

Medical Education in Malaysia: The Evolving Curriculum (Part 1)

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THE TRADITIONAL CURRICULUM

Medical education in Malaysia has evolved in the past 50 years since independence. This paper highlights the various stages of curriculum development that were made to meet the needs of the developing country.

Malaya was under British rule between the 18th and the 20th Centuries. British Malaya as it was then known comprised of the Peninsular States and the Straits Settlements of Penang, Malacca and Singapore. Western medicine was introduced to the then Malaya in Singapore, with the setting up of the first medical school in 1907. It was called the Government Medical School and later became known as the King George VII College of Medicine in Singapore. In 1910 the first batch of seven male Medical graduates received their Licentiate in Medicine and Surgery (LMS) [1].

In 1949, the University of Malaya was established, based in Singapore, with a branch set up in Kuala Lumpur in 1959. In 1961, both governments of Singapore and Malaya agreed and passed legislation in Parliament to make the Kuala Lumpur Campus an autonomous body known as the University of Malaya; with its own medical school and teaching hospital. Thus in 1962, the government approved the setting up of the University of Malaya Medical Faculty, together with its teaching hospital, in the Klang Valley. The Faculty became fully functional in 1964 with the first intake of 64 medical students. After the hospital was built, the whole complex was named the “University of Malaya Medical Centre (UMMC)”, with facilities for undergraduate medical teaching, hospital services, the nursing school and other ancillary services put in place [2].

Professor Thumboo John Danaraj who was then Professor of Medicine in the Medical Faculty at

the University of Singapore, was appointed as Founding Dean of the Medical Faculty, University of Malaya in Kuala Lumpur [3]. With his appointment, the process of “head hunting” and appointment of academic staff began together with the selection of potential students for the first academic session.

It was mandatory that the Faculty get relevant and competent professionals to start the ball rolling. These medical academicians came from different parts of the globe, including Sri Lanka, Canada, Singapore and the UK (Figure 1).



Figure 1 The founding teachers: Faculty of Medicine, University of Malaya, 1965 (Courtesy of the late Prof. TJ Danaraj).

With these academicians on board, the toiling of planning and designing of the medical curriculum started since the first batch of medical students was scheduled to enter the medical school in 1964.

Globally, the medical curriculum followed the traditional didactic teaching of basic sciences comprising of anatomy, physiology and biochemistry

in the first year of undergraduate medical course. In the second year, the subjects of pathology, pharmacology, medical microbiology and parasitology were introduced. This was interspersed with topics on communicable diseases and principles of social and preventive medicine (SPM). The thrust of the undergraduate curriculum then was in the various aspects of issues related to social and preventive medicine. This was deemed to be important because the newly formed Malaysia, for the most part, was still mostly rural.

Professor Danaraj, having had experience as an academician in Singapore, felt that the didactic teaching of “dry” basic science subjects may not be perceived as interesting and relevant by the medical students. Thus, early on in the undergraduate medical curriculum, he introduced the clinical correlation classes (CCC) with clinical cases brought to the auditorium to demonstrate the physical signs and correlate them with basic science topics that were learnt during the previous week (Figure 2). This made the preclinical students understand the importance of basic medical science subjects in order to be able to explain the symptoms and the development of physical signs when disease occurs.



Figure 2 Clinical Auditorium, University of Malaya Medical Faculty. Clinical integration with patients starts in year 1 (CCC) (1967) [Courtesy of the late Prof. TJ Danaraj].

This was perhaps the earliest change in the curriculum to facilitate the teachers to think about possibilities of making basic science “dry topics” more interesting to the students. This gradual introduction of clinical medicine into basic science “preclinical years” and *vice versa* in the clinical years was perhaps the beginning of integrated teaching and the evolution of the undergraduate medical curriculum in Malaysia in the late 1980’s.

The clinical years begin from years 3 to 5 with rotations in general medicine, surgery, paediatrics orthopedics and obstetrics and gynaecology. In the clinical years, the integration of basic sciences in the form of clinico-pathological case (CPCs) discussions in the final year, sets the stage for future developments in the undergraduate curriculum. The clinical postings and the CPCs were meant to expose the students to develop their critical and analytical thinking skills during their clinical clerkships. Thus, learning to make reasonable diagnoses based on patho-physiological processes that had occurred, with minimal investigative procedures. This was meant to prepare them for their general medical service as medical officers in the rural areas, and also providing them with the basics for future career development.

NATIONAL STRATEGIES TO IMPROVE HEALTH CARE FOR THE POPULATION

Let us now look at the needs of the country then, and how the medical schools were tasked by the Government to contribute towards improving the health services in the then rural Malaysian society.

During the British Administration of the then Malaya, the legacy left behind by the British was a network of health services that extended to the really remote parts of Peninsular Malaya [4], as depicted in Figure 3.

When Malaya had her independence in 1957, the health programs were somewhat coordinated although there was a gross deficiency of doctors to run the district hospitals and the general hospitals. Healthcare then was provided at best by the hospital assistants (now known as medical assistants, MA).

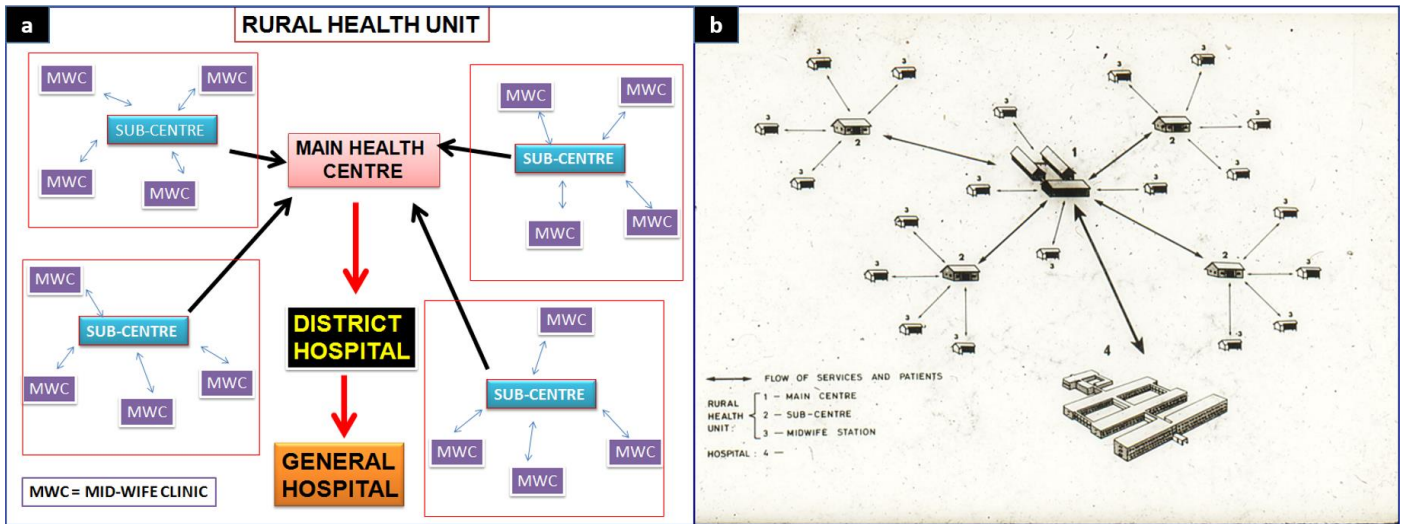


Figure 3 Network of Government run Health Care Services (Legacy from the British Rule of Malaya). a) Rural health unit. b) Replica of the original photo (Courtesy of the late Prof. TJ Danaraj).

During this period the teaching of medicine closely followed the British medical education system that was practiced in the UK. In those early days, the teaching of medicine was by apprenticeship with some knowledge of basic sciences to explain the symptoms.

Then came the didactic (traditional); and scientific discipline model. This preceptor-ship had advantages especially when there was as yet no formal structured curriculum mapping. To this day, clinical mentoring and preceptor-ship is practiced to some extent in the clinical ward rounds with bedside teaching. The concept of mentoring and development of clinical acumen was very apt in clinical practice; both during the undergraduate days and continues in the world of medical academia to this day. This is an art that is slowly dying with the advent of investigative medical practices.

While doctors have to know how to use modern investigative tools, clinical acumen is still required, to be able to make reasonable diagnosis and institute treatment; to be able to determine what investigations are appropriate and when referrals are necessary. This is so because government-sponsored medical graduates face compulsory service that may be in rural areas where there is scarce advanced investigative tools to aid them in making the diagnosis.

In the 1990's with the inevitable trend of producing more specialists, it was deemed necessary for the Ministry of Health to ensure that there will be enough primary care providers and general physicians who would approach patients in a holistic manner.

This was tasked to the universities to take the lead to develop programs to train medical officers as generalists and family and primary care physicians.

Medical schools in Malaysia, in developing their medical curriculum, need to address these issues and tailor-make the curriculum to suit the healthcare needs of the country.

To be continued in Part 2: The Blended Curriculum

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