesiology

Clinical Training During Phase III

Medical undergraduates who successfully complete the second MBBS examination become eligible to undergo clinical training during the 3rd, 4th, and the final years. Clinical training is conducted at the National Hospital Galle (NHG), the German Friendship Maternity Hospital Galle, and the Bope-Poddala MOH area.

Clinical training begins in the 3rd year with the first General Medicine and General Surgery appointments. Thereafter, clinical training continues in surgical and medical specialties, Pediatrics, Obstetrics and Gynecology, Family Medicine, Community Medicine, Forensic Medicine, Clinical Pathology, Psychiatry, Anesthesiology, second General Medicine, and General Surgery appointments during the 3rd and 4th years.



Table1. Clinical appointments during the 3rd, 4th, and final years.

Supervision	Clinical appointment	Duration	Year	Location
Department of Medicine	1 st Medicine	8 weeks	3	NHG
	Neurology	2 weeks	3	NHG
	Cardiology	2 weeks	3	NHG
	Chest medicine	1 week	3	NHG
	STD	1 week	3	NHG
	Dermatology	2 weeks	3	NHG
	Rheumatology	2 weeks	4	NHG
	Emergency Medicine	2 weeks	4	NHG
	2 nd medicine	8 weeks	4	NHG
	Professorial appointment	8 weeks	Final	NHG
Department of Surgery	1 st Surgery	8 weeks	3	NHG
	ENT	2 weeks	3	NHG
	Ophthalmology	2 weeks	3	NHG
	Orthopaedic Surgery	2 weeks	3	NHG
	Radiology	2 weeks	3	NHG
	Oncology	2 weeks	3	
	GU Surgery	2 weeks	3/ 4	NHG
	Vascular surgery	2 weeks	3/ 4	NHG
	Pediatric surgery	2 weeks	3/ 4	NHG
	Neurosurgery	2 weeks	3/ 4	NHG
	Professorial Appointment	8 weeks	Final	NHG
Department of Pediatrics	1 st Pediatrics	4 weeks	3/ 4	NHG
	2 nd Pediatrics	4 weeks	3/ 4	NHG
	Professorial Appointment	8 weeks	Final	NHG
Department of Obstetrics & Gynecology	1 st Obstetrics & Gynecology	4 weeks	3/ 4	GSFHW
	2 nd Obstetrics & gynecology	4 weeks	3/ 4	GSFHW
	Professorial	8 weeks	Final	GSFHW
Departments of Psychiatry	Psychiatry	2 weeks	4	NHG
	Professorial Appointment	8 weeks	Final	NHG
Department Anesthesiology	Anesthesia	2 weeks	4	NHG
Department of Community Medicine	Family Medicine	2 weeks	3	MOH Bope Poddala
	Clerkship program	4 weeks	4	
Department of Forensic Medicine	Forensic Medicine	2 weeks	4	NHG
Department of Pathology	Clinical Pathology	2 weeks	4	NHG

NHG – National Hospital Galle, GSFHW – German-Sri Lanka Friendship Hospital for Women

Clinical Training During Phase III...

Clinical training in the 3rd and 4th years is conducted under the supervision of the clinical and some paraclinical departments. However, most of the clinical appointments are conducted by specialist consultants affiliated to the Ministry of Health. The supervising department provides the learning outcomes, templates for portfolios or logbooks, general instructions, and other relevant material such as registers during the clinical training period. The clinical rotation is organized by the Clinical Coordinator of the Faculty of Medicine, and students are notified of the schedule well in advance.

The routine working hours for these appointments are from 8 am to 12 pm, Monday to Saturday. However, students are also expected to work in the evenings, on weekends, and on public holidays during certain clinical appointments, depending on admission and post-admission schedules. At the end of some appointments, formative or summative assessments are conducted by the supervising department. Upon completion of each clinical appointment, students are required to obtain a signature from the respective specialist, indicating the successful completion of the appointment.

Students are expected to maintain 100% attendance during the clinical appointments. However, leave may be granted with prior approval from the respective consultant. In case of an emergency, students need to inform the relevant consultants in writing through the monitor of the clinical group. Punctuality is also strongly emphasized during clinical appointments, and students are required to be in appropriate professional attire during clinical appointments.

At the beginning of the 3rd year, students are divided into 8 clinical groups to facilitate the clinical rotation. During certain appointments, groups may be subdivided into smaller groups, depending on the number of consultants and clinical units available for training.

Clinical training during the final year (Professorial appointments) is conducted in the University Units of the National Hospital Galle and the German-Sri Lanka Friendship Hospital for Women under the direct supervision of academic staff members of the Departments of Medicine, Surgery, Pediatrics, Obstetrics & Gynecology, and Psychiatry.

Clinical Training During Phase III...

Professorial clinical appointments are conducted under each of these five departments. Each appointment lasts for 8 weeks, resulting in a total of 40 weeks of clinical training during the final year. Both in-course assessments and end-of-appointment assessments are conducted as part of each clinical appointment. Upon successful completion of all clinical appointments and the 3rd MBBS examination, students become eligible to sit for the final MBBS examination.

Personal and Professional Development Strand (PPD) : 1st Term – 12th Term

This phase runs through the entire course and begins with the Foundation Module (PPD 1) The PPD strand has been designed to improve interpersonal skills, social and communication skills, leadership skills and facilitate professional development in medical undergraduates. PPD strand has three components as follows.

- Foundation module (Orientation programme)
- Behavioural & Professional skills
- Soft skills

Personal and professional development is a key learning domain identified as necessary in medical education in the era of personalized care for patients. PPD is designed to shape up the MBBS graduate who becomes competent by the end of the course to be a well-rounded healthcare professional who engages in ethical practice and continuing professional development.

Elective Programme

Undergraduates are given the opportunity to improve interpersonal skills, social and communication skills and leadership skills after completion of 3rd MBBS examination through this programme. The elective programme is held between the 11th and 12th Term after sitting for the 3rd MBBS Part II examination. The students are provided with the opportunity to spend two weeks at any organization / institution / NGO / Clinical rotation in any specialty locally or overseas during this time duration of 2 weeks. They must engage in critical analysis and provide a reflective report following completion of this training.

The Other Learning Activities

The English Language Learning Programme of the Faculty of Medicine is designed to improve the English Language proficiency to facilitate the new entrant medical undergraduates to follow the MBBS course which is conducted in English. It is conducted as an intensive programme in concurrence with the Foundation Module of the PPD.

The IT skills training is conducted by the Staff attached to the IT Unit of the Faculty and the Library Staff.



Assessments and Main Examinations

Phase I (Pre-clinical)

The Pre-clinical course is of five terms and at the end of each term students sit the end term continuous assessments (four), and Neuroscience assessment. Continuous assessments will be held at the end of each term assessing the subject content covered during the respective term. Histology practical assessment is conducted at the end of Histology course unit in 4th term. The continuous assessments are meant to ensure students be engaged in learning throughout the course which reduces the burden of studying for the main examination.

At the end of five terms, students sit the main examination - 2nd MBBS examination- in Anatomy, Biochemistry and Physiology. This bar examination is held twice a year.

Phase II (Para clinical) and Phase III (Clinical)

At the end of the 3rd year, students sit the 3rd MBBS Part I examination which consists of Microbiology and Parasitology. At the end of the 4th year, the 3rd MBBS Part II examination must be taken by the students. This examination tests Community Medicine, Forensic Medicine, Pathology and Pharmacology. Each part of the 3rd MBBS examination is held twice each year. In phase II, in-course assessments are held at the end of the term or the beginning of the following term. These in-course assessments assess the subject content covered during the respective term/s.

In addition, all undergraduates must sit the University Test for English Language (UTEL-A) at the end of the completion of the intensive English course. The students also have to complete reflective assignments in the PPD and fill up the mentoring handbook following meetings with their mentors.



Introduction to the Subjects Followed During the Study Course Leading to MBBS Degree

Anatomy

Anatomy is a core component in the medical curriculum as it provides the basic knowledge on structure of the human body. This knowledge is essential for the understanding of anatomical basis of body functions, manifestations of clinical signs and symptoms, application of diagnostic tests and treatment. Anatomy also forms the basis for other medical sciences like Physiology, Pathology and clinical specialties including Surgery, Obstetrics & Gynaecology and Forensic Medicine. It is not just theoretical knowledge, but it is directly linked to day-to-day clinical practice. Understanding anatomical structure is vital for the Surgeons, Gynaecologists, Obstetricians, Radiologists, Emergency Physicians to interpret their clinical and imaging findings.

Anatomy is divided into different subsections for the feasibility of studying and teaching. Those include Macroscopic Anatomy (Gross Anatomy), Microscopic Anatomy (Histology), Developmental Anatomy (Embryology), Neuroanatomy and Clinical Anatomy.



Physiology

Physiology is the subject in which students learn and understand normal function of the body at molecular, cellular, organ, system and whole-body levels. Understanding Physiological concepts and mechanisms allows a better comprehension of function of the body in health as well as in disease and therefore lays the foundation for understanding clinical medicine.

Students learn Physiology over the first five terms of the preclinical course along with Anatomy and Biochemistry preparing them for paraclinical and clinical subjects. Lectures, small group discussions and practical classes are commonly used teaching learning activities.



Biochemistry

Biochemistry is the science that explains the chemical basis of life, integrating concepts from both chemistry and biology. Within the approximately 37 trillion cells of the human body, thousands of biochemical reactions occur continuously, sustaining life. These reactions and processes are fundamental to health and survival.

At the Faculty of Medicine, students study Biochemistry over five terms. The course is designed to take them on a journey from the familiar to gain a solid understanding of biomolecules, their metabolism, and the fundamentals of nutrition. This knowledge helps them appreciate the biochemical processes essential for maintaining health, understand the biochemical basis of disease, and grasp the principles underlying medical treatments. To stay abreast of modern diagnostic advancements, the curriculum also introduces the basics of Recombinant DNA Technology.

Teaching-learning activities include lectures, small group discussions, and guided practical sessions. The department's teaching is aligned with the other two pre-clinical departments to ensure subject integration.

The Biochemistry course also equips students with the knowledge and skills to interpret biochemical laboratory reports, aiding in the diagnosis and monitoring of diseases. This not only strengthens their analytical abilities but also prepares them for the Chemical Pathology course in their fourth year. By the time they enter final-year clinical training, students are well prepared to apply these skills in patient care.

Biochemistry forms the foundation for numerous other medical disciplines, and therefore, examined in qualifying tests for certain postgraduate specializations at the Postgraduate Institute of Medicine (PGIM), Sri Lanka, as well as in equivalent examinations abroad.



Parasitology

Parasitology is the subject where students learn the biology, life cycles, transmission, pathogenesis, diagnosis, treatment, prevention and control of parasitic infections affecting humans. Parasitic diseases cause significant morbidity and remain an important public health concern in Sri Lanka and worldwide. The course also includes two additional modules on medically important snakes and toxic sea creatures, along with their clinical implications and management.

Sri Lanka's remarkable success in eliminating life-threatening parasitic diseases such as malaria and disfiguring lymphatic filariasis. The role of future doctors remains crucial in safeguarding Sri Lanka's hard-won victories against these three diseases while managing existing parasitic diseases and addressing emerging threats such as drug resistance and zoonotic parasites.

Students study Parasitology over three terms during the para-clinical phase of their medical training, with opportunities to integrate classroom learning with clinical and community experiences. Teaching and learning methods include lectures, small-group discussions, laboratory practical sessions with hands-on activities, maintenance of a laboratory practical/logbook, tutorials, problem- and case-based learning, flipped classrooms, and other small-group learning activities. Students also have valuable opportunities to deliver oral and poster presentations, which sharpen scientific communication skills, build confidence in public speaking. The Parasitology course is designed to develop skills in analytical thinking, self-learning, problem-solving, and presentation.

Parasitology opens pathways for students aspiring to careers in medical parasitology, public health, tropical medicine, or research. The solid foundation provided during undergraduate training, combined with clinical exposure, prepares graduates to meet the requirements and standards expected for screening or entry-level examinations for postgraduate specialist training programmes PGIM. Furthermore, Parasitology offers extensive research opportunities and the chance to contribute to global tropical medicine while addressing local public health challenges.



Medical Microbiology

Medical Microbiology is the subject where students learn and understand microorganisms; bacteria, viruses, and fungi, that cause disease in humans. It explores how these microbes interact with the human body at structural, biochemical, immunological, and clinical levels.

Medical Microbiology attempts to explain how and why infections cause specific signs and symptoms, while providing a logical framework for laboratory investigation and antimicrobial therapy. Students are trained to interpret microbiological test results and to apply microbiology principles in patient care, thus serving as a bridge between the basic sciences and clinical practice. It is especially critical in an era of emerging infectious diseases and increasing antimicrobial resistance.

Students study Medical Microbiology during the para-clinical phase of medical education, in parallel with their early clinical exposure. This allows them to apply the theoretical knowledge of microorganisms and host responses to real-world patient cases in hospital and community settings. Teaching and learning activities include lectures, case-based discussions, practical sessions, flipped classrooms, and student-centered learning. Laboratory sessions allow students to gain hands-on experience in microbiological techniques.

The Medical Microbiology course is structured to cultivate critical thinking and diagnostic reasoning skills essential for all medical professionals. Students are encouraged to ask, “What could be the cause of this infection?”, “What test would confirm it?” and “What treatment is most appropriate?”. These questions help them develop into competent, evidence-based clinicians.

During this course, some students become inspired to pursue Medical Microbiology as a career path, joining fields such as Bacteriology, Virology, Mycology, or Infection Control. The knowledge and skills developed during the undergraduate course, along with internship experience, often prepare them well for postgraduate selection exams conducted by the PGIM.



Community Medicine

Community Medicine is the discipline where students learn the principles and practices related to the health of populations, with a strong emphasis on health promotion, disease prevention, and strengthening of the health systems. It integrates clinical medicine with social and behavioral sciences to understand the determinants of health and disease, focusing on the community as a whole, rather than individual patients. Further, it provides a population-level perspective on health and prepares the students with the knowledge and skills necessary to address health challenges affecting communities.

Community Medicine attempts to explain how and why health problems arise in populations and provides the justification for planning and implementing preventive, promotive, and rehabilitative health interventions. It is the cornerstone of public health and is essential in building a future medical fraternity to adapt to changing community health needs, tackle health inequalities, and advocate for policy and system-level improvements.

Community Medicine curriculum includes Epidemiology, Medical Demography, Maternal and Child Health, Nutrition, Medical Statistics, Behavioral Sciences, Family Medicine, Occupational and Environmental Health and Research Methods. Teaching is delivered through a variety of interactive methods including lectures, tutorials, student-led presentations, small group discussions, field-based assignments in the form of Clerkship appointment, and the Community Attachment Programme, which is the flagship community-based learning component of the curriculum.

Students have the opportunity to apply theoretical knowledge in real-world settings through community clerkships and field visits, enabling them to understand primary health care delivery, engage with families and communities, and analyze the social determinants of health. In addition, they gain hands-on training in conducting health systems research and planning and implementing community health interventions. These experiences foster teamwork and cultivate communication, leadership, and advocacy skills essential for any medical professional.

Community Medicine...

Students who develop interest in public health, utilize this training as a sound basis to engage in relevant postgraduate training and subsequently to make an impact on the healthcare system in the country.



Forensic Medicine

Forensic Medicine is a branch of medicine that deals with the application of medical knowledge and expertise to legal matters. It is a clinical specialty that involves the examination of both the living and the deceased, with the findings used in legal proceedings.

As doctors with only a primary medical qualification often handle medico-legal work in semi-urban and remote hospitals in Sri Lanka. The undergraduate Forensic Medicine curriculum is designed to provide students with basic medico-legal knowledge in forensic pathology, clinical forensic medicine, toxicology, forensic sciences, law, and medical ethics which are the major areas in the subject. Clinical Forensic Medicine involves the examination of patients with various medico-legal issues, such as assaults, traffic accidents, and sexual assaults. The Forensic Pathology focuses on determining the cause and manner of death in cases of suspicious, unexpected, or violent deaths. This includes performing autopsies and examining medical and legal evidence to establish whether death was caused by injury, disease, poisoning or other factor.

The teaching and learning activities include lectures and a two-week clinical appointment. Additionally, the department offers a Self-Learning Center equipped with audiovisual learning materials and specimens on various forensic topics. During the two-week appointment, students gain clinical exposure to the medico-legal examination of patients and have the opportunity to observe and assist with autopsy procedures in the mortuary.

Students who choose forensic medicine as a future career are expected to possess not only adequate knowledge in the field but also the skills necessary to examine both the living and the deceased, and to provide competent oral and written evidence in court as expert witnesses. Therefore, specialized postgraduate training is essential to ensure justice is served. Postgraduate training in Forensic Medicine includes the Master of Science (MSc) and Doctor of Medicine (MD) programmes, conducted by the PGIM.



Pathology

Pathology is the subject where students learn and understand pathological processes at structural, biochemical and functional levels, underpinning all diseases. Studying Pathology imparts a better understanding of diseases and therefore lays the foundation for sound clinical medicine.

Pathology attempts to explain how and why the signs and symptoms manifested by patients while providing a rational basis for clinical care and therapy. Students are also enlightened on the judicious use of the medical laboratory. Therefore, Pathology serves as the bridge between the basic sciences and clinical medicine.

Students learn Pathology over two years while attending clinical appointments at the hospital. Therefore, students have the opportunity to correlate Pathology learnt in the classroom with patients seen in the ward or clinic. Lectures, small group discussions, flipped classrooms and guided learning sessions are commonly used teaching learning activities. Students spend two weeks in the hospital laboratory to experience the workflow in a busy medical laboratory under the guidance of specialists in the different fields of Laboratory Medicine.

During this two-year period of learning, some students develop desire of becoming a Pathologist after graduation, in one of the fields of Pathology; Histopathology, Clinical Haematology and Chemical Pathology. The sound knowledge and skills developed during the undergraduate Pathology course integrated with the skills developed during the internship often make them reach the standards expected at the screening examinations conducted by the PGIM which board certifies specialists in medical fields.





Pharmacology

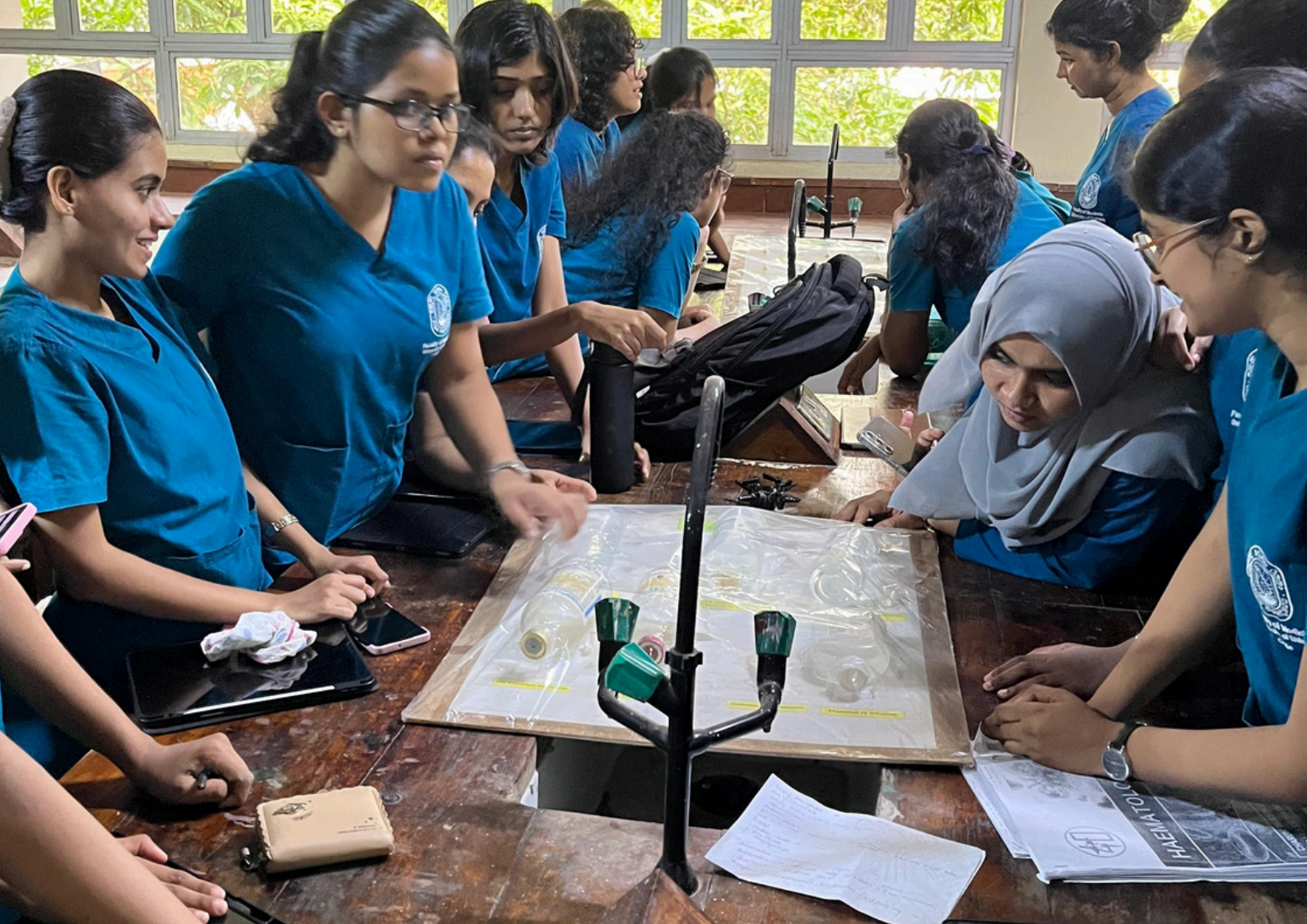
Pharmacology is the science of drugs and their application in clinical practice. It forms a vital foundation in the training of future physicians by bridging the gap between basic biomedical sciences and clinical medicine. Undergraduates begin by studying basic pharmacology, which includes the history of pharmacology, drug discovery, pharmacotherapy evaluation, and core principles such as pharmacodynamics and pharmacokinetics. Students are expected to understand the mechanisms of action of drugs, their clinical indications, contraindications, precautions, common adverse effects, and potential interactions with other drugs or food.

The teaching of pharmacology is closely aligned with the students' clinical training. This integration allows students to appreciate how pharmacological principles are applied in real-world medical settings. They learn the pharmacological management of common diseases and the importance of individualized therapy.

Clinical toxicology addressing medication overdoses, poisoning, and drug safety is also part of the curriculum. Emphasis is placed on accurate dosing to achieve therapeutic effects while minimizing toxicity.

Pharmacology is taught over a two-year period. The teaching approach is diverse and student-centered, encompassing lectures with a strong clinical focus, tutorials, small group discussions, video-based learning, flipped classrooms, interactive sessions, and structured learning modules. Students are encouraged to maintain learning portfolios and write reflections based on their experiences with pharmacological treatments encountered during clinical practice.

A solid foundation in pharmacology not only enhances their undergraduate clinical competence but also prepares them for future postgraduate training and specialization.



Medicine

Clinical Medicine is a cornerstone of the medical curriculum, encompassing a broad spectrum of disease, diagnostic approaches and therapeutic interventions across multiple medical specialties. It is the most extensively taught subject in the medical curriculum.

Clinical Medicine curriculum focuses on providing holistic care for patients with medical disorders which includes diagnosis, management and follow up care. It also focuses on ethical practice, development of desirable qualities such as interpersonal communication, development of lifelong learning skills, maintaining inter-professional relationships and teamwork. The curriculum is heavily dependent on hospital based bedside learning in addition to formal classroom teaching. For the clinical training, students are grouped, and different wards are allocated for the appointments (clerkship). The appointments will rotate so that the Clinical medicine curriculum is completely covered.

The teaching and learning include clinical bedside teaching, group work, group presentations and hands on skills such as phlebotomy and cannulation. Clinical Medicine learning is the cornerstone and is the most essential learning for a practicing doctor at any level of work. It also opens the pathway to a wide variety of medical subspecialties and internal Medicine as postgraduate training which is the partway to become a specialist and more upward in the carrier.



Paediatrics

Paediatrics is the subject in which students learn about the medical care of children, usually from birth up to 18 years of age. It is a very challenging and demanding area of medicine, as children are not simply young adults. Treating children, especially those who are unable to communicate, requires a great deal of patience, understanding, and skill.

Paediatrics focuses on the physical, emotional, and social health of children at every stage of development. It is a specialty concerned not just with treating diseases, but also with preventing illness, promoting healthy lifestyles, and ensuring optimal growth and development.

Students begin studying paediatrics when they enter the clinical phase of their training, after successfully completing the Second MBBS (pre-clinical), having gained a solid foundation in the basic sciences of medicine. The study of paediatrics continues for three years until the end of the fifth year of medical school, leading up to the final MBBS examination.

The paediatric training includes the onsite lectures at the faculty premises, which strengthen their theoretical knowledge and the two one-month general paediatric appointments and a two-month professorial paediatric appointment which provides them with sufficient clinical exposure to build confidence in managing all types of paediatric patients.

During their paediatric training, students work as a team not only with ward staff but also with colleagues from nursing, pharmacy, and overseas elective programs. This adds value to their training and exposes them to the importance of teamwork and mutual respect.

The exposure to paediatric trainers at various levels, along with the personal satisfaction that comes from seeing a child recover, inspires many students to choose paediatrics for their postgraduate studies.

Obstetrics & Gynaecology

The undergraduate training in Obstetrics and Gynaecology at the Faculty of Medicine, University of Ruhuna, Sri Lanka, is a well-structured, outcome-based, and integral component of the MBBS program. It aims to equip medical students with the essential knowledge, clinical skills, and professional attitudes required to manage common obstetric and gynaecological conditions as first-contact medical officers in general medical practice.

The academic program in Obstetrics and Gynecology begins in the third year, once they enter the clinical phase of their training after successfully completing the pre-clinical training, having gained a solid foundation in the basic sciences of medicine. The study of Obstetrics and Gynaecology continues for three years until the end of the fifth year of medical school, leading up to the final MBBS examination.

The course is organized with student centered teaching and learning activities: interactive lectures, flipped classrooms, tutorials, problem-based learning, practical skill sessions and clinical rotations. Students undergo comprehensive hospital-based training over a total of 16 weeks through clinical appointments.

During clinical rotations, students participate in ward rounds, labour room activities, operating theatre sessions, and outpatient clinics. They are encouraged to take active roles in patient care under supervision, perform deliveries under supervision, and engage in hands-on learning.

Overall, the program provides medical undergraduates with a strong foundation in women's health, preparing them to manage maternal and reproductive health responsibly and effectively in diverse healthcare settings, while also offering opportunities to pursue careers in women's health, which is in high demand globally.

Psychiatry

Psychiatry is the branch of Medicine focused on the diagnosis, treatment, and prevention of mental, emotional, and behavioral disorders. The undergraduate curriculum is designed to equip students with up-to-date knowledge, skills and healthy attitudes to deliver holistic, humane and integrated care to enhance mental wellbeing of the patients, promote research and deliver optimal clinical care in the field of mental health.

Psychiatry is one of the subjects in the Final MBBS examination and teaching and learning spans through the 3rd, 4th and to final academic years. Theory is covered using lectures. Clinical teaching includes a short clinical appointment of two weeks during the 3rd or 4th year and an eight-week full time clinical appointment in Professorial unit in psychiatry during the final year which covers ward work as well as community visits related to psychiatry.

Students have the opportunity to learn the principles of psychiatric assessment including mental state examination demonstrating basic interviewing and communication skills. Legal and ethical issues in Psychiatry are some other important aspects of learning. Students are trained to have empathy and be professional when dealing with mentally ill patients. All the teaching learning activities are directed to reduce stigma and promote mental health awareness among health professionals.

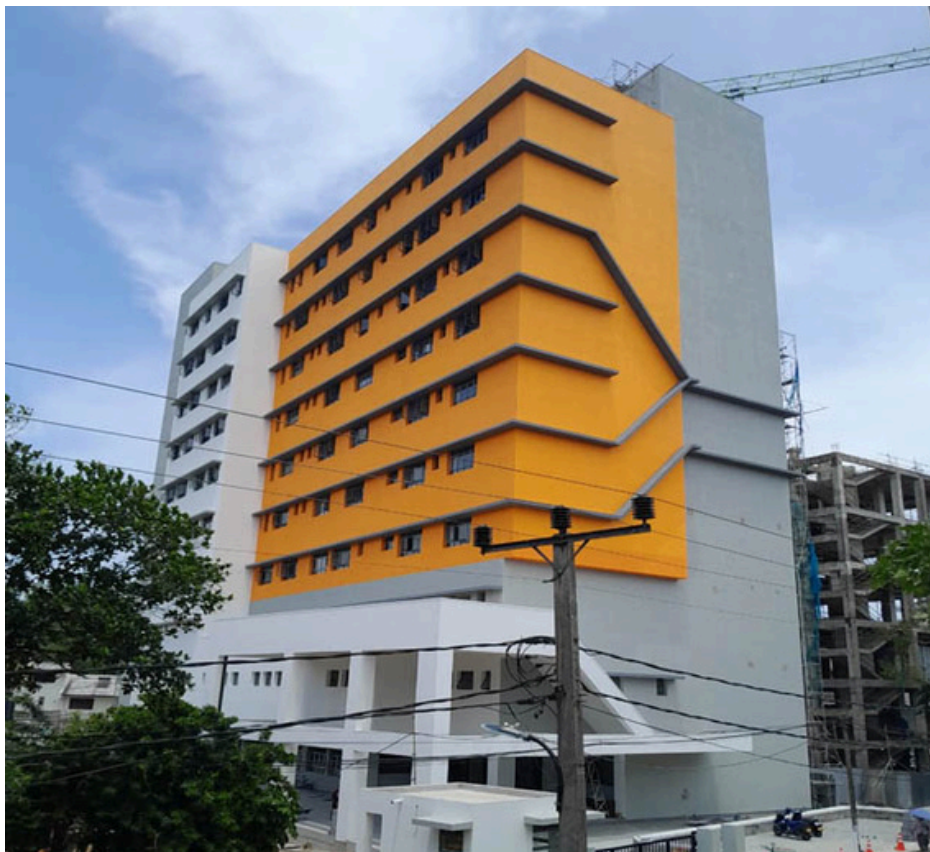
Teaching learning activities in psychiatry involves not only didactic lectures but also small group discussions, seminars, case-based discussions, clinical demonstrations and bedside teaching, simulation-based learning and role plays and videos. Clinical teaching includes active participation in ward rounds, history taking and presentation, exposure to psychiatric emergencies, observation of psychotherapy sessions, community/rehabilitation facility visits and visits to specialized units.

Surgery

Surgical conditions are responsible for a significant proportion of hospital admissions. All graduating doctors require knowledge of surgical principles and an understanding of the management of common surgical conditions to function as an Intern Medical Officer and for the rest of their career as a doctor, irrespective of the specialty they subsequently engage in.

The medical undergraduate training in Surgery provides medical students with a solid foundation in surgical principles, skills in clinical reasoning essential for safe medical practice. It also aims to cultivate competence in patient care, communication, teamwork, and lifelong learning while instilling professionalism and ethical responsibility. The teaching learning methods include lectures, tutorials, clinical bedside teaching in wards, clinics, and operating theatres. Students also have the opportunity to participate in ward rounds, observe surgical procedures, in ward and in operating theatres.

For those students interested in a surgical career, this undergraduate training serves as a steppingstone to the specialized postgraduate training required to become a qualified surgeon.



Anaesthesiology and Critical Care Training

Anaesthesia and Critical Care training provide students with unique insights into physiology, pharmacology, and patient management, making it a valuable experience for all future doctors regardless of their chosen specialty. It broadens medical knowledge, sharpens clinical skills, enhances patient care, and may even influence long-term career choices.

The training programme is carefully designed to nurture critical thinking and clinical reasoning skills essential for delivering high-quality healthcare.

During their Anaesthesiology and Critical Care rotation, medical students are introduced to the fundamentals of perioperative care, organ and circulatory support, and resuscitation. They also gain essential experience in recognizing and managing clinical emergencies, interpreting clinical and biochemical data, and understanding the principles of pain management. In addition, students are encouraged to develop a strong foundation in teamwork, patient safety, compassion, and respectful care.

The undergraduate curriculum includes a dedicated clinical rotation in Operating Theatres and Intensive Care Units, supplemented by lectures, scenario-based teaching, role play, and group discussions. These varied teaching methods are designed to strengthen both theoretical knowledge and practical skills in anaesthesia, pain management, and resuscitation, particularly during the fourth and final years of study.

The two-week Anaesthesia and Critical Care rotation enables students to observe and actively participate in the administration of anaesthesia.. Key practical skills taught during this rotation include airway management, intravenous access, monitoring of vital signs, and performing subarachnoid blocks. These hands-on experiences are invaluable for safe and effective clinical practice after graduation.

Over the course of this two-year exposure, some students may develop a strong interest in pursuing Anaesthesiology as a careerne. The knowledge and skills acquired during undergraduate training not only prepare students to become competent and confident interns but also lays a solid foundation for postgraduate education at the PGIM ultimately guiding them towards becoming future specialists.

Credit Values of the Course

Credit is a way of quantifying and recognising learning. It is a tool used in designing and developing courses in higher education. It is used to compare learning achieved in different contexts and is awarded once the undergraduate successfully completes a block of learning, may it be subject or a course unit. At the end of the main course the undergraduate accumulates the total credit value required for a qualification.

A number of credits are assigned to each subject/unit which indicates the amount of learning the undergraduate does including the depth, complexity and intellectual demand of learning. Table 2 indicates the credit values assigned for each subject.

Table 2. Credit values of the course according to the subjects

Year 1		Year 2			Year 3			Year 4			Year 5					
Term 1	2	3	4	5	6	7	8	9	10	11	12	13	14			
Phase I Anatomy20 Physiology11 Biochemistry9					Phase II Parasitology5 Microbiology7 Pathology11 Forensic Medicine8 Pharmacology9 Community Medicine22									Phase III Medicine23 Surgery23 Paediatrics15 Gynaecology & Obstetrics16 Psychiatry9 Anesthesiology2		
														Personal and Professional Development Strand (PPD) 6		

Rewarding Best Performers

Learning to become a doctor is a choice that a young student makes at the registration itself. The hard work the undergraduate is engaged in and the magnitude of commitment they make throughout the years of learning to graduate with MBBS is appreciated at different levels of the course.

The undergraduates who perform well are rewarded at each examination (2nd MBBS, 3rd MBBS and Final MBBS) by awarding distinctions for those who meet the stipulated criteria for each subject tested at the respective examinations. Even if the undergraduate is unable to obtain a distinction, depending on the average marks obtained for the respective examinations, classes are awarded (First Class, Second Upper and Second Lower classes). There are 13 gold medals designated to be awarded at the graduation to the candidates who perform best in respective subjects among the rest of the batch and achieving the stipulated standards. These are sponsored by well-wishers.

Gold Medals

- L.A.D. Sirisena Memorial Gold Medal for Community Medicine
- Wijayawardhana Gold Medal for Medicine
- Dr. P. R. Anthonis Memorial Gold Medal for Surgery
- Mr. & Mrs. C.R. De Silva Memorial Gold Medal for Paediatrics
- Caroline Mohotti Memorial Gold Medal for the graduate who obtains the highest aggregate marks at the Final MBBS Examination
- Cristie Dias Perera Memorial Gold Medal for Pathology
- Prof. Neil Fonseka Memorial Gold Medal for Pharmacology
- Neliya Mendis Memorial Gold Medal for Physiology
- Dr. Stella De Silva Memorial Gold Medal for Paediatrics
- Miss Sadha Perera Memorial Gold Medal for Obstetrics & Gynaecology
- Dr. D. V. J. Harishchandra Memorial Gold Medal for Psychiatry
- Mallika De Mel Memorial Gold Medal for the graduate who obtains highest overall aggregate marks and a First Class at the final MBBS examination.
- Bank of Ceylon Gold Medal for best performance at the clinical/practical component of the final MBBS examination.

Rewarding Best Performers...

Awards

- Professor Senaka Bible Commemoration award for Pharmacology
- Vice Chancellor's Awards and Dean's Awards for undergraduates

Vice Chancellors and Deans awards are awarded to the best student considering the academic performance at examinations and the achievements obtained in co-curricular and extracurricular activities. These awards encourage students to perform well in academic activities and to be well-rounded as an individual by engaging in extra-curricular activities.



Learning Resources

The Faculty of Medicine, University of Ruhuna provides a range of physical resources for the undergraduates to follow the course successfully. The faculty premises are well designed at the beginning to blend with the natural environment. There have been many improvements made later, creating study areas in a well-designed landscape.

There are four air-conditioned lecture theatres with seating capacity ranging from 160 to 325. All lecture theaters are equipped with multimedia projection facilities. Classrooms for small group discussions are in many departments accommodating up to 50 students.

The 13 storied building currently under construction will provide furthermore facilities for undergraduate teaching and learning once it is completed. The Professorial Ward Complex which is nearing completion will soon be available for student learning. These ongoing projects will undoubtedly elevate the stature of the Faculty of Medicine among the medical educational institutes in the country in terms of facilities for the undergraduates.

Many departments have a laboratory. Some of the departments provide laboratory services to patients and they are regular sources of learning materials used for undergraduate teaching and learning.

The departments of Anatomy, Forensic Medicine and Pathology maintain museums containing gross specimens of normal organs and organs with pathological changes with descriptions for each specimen. These are good sources of self-learning for the undergraduates.

The faculty library provides a range of facilities which include lending books, reference books, ample space for reading and online materials such as past papers and e-versions of textbooks. The Computer Aided Learning Center (CALC) located adjacent to the library is equipped with 84 computers which are networked to facilitate computer assisted teaching and learning.

Medical Library

Library is a key component of a higher education institution as it provides material and a suitable environment for self-learning, which is an important concept in medical education. To foster this concept right from the beginning of the undergraduate journey, two sessions of the Foundation Module are dedicated to enlighten students on how they should use the library and how to search for information.

The Medical Library is housed on the first and second floors of the Administration Building of the Faculty of Medicine. The library is open from 8.00am to 7.00pm on weekdays and 8.30am to 6.00pm during weekend. The Computer Assisted Learning Lab is open on weekdays from 8.00 am to 4.00 pm.

The Medical Library has a collection of over 15,500 books. It provides e-journal access via the library website. E-books too can be accessed via the same link. Access to digitalized past papers of all subjects is another facility which students find very useful to get prepared for examinations. The library also provides facilities for student academic discussions. The Discussion Room has a seating capacity for 100 students.

The library lends not only books on Medical related specialties but also books for leisure reading, encouraging students to be well-rounded. The newly introduced programme of Lunch Time Talk is another such opportunity.

Useful Links: Library Website: www.lib.ruh.ac.lk



Student Support Services

Over the years, the Faculty of Medicine has developed a supportive environment for the undergraduates to muster their full potential in learning.

Undergraduates are introduced to mentors at the beginning of their academic life. Each student has a designated mentor. Regular meetings with the assigned mentor are advised to get the maximum benefit. A specified time is allocated from the schedule to accommodate meetings with the mentor. A mentoring book is introduced to the students to improve the effectiveness of meetings. The mentee-mentor discussions focus on the improvement of student performance to maximise the learning outcome, as well as to guide the mentee for further help as and when required. Proper documentation on the mentoring book is a prerequisite for receiving admission to the main examinations in the curriculum. If a student finds it difficult to meet the mentor within two weeks of the designated time, the Assistant Registrar in the administration office should be informed. The office will take the necessary measures to re-allocate the student to a new mentor.

There are 18 academic staff members appointed as Student Counsellors. Mentors can direct the students to Student Counsellors for further support when required. Students who need counselling support may also directly meet one of the Student Counsellors to work out a solution which suits the student. The contact numbers of Student Counsellors are displayed on student noticeboards as well as in the Student Support Service Centre. Student counsellors will provide guidance for the students and empower them to work out solutions to their problems. The problem need not be academic only, even social or personal problems affecting the student's life can be discussed with the counsellor. The Mentors and Student Counsellors are bound to ensure the confidentiality and the privacy of the student who meets them.

Student Support Services...

Undergraduates with financial difficulties can apply for the student scholarship schemes available. There are scholarship schemes based on academic performance as well as on the economic condition of the family. Applications are called by the faculty for such scholarships and bursaries. Students who are not eligible for the above scholarships can apply for the foster care system of the faculty. Students can apply through their mentors and be directed to the student counsellors, where they will be allocated a foster carer. The foster carer is usually an alumnus from the faculty who will support the student financially.

Students who face academic difficulties are encouraged to meet the mentor or an academic staff member relevant to the phase of the study programme the student is following. They can work out an effective solution to overcome learning difficulties.

Refer handbook, mentoring book

FACULTY OF MEDICINE – UNIVERSITY OF RUHUNA



STUDENT SUPPORT SERVICES (SSS)

NEED HELP ??



BUT DON'T KNOW WHERE TO TURN?

PLEASE CALL US



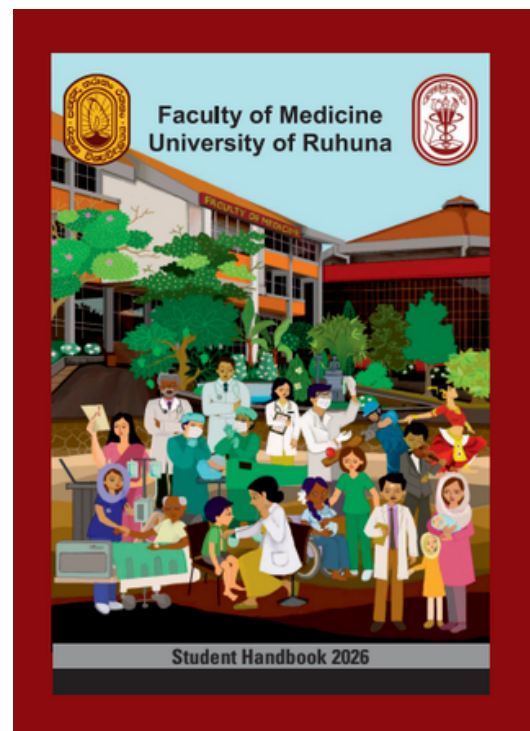
Hotline

0716942217

WE ARE HERE FOR YOU ANY TIME OF THE DAY



sss@med.ruh.ac.lk



Sports and Recreation

Sports and related activities are organized by the Department of Physical Education of the University of Ruhuna. All undergraduates are entitled to use the sport facilities available in the University.

The faculty has a playground, gymnasium, cricket nets, and indoor badminton court. Facilities for netball, table tennis, carom, cricket, elle, volleyball, basketball, chess scrabble are also available.

Undergraduates can get involved in recreational activities through the number of university approved societies in the faculty. All these societies function under the direct supervision of an appointed academic staff member.



Accommodation for Students

Students from many districts are selected to follow the MBBS course at the Faculty of Medicine. Therefore, providing accommodation to as many students as possible is a priority. Currently, the accommodation facility is available for approximately 700 students. The hostel facilities are provided to students in the first and the final year in the faculty of Medicine irrespective of the distance and financial status to ensure students get used to the new environment as they enter and to ensure maximum engagement in final year clinical training. Students of other years are given hostel facilities, depending on the availability. Students requiring hostel facilities should apply by submitting the application with the relevant certified details of distance, current economic condition of the family. The students living furthest with financial issues are prioritised according to the marking scheme.

The hostels are located inside the faculty premises at a convenient distance. Currently, the Faculty of Medicine has three hostel complexes. One two-storied building, where currently the first-year students reside, is located next to the clinical building complex. Two other adjacent multistorey buildings host other students of the faculty.

The hostel rooms are furnished with a bed, a table and a small cupboard to keep belongings. The rooms are shared by two to six students, depending on the size of the room. Each floor has toilets and shower rooms in adequate numbers for the students.

The hostels are fully equipped with a kitchen for each floor, a refrigerator, electricity supply and a gas supply, enabling students to cook their own meals if required. Each hostel building has study rooms where students can study together in groups. The lobby area with seating is available for students for casual interactions inside the hostels. A small store that sells everyday essentials and food items are conveniently placed inside the hostels, enabling the students to buy necessities within the faculty premises.

Accommodation for Students...

Security Officers including a female Officer are allocated to look after the safety of hostels and the resident students and this service is available throughout the day. The resident sub wardens attend to the student issues immediately, ensuring student safety at all times. The students are bound by the hostel rules and regulations during their stay inside the hostels, which ensure the safety and comfort of all students.



Other Facilities

A canteen is available for students to purchase food items at a nominal cost.

Students can meet academic staff members of the clinical departments, or the University Medical Officer assigned to the faculty in case of a health issue seeking advice.

Indoor and outdoor common study areas are available for students to engage in group studies.

The auditorium of the Faculty is often used for academic functions and social events.



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