



Community Stream Community Medicine Clinical Attachment

Student Guide



Department of Community and Family Medicine
Faculty of Medicine
University of Jaffna
2026



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1. Introduction

The Community Medicine Attachment is held on a rotational basis in the third and fourth year of the MBBS programme. The curriculum has been developed in accordance with Sri Lanka Medical Council guidelines.

By the end of the attachment, medical students are expected to be able to:

- Describe the structure and delivery of health services in Sri Lanka with emphasis on Jaffna and the Northern Province;
- Critically analyze health problems, health programmes and health-related organizations and activities in the community;
- Explain and apply the concepts of health promotion, prevention, community empowerment, and community mobilization to public health practice;
- Demonstrate basic skills in health education and communication; and
- Demonstrate a positive attitude towards public health and health promotion.

1.1 Programme timing and duration

- Timing: Third or fourth year
- Duration: Six weeks

1.2 Organization

- A group of about 40 students divided into two subgroups will be attached to the Department of Community & Family Medicine (DCFM) for 6 weeks.
- An orientation will be held at DCFM on the first day of the attachment.
- Students will be posted to various field sites during the course of the attachment.
- Students must find their own transport to each programme unless otherwise informed.
- The student guide is available under the 'Student resources' tab on the DCFM webpage.

1.3 Tutors

- Teaching and assessment is shared among members of staff of DCFM and the Medical Officer of Health (MOH) Nallur, and other tutors.
- Tutors are drawn from a wide variety of backgrounds, and would have experience and expertise in the health or social sector and/or voluntary organizations.
- Much of the teaching takes place in the University Field Project Area, which is the Nallur MOH Area. In some instances, community tutors may meet students at their places of work, and in others, they may accompany students on field visits.

1.4 Learning methods

The objectives for each day are clearly set out in this guide with suggestions for preparatory reading. Students will enjoy a variety of teaching methods during the attachment, including:

- Shadowing medical professionals, allied health professionals and other members of the public health team;
- Interactions with community members/patients;
- Observation of service user-provider encounters;
- Small group discussions;
- Student presentations;
- Critical reflection; and
- Self-directed learning and research.

1.5 Role of the student

- Students should prepare for field visits by reviewing the objectives and materials relevant to each field site in the student guide before the visit takes place.
- Students must be present at the specified learning site(s) from 8.00 am to 12.00 noon.
- Students are expected to be proactive and obtain the support of their tutors to achieve their learning objectives. If students feel they have not met their learning objectives, they should seek further guidance from the tutor(s).
- Students should approach clients/community members/patients in pairs (male and female) and respectfully inform them of the purpose of their visit/activity.
- Students should support each other by providing Tamil to English translations when field resource persons are unable to communicate in English.
- Students should maintain the logbook; it should be updated after each field visit.
- Each student is required to carry out at least one assessed presentation during the course of the attachment.
- Students are expected to complete and submit the community medicine attachment student evaluation forms by the end of the attachment. Please do not attach them to the logbook.
- Students must submit the completed logbook to DCFM at the end of the appointment.

1.6 Attendance

Attendance is mandatory for all clerkship activities. Absence from a scheduled learning activity will be excused only on the grounds of sickness, which should be supported by a medical certificate from a government medical institution. The student should inform the Head of the Department in writing (by email to dcfm@univ.jfn.ac.lk) about their absence before the commencement of the scheduled activity, and submit a letter with supporting documents thereafter. The student will be required to make arrangements to complete the clerkship activity on another date.

1.7 Assessment

Assessment will take place throughout and at the end of the appointment. Students will be graded on the following components:

Performance at clerkship review	05	20%
Log book/portfolio assessment	10	40%
OSPE/OSCE	10	40%

The total allocated from the Community Medicine Clinical Attachment towards the Second Examination for Medical Degrees is **25 per cent** of the final grade in Community & Family Medicine.

1.7.1 A note on plagiarism

Plagiarism is the unacknowledged use of another person's ideas, words or work. All work submitted must be your own or, if not, authorship must be acknowledged appropriately using citations and a list of references. Plagiarism is a serious offence and will not be tolerated. Any submitted work that contains copied or cut and pasted material will not be evaluated. The use of artificial intelligence (AI) tools should be declared whenever used.

1.8 Field placements

The sites visited during the field placements are listed below. The field placements will be scheduled based on the availability of tutors and feasibility considerations. **Not all field placements will be conducted for each group.** The Department will ensure that all groups receive exposure to the essential field sites. Any missed content will be covered at the reviews or other components of the Community and Family Medicine course.

Appointment with Nallur MOH	
1.	MOH office
2.	PHM office
3.	PHI office
4.	Polyclinic
5.	Family planning and pre-pregnancy care
6.	Well woman clinic
7.	Postnatal care
8.	Weighing post
9.	National Immunization Programme & AEFI Surveillance
10.	School Health Programme
11.	School Oral Health Programme
12.	Healthy Lifestyle Centre: NCD prevention and control
13.	Communicable disease control activity and outbreak investigation
14.	Food safety - Food handling establishments, market sanitation
15.	Occupational health – Small- and medium-industries

The Department will arrange the field visits in bold for all groups (the others will be arranged based on the availability of time**). Monitors should remind the Department staff if any of the field visits in bold have not been conducted.*

Health administration institutions and community organisations	
1.	Hospital administration: Base hospital
2.	Managing drugs & equipment: Teaching Hospital Jaffna & RDHS Jaffna
3.	Infection control & waste management: Teaching Hospital Jaffna
4.	Health information system: Statistical Unit, Teaching Hospital Jaffna
5.	Surveillance system: Regional Epidemiologist, RDHS Jaffna
6.	Malaria control: Health Village Pannai
7.	Tuberculosis control: Health Village Pannai
8.	Points of Entry: Airport Health Office, Palaly & Port Health Office, Kankesanthurai
9.	Cancer Early Detection Centre, Teaching Hospital Jaffna
10.	Disability Rehabilitation: Jaffna Jaipur Centre for Disability Rehabilitation
11.	Neurorehabilitation Unit, Divisional Hospital Chankanai
12.	Palliative care: Cancer Aid North and East (CANE)
13.	Community mental health services: Shanthiham
14.	Siddha Teaching Hospital Kaithady
15.	Water sanitation: National Water Supply and Drainage Board
16.	Environment sanitation and waste management: Recycle Center Kakaitivu
17.	Special education: Nuffield School
18.	Special education: Sivapoomi School
19.	Adolescent health: Certified School Atchuveli
20.	Natpu Nilayam/Mithuru Piyasa, Teaching Hospital Jaffna
21.	Care of the elderly: State Home for the Elders, Kaithady

The Department will arrange the field visits in bold for all groups (the others will be arranged based on the availability of time**). Monitors should remind the Department staff if any of the field visits in bold have not been conducted.*

2. MOH Appointment

2.1 MOH office and staff supervision

Students will be posted with the Medical Officer of Health (MOH) Nallur. The tutor will first discuss the roles and responsibilities of the MOH. Then students will be divided into groups, and will visit various sections of the MOH Office and observe the activities.

Learning outcomes:



At the completion of the visit, the student should be able to

- List the duties of MOH
- Describe the role of MOH in the following activities
 - Maternal and child health
 - Control of communicable diseases
 - Food safety and sanitation
 - Environmental and occupational health
 - Non-communicable disease prevention and control
 - Health promotion and health education
 - Community empowerment and mobilization
- List the maps and charts maintained in the MOH Office and discuss their purpose
- Identify and describe
 - Records, registers and returns (e.g., Weekly Return of Communicable Disease, Weekly Epidemiological Report, Quarterly MCH Return)
 - Notification card (H-544)
 - Field investigation form (H-411- Communicable Disease Report Part 1 & H411a – Communicable Disease Report Part 2)
 - Register for eligible women in danger (“RED Book”)
- Describe the structure and organization of MOH and interconnections with district and central level
- Describe the flow of data from grassroots health workers through the MOH to district and central health authorities
- Describe monitoring and evaluation procedures at MOH level
- Describe the role of the MOH in supervision

Learning resources:

- Family Health Bureau (2025). [Annual Report of the Family Health Bureau 2023](#).
- Epidemiology Unit (2024). [Weekly Epidemiological Report](#).
- World Health Organization and Ministry of Health (n.d.). [Public Health Success in Sri Lanka](#).
- Family Health Bureau (2011). [Maternal Care Package: A Guide to Field Healthcare Workers](#) (pp. 191-212 - supervision forms)
- Ministry of Health (2015). [Guidelines for Conducting Monthly and Local Conference at the Medical Officer of Health Areas](#).

2.2 PHM office

Students will be posted with PHM. The tutor will conduct a tour of the PHM Office. Students should become familiar with the office set up.

Learning outcomes:

At the visit's completion, students should be able to

- Describe the lay out and organization of a PHM Office
- List the duties of a PHM
- Identify and list the PHM diary, registers, returns, maps & charts maintained at a PHM Office
- Describe the advanced programme of the PHM

Learning resources:

- Ministry of Health (2023). [Guidance on Identifying New Public Health Midwife \(PHM\) Areas](#).
- Ministry of Health (2023). [Supervision Framework: Reproductive, Maternal, New-born, Child, Adolescent and Youth Health Programme](#).
- Ministry of Health (2006). [Revised Duty List of the Field Public Health Midwife](#).
- Ministry of Health (2013). [Guideline on Maintenance of Office of PHM](#).



2.3 PHI office

Students will be posted with the PHI. The tutor will first take the students on a tour of the PHI office. Students should become familiar with the office set up.

Learning outcomes:

At the end of the field visit, students should be able to

- Describe the layout of a PHI Office
- Describe the trends of communicable and non-communicable diseases as displayed in the charts and maps in the PHI Office
- Identify the 5 boards, 4 books, and 19 registers maintained at a PHI Office

Learning resources:

- Ministry of Health (n.d.). [Duties and Responsibilities of Public Health Inspectors](#).



2.4 Poly clinic



Antenatal Clinics (ANC), Child Welfare Clinics (CWC), Postnatal Clinic (PNC) and Family Planning Clinic are conducted at Policy Clinics held at Nallur MOH area. Students should observe the activities carried out in the clinics from the time of registration to exit. Students should participate in all clinic procedures relevant to mothers and infants/children during the clinic visit.

Learning outcomes:

At the completion of the visit, students should be able to

- Describe the activities carried out at the polyclinic to improve the health of pregnant and lactating mothers and their children
- Describe the pregnancy record (H512 A and B) and the Child Health & Development Record (CHDR) and discuss their importance
- Interpret the data contained in the H512 and CHDR
- Use the H512 and CHDR as health education tools
- Describe health and social risk assessment and referral procedures
- Describe immunization procedures
- Critically evaluate the strengths and weaknesses of polyclinics

Learning resources:

- H512 and CHDR (at MOH Nallur).
- Family Health Bureau (2025). [Annual Report of the Family Health Bureau 2023](#).
- Ministry of Health (2023). [Basic Maternal Care: A Manual for Healthcare Providers](#).
- Ministry of Health (2014). [Antenatal Care Circular \(General Circular no.02-85/2014\)](#).
- Ministry of Health (2021). [Diagnosis of Anemia and Iron Supplementation during Antenatal and Postnatal Periods](#).
- Ministry of Health (2023). [Distribution of Multiple Micronutrient Tablets for Pregnant Women](#).
- Ministry of Health (2024). [Calcium Supplementation for Maternal Care Programme](#).
- Ministry of Health, Nutrition and Indigenous Medicine (2019). [Blood Sugar Screening for Hyperglycemia in Pregnancy](#).
- Ministry of Health (2011). [Provision of reproductive health services for teenagers](#).
- Family Health Bureau (2024). [Analysis of Maternal Deaths 2023](#).
- Family Health Bureau (2015). [Maternal Death and Response System](#).
- Ministry of Health (2019). [Guidelines on De-worming Children and Pregnant Women](#).
- Ministry of Health (2020). [National guidelines for new born care Vol I](#). (breastfeeding, pp.39-58)
- Ministry of Health (2020). [National guidelines for new born care Volume III](#) (newborn care in the field, p.119 onwards)
- Family Health Bureau (2020). [Right food at the right time](#).
- Ministry of Health (2018). [Compliance with the Sri Lanka code for promotion, protection and support of breast feeding and marketing of designated products \(2003\) and world health assembly resolutions by health care service providers](#).
- Ministry of Health (2020). [Guideline on child development promotion and development screening for primary health care \(PHC\) workers](#).
- Ministry of Health (2022). [Care pathways for early detection of common childhood developmental disabilities](#).
- Ministry of Health (n.d.). [National newborn screening programme for congenital hypothyroidism](#) (p.29).
- Family Health Bureau (n.d.). [National foeto-infant mortality surveillance system](#)

2.5 Family planning and pre-pregnancy care



At the family planning clinic, the tutor will describe the activities taking place at the clinic. Students will be briefed on how to counsel a couple on selecting a contraceptive method available through the national programme and will have opportunities to observe a family planning

session. Students should take this opportunity to learn about the pre- pregnancy care package offered by the MOH.



Learning outcomes:

At the completion of the visit, students should be able to

- Identify and describe the contraceptives methods available through the National Family Planning Programme.
- Describe the route of administration, dosages, methods of delivery, indications, contraindications, and side effects of the available contraceptive methods
- Apply the GATHER family planning counselling framework
- Explain the advantages and disadvantages of each contraceptive method in specific situations
- Identify the equipment used for DMPA injection and insertion of IUCD/implants and describe the steps of each procedure.
- Describe the structure, organization and delivery of services included in the 'Service Package for Newly Married Couples'
- Critically evaluate the strengths and weaknesses of the family planning and pre-pregnancy care services delivered by MOH

Learning resources:

- Family Health Bureau (2025). [Annual Report of the Family Health Bureau 2023](#).
- World Health Organization (2022). [Family Planning: A Global Handbook for Providers](#).
- Ministry of Health (2023). [Basic Maternal Care: A Manual for Healthcare Providers](#).
- Ministry of Health (2025). [Spousal consent for sterilization](#).
- Ministry of Health (2015). [Providing sexual and reproductive health services to adolescents](#).

- Ministry of Health (2024). [Follow up of adolescents who received sexual and reproductive health services](#).
- Family Health Bureau guidelines for contraceptive service providers:
 - [OCP](#)
 - [DMPA](#)
 - [IUCD](#)
- Family Health Bureau (2011). [Maternal Care Package: A Guide to Field Healthcare Workers](#). (p.172)
- Ministry of health and indigenous medical services (2017). [Strengthening postpartum family planning services provided by curative institutions](#).
- Manual for primary health care provider (2009). [Subfertility](#)
- Department of Census and Statistics (2017). Sri Lanka Demographic and Health Survey 2016 ([Chapter 5](#)).
- Ministry of Health (2018). [Guidelines for delivery of the service package for newly married couples](#).
- Family Health Bureau (2016). [Our Best Wishes for Your Sweet Home](#) (Read Chapter 4 on Family Planning).

2.6 Well woman clinic

At the well women clinic (WWC), the tutor will describe the activities carried out at the clinic and students will have opportunities to participate in clinic procedures relevant to the clinics. Students should observe the activities of the PHM, PHNS and MOH in the clinic.



Learning outcomes:

At the completion of the visit, students should be able to

- Describe the activities that are carried out in WWC
- List the records maintained by PHM in relation to WWC
- List the targeted non-communicable diseases (NCDs) and explain the rationale for their selection
- Describe the health education activities undertaken at WWC
- Describe referral procedures followed in WWC
- Critically evaluate the strengths and weaknesses of WWC

Learning resources:

- Family Health Bureau (2021). [Revised Guideline on Implementation of Well Woman Services](#).
- Family Health Bureau (2023). [Well Woman Clinic Guidelines](#).
- National Cancer Control Programme (2014). [Prevention and Early Detection of Common Gynecological Cancers](#).
- National Cancer Control Programme (2014). [Early Detection and Management of Breast Symptoms](#).
- National Cancer Control Programme. Access website [here](#).

2.7 Postnatal care

Students will be posted with PHM. The tutor will discuss the objectives of a postnatal domiciliary visit. Then students will be divided into groups and accompany PHMs on home visits.



Learning outcomes:

At the completion of the visit, students should be able to

- Describe the activities taking place at a postpartum home visit
- Describe the records maintained during postpartum home visits
- Describe return to fertility of postpartum women (lactating and non-lactating)
- Explain the benefits of healthy pregnancy spacing
- Describe contraceptive methods appropriate for lactating women
- Demonstrate the ability to carry out health education for postpartum mothers

Learning resources:

- Pregnancy Record (H 512) and CHDR. (Available at MOH Nallur).
- Family Health Bureau (2025). [Annual Report of the Family Health Bureau 2023](#).
- Ministry of Health (2023). [Basic Maternal Care: A Manual for Healthcare Providers](#). (p.233)
- Ministry of Health (2014). [Postpartum care circular](#).

2.8 Weighing post

Students will be posted with the PHM. The tutor will discuss the objectives and importance of growth monitoring and nutrition. Then students will observe and participate at the activities at a field weighing post.



Learning outcomes:

At the completion of the visit, students should be able to

- List the objectives of growth monitoring
- Identify and describe the equipment used for growth monitoring
- Identify and describe the different types of growth charts used to monitor the growth of children at weighing posts
- Identify growth faltering and interpret growth charts
- Describe the actions that should be taken based on growth trends of the child
- List the records maintained by the PHM on growth monitoring at her office and at the weighing post
- Identify causes of growth faltering among children and ways to overcome them
- Critically evaluate the strengths and weaknesses of the weighing post

Learning resources:

- Ministry of Health (n.d.). [Early child care and development package: A guide to primary healthcare workers in Sri Lanka](#). (pp.101-105)
- Ministry of Health (2007). [Guidelines on Infant and Young Feeding](#).
- Ministry of Health (2020). [Management of severe and moderate acute under nutrition of children under 5 years of age - manual for health workers in Sri Lanka](#). (pp.12-15)
- Ministry of Health (2020). [National guidelines for new born care Vol I](#). (breastfeeding, pp.39-58).
- Family Health Bureau (2020). [Right food at the right time](#).
- Family Health Bureau (2014). [Complementary Feeding Leaflet \(Tamil\)](#).
- Family Health Bureau (2014). [Complementary Feeding Leaflet \(Sinhala\)](#).

2.9 National Immunization Programme & AEFI Surveillance

Students will be posted to the MOH Office. The tutor will introduce the students to the National Immunization Programme and the principles of Adverse Events Following Immunization (AEFI) surveillance. They will be familiarized with the infrastructure and facilities available at the MOH Office to maintain the cold chain and deliver immunization services. Students should observe the delivery of immunization services at MOH level.



Learning outcomes:

At the completion of the activity, students should be able to

- List the objectives of National Immunization Programme and AEFI
- Describe the national immunization schedule
- Discuss technical aspects of cold chain maintenance in relation to each vaccine as relevant to a field setting
- Describe the system in place for AEFI surveillance and explain its importance

Learning resources:

- Epidemiology Unit (2017). [National Immunization Schedule – Sri Lanka](#). (please note: 2025 update fIPV 1- 4/12 & fIPV 2 – 9/12)
- Epidemiology Unit (2016). [Cold Chain](#).
- Sri Lanka Medical Association (2020). [SLMA Guidelines and Information on Vaccines](#).
- Ministry of Health (2017). [Guidelines on the Introduction of the HPV Vaccine into the National Immunization Programme](#).
- Ministry of Health, Nutrition and Indigenous Medicine (2023). [Measles, Rubella, Congenital Rubella Syndrome Elimination Initiative](#).
- Epidemiology Unit (2012). [National Guidelines on Immunization Safety Surveillance](#).
- Epidemiology Unit (2015). [AEFI Forms](#).
- Epidemiology Unit (2012). [National Survey on Surveillance of Adverse Events Following Immunization in Sri Lanka](#).

2.10 School Health Programme

The tutor will discuss the components and the activities of the School Health Programme (SHP) and School Medical Inspection (SMI). Students should observe the school environment and the activities carried out by the MOH, PHI, and teachers.



Learning outcomes:

At the completion of the activity, students should be able to

- List the objectives of the SHP
- List the components of the SHP
- Describe the SMI and its importance
- Describe the role of the health and education sectors in the SHP
- Describe the activities of teachers and health personnel at SMI
- List the records and other instruments used during SMI
- Describe referral pathways for children identified to have problems
- Describe health promotion activities relevant to the SHP
- Discuss the importance of the School Canteen Policy
- Discuss the role and functions of a School Health Club and Health Corner

Learning resources:

- Family Health Bureau (2025). [Annual Report of the Family Health Bureau 2023](#).
- Ministry of Health (2016). [School Health Programme](#).
- Ministry of Health (n.d.). [PHI Manual Chapter 9: School Health Programme](#).
- Ministry of Health (2016). [Medical Inspection of School Children and Referral to Hospitals](#).
- Ministry of Health (2019). [Micronutrient Supplementation for School Children](#).
- Lokubalasuriya, A. (2015). [School Canteen Policy](#).
- Family Health Bureau (2018). [Protocol for Yowun Piyasa: Adolescent and Youth Friendly Health Service \(AYFHS\) Center](#).
- Family Health Bureau and Ministry of Education (2024). [Global School-based Student Health Survey Sri Lanka](#).

2.11 School oral health programme



Students will be posted with a School Dental Surgeon. They will observe the activities carried out to improve oral health at schools.

Learning outcomes:

At the completion of the activity, students should be able to:

- Describe the structure and organization of the school oral health programme.
- Describe the role of the regional dental surgeon, school dental surgeon and school dental therapist in the school oral health programme.
- List the common oral health problems among school children.
- Discuss the importance of health promotion in improving oral health at the community level.

Learning resources:

- Ministry of Health (2025). [National programme to strengthen the school dental service](#).
- Ministry of Health (2025). [National oral health services report 2023](#).
- Basnayake, O. (2021). [School Dental Therapists' Services in Sri Lanka: An overview](#).
- Ministry of Health (2023). [Oral Health Report 2020/2021](#).
- WHO (2022). [Oral health country profile: Sri Lanka](#).

2.12 Healthy lifestyle centres: NCD prevention and control

Students will be posted with the DMO of a primary care unit. The tutor will discuss the objectives, importance and components of the NCD Screening Programme (NSP). Students will be divided into groups to carry out and observe the activities of the PHI and medical officers.



Learning outcomes:

At the completion of the activity, students should be able to

- Describe health services available for prevention of NCDs at the community level
- List and describe components of the NSP and their importance
- List the records and other instruments used in the NSP
- Describe the materials and methods used to deliver health education in the NSP
- Discuss the roles of community leaders and health personnel in the NSP
- List common NCDs found in the community by age group
- Describe the prevention and control measures targeting each NCD
- Describe referral mechanisms available to manage NCDs
- Critically evaluate the strengths and weaknesses of NSP

Learning resources:

- Ministry of Health, Nutrition, and Indigenous Medicine (n.d.). [National Multisectoral Action Plan for the Prevention and Control of Non-Communicable Diseases 2023-2027.](#)
- Directorate of Non-Communicable Diseases (2025). [Website.](#)
- Ministry of Health (2021). [NCD Risk Factor Survey Sri Lanka 2021](#) (STEPS Survey).
- Ministry of Health (2019). [Revised Guidelines for Screening of Non-Communicable Diseases at the Healthy Lifestyle Centres in Healthcare Institutions.](#)
- Ministry of Health (2023). [Training Manual for Primary Healthcare Providers on Promoting a Healthy Diet.](#)
- Ministry of Health (2018). [Guideline on Management of Overweight and Obesity among Adults in Sri Lanka.](#)
- Ministry of Health (2018). [Management of diabetes mellitus: Guideline for primary health care providers.](#)
- Ministry of health (2021). [Food based dietary guidelines for Sri Lankans.](#)
- World Health Organization/International Society of Hypertension (WHO/ISH) [Risk Prediction Charts.](#) (South East-Asian Region pp.31-35)

2.13 Communicable disease control activity and outbreak investigation

Students will be posted with a range PHI in the Nallur MOH Area. The tutor will discuss the objectives and components disease notification and outbreak investigation. The students will be divided into groups. Each group will visit a notified address or a home with risk factors for the spread of communicable diseases. Students will observe the activities carried out by the PHI and participate in delivering health education to residents.



Learning outcomes:

At the completion of the activity, the student should be able to

- Describe the disease burden of common communicable diseases in Jaffna and Northern Province (e.g. dengue, typhoid, dysentery, etc.).
- Describe the PHI's role in communicable disease control activities
- Describe the steps of outbreak investigation
- Describe the respective roles of members of the public health team in outbreak investigation and prevention
- Discuss the role of community engagement in communicable disease control

Learning resources:

- Epidemiology Unit (2011). [Surveillance Case Definitions for Notifiable Diseases in Sri Lanka](#) (pp.7-10).
- Epidemiology Unit (2019). [Dengue Surveillance](#).
- National Dengue Control Unit (2019). Access website [here](#).
- National Dengue Control Unit (2024). [National Strategic Plan: Prevention and Control of Dengue in Sri Lanka \(2024-2030\)](#).
- Epidemiology Unit (2012). Fogging in Dengue Control. [Part 1](#) and [Part 2](#).
- Ministry of Health (2021). [Clinical practice guidelines for primary care doctors: Identification and Management of Acute Dengue Infection](#) (pp. 33-38).
- Epidemiology Unit (2025). What is rabies? <https://www.epid.gov.lk/case-of-afp>
- Center for Disease Control and Prevention (2016). [Steps of an Outbreak Investigation](#).

2.14 Food safety: Food handling establishments and market sanitation

Students will be posted with the PHI. The tutor will discuss the objectives and components of food safety and the Food Act. Students will be divided into groups and accompany the PHI to food handling establishments, including a bakery, dairy and a food factory to observe the PHI's activities. They will also visit a public market to observe food safety activities.



Learning outcomes:

At the end of the field visit, students should be able to

- Demonstrate familiarity with the Food Act No 26 of 1980 and its amendments
- Describe the role of the PHI in the implementation of the Food Act
- Describe the types of food handling establishments
- Describe health hazards associated with a food handling establishment
- List diseases spread by contaminated food and describe the measures to be taken by food handling establishments to prevent transmission
- List the various forms/tools used during a visit to a food handling establishment, including H-800 (Food Establishment Grading Form)
- Describe food sampling and its procedures
- Describe the MOH's & PHI's role in market sanitation.
- List the common diseases spread due to unhygienic practices at markets
- Describe the occupational hazards associated with a market
- Critically evaluate the implementation of the Food Act in the Nallur MOH Area

Learning resources:

- Directorate of Environmental Health, Occupational Health and Food Safety (n.d.). [Food Act no. 26 of 1980](#) and its amendments
- Directorate of Environmental Health, Occupational Health and Food Safety (n.d.). [Current regulations](#).
- Ministry of Health (n.d.). [Food Safety and Hygiene](#).
- WHO (2026). [Food safety](#).
- Ministry of Health (n.d.). [Duties and Responsibilities of Public Health Inspectors](#).
- World Health Organization (2006). [A Guide to Healthy Food Markets](#).

2.15 Occupational health: Small and medium industries

Students will be posted with the PHI. The tutor will discuss the importance and components of occupational health services. The students will visit small-scale work places and observe the PHI's activities.



Learning outcomes:

At the completion of the activity, students should be able to

- Describe the legal standards governing occupational health in Sri Lanka
- Explain the MOH's and PHI's role in occupational health
- Explain the role of the District Factory Inspecting Engineer in occupational health
- Identify occupational hazards and recommend preventive measures
- Demonstrate the ability to assess occupational health hazards at a small industry

Learning resources:

- Munasinghe (n.d.). [Country report: Situational analysis on occupational health and safety in Sri Lanka](#).
- [Factories Ordinance](#) No. 5 of 1942.
- National Institute of Occupational Health and Safety. Access website [here](#).
- Occupational Health Unit Ministry of Health (2022). [Acts and regulations](#).
- Ministry of Labour and Labour Relations (2014). [National Occupational Safety and Health Policy Sri Lanka](#).
- Ministry of Health (n.d.). [Duties and Responsibilities of Public Health Inspectors](#).
- Democratic Socialist Republic of Sri Lanka (2018). [Maternity benefits](#).

3 Health institutions & Community Organizations Appointment

3.1 Hospital administration at a base hospital

Students will be posted with the Medical Superintendent of a base hospital in Jaffna district. The tutor will discuss the administrative setup of a healthcare institution. Students will be introduced to the Establishments Code and financial regulations. Students will then visit various units of the hospital, including administrative and financial departments.



Learning outcomes:

At the completion of the visit, the student should be able to

- Describe the administrative setup of a base hospital
- List the duties and responsibilities of the Medical Superintendent, Administrative Officer and Accounting Officer
- Describe the financial regulations in place at healthcare institutions
- Describe the procedures involved in ordering and issuing equipment, consumables, etc.
- Discuss the challenges associated with hospital administration/management

Learning resources:

- Ministry of Health (2026). [Annual Health Bulletin 2024](#).
- Dalpadadu, S. et al. (2015). [Public Hospital Governance in Asia and the Pacific](#) (Refer the case study on Sri Lanka; p.256).

3.2 Managing drugs and equipment: Teaching Hospital Jaffna and Jaffna RDHS Office



Students will first meet the Chief Pharmacist at Teaching Hospital Jaffna. The Chief Pharmacist will discuss needs assessment, ordering and receiving drugs and equipment from the Medical Supplies Division, storage and distribution of drugs within the institution, and drug regulation.



Students will visit the drug stores and observe the facility. Next, the students will visit the Jaffna RDHS where they will meet the Biomedical Engineer in charge of purchasing and maintenance of biomedical equipment and devices.

Learning outcomes:

At the completion of the visit, students should be able to

- List the duties and responsibilities of the Chief Pharmacist and Biomedical Engineer in relation to managing drugs and equipment
- Describe the procedures of ordering, issuing, and balancing drugs, and the purchase and maintenance of biomedical equipment
- Discuss the supportive role of Medical Officers in ensuring availability of drugs and maintenance of biomedical equipment

Learning resources:

- Jayakody, R.L. (2015). [The National Medicines Regulatory Authority Act: Its Birth, Provisions and Challenges](#). *Journal of Ceylon College of Physicians*, 46, 53- 56.
- National Medicines Regulatory Authority (NMRA, 2015). [Website](#).
- National Medicines Regulatory Authority (NMRA, 2015). [National Medicines Regulatory Authority Act, No. 5 of 2015](#).
- Ministry of Health (n.d.). [Division of Biomedical Engineering Services](#).

3.3 Infection control and waste management: Teaching Hospital Jaffna

Students will be posted with the Infection Control Nursing Officer. The tutor will first provide an overview of the infection control activities carried out in a hospital and the hospital waste management system. Then students will be divided into groups and visit the wards, theatre, sterilizing unit and hospital waste management unit.



Learning outcomes:

At the completion of the visit, students should be able to

- Describe the facilities available for infection control at Teaching Hospital Jaffna
- Describe the waste segregation/disposal methods followed for different categories of hospital waste
- List the activities carried out by the infection control nurse
- Discuss the role of medical officers in infection control
- Critically evaluate the strengths and weaknesses of infection control activities and waste management at Teaching Hospital Jaffna

Learning resources:

- Ministry of Health (2006). [National colour code for the segregation of hospital waste](#).
- Sri Lanka College of Microbiologists (2021). [Hospital Infection Prevention and Control Manual 2021](#).
- Epidemiology Unit (2016). [Healthcare Waste: How Safe is it?](#)
- World Health Organization (2024). [Healthcare Waste: Key Facts](#).

3.4 Health information system: Statistical Unit, Teaching Hospital Jaffna

Students will be posted to the Teaching Hospital Jaffna Statistical Unit. The tutor will discuss the health information system (HIS) of Sri Lanka. Then the students will be divided into groups to observe the activities taking place at the Statistical Unit.



Learning outcomes:

At the completion of the visit, students should be able to

- Describe the HIS of Sri Lanka with reference to Teaching Hospital Jaffna
- Compare and contrast IMMR and E-IMMR
- Discuss the need for an electronic HIS and the required resources
- Explain the role of ICD-10 for the maintenance of HIS
- Describe the role of medical officers in maintaining the HIS
- Critically evaluate the strengths and weaknesses of the existing HIS

Learning resources:

- Ministry of Health (2023). [Sri Lanka Digital Health Blueprint](#).
- Ministry of Health (n.d.). [National Digital Health Guidelines and Standards](#).
- Ministry of Health (2017). [Implementation of Electronic Reproductive Health Information System](#).
- PAHO (2024). [Health information systems](#).
- World Health Organization (n.d.). [ICD-10 Version 2019](#).
- World Health Organization (2018). [ICD-11 is here!](#)

3.5 Surveillance system: Regional Epidemiologist, RDHS Jaffna

Students will be posted with the Regional Epidemiologist, RDHS Jaffna. The tutor will discuss the objectives and importance of surveillance, and the types of surveillance methods used to control communicable diseases in the country. Students will learn about the notification system in Sri Lanka.



Learning outcomes:

At the completion of the visit, students should be able to

- Describe the surveillance system and its purpose
- Describe the surveillance methods used to control communicable diseases
- Describe surveillance procedures carried out in healthcare institutions and in the field
- List the notifiable diseases in Sri Lanka
- Identify and fill a notification form
- Describe the role of medical officers in surveillance and notification

Learning resources:

- Let's Learn Public Health (2017). [Public Health Surveillance – A Brief Overview](#) (YouTube)
- Epidemiology Unit (2023). [Communicable Disease Surveillance Program of Sri Lanka](#).
- Ginige, S, (n.d.). [Disease surveillance programme in Sri Lanka](#).
- Epidemiology Unit (2011). [Surveillance case definitions for notifiable diseases in Sri Lanka](#).
- Epidemiology Unit (2026). [Investigation forms](#).
- Epidemiology Unit (2026). [Weekly epidemiological reports](#).
- Epidemiology Unit (2026). [Website](#). (see the 'Resources' & 'Epid Web Systems' tabs)

3.6 Malaria control: Health Village Pannai

Students will be posted with the Regional Malaria Officer of the Anti-Malaria Campaign (AMC) Jaffna. The tutor will discuss the objectives and importance of AMC and its various stakeholders. Then the students will observe the activities carried out at the office.



Learning outcomes:

At the completion of the visit, students should be able to

- List the objectives of the AMC
- Describe the structure and administration of the AMC
- Describe malaria parasites, vectors, and control measures with special reference

to the Northern Province

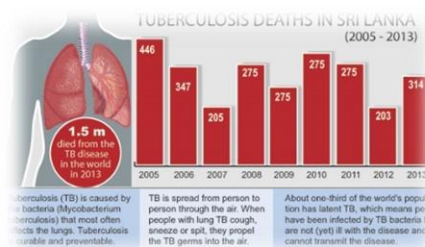
- Describe malaria surveillance activities carried out in the Jaffna District
- Describe malaria prophylaxis for adults and children
- Describe the role of the Regional Medical Malaria Officer (RMO), entomologist and entomological assistant in malaria control
- Discuss the key strategies used in the elimination of malaria from Sri Lanka and the prevention of re-establishment of malaria

Learning resources:

- Anti-Malaria Campaign (2025). Access the AMC website [here](#).
- Anti-Malaria Campaign (2025). [Annual reports](#).
- WHO (2023). [Elimination of malaria and prevention of re-establishment in Sri Lanka](#).
- Anti-Malaria Campaign (2024). [Scope of work to be performed when a malaria patient is reported](#).
- Anti-Malaria Campaign (2025). [Protect our country: Prevent re-introduction of malaria](#) (see the 'Our services' tabs).

3.7 Tuberculosis control: Health Village Pannai

Students will be posted with the District Tuberculosis Control Officer (DTCO) at Pannai. The tutor will discuss the TB control programme. Then students will visit the sections of the Chest Clinic and interact with different categories of staff to understand their roles in TB control.



Learning outcomes:

At the completion of the visit, students should be able to

- List the objectives of the National Programme for Tuberculosis Control and Chest diseases (NPTCCD)
- Describe the structure and administration of the NPTCCD
- Describe the epidemiology of TB with reference to the Northern Province
- Describe the referral pathway of a newly diagnosed TB patient
- Describe TB surveillance in Sri Lanka
- Describe the control measures carried out by the DTCO, PHI-Chest Clinic and other members of the TB control team
- Describe the registers and returns maintained at the Chest Clinic

Learning resources:

- National Programme for Tuberculosis Control and Chest Diseases (NPTCCD). Access the website [here](#).
- NPTCCD (n.d). [Statistical Report 2023](#).
- NPTCCD (2023). [TB Epidemiological Review Sri Lanka](#).
- NPTCCD (2021). [National Manual for Tuberculosis Control](#) – 2021 Update.
- NPTCCD (2019). Access IEC material/TB formats [here](#).
- NPTCCD (n.d.). [Training of DOT providers](#).
- Epidemiology Unit (2026). Weekly Epidemiological Report: [World TB Day 2026: “Yes! We Can End TB – Led by Sri Lanka, Powered by People” - I](#)
- Epidemiology Unit (2026). [Weekly Epidemiological Report: World TB Day 2026: “Yes! We Can End TB – Led by Sri Lanka, Powered by People” - II](#)
- World Health Organization (2015). [The End TB Strategy](#).

3.8 Points of Entry: Airport Health Office, Palaly & Port Health Office, Kankesanthurai



Students will visit the Palaly Airport and Kankesanthurai Harbour under the supervision of the Chief Medical Officer – Port Health. They will observe and learn about the main responsibility of this unit, which is to

protect Sri Lanka by the prevention of the spread of diseases into the country while avoiding unnecessary interference with international trade and traffic.

Learning outcomes:

At the completion of the visit, the student should be able to:

- Describe the role and functions of the Port Health Medical Officer in maintaining the core capacities required at points of entry to prevent the international spread of diseases, in accordance with the International Health Regulations (IHR 2005).
- Explain the implementation of the International Health Regulations at points of entry, including surveillance, reporting, quarantine, and public health emergency preparedness.
- Describe port health activities such as granting “free pratique” to ships/aircraft, ship sanitation inspections, issuing ship sanitation certificates, vaccination requirements,

screening and prophylaxis for malaria, vector surveillance and control, food and water safety, and management of ill travellers or crew.

- Discuss the importance of intersectoral collaboration between the Port Health Authority, customs, immigration, shipping agencies, and other stakeholders in the prevention of the spread of diseases into the country.

Learning resources:

- Quarantine Unit, Ministry of Health. Access [the website](#).
- Ministry of Health (2026). [Health services at ports and airports](#).
- WHO (2026). [International health regulations](#).
- WHO (2016). [Handbook for management of public health events on board ships](#).

3.9 Cancer Early Detection Centre, Teaching Hospital Jaffna



Students will be posted with the Consultant Oncology Surgeon at the Cancer Early Detection Centre, Teaching Hospital Jaffna. This centre provides screening services, referral and outreach programmes to raise awareness about the Centre.

Learning objectives:

At the completion of the activity, students should be able to

- Describe the organizational set up of the Centre and the types of services provided
- Describe the methods used at the Centre for early detection of cancer
- Raise awareness about the Centre and its services at the community level.

Learning resources:

- Epidemiology Unit (2025). Weekly Epidemiological Report: Growing Global Cancer Burden: [Part 1](#) and [Part 2](#).
- National Cancer Control Programme (2020). [National Guideline on Early Detection & Referral Pathways of Common Cancers in Sri Lanka](#). Ministry of Health & Indigenous Medical Services, Colombo.
- National Cancer Control Programme. Access website [here](#).

3.10 Disability Rehabilitation – Jaffna Jaipur Centre for Disability Rehabilitation

Students will be posted with the Director of the Jaffna Jaipur Centre for Disability Rehabilitation (JJCDR). The tutor will discuss the organizational structure, facilities and activities of the center. Then students will observe the activities carried out by the organization, including the manufacturing of prosthetic and orthotic devices, their fitting, physiotherapy and mobility services.



Learning outcomes:

At the completion of the visit, students should be able to

- Describe the services provided by JJCDR
- List eligibility criteria and referral processes relevant to JJCDR
- Critically reflect on the service gap filled by JJCDR in Jaffna
- List the common health issues affecting people who use prosthetic and orthotic devices
- Discuss physical, psychosocial and economic challenges associated with disability

Learning resources:

- JJCDR (n.d.). Access the website [here](#).
- About JJCDR – [video clip](#).
- Johns Hopkins Medicine. [Amputation, recovery and rehabilitation](#).
- Disability Organizations Joint Front (2017). [UN Universal Periodic Review – Sri Lanka 2017](#).

3.11 Neurorehabilitation Unit, Divisional Hospital Chankanai

Students will be posted with the Consultant Physician overseeing the Neurorehabilitation Unit at Divisional Hospital Chankanai. The session will begin with an introduction to neurorehabilitation and its importance. Then students will observe the activities carried out at the unit by a multidisciplinary team.



Learning outcomes:

At the completion of the visit, the student should be able to:

- Describe the principles, goals, and models of rehabilitation.
- Explain the role and objectives of neurorehabilitation in improving function, independence, and quality of life.
- Recognize the common clinical features of patients requiring neurorehabilitation.
- Perform a focused neurological and functional assessment, including motor, sensory, coordination, balance, gait, cognition, communication, and activities of daily living (ADLs).
- Describe the referral pathways and follow-up processes in a neurorehabilitation unit.
- Explain the roles of the multidisciplinary rehabilitation team.
- Describe common rehabilitation interventions and supportive therapies that improve patient outcomes and quality of life.
- Interpret basic functional outcome measures (e.g., Barthel Index).
- Demonstrate effective communication with patients and caregivers, including patient education.
- Explain the importance of multidisciplinary and multisectoral collaboration in comprehensive neurorehabilitation.

Learning resources:

- WHO (2026). [Rehabilitation](#).
- Sri Lanka Medical Association (n.d.). [Guide to Stroke Rehabilitation for Health Professionals](#).
- Department of Medical rehabilitation, physical medicine and manual therapy (n.d.). [Introduction to physical medicine and rehabilitation](#).

3.12 Palliative care – Cancer Aid North & East (CANE)

Students will be posted with the Director of CANE. The tutor will discuss the organizational structure, facilities and activities at CANE. The students will be divided into groups and observe the facilities available at CANE and gain familiarity with related health and social issues related to palliative care by talking to patients and service providers.



Learning outcomes:

At the completion of the visit, the student should be able to

- Describe the structure and organization of CANE
- Describe the services provided by CANE with special reference to palliative care
- List the criteria and process of admission to the facility
- Describe the activities carried out by CANE at the facility and in the field
- Describe the health and social issues experienced by persons needing palliative care and their families
- Discuss the challenges related to accessing the required health services
- Critically analyze the service gap filled by CANE in the health system

Learning resources:

- Ministry of Health (n.d.). [National policy on palliative care \(2025-2030\).](#)
- National Cancer Control Programme (2018). [National Strategic Framework for Palliative Care Development in Sri Lanka \(Draft\).](#)
- World Health Organization (2020). [Palliative care.](#)
- National Institute on Aging (2017). [What is long-term care?](#)
- National Institute on Aging (2021). [What are palliative care and hospice care?](#)
- National Institute on Aging (n.d). [End of Life.](#)
- A guide for health care professionals (2022). [Palliative care for cancer patients in primary health care.](#)
- Epidemiology unit (2022). [Weekly epidemiological report.](#)

3.13 Community mental health services: Shanthiham



Students will be posted with the Director of Shanthiham. The tutor will first discuss the organizational structure, facilities and activities of the organization. Then students will be divided into groups and observe the facilities available at the organization, the activities of service providers, and gain familiarity with related psychosocial issues.

Learning outcomes:

At the completion of the visit the student, should be able to

- Describe the structure and administration of Shanthiham
- Describe the services provided by Shanthiham at the institution and in the field
- Describe referral procedures to the organization
- Discuss the common mental health problems experienced by persons who access services at Shanthiham
- Discuss challenges faced by the management in maintaining the organization
- Critically analyze the service gap filled by Shanthiham in the health system

Learning resources:

- Shanthiham. Access the website [here](#).
- Directorate of Mental Health. Access the website [here](#).
- Mental Health Directorate (n.d.). [The National Mental Health Policy of Sri Lanka \(2020-2030\)](#). (Scroll down for English translation).
- Kaththiarachchi et al. (2019). [Development of mental health care in Sri Lanka](#).
- Ministry of Health (2023). [Directory of mental health service providers in Sri Lanka](#) (see pp. 37-40).

3.14 Siddha Teaching Hospital Kaithady

Students will be posted with a Consultant in Siddha Medicine, Siddha Teaching Hospital Kaithady. They will be introduced to the Siddha medicine set up as well as key concepts in the theory and practice of Siddha medicine. They will observe the manufacturing processes from the cultivation of herbs to the manufacture of medicines and the delivery of outpatient and inward services.



Learning objectives:

At the completion of the activity, students should be able to

- To describe the organization of indigenous medical services in the Northern Province and Sri Lanka.
- To describe the delivery of Siddha medical services at the Kaithady hospital

- To outline the production processes related to Siddha medicines and associated challenges
- To list the commonly used Siddha therapies in the community
- To discuss the benefits and challenges related to combining alternative and allopathic treatments

Learning resources:

- Department of Ayurveda (2023). [Siddha Teaching Hospital Kaithady](#).
- Karunamoorthi, K. et al. (2012). [Tamil traditional medicinal system - siddha: an indigenous health practice in the international perspectives](#).

3.15 Water sanitation: National Water Supply & Drainage Board

Students will be posted to the National Water Supply and Drainage Board. The tutor will discuss the objectives and importance of water sanitation, its stakeholders, water contamination, and treatment processes. Students will also visit the onsite laboratory.



Learning outcomes:

At the completion of the visit, students should be able to

- Describe methods of water treatment used in Jaffna
- Describe the MOH's and PHI's role in ensuring a safe water supply to the community
- Demonstrate familiarity with laboratory analysis of water samples
- List the health hazards of contaminated water with special reference to Jaffna
- Discuss constraints in water sanitation and suggest improvements

Learning resources:

- CDC (2024). [How water treatment works](#).
- Mahagamage et al. (2019). [Water quality and microbial contamination status of groundwater in Jaffna Peninsula, Sri Lanka](#).
- OpenEdu (n.d.). [Water and public health](#).

3.16 Environment sanitation and waste management: Recycle Center Kakaitivu

Students will be posted to the Kaakeithivu solid waste management facility. The tutor will discuss the methods of refuse disposal that exist in Jaffna and the activities at the waste management facility. Students will walk through the facility to observe the waste management activities.



Learning outcomes:

At the completion of the visit, students should be able to

- Describe the methods of refuse disposal used in Jaffna Municipal Council Area
- Describe collection, transport and final disposal of refuse in Jaffna
- Discuss the role of multisector collaboration in relation to garbage disposal
- List the general health hazards and occupational health hazards of insanitary refuse collection and disposal
- Discuss constraints in proper refuse disposal and suggest improvements

Learning resources:

- Rasiah T. & Paramasivam K. [Urban environmental solid waste challenges in the Nallur Area.](#)
- Hemachandra, D. (2019). [Solid Waste: Policies and Public Influence in Sri Lanka.](#)

3.17 Special education: Nuffield School

Students will be posted with the Principal of the Nuffield School. The tutor will discuss the organizational structure, facilities and activities of the school. Then the students will participate in two sessions on sign language and audiology. The students will divide into groups and observe the educational facilities and activities.



Learning outcomes:

At the completion of the visit, students should be able to

- Describe the referral pathway and list the criteria for admission to the school

- Describe the educational facilities and activities at the Nuffield School
- Demonstrate awareness about the communication skills used by people with hearing/visual impairment
- List the common social and health issues experienced by families with children with severe hearing/visual impairment
- List the instruments and aids available for detection and correction of hearing impairment in Jaffna and Sri Lanka
- Discuss the role of the medical officer in early identification and referral of children with hearing impairment
- Critically analyse the service gap filled by the institution for children with hearing and visual impairment in Jaffna and Sri Lanka
- Demonstrate knowledge on disability legislation and policy in Sri Lanka

Learning resources:

- The Ceylon School for the Deaf and Blind. Access the website [here](#).
- Sunday Observer (2012). [The Ceylon School for the Blind Turns 100](#).
- Ministry of Health (2019). [Newborn screening for congenital deafness](#).
- US Department of Health and Human Services (2017). [Assistive Devices for People with Hearing, Voice, Speech or Language Disorders](#).
- Government of Sri Lanka (1996). [Protection of the Rights of Persons with Disabilities Act no. 28 of 1996](#).
- Government of Sri Lanka (2006). [The Disabled Persons \(Accessibility Regulations\) Regulations No. 1 of 2006](#).
- Ministry of Social Welfare (2003). [National Policy on Disability for Sri Lanka](#).

3.18 Special education: Sivapoomi School

Students will be posted with the Director, Sivapoomi School for Children with Special Needs. The tutor will discuss the organizational structure, facilities and activities at the school. Then students will be divided into groups and observe the school facilities and activities.



Learning outcomes:

At the completion of the visit, students should be able to

- List the services offered by the institution
- List the criteria for admission and referral pathways to the institution
- Describe the activities carried out at the institution
- Discuss the social and health issues experienced by families with children with special needs
- Critically analyze the service gap filled by the institution

Learning resources:

- Manitha Neyam Trust (2019). [About the school.](#)
- Muttiah, N (2012). [The Salient Heroes of a Forgotten Jaffna.](#)
- Ministry of Health (2021). [Multisectoral services available for children with disabilities.](#)
- Do2learn (1999-2017). [Disabilities.](#)
- Ministry of Education (2025). [Reasonable accommodation for education; guidelines on inclusive education.](#)
- Family Health Bureau (n.d.). [National Programme for Children with Special Needs: Role of the Health Sector.](#)

3.19 Adolescent health: Certified School Atchuvely



Students will be posted with Principal of the Certified School Atchuvely. The tutor will discuss the organizational structure, facilities and activities at the school. The students will be divided into groups and observe the activities and gain familiarity with

the health and social issues experienced by children under rehabilitation.

Learning objectives:

At the completion of the visit, students should be able to

- List the common reasons for children to enter the school.
- Discuss the social and health issues experienced by children undergoing rehabilitation and their families
- Describe the activities carried out in relation to rehabilitation at the school.
- Discuss the strengths and weaknesses of the facilities available.

Learning resources:

- Provincial Department of Probation and Child Care Services – Northern Province. Access the website [here](#).
- Dayasiri et al. (2026). [Psychosocial drivers of youth drug use in Sri Lanka](#). *BMJ Paediatrics Open*. 2026;10: e003929.
- UK-Rehab (2022). [Why would a teen need rehab?](#).
- Family Health Bureau (2018). [Protocol for Yowun Piyasa: Adolescent and Youth Friendly Health Service \(AYFHS\) Center](#).

3.20 Gender-based violence: Natpu Nilayam/Mithuru Piyasa

Students will be posted to the Medical Officer in charge of the Natpu Nilayam/Mithuru Piyasa of the Teaching Hospital Jaffna. The tutor will provide a brief introduction to the services provided by the centre and discuss challenges associated with addressing these issues in the field.



Learning outcomes:

At the completion of the activity, students should be able to

- Describe the role and functions of the centre in the prevention, identification, management, and referral of survivors of gender-based violence.
- Explain the multidisciplinary and multisectoral approaches used in providing comprehensive care for survivors of gender-based violence, including the roles of health, social, legal, and protective services.
- Identify the public health principles underlying the prevention of gender-based violence, including health promotion, early identification, and community-based interventions.
- Discuss the role of health professionals and other field workers in the prevention of GBV and child abuse

Learning resources:

- Family Health Bureau (2015). [Protocol for Gender-based Violence Care Centres \(Mithuru Piyasa – Natpu Nilayam\)](#).
- Family Health Bureau (2017). [National Action Plan for Health Sector Response on Prevention and Management of GBV in Sri Lanka](#) (pp.8-14)
- Family Health Bureau (2018). [Directory of Service Providers for Survivors of GBV](#).

- [Prevention of Domestic Violence Act, No. 34 of 2005.](#)
- WHO (2019). [Child maltreatment.](#)
- National Child Protection Authority (n.d.). Access the website [here](#).
- Ministry of Health (2023). [SOP for government hospitals to manage children who have faced violence.](#)
- Ministry of Health (2019). [National guideline for first contact point health care providers.](#)

3.21 Care of the elderly: State Home for the Elders, Kaithady

Students will be posted with the Superintendent of the Elders' Home Kaithady. The tutor will introduce the administrative structure, facilities and activities at the Elders' Home. Students will then observe the facilities available at the home, activities of elders, and interact with residents and their caregivers to gain familiarity with health and social issues related to elder care.



Learning outcomes:

At the completion of the visit, students should be able to

- Describe different systems of care for elders
- Describe health and other social problems associated with aging
- Describe the services for the elderly available in Sri Lanka
- Describe the administrative set-up of the Elders' Home Kaithady
- List the criteria for admission to the Elders' Home Kaithady
- Discuss the challenges encountered by health administrators, managers and care givers in providing quality services for elders

Learning resources:

- National Secretariate for Elders [website](#).
- Sri Lanka Association of Geriatric Medicine (2024). [Healthcare for older people: Holistic approach.](#)
- United Nations (n.d.). [UN Decade of Healthy Ageing: Plan of Action 2021-2030.](#)

4 Clerkship Review

Clerkship reviews are usually held at the DCFM Seminar Room once a week. The tutor and students will review the field activities covered during the previous week. The purpose of the review is to provide opportunities for discussion, understanding, and critically reflection on field experiences.

5 Student assessment and evaluation

The assessment of the Community Medicine Clinical Attachment accounts for 25% of the overall marks in Community and Family Medicine at the Second Examination for Medical Degrees. The breakdown of the marks is as follows:

Performance at clerkship review (including presentation)	05 marks
Log book/portfolio assessment	10 marks
OSPE/OSCE	10 marks

5.1 Performance at clerkship review

Students are expected to demonstrate familiarity with assigned learning resources and contribute actively to classroom discussion. Each student is expected to make at least one assessed 10-minute presentation on an assigned topic. The presentation will be marked out of 40 based on performance in the areas listed in the marking grid below. The presentation should include a brief introduction to the topic, definition of key concepts, and application of concepts to observations and activities carried out at the field visit. Students should demonstrate that they achieved the learning outcomes listed in the Student Guide. **Please do not repeat the content of the presentation made by the tutor at the field placement.** The monitor should liaise with the tutor to allocate time for the presentations in order to ensure that each student has the opportunity to present during the reviews.

Areas of Evaluation	1	2	3	4	5
Demonstration of knowledge					
Critical analysis					
Preparation and organization					
Holding audience attention					
Encouraging audience participation					
Self-confidence					
Time management					
Overall					

5.2 Logbook

The logbook is a tool that the students are expected to use to record and reflect on their learning and professional development throughout the attachment. It consists of several log sheets in which students are expected to document the resource persons they interacted with, the activities carried out during field visits, key learning points, and critical reflections. Guidance on critical reflection is provided below.

5.2.1 Guide to reflective writing

Students should complete a piece of reflective writing (≈350 words) after each field visit.

Reflective practice was introduced as a concept in the 1980s. It simply means to learn by thinking about things that have happened to us, and seeing them in different ways that help us develop as professionals. There are 3 components to reflective practice:

- Experiences – that happen to a person
- Reflective process – that enables a person to learn from their experience
- Action – resulting from the new perspective taken as a result of the reflection

Initiating reflection

Consider what you did at your placement visit...did anything that happened during the day surprise you? Did anything that happened during the day contradict or challenge your ideas or expectations? Have your views changed?

For example,

If you met a patient/community member:

How did their life experiences differ from your own?

Were you able to empathise with them? If not, why?

If you were shadowing a health care professional:

Did anything about the person's role surprise you? Do you think the roles of all members of the multidisciplinary public health team are valued? How did you feel about team work among health professionals?

Your knowledge:

Have you identified gaps in your knowledge or skills?

How might you go about addressing these?

(Adapted from Queen Mary University of London (2019) - [Guidance on Reflective Writing.](#))

Gibb's reflective cycle provides a simple template that could be used to reflect on your learning experiences:

- Describe the experience.
- Write about your feelings and thoughts about the experience.
- Evaluate the experience, both good and bad.
- Analyse the experience further to make sense of the situation.
- Write about what you have learned and what you could have done differently.
- Write up an action plan for how you would deal with similar situations in the future, or general changes you might find appropriate.

While reflection refers to learning from your experiences, critical reflection asks you to go a step further by examining assumptions, context, power, ethics, and systems to promote transformative learning and meaningful change.

Critical Reflection: Template and writing style

The following template has been provided only as a guide. You may structure your reflection in any way that you please. But please do try to address at least some of the questions below in your reflections. The aim of critical reflection is not to demonstrate your knowledge on public health, but to guide your personal and professional development.

Part 1: Introduction

Describe your experience – Where did you go? What did you do? With whom did you do the activity? Who was there? Who was not there? Did anything significant happen?

This paragraph should be descriptive and provide factual information to the reader who may not be familiar with what you are reflecting on. It should be short (about 3-4 sentences).

Part 2: Body

Reflect on your field visit and how and what you learnt from this experience – What did you think about the place you visited? What did you like about it? What did you dislike about it? Did anything surprise you? What did you think about the learning activity? Would you have done something differently? If so, what and why? Did this experience make you change the way you think about a particular phenomenon/event/institution related to the field visit? If so, what was the change? And how will this shape your practice/interactions in future?

This section should consist of 2-3 paragraphs and should be reflective in character. Write about your thoughts, opinions and emotions in relation to 1-2 of the questions listed above. Select a specific incident/event to reflect on and write about how this particular

incident/event influenced your thinking/behavior, and what you learnt from it. Do not simply describe what you did or share theoretical/factual information about public health that was communicated to you during the field visit. Try to move beyond describing events to demonstrating an understanding of the broader determinants of health and your responsibilities as future healthcare professionals.

Part 3: Conclusion

Conclude with some important take home messages – How did the activity contribute toward your achievement of the learning outcomes? Or your career goals? How could your learning contribute to systemic change in the health system? This paragraph could be short and consist of a brief summary of your reflection.

Writing a reflection may be a new experience and could be challenging. If you are unsure or need help, please ask your tutors during the clerkship review. If your reflection is not satisfactory, your tutor will provide guidance on how to improve.

Assessment of the learning logs

The logbook will be evaluated by an examiner at the end of the Community and Family Medicine course. Marks will be allocated for activities carried out during field visits, key learning points, critical reflections, and annexed short notes (see logbook for details). A viva will be held to assess whether students have achieved the intended learning outcomes at the end of the attachment.

5.3 OSPE/OSCE

An OSPE/OSCE will be held at the end of the Community and Family Medicine course to assess students on the learning outcomes of the Community and Family Medicine Attachments.