

AN ANALYSIS OF INTEGRATED, MODULAR CURRICULUM AT THE FACULTY OF HEALTH-CARE SCIENCES, EASTERN UNIVERSITY, SRI LANKA

Sathaananthan T

The Faculty of Health-Care Sciences (FHCS) of the Eastern University, Sri Lanka (EUSL) has introduced an integrated curriculum in modular format. This curriculum is unique in the way it is practiced in Sri Lanka. By involving Problem-based Learning (PBL) approach this faculty aims to become a centre of excellence for medical studies in Sri Lanka. PBL is any learning environment in which the problem drives the learning. That is, before students learn some knowledge they are given a problem. The problem is posed so that the students discover that they need to learn some new knowledge before they can solve the problem.

Curriculum analysis is a very important aspect in medical education. This study was carried out through a document analysis. This significant study reveals that the main features of the curriculum of FHCS are predominance of applied functional knowledge (more physiology) and student centered learning experiences.

Key word: Integrated curriculum, Modular format, Problem-based Learning

Department of Medical Education and Research, Faculty of Health-Care Sciences, EUSL
E-mail: sathaananthan@yahoo.co.uk