Islamic Input in the Medical Programme Module As Perceived By Phase I Medical Students of International Islamic University Malaysia

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The International Islamic University Malaysia (IIUM) runs an undergraduate Medical Program (MP) which is a combination of the traditional and the newer trends of medical curricula. The curriculum also incorporates a specifically designed module designated as the Islamic Input in the Medical Program (IIMP) to inculcate Islamic perspectives of medicine, ethics and professionalism. The IIMP spans the entire 5 years of the MP and has recently undergone a major review in session 2010/2011. The aim of this cross-sectional study is to examine the perceptions of Phase I students (Years 1 and 2 of session 2012/2013) on the new IIMP curriculum. A questionnaire consisting of 20 items was designed and distributed to all 278 students. Five different aspects of the IIMP module were being evaluated namely; i) curriculum structure, ii) teaching-learning methods, iii) assessment, iv) problems, and v) suggestions for improvement. Of the 278 students, 268 (96.4%) students participated. Almost all students (99.6%) agreed that they had benefited from the IIMP module and that it should remain as part of the MP. Although about 80% of students were aware of the IIMP theme for each of the eight ‘teaching’ blocks in Phase I, 112 (41.8%) students had no knowledge of the expected IIMP learning outcomes for this phase. More than 90% of students found the teaching-learning methods employed effective. They perceived the current assessment method as adequate and fair although there were suggestions that group projects and presentations should also be formally assessed and marks contribute towards continuous assessment of the First Professional Examination held at the end of Phase I. Difficulties faced by students were mainly related to lack of reference materials and time constraints. Among the suggestions made for further improvement of the IIMP module include more interactive teaching-learning methods, incorporation of practical sessions, more community based activities, introduction of clinically relevant IIMP topics in Phase I of the module and avenue for discussions of current national and international issues. The IIMP module as viewed by the students is effective in contributing to the teaching-learning process and achieving the Phase I MP learning outcomes.

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