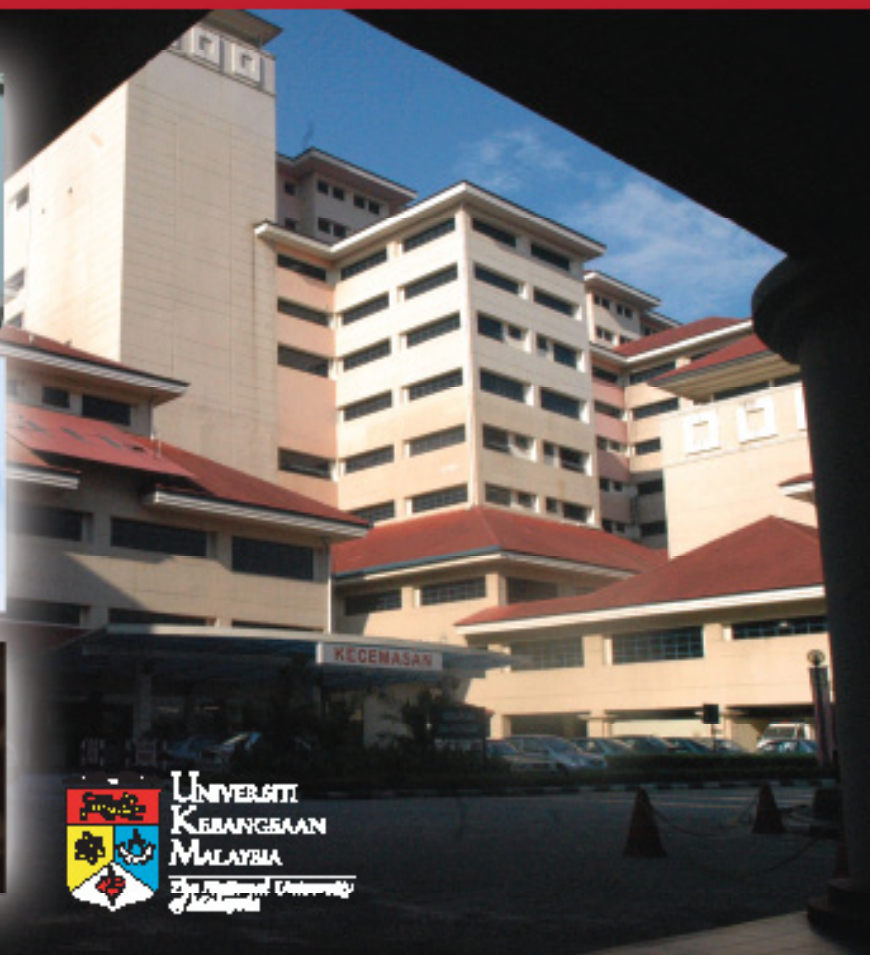
PANDUAN PRASISWAZAH

Sesi Akademik 2012-2013

Fakulti Perubatan



Universiti Kebangsaan Malaysia

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Fakulti Perubatan
Sesi Akademik 2012-2013

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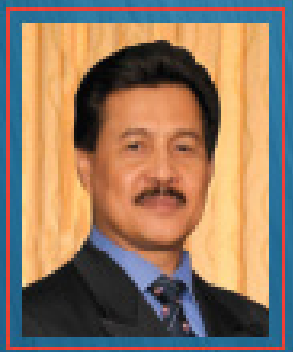

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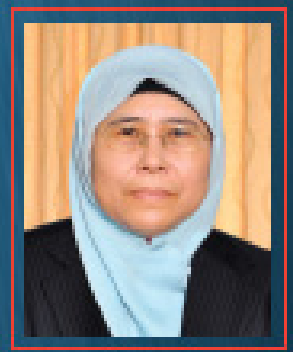

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Universiti Kebangsaan ini merupakan puncak dari usaha kita ke arah memenuhi tuntutan dan aspirasi rakyat yang ingin melihat bahawa bahasa ibunda mempunyai kedaulatan dan kedudukan yang sewajarnya di dalam usaha memenuhi keperibadian nasional

(Ucapan Tun Abdul Razak di Konvokesyen Pertama UKM, 1973)

Maksud Logo UKM

Logo UKM ialah sebuah perisai yang berpetak empat. Tiap-tiap petak mengandungi gambar dan membawa maksud-maksud tertentu.

Buku

Buku melambangkan ilmu pengetahuan iaitu peranan utama UKM sebagai pusat pengajian tinggi dan penyelidikan.

Perisai

Perisai bererti keteguhan. Keteguhan yang dimaksudkan ialah kemampuan UKM memainkan peranan sebagai pusat pengajian tinggi di negara ini.

Harimau

Harimau melambangkan keberanian dan kegagahan. Harimau mencerminkan masyarakat Malaysia yang berteraskan kebudayaan Melayu. Harimau garang menggambarkan kesediaan dan keupayaan UKM mara memerangi kejahilan, kejahatan dan kepalsuan.

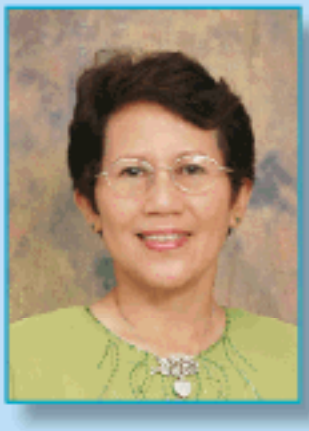
Atom dan Teknologi

Simbol-simbol atom dan teknologi melambangkan konsep pembangunan negara yang berlandaskan sains dan teknologi moden. UKM sebagai pusat ilmu bertanggungjawab mengeluarkan tenaga-tenaga mahir dalam semua bidang untuk memenuhi keperluan pembangunan negara.

Bunga Raya

Bunga raya adalah bunga kebangsaan Malaysia. Lima helai ranggi melambangkan lima prinsip Rukun Negara yang diamalkan dan sentiasa dipelihara oleh rakyat Malaysia.

Kandungan



Kata Alu-aluan Naib Canselor

Assalamualaikum wbt. dan Salam Sejahtera

Selamat Datang ke UKM. Saya mengucapkan tahniah di atas kejayaan para pelajar melanjutkan pengajian di Universiti Kebangsaan Malaysia (UKM). Saudara-saudari kini menjadi warga baru universiti yang menjadi tonggak kebanggaan rakyat dan negara.

Kejayaan melanjutkan pengajian di UKM adalah satu peluang yang perlu dimanfaatkan sebaiknya. Proses pembelajaran di universiti menyediakan pelbagai peluang dalam suasana yang kondusif untuk para pelajar mencungkil potensi diri bagi mencapai kejayaan cemerlang dalam bidang akademik dan sahsiah. Sekarang terpulang kepada para pelajar untuk terus memajukan diri dan menjadi modal insan yang boleh menyumbang kepada kemajuan bangsa, agama dan negara.

Sebagai sebuah universiti penyelidikan, UKM sentiasa menggunakan pendekatan pengajaran dan pembelajaran yang lebih kreatif dan inovatif untuk menjana para pelajar yang cemerlang. Walaupun berada di peringkat prasiswazah peranan dan sumbangan saudara saudari tetap penting dalam menjayakan agenda universiti untuk menjadi universiti terkehadapan dunia menjelang tahun 2018. Segala perancangan di peringkat Kementerian Pengajian Tinggi dan UKM perlu difahami dengan penghayatan yang jitu agar para pelajar sentiasa berada di landasan yang betul. Justeru, sepanjang tempoh pembelajaran, keterlibatan para pelajar dalam mendukung visi dan misi universiti akan dibimbing oleh para akademik dan ilmuwan UKM yang tersohor di dalam negara dan juga di dunia.

Saya berharap para pelajar dapat mempelbagaikan kemahiran dengan menyertai aktiviti akademik dan kokurikulum sama ada di peringkat fakulti, kolej kediaman dan persatuan pelajar. Berikanlah sumbangan yang bermakna kepada UKM untuk menjadi universiti kebangsaan terulung dan terjulang di persada dunia serta tidak melupakan tanggungjawab membangunkan masyarakat dan negara.

Sekian.

Prof. Tan Sri Dato' Wira Dr. Sharifah Hapsah Syed Hasan Shahabudin
Naib Canselor
Universiti Kebangsaan Malaysia

TARIKH AKADEMIK 2012-2013

PROGRAM IJAZAH DOKTOR PERUBATAN
TAHUN 1
SESI 2012-2013

Semester 1

TARIKH	MINGGU	AKTIVITI
2 - 8 September 2012	1	Pendaftaran & Minggu Mesra Pelajar (MMP)
10 - 14 September 2012	1	Minggu Mesra Pelajar Fakulti/Kem PPD
17 September - 9 November 2012	8	**Sesi Pembelajaran**
12 - 16 November 2012	1	*CUTI PERTENGAHAN SEMESTER 1/CUTI PERAYAAN*
19 November 2012 - 11 Januari 2013	8	**Sesi Pembelajaran**
14 - 18 Januari 2013	1	*CUTI ULANGKAJI*
21 Januari – 1 Februari 2013	2	**Peperiksaan Akhir Semester 1**
4 - 15 Februari 2013	2	*CUTI AKHIR SEMESTER 1/CUTI PERAYAAN*

Semester 2

TARIKH	MINGGU	AKTIVITI
18 Februari - 12 April 2013	8	**Sesi Pembelajaran**
15 - 19 April 2013	1	*CUTI PERTENGAHAN SEMESTER II*
22 April - 14 Jun 2013	8	**Sesi Pembelajaran**
17 - 21 Jun 2013	1	*CUTI ULANGKAJI*
24 Jun - 5 Julai 2013	2	**Peperiksaan Akhir Semester 2**
8 Julai - 16 Ogos 2013	6	*CUTI SEMESTER II/CUTI PERAYAAN*
19 - 30 Ogos 2013	2	**Peperiksaan Ulangan Akhir Semester 1 & II**
JUMLAH MINGGU	52	

Catatan :
Hari Raya Qurban : 26 Oktober 2012 (Jumaat)
Deepavali : 13 November 2012 (Selasa)
Tahun Baru Cina : 10 & 11 Februari 2012 (Ahad & Isnin)

Pihak Berkuasa dan Pegawai
Universiti Kebangsaan Malaysia

Canselor

Duli Yang Maha Mulia Yang di-Pertuan Besar Negeri Sembilan Darul Khusus Tuanku Muhriz Ibni Almarhum Tuanku Munawir
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DYMM Tunku Ampuan Besar Negeri Sembilan Darul Khusus
Tuanku Aishah Rohani binti Almarhum Tengku Besar Mahmud
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Yang Amat Berbahagia Tun Ahmad Sarji bin Abdul Hamid
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Pusat Sukan
Dr. Tajul Arifin Muhamad
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Pusat Teknologi Maklumat
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Pusat Perancangan Korporat dan Kepimpinan
Prof. Dr. Noor Inayah Yaakub
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DSDK., AMK., BSc. (Hons.) (Otago)., MSc. (Otago)., Ph.D (Dundee)

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Falsafah, Wawasan, Misi dan Matlamat UKM

Falsafah

Paduan antara iman kepada Allah dengan ilmu yang bermanfaat serta gabungan antara teori dan amal adalah dasar utama bagi perkembangan ilmu, proses pembinaan masyarakat terpelajar dan pembangunan Universiti.

Wawasan

UKM bertekad menjadi Universiti terkehadapan yang mendahului langkah masyarakat dan zamannya bagi membentuk masyarakat dinamis, berilmu dan berakhlak mulia.

Misi

Menjadi universiti terpilih yang memartabatkan Bahasa Melayu serta mensejagatkan ilmu beracuan budaya kebangsaan.

Matlamat

Untuk menjadi pusat keilmuan yang terkehadapan, berteknologi dan berdaya saing yang:

- Memartabatkan Bahasa Melayu sebagai bahasa ilmu;
- Membangun masyarakat dinamis dan berakhlak mulia;
- Mengantarabangsakan citra dan sumbangan UKM bagi masyarakat sejagat; dan
- Menjana teknologi yang bermanfaat kepada masyarakat.

Latar Belakang
Universiti Kebangsaan Malaysia

Cetusan pertama gagasan perlunya pendidikan tinggi untuk orang Melayu berlaku dalam Mesyuarat Majlis Raja-raja pada 1903. Za'ba, seorang cendekiawan, menulis berkenaan gagasan tersebut dalam akhbar Lembaga Melayu pada 1917. Gerakan pemikiran, perdebatan serta tekad golongan cendekiawan Melayu untuk menubuhkan sebuah universiti dan menggunakan bahasa Melayu, bahasa ibunda sebagai bahasa pengantar di institusi pengajian tinggi dalam negara bermula pada 1923 apabila Abdul Kadir Adabi, seorang lagi cendekiawan Melayu mengemukakan memorandum gagasan tersebut kepada DYMM Sultan Kelantan. Namun demikian, pemikiran dan tekad tersebut tidak dapat berkembang dan terlaksana kerana wujudnya berbagai-bagai halangan dan rintangan oleh tekanan kolonialisme.

Mulai 1957 hingga 1967, perjuangan untuk penubuhan universiti kebangsaan menjadi semakin bersemarak sebagai memenuhi tuntutan dan semangat kemerdekaan bangsa dan negara. Sehubungan itu, pada 1968 cendekiawan Melayu telah membentuk sebuah jawatankuasa penaja yang berperanan merancang penubuhan sebuah universiti kebangsaan. Pelbagai forum budaya dan politik diadakan bagi mendapat sokongan kerajaan dan rakyat untuk mewujudkan sebuah institusi pengajian tinggi yang memartabatkan bahasa Melayu sebagai bahasa pengantar dalam semua bidang pangajian dan keilmuan. Perjuangan yang tidak pernah luput itu mencapai kejayaan dengan penubuhan Universiti Kebangsaan Malaysia (UKM) pada 18 Mei 1970. Kumpulan pertama pelajar prasiswazah seramai 192 orang dan dua (2) orang siswazah mula mendaftar di tiga buah fakulti iaitu Fakulti Sains, Fakulti Sastera dan Fakulti Pengajian Islam.

Pada 1974, UKM menubuhkan UKM Kampus Sabah di Kebun Kawang, Papar. Nama Kebun Kawang kemudiannya ditukar kepada Limauan oleh Tun Datu Mustapha Datu Harun yang ketika itu sebagai Ketua Menteri Sabah. Kampus yang menempatkan Fakulti Sains dan Sumber Alam ini berpindah ke Bukit Padang, Kota Kinabalu pada 1980. Seterusnya berpindah ke Menggatal, Tuaran pada 1990 bersama Fakulti Sains Pembangunan yang asalnya ditempatkan di Kampus Induk Bangi. Dengan penubuhan Universiti Malaysia Sabah pada 1994, UKM Kampus Sabah ditutup secara rasminya pada 1996 dan kedua-dua fakulti berkenaan dipindahkan ke Kampus Induk Bangi, Selangor.

Universiti ini terus berkembang pesat sebagai sebuah institusi pengajian tinggi awam terkehadapan yang kini mempunyai tiga belas (13) fakulti dan enam belas (16) institut kecemerlangan penyelidikan. UKM juga mempunyai entiti yang beroperasi secara komersial, iaitu UKM Holdings Sdn. Bhd. sebagai satu pendekatan praktis

dalammemanfaat dan memasyarakatkan kepakaran yang dimiliki di samping membantu dalam penjanaan kewangan Universiti.

Kampus induk UKM yang mempunyai keluasan 1,096.29 hektar terletak di Bangi, Selangor Darul Ehsan, kira-kira 35 kilometer dari Kuala Lumpur. Kampus Induk Bangi menempatkan sembilan (9) fakulti, dan lima belas (15) institut kecemerlangan penyelidikan. Selain itu, UKM juga mempunyai sebuah kampus di Jalan Raja Muda Abdul Aziz, Kuala Lumpur dengan keluasan 20 hektar yang menempatkan Fakulti Perubatan (Praklinikal), Fakulti Sains Kesihatan Bersekutu, Fakulti Pergigian dan Fakulti Farmasi. Manakala Pusat Perubatan UKM (PPUKM) yang mempunyai keluasan 22.3 hektar di Cheras, Kuala Lumpur menempatkan Fakulti Perubatan, Hospital UKM dan Institut Perubatan Molekul (UMBI).

Sejak 40 tahun penubuhannya, UKM telah menghasilkan 138,671 graduan iaitu 119,104 graduan Sarjana Muda, 17,467 Sarjana dan 1,622 PhD. Peningkatan jumlah pelajar luar negara yang setakat ini berjumlah 4,172 pelajar dari 55 buah negara membuktikan penerimaan global terhadap program dan ekosistem ilmu UKM.

Berasaskan kecemerlangan dalam bidang penyelidikan lebih tiga dekad, UKM dipilih sebagai salah sebuah universiti penyelidikan di Malaysia pada 2006. Proses pemantapan bidang penyelidikan disusuli dengan pengwujudan projek-projek tertumpu di bawah lapan (8) nic yang dikenalpasti iaitu Cabaran Membina Negara-bangsa, Pembangunan Lestari Wilayah, Tenaga Keterbaharuan, Teknologi Kesihatan & Perubatan, Perubahan Iklim, Nanoteknologi & Bahan Termaju, Kepelbagaian Biologi dalam Pembangunan Bioteknologi dan ICT: Informatik Isian.

Universiti juga adalah penerima Anugerah Kualiti Perdana Menteri 2006 dan memperolehi status Swa-Akreditasi tahun pada 2010. Penganugerahan ini adalah pengiktirafan bagi kecemerlangan UKM dalam bidang akademik dan pengurusan. Dengan asas yang mantap ini, UKM melestarikan kecemerlangannya melalui Pelan Strategik UKM 2000-2020 (PS2020) dan Pelan Transformasi ke arah universiti terkemuka dunia menjelang 2018.

Kini, UKM tampil dengan citra baru melalui garis tanda “Mengilham Harapan, Mencipta Masa Depan’. Garis tanda ini memberi keyakinan kepada warganya untuk mengembangkan bakat yang dimiliki, tempat memupuk kebolehan, labuhan untuk berkarya dan berjaya dalam karyaan tersebut, kerana di sini mereka disediakan dengan prasarana untuk memiliki masa depan yang gemilang.

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MD(UKM)

Dr. Fam Xeng Inn
MD(UKM)

Penerangan Mengenai Fakulti

Fakulti Perubatan

Latar Belakang

Fakulti Perubatan telah ditubuhkan pada 30 Mei 1972 dengan Dekan pertama Dato' Dr. Amir Abas. Tujuan penubuhan Fakulti ini adalah untuk memberi peluang kepada pelajar-pelajar aliran kebangsaan mengikuti kursus perubatan dan dapat melahirkan ramai doktor-doktor Melayu dan tempatan. Fakulti ini memulakan kursus pra-perubatan di Fakulti Sains UKM Jalan Pantai Baharu, Kuala Lumpur pada Mei 1973 dengan pengambilan seramai 44 orang pelajar (39 lelaki dan 5 perempuan). Kursus perubatan praklinikal bermula pada bulan Mei 1974 di bangunan sementara Fakulti Perubatan di Jalan Raja Muda Abdul Aziz dalam Kompleks Hospital Kuala Lumpur. Pada 27 Februari 1975, Menteri Kesihatan Tan Sri Lee Siok Yew telah mengisytiharkan Hospital Kuala Lumpur sebagai Hospital Pengajar Fakulti Perubatan UKM bagi latihan tahun klinikal.

Pada awal penubuhannya, Fakulti Perubatan telah mendapatkan khidmat tenaga pengajar pinjaman dari Indonesia untuk pengajaran praklinikal dan dari negara-negara Commonwealth untuk pengajaran klinikal sementara menunggu pensyarah-pensyarah pelatih UKM kembali dari latihan perubatan di luar negara. Peperiksaan Ikhtisas Akhir Ijazah Doktor Perubatan yang pertama telah diadakan pada 19 hingga 31 Mac 1979 dan daripada 42 orang pelajar yang mengambil peperiksaan, 37 daripadanya telah lulus dan dikurniakan Ijazah Doktor Perubatan. Ini merupakan detik gemilang bagi Fakulti Perubatan khasnya dan UKM amnya kerana telah berjaya mengeluarkan graduan pertama Ijazah Doktor Perubatan. Fakulti juga telah memulakan program sarjana kepakaran perubatan mulai sesi 1981/82 bermula dengan Sarjana Surgeri (Surgeri Am) dan Sarjana Surgeri (Ortopedik) dan diikuti dengan Sarjana Sains Perubatan dan Doktor Falsafah.

Pada awal 1990, Fakulti bercadang menubuhkan hospital pengajarnya sendiri dan pada 2 November 1993 pembinaan Hospital UKM (HUKM) telah dimulakan di tapak seluas 23 hektar di Jalan Tenteram, Bandar Tun Razak, Cheras. Pada 1 Julai 1997 HUKM telah siap dan memulakan operasinya. Pejabat Dekan dan jabatan-jabatan klinikal telah berpindah ke kompleks HUKM sementara jabatan-jabatan praklinikal masih mendiami kampus Jalan Raja Muda Abdul Aziz dan pelajar-pelajarnya menginap di Kolej Tun Dr. Syed Nasir, Jalan Temerloh, Kuala Lumpur; sementara pembelajaran Tahun III, IV, dan V dilakukan di HUKM dan pelajarnya menginap di Kolej Tun Dr. Ismail. HUKM mempunyai keluasan lantai 200,000 meter persegi, kos pembinaannya bernilai RM 327,822,000.00 dan boleh menampung 1054 katil pesakit. Fakulti juga menawarkan program-program kejururawatan seperti Sarjanamuda Kejururawatan Dengan Kepujian, Diploma Kejururawatan dan Diploma Lanjutan Kebidanan. Fakulti juga telah mengorak langkah dengan menawarkan program Sarjana Kepakaran Lanjutan seperti Sarjana Lanjutan Dermatologi, Sarjana Lanjutan Kardiologi dan Sarjana Lanjutan Psikiatri Kanak-kanak dan Remaja. Sehingga kini, Fakulti Perubatan telah melahirkan 4423 orang doktor perubatan dan lebih 2100 orang pakar klinikal.

Visi

Untuk menjadi hab akademik perubatan yang terkehadapan dan berdaya saing berteraskan ilmu, inovasi dan pasukan profesional perubatan yang berdedikasi dalam membentuk masyarakat yang sihat dan bermaklumat.

Misi

Untuk memberi pendidikan dalam penyediaan profesional perubatan dan perkhidmatan bermutu tinggi berteraskan penyelidikan dalil perubatan, inovasi dan kepekaan sosial.

Objektif

Program ini dijalankan dengan tujuan untuk melahirkan doktor yang mahir dalam bidangnya. Semasa melaksanakan khidmat utamanya untuk memenuhi keperluan dan tuntutan kesihatan Malaysia, doktor ini akan berupaya :

1. Menggunakan pengetahuan, kemahiran dan memperlihatkan sikap yang diperlukan dengan cekap dan bijaksana.

2 Menceburi mana-mana bidang pengkhususan perubatan yang dipilihnya.

3. Bertugas di mana-mana situasi (hospital, pusat kesihatan dan lain-lain) yang berkenaan.

4. Mengenalpasti dan menganalisis masalah-masalah kesihatan pada tahap individu, keluarga dan masyarakat serta menyelesaikan masalah-masalah ini melalui peningkatan kesihatan pada tahap individu, keluarga dan masyarakat serta menyelesaikan masalah-masalah ini melalui peningkatan kesihatan, pencegahan, penyembuhan dan pemulihan semula dengan menggunakan sumber dengan cermat dan berkesan.

5. Menunjukkan kepekaan terhadap nilai-nilai agama dan moral, adat resam dan tradisi masyarakat serta menghormatinya di mana pun mereka bertugas.

6. Memimpin dan berperanan sebagai ahli pasukan kesihatan yang berkesan.

7. Menerima hakikat bahawa pendidikan perubatan adalah suatu proses yang berterusan seumur hidup.

IJAZAH DOKTOR PERUBATAN

1. CURRICULUM STRUCTURE

The curriculum structure is based on 8 broad outcome domains :

i. Clinical Skills.
ii. Scientific Foundation.
iii. Professional Values & Attitude.
iv. Population Health.
v. Critical Thinking.
vi. Information Management.
v. Communication Skills.
vii. Enterpreneurship Skills

2. PROGRAMME EDUCATIONAL OBJECTIVES

The objective of this programme is to produce **doctors** who are able to:

1. apply their knowledge and skills in an effective and judicious manner whilst demonstrating an attitude that is appropriate and desirable.
2. function effectively in any healthcare setting (hospitals, healthcare centres, etc.)
3. recognize and analyze health problems at the level of the individual, family and community; and solve these problems through health promotion, disease prevention, treatment and rehabilitation, using the available resources in a cost-effective manner.
4. demonstrate sensitivity towards religious, moral, cultural and traditional values of the community they serve.
5. lead and play an effective role in the healthcare team.
6. pursue any field of specialization of their choice.
7. accept the principle of life-long learning.

3. GENERAL OBJECTIVE

This curriculum is designed to train students to apply knowledge and skills effectively in a holistic and professional manner expected of a doctor. It also prepares them to be leaders in the field of medicine in both the local context and the global arena.

4. PROGRAMME LEARNING OUTCOMES

By the end of the course students will demonstrate :

1. the ability to apply knowledge and clinical skills to practice safely and competently.
2. a scientific critical approach to problem solving and decision-making.
3. the ability to work collaboratively within a multi-professionals team with integrity and enthusiasm and to assume a leadership role when appropriate.
4. the ability to lead and collaborate with other health professionals in health promotion and disease prevention.
5. a caring attitude and sensitivity to the needs of self, patients and their families, colleagues and the community.
6. the ability to adopt a holistic approach to patient management.
7. effective communication and social skills.
8. ethical, spiritual and moral principles and abide by legal requirements.
9. competency in information and communication technology and its management.
10. the appropriate teaching skills and willingness to educate patients, their families, the community and colleagues.
11. a commitment to life long learning.

5. COURSE STRUCTURE

Year 1

Semester I

FF1113 Cellular Biomolecules
FF1213 Tissues of Body
FF1333 Membranes & Receptors
FF1412 Metabolism
FF1713 Personal & Professional Development IA (Adaptation Skills I)

ZE1012/ English (Academic Communication I)
ZE1022 English (Academic Communication II)
Ko-kurikulum

Semester II

FF1312 Human Genetics
FF1244 Infection & Immunity
FF1223 Mechanisms of Diseases
FF1424 Musculoskeletal System
FF1521 Clinical Sciences I (History Taking I)
FF1622 Medicine & Society I (Health & Population)
FF1722 Personal & Professional Development IB (Adaptation Skills II)

ZE3042 English (Workplace Communication III)

Kursus Asas Keusahawanan dan Inovasi
Ko-kurikulum

Year 2

Semester I

FF2113 Blood & Lymph
FF2214 Cardiovascular System
FF2313 Respiratory System
FF2433 Urinary System
FF2511 Clinical Sciences IIA (History Taking II &nPhysical Examination I)
FF2613 Medicine & Society II (Statistics & Epidemiology)
FF2712 Personal & Professional Development IIA (Community Services I)

ZT2163 Tamadun Islam dan Tamadun Asia (TITAS)
Ko-kurikulum

Semester II

FF2125 Gastrointestinal System
FF2242 Endocrine System
FF2325 Neuro Sciences
FF2443 Reproductive System
FF2521 Clinical Sciences IIB (Physical Examination II)
FF2622 Comprehensive Health Care
FF2722 Personal & Professional Development IIB (Community Services II)

ZT2173 Hubungan Etnik
Ko-kurikulum

Year 3

Semester I

FF3118 Medicine I
FF3618 Medicine & Society III (Community Health)
FF3714 Personal & Professional Development IIIA (Leadership)

Semester II

FF3128 Surgery I
FF3226 Obstetrics & Gynaecology I
FF3723 Personal & Professional Development IIIB (Teamwork)
Elective

Year 4

Semester I

FF4118	Psychiatry
FF4212	ORL-HNS
FF4314	Ophtalmology
FF4412	Anaesthesiology
FF4713	Personal & Professional Development IVA
FF4812	Special Study Module I (Proposal Development & Submission)
FF4911	Forensic Pathology I

Semester II

FF4127	Paediatrics I
FF4229	Ortopaedics & Traumatology
FF4723	Personal & Professional Development IVB (Medical Ethics)
FF4822	Special Study Module II (Ethics Approval & Organization of Data Collection)
FF4921	Forensic Pathology II

Year 5

Semester I

FF5115	Family Medicine
FF5213	Emergency Medicine
FF5216	Internal Medicine II
FF5713	Personal & Professional Development V (Medical Career)
FF5816	Special Study Module III (Data Collection, Analysis & Report Writing)
FF5911	Forensic Pathology III

Semester II

FF5126	Surgery II
FF5227	Paediatrics II
FF5326	Obstetrics & Gynaecology II

Professional Examination

5. 1. Year 1

General Objectives

By the end of Year 1, students should be able to :

1. explain the structures and functions of biomolecules, cell tissues, human genetics, endocrine changes and metabolism in relation to basic pathological process of common diseases and principles of drug action.
2. differentiate among the various pathogens and their interactions with the host's immunity.
3. apply the principles of history taking, basic life support, aseptic techniques & universal precaution in clinical practice.
4. explain the concepts and principles of community health and its management, related health care services and the effects of globalization on health care.
5. demonstrate skills in problem solving, decision-making, self-management, and teamwork effectively with a caring attitude and sensitivity.
6. apply basic information technology skills in every aspect of their learning.

Specific Objectives

By the end of Year 1, students should be able to :

1. explain the normal structures and functions of biomolecules, cells and tissues of the body.
2. explain biochemical processes and their regulation in the cells.
3. explain genetic inheritance and mutation and relate their effects on individuals and population.
4. differentiate among the various pathogens and their interactions with the host's immunity.
5. explain the basic pathological processes of diseases.
6. explain the principles of drug actions.
7. explain the concepts and principles of community health and its management, related health care services and the effects of globalization on health care.
8. explain the principles of ecology in relation to human health.
9. perform history taking, basic life support and hand washing.
10. explain the concepts and principles of aseptic techniques and universal precaution in clinical practice.
11. demonstrate self-management and coping skills in the university environment.
12. work effectively as a team member, as well as a team leader.
13. demonstrate caring attitude and sensitivity to the needs of others.
14. demonstrate problem solving, decision-making and IT skills.

FF1113 CELLULAR BIOMOLECULES

The aim of this module is to describe to the students the structure and function of biomolecules and their role in cellular structure and function. The module will emphasise and relate protein structure to their functions. Enzymes will be introduced as important biocatalysts and as a tool in diagnosis. The synthesis of proteins and its regulation will also be discussed. In addition, the module will discuss the structure of DNA in relation to its function in inheritance and expression of genetic material, differentiate between eukaryotic and prokaryotic processes and explain how these differences can be exploited therapeutically. Several structural abnormalities in biomolecules leading to diseases will also be illustrated. Students will also perform some biochemical tests and be able to relate this to the structure and function of biomolecules.

References

1. Agur, A.M.R., Dalley, A.F. & Moore, K.L. 2009. Clinically Oriented Anatomy. 6th Edition. USA:Lippincott Williams and Wilkins.
2. Lieberman, M & Marks, A. 2008. Basic Medical Biochemistry: A Clinical Approach. 2nd Edition. USA: Lippincott Williams & Wilkins Publications.
3. Snell, R.S. 2003. Clinical Anatomy for Medical Students. 7th Edition. USA: Lippincott William and Wilkins.
4. Baynes, J. & Dominiczak, M.H. 2009. Medical Biochemistry. 3rd Edition. UK: Elsevier Health Sciences.
5. Murray, R.K., Granner, D.K., Mayes, P.A. & Rodwell, V.W. 2007. Harper's Biochemistry. USA:Appleton & Lange.

FF1213 TISSUES OF BODY

The previous module exposes students to the structure and functions of cellular components which is essential to understand the structure and functions of the body tissues. Knowledge in this area will enable students to understand the disease processes, and hence the management involved, which is central to medicine. This module involves input from various disciplines such as Anatomy, Biochemistry, Physiology and Pathology and aims to enable students to:

- describe the living body as a cellular system
- classify basic tissues and explain their embryological derivation.
- explain cellular basis of diseases.

References

1. Smith CM, Marks AD and Liebermans M. Mark's. 2005. Basic Medical Biochemistry :A Clinical Approach. 2nd Edition, USA : Lippincotts, Williams & Wilkins.
2. Saddler T.W. Langman's Medical Embryology 9th Edition, USA : Lippincott Williams & Wilkins.
3. Young B. & Heath J.W. Wheater's Functional Histology. 5th Edition. Churchill Livingstone.
4. Cotran R.S., Kumar V. &, Robbins S.L. 2003. Robbin's Pathologic Basis of Disease. 7th Edition, Philadelphia, USA : Elsevier Saunders.
5. Lauralee Sherwood JHP. 2004. Human Physiology. From Cell to System. 5th Edition. Brooks/Cole. Thompson Learning.

FF1333 MEMBRANES & RECEPTORS

Continuous medical learning requires an adequate knowledge of the membrane structure and function of membrane lipids and proteins. This module helps the students to learn about the movement of ions and molecules across membrane, as well as the properties of cell surface and other receptors. By understanding how chemical messengers such as hormones and neurotransmitters influence the activity of cells and organs through their interactions with the receptors, they will appreciate how drugs might modify the action of such chemical messengers. In relation to that, they will learn the fate of drugs in the human body and the mechanisms of drug action and toxicity.

References

1. Katzung B. G. 2009. Basic and Clinical Pharmacology. 11th edition, Appleton & Lange, McGraw Hill.
2. Sherwood L. 2009. Human Physiology: From Cells to System. 7th edition, Brooks/Cole Thompson Learning.
3. Barret K, Brooks H, Boitano S & Barman S. 2009. Ganong's Review of Medical Physiology. 23rd edition. McGraw-Hill Medical.
4. Baynes JW & Dominiczak MH. 2009. Medical Biochemistry. 3rd edition, Mosby International Ltd.
5. Lieberman MA & Marks A. 2008. Marks' Basic Medical Biochemistry: A Clinical Approach. 3rd edtion, Lippincott Williams & Wilkins.
6. Goodman & Gilman; The Pharmacological Basis of Therapeutics. 2010. 12th edition. Brunton L, Chabner BA, Knollmann BC (eds). McGraw Hill, New York.
7. Kalant H, Grant D & Mitchell JD. 2006. Principles of Medical Pharmacology. 6th edition. Oxford University Press, Oxford.

FF1412 METABOLISM

The aim of this module is to describe the basic knowledge on biochemical process in cells with regards to storage, utilization and inter-conversion of sugar, amino acids, fatty acids and their role in energy expenditure to the students. The importance of balanced diet and regulation of body weight in terms of the balance between energy intake and expenditure will be discussed. Students will also perform some simple biochemical tests which are related to carbohydrate metabolism.

References

1. Smith, C., Marks, A.D. & Liebermanns, M. 2005. Mark's Basic Medical Biochemistry: A Clinical Approach. 2nd Edition. USA: Lippincott Williams & Wilkins.
2. Murray, R.K., Granner, D.K., Mayes, P.A. & Rodwell, V.W. 2000. Harper's Biochemistry. 25th Edition. New York: McGraw-Hill.
3. Baynes, J. & Dominiczak, M.H. 2005. Medical Biochemistry. 2nd Edition. London, UK: Elsevier Mosby.
4. Champe, P.C., Harvey, R.A & Ferrier, D.R. 2007. Lippincott's Illustrated Reviews Biochemistry. 4th Edition. USA: Lippincott Williams & Wilkins.
5. Devlin, T.M. 2007. Textbook of Biochemistry with Clinical Correlations. 6th Edition. USA: Wiley-Liss.

FF1713 PERSONAL & PROFESSIONAL DEVELOPMENT IA (ADAPTATION SKILLS I)

It is essential to facilitate students' personal and professional developement in a holistic and comprehensive manner. In this module, student will be introduced to the major components of the Personal and Professional Development strand, mainly to facilitate their adaptation to university life and to the medical school in particular. Students will also be introduced to skills in teamwork and leadership, communication skills, spiritual awareness, critical thinking and decision-making skills.

References:

1. Scott B. 2004. The skills of communicating, Mumbai. Jaico Publishing House.
2. Charles J. Margerison. 2002 Team Leadership. Thompson. London.
3. Elliot Kratochwill, Travers, 2000. Medical Eduacation Psychology 3rd. Edition . McGraw hills London.
4. Donald, J. 2002. Learning to think : Disciplinary Perspective. San Francisco. Jossey Bass Publishers.

5. Azizi Ali. 2002. The Millionaire in me. Truewealth Kuala Lumpur.
6. Ross Jay. 2003. How to Build A great Team.Prentice Hall. London

FF1312 HUMAN GENETICS

The aim of this module is to present the principles of inheritance and communicate an understanding of the origin and amount of genetic diversity. Students will learn about the causes of mutation and how these mutations can lead to disease. The molecular mechanisms of genetic diseases will be learned and how these may affect patients individually and in discrete populations. Students will also be exposed to the principles and applications of recombinant DNA technology.

References

1. Turnpenny, P., & Ellard, S. 2011. Emery's Elements of Medical Genetics 14th Edition. Elsevier Churchill Livingstone.
2. Cummings, M.R. 2011. Human Heredity: Principles and Issues 9th Edition Thomson, Brooks and Cole
3. Jorde, L.B., Carey, JC., Bamshad, M.J., White, R.L. 2009. Medical Genetics. 4th edition. Mosby Inc.
4. Korf, B.R. 2000. Human Genetics and Genomic: A problem based application 2nd edition. Blackwell Science.
5. Nussbaum, R.L., McInnes, R.R., Willard, H,F. 2009. Thompson and Thompson Genetics in Medicine. 6th edition. Saunders.
6. Gardner, R.J.M., Sutherland, G.R. 2004. Chromosome Abnormalities and Genetic Counselling 3rd edition. Oxford University Press.

FF1244 INFECTION & IMMUNITY

The aim of this module is to enable the students to acquire the fundamental knowledge of a wide range of organisms that are pathogenic to man. The scope includes introduction to classification of microorganisms (such as helminthes, protozoa, fungi, bacteria and viruses), their genetics, virulence factors, pathogenesis and laboratory identification of these microorganisms from clinical specimens. This module also emphasizes the importance of the role of host's immune system (cellular and humoral) in protecting the body from the invading pathogens. The components of the immune system and the

mechanisms of immune response will be briefly introduced. A basic understanding of the antigen-antibody reactions in vivo and in vitro is also covered.

Despite the availability of many new antibiotics, there are few instances where antimicrobial therapy fails to combat the pathogens. This module will enable the students to know the appropriate use of antibiotics and its mechanism of action. They will also understand the different mechanisms how the pathogens can successfully evade the immune system and develop antibiotic resistance. Relevant to the education of future doctors in Malaysia, the students will be taught the basics of the various types of infectious diseases and medical entomology. In addition, the elementary aspects of some emerging diseases of non-human origin will be introduced to raise the awareness to their importance. Where relevant, the basic principles of host-pathogen relationship, epidemiology, control and prevention strategies will be highlighted. This is to provide a foundation for the students understanding of the common types of infectious diseases to be learned in the forthcoming systemic modules respectively.

References

1. Levinson, W. 2010. Review of Medical Microbiology and Immunology. 11th edition. McGraw-Hill.
2. Arora, D.R. & Arora, B.B. 2010. Medical Parasitology. 3rd edition. CBS Publisher & Distributor Pvt. Ltd. India
3. Noor Hayati Mohd Isa. 2004. Atlas Berwarna Parasitologi Perubatan. 2nd edition. NHMIKBM Enterprise.
4. Jayaram Paniker CK. 2006. Textbook of Medical Parasitology. 6th Edition. New Delhi: JAYPEE Brothers Medical Publishers.
5. Katzung BG. 2009. Basic & Clinical Pharmacology. 11th Edition. Appleton & Lange.

FF1223 MECHANISMS OF DISEASES

The module aims to provide an introduction to basic pathological processes which will help students to understand the diseases of the organ systems. Appreciation of the mechanisms and characteristics of the principle types of disease processes facilitates an understanding of the symptoms with which patients present, the physical signs which they demonstrate and the abnormal investigation results. It will also allow an appreciation of how various therapeutic interventions affect disease processes. In this module students shall learn through concept lectures, practicals, Problem-Based Learning (PBL) packages and Directed Student Learning packages. The lectures shall

include the following aspects: classification, pathogenesis of diseases, morphological features as well as clinical correlations.

References

1. Lakhani SR, Dilly SA, and Finlayson CJ. 2009. Basic Pathology: An introduction to the mechanisms of disease. 4rd Edition, Arnold, London.
2. Kumar V, Cotran RS and Robbin SL (Eds). 2007. Robbins Basic Pathology.8th Edition, Saunders, Philadelphia.
3. Underwood JCE (Ed) and Cross SS. 2009. General and Systemic Pathology. 5th Edition, Churchill Livingstone, Edinburgh.
4. Reid R, Robert F and MacDuff E. 2011. Pathology Illustrated. 7th Edition, Churchill Livingstone, Edinburgh.
5. Katzung BG, Master S and Trevor A. 2009. Basic & Clinical Pharmacology. 11th Edition, Appleton & Lange.
6. Levinson W. 2010. Review of Medical Microbiology & Immunology. 11th edition. Lange McGraw Hill.

FF1424 MUSCULOSKELETAL SYSTEM

The aim of this module is to enable the student to acquire the cardinal principles of structure of the bones, joints, muscles neurovascular supply and its function. The emphasis on the application of basic knowledge to the common clinical disorders and diseases of the musculoskeletal system will be discussed. In addition, clinical correlations clases in radiology and orthopaedic disciplines will be introduced to enhance the students' knowledge and appreciation to this module. The student shall learn through concept lectures, practicals, Problem-Based Learning packages (PBL) and Self-Learning packages (SLP).

References

1. Keith L Moore, Arthur F Dalley & Anne MR Agur. 2010. *Clinically Oriented Anatomy.* 6th Edition. Lippincott Williams & Wilkins.
2. Lauralee Sherwood. 2008. *Human Physiology, From cells to Systems.* 7th Ed. Brookes/Cole. Thompson Learning.
3. Kumar V, Abbas AK, Fausto N & aster J. *Robbins and Cotran Pathologic Basis of Diseases*. 2009. 8th Edition. Saunders. Philadelphia
4. Keneth J Ryan, C George Ray, Nafees Ahmad, W Lawrence Drew & James J Plorde. 2010. *Sherris' Medical Microbiology*. An Introduction to Infectious Diseases. 5th Edition. McGraw-Hill
5. Bertram G Katzung B.G. 2007. *Basic and Clinical Pharmacology.* 10th Edition. McGraw-Hill Companies Inc.

FF1521 CLINICAL SCIENCES I (HISTORY TAKING I)

In this semester, the student will learn technique to obtain basic history in adults and special group like children, women, elderly, disabled patients and in patients who do not communicate well, thus the need for using interpreters or third parties. This module also aim to intergrate the teaching of basic sciences with clinical practise by re-visiting the cases and clinical problems learnt in the basic sciences modules.

References

1. Douglas G, Nichol F and Robertson C 2009. Macleod's Clinical Examination, 12th edition. London. Churchill Livingstone
2. Talley N & O'Connor S 2009. Clinical Examination: A Systemic Guide to Physical Diagnosis, 6th edition. Churchill Livingstone, Sydney,
3. Swash M, Glynn M. 2007. Hutchinson's Clinical Methods : An Intergrated Approach to Clinical Practice, 22nd edition. Edinburgh : Saunders.
4. Murtagh J, 2007. General Practice, 4th edition. Australia : McGraw-Hill.
5. Kumar P & Clark M. 2009. Kumar and Clark's Clinical Medicine, 7th edition. London : Saunders.

FF1622 MEDICINE & SOCIETY I (HEALTH & POPULATION)

The module discusses several issues and challenges in the current and future settings in delivering health care services. It combines various disciplines of basic community health in tackling the issues of disease prevention and health care. The module covers topics on psychosocial aspects of disease and comprehensive health care, principle of disease prevention, basic environmental health, principle of health management, basic family health and nutrition. By introducing the principles of community health to the students, it is hoped that they are able to use it in evaluating health problems, to plan and monitor community health activities and to deliver health education to the community.

References

1. Asma Rahim. 2008. Principles & Practice of Community Medicine. New Delhi: Jaypee Brothers Medical.
2. Baynes, J. & Dominiczak, M.H. 2009. Medical Biochemistry. 3rd Edition. UK: Elsevier Health Sciences.
3. Raihanah Abdullah. 2004. Kesihatan Keluarga. PTS Publications & Distributors. Kuala Lumpur.
4.. Howard Frunkin. 2005. Environmental Health from Global to Local. Jossey – Ban A Wiley Imprint.

5. Smolin, L.A. & Grosvenor, M.B. 2008. Nutrition: science & applications. 1st Ed. John Wiley & Sons, Inc., USA.

Recommended Textbooks:

1. Agur, A.M.R., Dalley, A.F. & Moore, K.L. 2009. Clinically Oriented Anatomy. 6th Edition. USA: Lippincott Williams and Wilkins.
2. Lieberman, M & Marks, A. 2008. Basic Medical Biochemistry: A Clinical Approach. 2nd Edition. USA: Lippincott Williams & Wilkins Publications.
3. Snell, R.S. 2003. Clinical Anatomy for Medical Students. 7th Edition. USA: Lippincott William and Wilkins.

FF1722 PERSONAL & PROFESSIONAL DEVELOPMENT IB (ADAPTATION SKILLS II)

This module is a continuation of previous FF1713. Being the second module in this strand for the First Year, the required personal and professional skills are further emphasized. The major aim is to further enhance the students' understanding and skills in critical areas in PPD such as adaptation skills, critical thinking, communication skills, teamwork, leadership and spiritual development.

References:

1. Azizi Ali. Millionaires Are From Different Planet. TrueWealth Sdn. Bhd. Sdn. Bhd. Kuala Lumpur. 2001.
2. Azizi Ali. The Millionaire In Me. TrueWealth Sdn. Bhd. Kuala Lumpur. 2002.
3. Ros Jay. How To Build A Great Team. Prentice Hall. London. 2003.
4. Charles J. Margerison. Team Leadership. Thomson. London. 2002.
5. David L. Dotlich, James L. Noel & Norman Walker. Leadership Passages: The Personal and Professional Transitions That Make or Break A Leader. Jossey-Bass. San Francisco. 2004.
6. Janet Donald. Learning To Think: Disciplinary Perspective. Jossey-Bass. San Francisco. 2002.

5. 2 YEAR 2

General Objectives

By the end of Year 2, students should be able to :

1. explain the structures and functions of, the pathological process, effects and complications of common diseases in the musculoskeletal, blood and lymph, cardiovascular, respiratory, gastrointestinal, urinary, reproductive and nervous systems and the principle of drug action.
2. perform history taking, physical examination and basic clinical procedures.
3. interpret results of basic laboratory investigations in the diagnosis of common diseases.
4. compare and contrast the approaches used in the health care services, in the provision of comprehensive and holistic care to patients, families and the community, as well as groups with special needs and those related to occupational and environmental problems.
5. apply critical thinking, demonstrate leadership, effective communication skills, basic principles of religious and cultural values in dealing with patients, colleagues and the community.
6. demonstrate the ability to utilize various resources to obtain relevant and current information.

Specific Objectives

By the end of Year 2, students should be able to :

1. describe the anatomy and explain the physiology of the following organ systems :

    i. Musculoskeletal system
    ii. Blood and lymph
    iii. Cardiovascular system
    iv. Respiratory system
    v. Gastrointestinal system
    vi. Urinary system
    vii. Reproductive system

2. discuss the aetiology, pathological processes, effects and complications, and describe the pathological changes of common diseases affecting them.
3. perform physical examination of the above organ systems in a normal person as well as take his/her history.
4. interpret the results of basic laboratory investigations in the diagnosis of common diseases of the above organ systems.

5. discuss the pharmacology of different drugs used in the treatment of diseases of the above organ systems.
6. compare the different approaches used in health care services for patient, family and the community.
7. apply basic principles of epidemiology and statistics in conducting small research.
8. apply basic principles of a comprehensive and holistic approach in health care.
9. describe basic principles of health care services and health programme for groups with special needs such as mothers, children and workers.
10. discuss the risk factors, problems and preventive approaches related to occupational and environmental health.
11. perform the following basic clinical procedures :

    i. Venepuncture
    ii. Dressing
    iii. Blood pressure measurement
    iv. Catheterization

12. recognize basic teachings of various religions and apply universal, spiritual and humanistic values in self development and interpersonal interaction.
13. demonstrate critical thinking in the learning process.
14. demonstrate the ability to work collaboratively in a team as well as the ability to lead.

FF2113 BLOOD & LYMPH

The module aims to enable students to acquire basic knowledge of the normal blood cell production and also the mechanisms and pathophysiology of common blood and lymphoreticular disorders. It will also facilitate the student to understand the signs and symptoms of these common blood disorders and enable them to interpret the relevant investigation results for the diagnosis of these disorders. The module will also cover the principles of blood grouping and transfusion and the basic principles of stem cell transplantation.

References

1. Ramzy S. Cotran, Vijay Kumar, Stanley L. Robbins. 2003. Robbins Pathologic Basis of Disease 7th edition. Saunders, Philadelphia.
2. Hoffbrand, A.V., Pettit, J.E., Moss, P.A.H. 2006. Essential Haematology 5th edition. Blackwell Science.
3. Hoffbrand, A.V., Pettit, J.E. 2002. Clinical Haematology Illustrated. Churchill Livingstone

4. Lewis S.M., Baon B.J., Bates I. 2006. Dacie and Lewis Practical Haematology 10th edition. Churchill Livingstone.
5. Noor Hayati Md Isa. Atlas Berwarna Parasitologi Perubatan. Edisi Kedua, 2004, NHMIKBM Enterprise, Kuala Lumpur.
6. basic biochemistry of biological molecules (Metabolism and Endocrine Module).
7. normal immune system, immune response and abnormalities of the immune system (Infection and Immunity Module).
8. host-parasite relationship (Infection and Immunity Module).

FF2214 CARDIOVASCULAR SYSTEM

The aim of this module is to enable the student to acquire the knowledge of the structure and functions of the cardiovascular system. This module provides an introduction to common cardiovascular diseases and to describe the pathophysiological changes that occur with the disease process. It also enables the student to acquire knowledge on the underlying mechanisms and the principles of management of common diseases of the cardiovascular system.

References

1. Ganong, W.F. 2005. Review of Medical Physiology. 22nd Edition. USA: McGraw Hill Medical.
2. Katzung, B.G. 2007. Basic and Clinical Pharmacology. 10th Edition. Norwalk: McGraw Hill Medical.
3. Kumar, V., Abbas, A. Fausto, N. & Mitchell, R. 2007. Robbins Pathologic Basis of Disease, 8th Edition. USA: W.B Saunders
4. Snell, R.S. 2007. Clinical Anatomy by Regions. 8h. Edition. USA: Lippincott Williams & Wilkins
5. Young, B., Lowe, J.S., Alan, S & Deakin, P.J. 2006. Wheater's Functional Histology: A Text and Colour Atlas. 5th Edition. USA: Churchill Livingstone Publication.

FF2313 RESPIRATORY SYSTEM

The aim of this module is that the students should be able to nderstand the structure of the respiratory system and relate the structure to its functions. The knowledge of basic sciences obtained in year 1 such as infection and immunity, the mechanism of diseases and the pharmacokinetics of drugs will help students to understand the diseases commonly affecting the respiratory system and the drugs used in respiratory diseases.

References

1. Barret K.E., Barman S.M., Boitano S. & Brooks H. 2010. *Ganong's Review of Medical Physiology*. 23rd Edition. USA : McGraw Hill
2. Katzung B.G. 2004. *Basic and Clinical Pharmacology.* 11th Edition. Norwalk : McGraw Hill
3. Nabishah Mohamad.2006. Fisiologi Pernafasan : Pendekatan Berasaskan Masalah. Bangi : UKM
4. Murray P.R., Rosenthal K.S., Kobayashi G.S. & PFaller M.A. 2002. Medical Microbiology. 4th edition. USA: Mosby.
5. Snell R.S. 2000. *Clinical Anatomy for Medical Students.* 6th Edition. USA : Lippincot Williams & Wilkins

FF2433 URINARY SYSTEM

The aims of this module are, first, the students should have sufficient knowledge of the macroscopic and microscopic structure of the urinary tract system in order to understand the normal function and common clinical problems. Second, that the students should appreciate the role of the kidney in controlling the volume and composition of body fluid and the way in which they respond to abnormal volume, electrolyte concentration and systemic haemodynamics. Third, students should understand as much detail of renal cellular function as well as allow them to appreciate the basis of relevant therapeutics. Fourth, students should be able to describe normal micturition, the reasons for oliguria, and such common conditions as glomerulonephritis, pyelonephritis, urinary tract infection, urinary calculi, haematuria, proteinuria and acute and chronic renal failure.

References:

1. Review of Medical Physiology 21st Edition. Ganong WF; Appleton-Lange Medical Books/ McGraw Hill, Medical Publishing Division, NY.
2. Clinical Anatomy for Medical students 6th Edition. Richard Snell ; Lippincot Williams & Wilkins.
3. Harpes Biochemistry. Murray RK, Granner RK,Mayers PA, RodwellVW.Edition 25th. Prentice Hall International. USA.
4. Wheather's Functional Histology 4th Edition. B.Young, JW Heath; Churchill Livingstone.
5. Langman's Medical Embryology 8th Edition. TW Sadler; Lippincot William & Wilkins.

FF2511 CLINICAL SCIENCE MODULE

This module is to provide the students with a complete approach to history taking and physical examination of the cardiovascular and respiratory system. The students will revise history taking which they have learnt in the first year, this time focusing on features and presentations which are typical to cardiovascular and respiratory systems. This will be followed by learning to perform physical examination systematically of the two systems. Besides, the students will also learn some basic clinical procedures related to cardiovascular and respiratory systems which will enhance their learning during the year and in subsequent clinical years. Their learning will be further reinforced by learning on how to interpret normal radiographic images of the two systems.

References:

1. Douglas G, Nichol F and Robertson C. Macleod's Clinical Examination, 12th edition, 2008
2. Talley N and O'Connor S. Clinical Examination: A systemic Guide to Physical Diagnosis, 5th edition, Churchill Livingstone Elsevier, 2006
3. Swash M. Hutchinson's Clinical Methods, 22nd edition.WB Saunders, London, 2007
4. Lynn S Bickley and Peter G Szilagyi Bate's Guide to Physical Examination and History taking 10th edition, Lippincolt Williams & Wilkins , 2009
5. Niall T.Cox and T.A.Roper Clinical Skills. 1st edition, Oxford 2009

FF2613 MEDICINE AND SOCIETY MODULE

The module discusses the concept of control and prevention of communicable and non-communicable diseases. Attention is specifically given to the programmes and services of disease control that has become the public health problem in Malaysia. This module also introduces basic demography including important statistics, fertility data, population expansion and life table. Basic knowledge on occupational safety and health, as well as hazard assessment and control measures at the workplace are also explored. Students will be exposed to the existing occupational safety and health acts and regulations in Malaysia, as well as the occupational accident prevention programmes and the occupational injury compensation legislation. This module also introduces the students to the technique of conducting research from proposal preparation and data collection until data analysis and report writing. Basic statistical techniques such as descriptive statistics and inferential statistics will be introduced to the students as they conduct their research.

References:

1. Raj Bhopal. 2002. Concepts of Epidemiology : an intergrated introduction to the ideas, theories, principles and methods of epidemiology. New York : Oxford University Press Inc.
2. Osman Ali. 1990. Kaedah Epidemiologi, Dewan Bahasa dan Pustaka, Kuala Lumpur.
3. Friis, R.H. & Sellers, T.A. 2004. Epidemiology for Public Health Practice. London. 3rd edition. Jones and Bartlett Publisher, Inc.
4. Chan Y.H., 2003 - 2005. Basic Statistics for Doctors Series. Singapore Medical Journal. Freely available from http://www.sam.org.sg/smj/
   - o 101 : Data Presentation (June 2003)
   - o 102 : Quantitative Data - Parametic & Non-Parametric Tests (August 2003)
   - o 103 : Qualitative Data - Tests of Independence (October 2003)
   - o 104 : Correlational Analysis (December 2003)
   - o 201 : Linear Regression Analysis (februari 2004)
5. Swinscow, T.D.V. 2001. Statistics at Square One. BMJ Publushing Group; 10th Edition. Freely available from http://www.bmj.com/collections/statsbk/

FF2712 PERSONAL & PROFESSIONAL DEVELOPMENT IIA (COMMUNITY SERVICES I)

Personal & Professional Development IIA has the aims to further develop students' total approach to the learning and practice of medicine. Student's ability to adapt to life as a medical student in terims of healthy lifestyle is emphasized, issues related to personality and stress management are also revisited and reviewed. In addition, there will be more emphasis on issues facing the community's health. Student's communication skills, as well as critical thinking are further developed in this module with issues concerning peers and community.

References:

1. Bill Scott. 1995. The skills of communicating, Mumbai. Jaico Publishing House.
2. Brookfield S.D. 1987. Developing critical thinkers : Challenging adults to explore alternative ways of thinking and acting. San Francisco. Jossey Bass Publishers..
3. Halverson, D.C. 1996. The Compact Guide to world religions. Michigan. Bethany House Publishers.
4. Donald, J. 2002. Learning to think : Disciplinary Prespective. San Francisco. Jossey Bass Publishers.
5. Thirlaway, K, Upton, D. 2008. The Psychology of lifestyle. Promoting Healthy Behaviour. Oxford. Routledge Publishers.

FF2125 GASTROINTESTINAL SYSTEM

The aim of this module is to guide the students in understanding and learning the development (embryology), structure, relation, radiology and histology (anatomy), functions (physiology) and metabolisms (biochemistry) of gastrointestinal tract and hepatobiliary system. It also emphasizes on the pathological aspects in terms of epidemiology, aetiology, pathogenesis, clinical manifestations (pathology, microbiology and parasitology) and basic principles of management and control (pharmacology & public health) of gastrointestinal diseases and infections.

References:

1. Ganong, W.F. 2005. Review of Medical Physiology. 22nd Edition. Singapore: Lange Medical Publication.
2. Jayaram Paniker, C.K. 2006. Textbook of Medical Parasitology. 6th Edition. New Delhi: JAYPEE Brothers Medical Publishers.
3. Katzung, B.G. 2004. Basic and Clinical Pharmacology. 9th Edition. Norwalk: McGraw Hill.
4. Sherris, J.C. (Ed). 2004. Sherris Medical Microbiology. An Introduction to Infectious Diseases. 4th Edition. USA: McGraw-Hill Professional.
5. Smith, C.M., Marks, A.D. & Marks, L.M. 2005. Basic Medical Biochemistry. A Clinical Approach. 2nd Edition. Maryland, USA: Williams & Wilkins Publications.

FF2242 ENDOCRINE SYSTEM

The aim of this module is to enable the students to acquire basic knowledge on the endocrine system which include the anatomy of the endocrine glands, the hormones they secrete including their synthesis and degradation, mode of action and regulation of their secretion and also the mechanisms and pathophysiology of common endocrine disorders. It will also facilitate students to understand the signs and symptoms of these common endocrine disorders and enable them to interpret the relevant investigation results for the diagnosis of these disorders. The module will also cover the pharmachological management of some common endocrine disorders.

References:

1. Katzung B. G. 2009. Basic and Clinical Pharmacology. 11th edition, McGraw Hill Lange
2. Ramzy S. Cotran, Vijay Kumar, Stanley L. Robbins. 2003 : Robbin's Pathologic Basis of Disease. 7th edition. Saunders, Philadelphia.

3. Parakrama Chandrasoma, Clive R.Taylor, 2002 : Consise Pathology. 4th edition. Appleton and Lange.
4. Willian J Marshall, Stephen K Bangert. 2004 Clinical Chemistry. 5th edition Mosby
5. Richard S. Snell. 2004. Clinical Anatomy for Medical Student 7th. edition, Lippincotts Williams & Wilkins

FF2325 NEURO SCIENCES

The aims of the Neuroscience Module are to provide the medical students, through a study of the structure and the function of the major components of the nervous system, the important connections and the concept of its functions and dysfunctions. They will also gain an insight into the testing and imaging of the nervous system as applied to patients' problems. It will make the diagnostic importance of concepts such as upper and lower motor neurons and peripheral and central divisions of nervous system and the associated lesions more apparent. Besides, examining discrete malfunction of the major elements, the global function of the cerebral cortex and the other parts of the nervous system, is covered with reference to the neurochemistry of the brain. They will also understand common infections of the nervous system including toxoplasmosis, prevention and the drugs used in the treatments. In addition, they will understand the drugs used in the degenerative diseases, drugs of abuse, sedative hypnotics, anaesthetics, anticonvulsants, antidepressants and antipsychotics. Furthermore, the student will understand the common cerebral neoplasia, the effects and complications. Similarly, they will understand the effects of the space occupying lesions in the nervous system.

References

1. Snell R.S. 2004. Clinical Anatomy for Medical Students. 7th Edition. USA : Lippincott Williams and Wilkins Publications.
3. Sherwood L, 2010. Human Physiology. From Cells to System. 7th Edition, USA Brooks/Cole Thompson Learning,.
4. Cotran R.S., Kumar V. &, Robbins S.L. 2005. Robbin's Pathologic Basis of Disease. 7th Edition, Philadelphia, USA : Elsevier Saunders.
5. Katzung B.G. 2007. Basic and Clinical Pharmacology, 11th Edition, McGraw Hill, Norwalk.
6. Sherris JC, 2010 (Ed). Sherris Medical Microbiology. An Introduction to Infectious Diseases. 5th Edition, McGraw-Hill Professional. USA.

FF2443 REPRODUCTIVE SYSTEM

The aim of this module is to enable the students to understand the processes of human reproduction from the production of gametes to the establishment of independent life of the neonate. Students should understand common problems and disorders of the male and female reproductive tract, mechanism of contraception and the sexual transmission of diseases.

References

1. Snell, R. S. 2004. Clinical Anatomy for Medical Students. 7th Edition. USA: Lippincott Williams and Wilkins.
2. Katzung BG, Masters SB, Trevor AJ. 2009. Basic and Clinical Pharmacology. 11th Edition. Boston, USA : McGraw Hill.
3. Kim Barret, Heddwen L. Brooks, Scott Baitano, Susan M Barman. 2010. Ganong's Review of Medical Physiology. 23rd Edition. Lange Basic Science
4. Goering RV, Dockerel HM, Wakelin D. Zuckerman, M. Chiodini, P.L. 2004. Mims' Medical Microbiology. 4th Edition. Philadelphia; Elsevier Saunders.
5. Cotran, RS, Kumar V & Robbins SL. 2007. Robbins Pathologic Basis of Disease. 8th Edition. Philadelphia; Elsevier Saunders.

FF2521 CLINICAL SCIENCES IIB (HISTORY TAKING III & PHYSICAL EXAMINATION II)

This module is to provide the students with a complete approach to history taking and physical examination of the Gastrointestinal and nervous systems. The students will revise history taking which they have learnt in the first year, this time focusing on features and presentations which are typical to gastrointestinal and nervous systems. This will be followed by learning to perform physical examination systematically. Besides, the students will also learn some basic clinical procedures related to the gastrointestinal and the nervous systems which will enhance their learning during the year and in subsequent clinical years.

References

1. Douglas G, Nichol F and Robertson C. Macleod's Clinical Examination, 12th edition, 2009
2. Talley N and O'Connor S. Clinical Examination: A systemic Guide to Physical Diagnosis, 6th edition, Churchill Livingstone Elsevier, 2009
3. Swash M. Hutchinson's Clinical Methods, 22nd edition.WB Saunders, London, 2007

4. Lynn S Bickley and Peter G Szilagyi Bate's Guide to Physical Examination and History taking 10th edition, Lippincolt Williams & Wilkins , 2009
5. Niall T.Cox and T.A.Roper Clinical Skills. 1st edition, Oxford 2009

FF2622 COMPREHENSIVE HEALTH CARE

This module is aimed to introduce the concept of comprehensive health care according to the modern medical principle. It includes the principle of solving health problems at the individual, family and community level. The module discussses the holistic approach in patient management. It also emphasizes on the concept of patient, family and community interactions from the aspect of health. The students will be exposed to the needs of patient with chronic diseases and how it is assessed and managed comprehensively. Functions of health organizations and health facilities at various levels in the community are also discussed.

References:

1. Reagan, P.A. & Brookins-Fisher. 2002 J.Community Health in the 21st Century. 2nd Edition. San Francisc: Pearson Education, Inc.
2. Mc Whitney, I.R. Freeman T. 2009. A Text Book of Family Medicine. 3rd edition. Oxford University Press.
3. Rakel, R.E. 2007. Text Book of Family Medicine. 7th Edition. Philadelphia : Saunders.
4. Taylor, R. 2003. Fundamentals of Family Medicine : The Family Medicine Clerkship Textbook. 3rd Edition. Springer Pub. Co.
5. Phoon, W.O. Chen, P.C.Y. 1986. Textbook of Community Medicine in South East Asia. Singapore : John Wiley & Sons.
6. Unwin BK, Jerant AF. 1999. The Home Visit : American Family Physician. Vol 60 : 1481 - 8

FF2722 PERSONAL & PROFESSIONAL DEVELOPMENT IIB (COMMUNITY SERVICES II)

The aims of this module in the second semester of the second year program are centered on achieving a satisfactory standard of communication skills and to provide guidance for managing diversity. This is primarily because the students will be moving to the clinical years. There is also a need to consolidate their professional judgements and critical thinking skills.

References:

1. Scott, B. 2004. The skills of communicating, Mumbai. Jaico Publishing House.
2. Brookfield, S.D. 1991. Developing critical thinkers : Challenging adults to explore alternative ways of thinking and acting. San Francisco. Jossey Bass Publishers..
3. Donald, J. 2002. Learning to think : Disciplinary Prespective. San Francisco. Jossey Bass Publishers.
4. Ethical Code & Guidelines. http://www.mmc.gov.my

5. 3 YEAR 3

General Objectives

At the end of Year 3, students should be able to:

1. take a complete history, perform a proper physical examination, formulate provisional and differential diagnoses, justify relevant investigations and plan patient management taking into considerations the pathogenesis of diseases; pharmalogical principles of drug use; medico-legal aspect; psychosocial, cultural, religious, and ethical values of patients, family and the community.
2. perform basic investigations and procedures.
3. communicate effectively as an individual, a leader and a team member.
4. demonstrate a sense of responsibility in self development and life-long learning ability as a junior doctor.
5. discuss health services provided by district health offices, health clinics and hospitals.
6. make a research proposal, conduct a survey, diagnose the main health problems in the community and perform health promotion activities.

Specific Objectives

At the end of year 3, students should be able to:

1. demonstrate self-learning and self-independence in acquiring clinical skills and interacting with patients and the community.
2. work effectively as a team member as well as a leader.
3. take clinical history and perform relevant physical examination, taking into consideration the holistic approach in the respective disciplines :

    3.1 Medicine.
    3.3 Surgery.
    3.3 Obstetrics and Gynaecology.

4. formulate provisional and differential diagnoses in the respective disciplines :
    4.1 Medicine.
    4.2 Surgery.
    4.3 Obstetrics and Gynaecology.

5. relate the pathogenesis of disease to the clinical diagnosis.
6. perform basic investigations and procedures.

FF3118 INTERNAL MEDICINE

The module discusses the clinical approach to the various diseases in medicine. By applying basic and clinical sciences, the students learn through an integrated approach encompassing history taking, clinical examination and principles of patient management in a holistic manner. Students will also be expected to perform simple clinical procedures.

References

Textbook
1. Christopher H, Edwin RC, John AAH, Nicki C, Nicholas AB 2002. Davidson's Principles and Practice of Medicine, 19th Edition. Churchill Livingstone
2. Nicholas JT, Simon O. 2001 .Clinical Examination: A Systematic Guide to Physical Diagnosis, 4th Edition. Blackwell Publishers
3. Parveen JK, Michael C 2005. Kumar & Clark Clinical Medicine ,6th edition. W.B. Saunders Company

Textbook Reference
1. Anthony SF, Eugene B, Dennis LK, Stephen LH, Dan L.L, Larry JJ, Joseph L 2008. Harrison's Principles of Internal Medicine, 17th edition. The McGraw-Hill Companies Inc.
2. David AW, Timothy MC, John DF, Edward JB 2005. Oxford textbook of Medicine, 4th edition. USA , Oxford University Press

FF3618 MEDICINE AND SOCIETY III (COMMUNITY HEALTH)

The Medicine & Society III posting is an eight-week (1+7) educational program. There are seven subjects/disciplines covered during the posting:

1. Health and Hospital Management.
2. Family Health.
3. Community Nutrition.
4. Epidemiology and Statistics.
5. Occupational Health.
6. Environmental Health.
7. Health Promotion & Education.

During this posting, the medical students are exposed to health services system and activities provided by the Ministry of Health. They are also required to carry out a community survey by applying their epidemiological and statistical knowledge. The principles guiding the design of the posting stem from the ultimate objective to produce a competent medical doctor professional who will primarily serve the health needs of

the people of Malaysia. Briefing is given by the Module Head or Assistant Module Head at the beginning of each posting.

References

1. Sabin C. & Petrie A. 2005. Medical Statistics at a Glance. 2nd Ed. Blackwell Publishing USA
2. Dawson B. & Trapp R.G. 2004. Basic and Clinical Biostatistics. 4th Ed. Mc Graw Hill, New York.
3. Chan Y.H., 2003-2005. Basic Statistics For Doctors Series. Singapore Medical Journal. Freely available from http://www.sma.org.sg/smj/
   101: Data Presentation (June 2003)
   102: Quantitative Data - Parametric & Non-Parametric Tests (August 2003)
   103: Qualitative Data - Tests of Independence (October 2003)
   104: Correlational Analysis (December 2003)
   201: Linear Regression Analysis (Feb 2004)
4. Swinscow, T. D. V. 2001. Statistics at Square One. BMJ Publishing Group; 10th edition. Freely available from http://www.bmj.com/collections/statsbk/
5. Fox, J.A. 2002. Primary Health Care of Infants, Child and Adolescent. St. Louis: Mosby.

FF3128 SURGERY

The surgical posting in the 3rd year of Universiti Kebangsaan Malaysia medical school is a 7-week posting with emphasis on Professional and Personal Development (PPD) and Self Directed Learning (SDL). The students need to attend the Basic Clinical Programme design at the initial part of the rotation for one week (not include in the 7-week posting). The Department of Surgery is made up of general surgery and related surgical subspecialties such as neurosurgery, urology, and paediatric and cardiothoracic surgery. General surgery is further subdivided into the Breast and Endocrine Unit, Colorectal Unit, Hepatobiliary Unit, Upper Gastrointestinal/Minimally Invasive Surgery (MIS) Unit and Vascular Unit. Each unit is headed by a consultant (usually a Professor/ Assoc. Professor/Senior lecturer) under whom there is a clinical specialist (lecturer), registrars and medical officers who are usually Master of Surgery (MS) postgraduate students as well as houseofficers. Students are distributed among lecturers in all the units whereby the main aim is exposure to general surgery with a secondary aim of exposure to the subspecialties. Each group will have to go through 2 general surgery subspecialty unit during the 7-week rotation.

References

1. O.J. Garden, A. W. Bradbury, J. Forsythe 2002 Principles and Practice of Surgery 4th Edition : Churchill Livingstone, Edinburgh
2. Harold Ellis and Roy Yorke Calne 1972 Lecture Notes on General Surgery, 4th Edition : Blackwell Scientific Publications, Oxford
3. H.G. Burkitt, C.R.G. Quick, D. Gatt 1990 Essential Surgery : problems, diagnosis and management Churchill Livingstone, Edinburgh
4. Norman L. Browse, 2005 An introduction to the Symptoms & Signs of Surgical Disease, 4th Edition: Hodder Arnold, London
5. N.S. Williams, C.J.K. Bulstrode, P.R. O'Connell 2008 Bailey & Love's Short Practice of Surgery 25th Edition.: Hodder Arnold, London

FF3226 OBSTETRIC & GYNAECOLOGY

The Obstetric and Gynaecology module will take place over 8 weeks per group. Each group size will have between 70-72 students. Students will be expected to participate in all ward, clinic and operating theatre activities to obtain a good overall experience of obstetrics and gynaecology. The teaching components will be made up of concept lectures, tutorials and workshops.

References

1. Phil Baker 2006. Obstetrics by Ten Teachers. 18th Edition. Great Britain. Hodder Arnold.
2. Ash Monga 2006. Gynaecology by Ten Teachers. 18th Edition. Great Britain. Hodder Arnold.
3. Jeremy Oats and Suzanne Abraham. 2004. Llewellyn-Jones Fundamentals of Obstetrics and Gynaecology. 8th edition. Great Britain. Mosby.
4. DM Hart and J Norman 2000. Gynaecology Illustrated. 5th Edition. Great Britain. Churchill.
5. Kevin P Hanretty 2003. Obstetrics Illustrated. 6th Edition. Great Britain. Churchill.

FF3714, FF3723 PERSONAL & PROFESSIONAL DEVELOPMENT IIIA & IIIB

PPD module is to facilitate adaptation to clinical work and life as future doctors. There is more emphasis given to medical ethics leadership, teamwork and communication skills. The module will also familiarize the students with the uncertain nature of clinical medicine, as well as the unpredictable and varied behaviour of patients.

PRINCIPLES OF PPD-CLINICAL INTERGRATION IN YEAR 3

1 The PPD objectives are clearly defined and applicable to all postings.
2. Certain PPD objectives will be emphasized more in relevant postings.
3. Specific formal sessions for PPD are limited to general lectures only.
4. PPD learning activities need to be relevant and related to the particular clinical posting.
5. Teaching-learning activities would be integrated into the clinical sessions.
6. PPD formal assessment is compulsory. Students must pass PPD module before proceeding to year 4.

References

1. Paul Ramsden 2004 Learning To Teach In Higher Education, Second Edition New York : Routledge Falmer
2. Eileen Scholes 2003 Handbook of Communication Infinity Books
3. Peter Maguire. 2000 Communication Skills for Doctors London : Arnold,2000
4. Tony Ghaye ,Sue Lilyman. 2000 Reflection : Principles and Practice for healthcare professionals Dinton : Mark Allen
5. Frederick W. Platt ,Geoffrey H. Gordon. 2004 Field Guide to the Difficult Patient Interview Second Edition Philadelphia : Lippincott Williams &Wilkins

ELECTIVE POSTING

The aim of the elective posting is to give the student an opportunity to undertake, for a period of 2 weeks (internationally) or 4 weeks (locally) either at the end of year 3 or year 4, any humanitarian project of their interest. The expected learning outcomes are to experience and discover broader aspects of human life beyond the classroom setting, and to critically reflect on the experience in the form of a written report. The elective posting may be undertaken in any institution (governmental or non-governmental) locally or internationally. A list of institutions is provided but the student may choose an institution other than those listed after discussion with the elective posting co-ordinator. The rules, regulations and procedures pertaining to the elective posting are available in the students' web portal or from the Undergraduate Studies Secretariat.

5. 4. YEAR 4

General Objectives

At the end of Year 4, the students should be able to :

1. perform history taking, physical examination, formulate provisional and differential diagnoses, justify relevant investigations and plan patient management utilizing hospital information system, taking into consideration principle of growth and development, needs of patients and their families in relation to emergency, death and dying as well as uncertainties, medico-legal and ethical issues.
2. apply knowledge and skills in forensic medicine competently as to comply with relevant legislation.
3. function as an effective leader and demonstrate a sense of responsibility in self and professional development and life long learning ability as a junior doctor.

Specific Objectives

At the end of Year 4, the students should be able to :

1. demonstrate complete history taking relevant to the respective discipline.
2. perform complete examination relevant to the respective discipline.
3. formulate Provisional Diagnosis and Differential Diagnosis.
4. identify and justify the relevant investigations, cost consideration and interpretations of the result
5. perform common relevant procedures correctly.
6. explain relevant procedures including their indications and complications.
7. differentiate between normal psychological responses and disorders.
8. relate the knowledge of normal growth, physical and emotional development to clinical disorders
9. plan the basic principles in the management of patients in the respective disciplines.
10. apply the pharmacological knowledge of drugs commonly used in terms of efficacy, safety, suitability and cost
11. demonstrate good communication skills appropriate to the situation.
12. explain the impact of illness on the community.
13. recommend health education program to individual, family and community eg immunization, exercise, nutrition and prevention of blindness.
14. apply basic life support (BLS) methods in the appropriate situations and be certified in the Newborn Resuscitation Programme (NRP).
15. explain the needs of patients and their families in relation to difficult situations such as emergencies, dying, death and uncertainties.
16. apply knowledge and skill of forensic medicine (pathology & psychiatry) competently as to comply with relevant legislation.

17. apply knowledge in biomedical science gained in earlier years to the various clinical situations in the respective disciplines
18. evaluate the ethical issues that arise in common clinical situations.
19. plan pre- and postoperative care including postoperative pain relief.

F4118 PSYCHIATRY

This module covers the clinical approach to various syndromes and disorders in psychiatry. By applying basic and clinical sciences, the students learn through an inegrated approach of core clinical and PPD components to gain adequate knowledge and skills as well as proper attitude and holistic and conduct for a holistic management of patients.

References

A. Textbooks
1. Quick Reference to the Diagnosis Criteria from DSM-IV-TR, 2000, American Psychiatric Association.
2. Shorter Oxford Textbook of Psychiatry by Gelder; Mayou & Cowen, Oxford Medical Publications, 2001.
3. Synopsis of Psychiatry, Kaplan & Saddock, 9th edition, Williams & Wilkins, 2003.
4. Handbook of Essential Psychiatry For Undergraduate and Postgraduate Students by Ainsah Omar & Osman Che Bakar, 2007.

B. Websites
http://www.medicalstudent.com/
http://www.emedicine.com/med/PSYCHIATRY.htm
http://www.merck.com/mmpe/sec15.html
http://www.gpnotebook.co.uk/simplepage.cfm?ID=577437709&linkID=49091
http://eprints.utas.edu.au/287/
http://www.behavenet.com/capsules/disorders/dsm4TRclassificaation.htm

FF4212 OTORHINOLARYNGOLOGY

The 3 weeks posting in year 4 covers the clinical approach to the common diseases in ORL-HNS. By applying biomedical and clinical sciences, the students learn through an integrated approach encompassing history taking, clinical examination and principles of patient management in a holistic manner. Students are expected to perform and observe simple clinical procedures and surgeries.

References

1. Burton M, Leighton S, Hall IS, Robson A, Colman BH, Russell J. 2000. Hall & Colman's disease of the nose, throat and ear. 15th edition, University of Michigan, Churchill Livingstone
2. Bull PD, Clarke R. 2007. Lecture notes, Disease of the ear, nose & throat. 10th edition, Mass, Blackwell Publishing
3. Stafford ND, Youngs R. 1999. ENT Colour guide. Revised 2nd edition, Edinburgh, Churchill Livingstone
4. Dhingra PL. 2007. Disease of Ear, Nose and Throat. 4th Edition, New Delhi, Elsevier.

Website

1. www.sciencedirect.com
2. www.UTMB grandround.com
3. www.OVID Medline.com

F4314 OPHTHALMOLOGY

This is a three week posting where the students will be exposed to the common eye diseases in Malaysia. The module covers the clinical approach to the various diseases in ophthalmology.

References

1. Oliver, J., Cassidy, L. 2005. Ophthalmology at A Glance. Blackwell Science Ltd.
2. Kanski, J.J., Bowling, B. 2005. Ophthalmology In Focus. Elsievier, Churchill Livingstone.
3. Basic Ophthalmology for Medical Students and Primary Care Residents, American Academy of Ophthalmology.
4. Bruce, J., Chris, C., Anthony, B. 2003. Lecture Notes On Ophthalmology. 8th Edition. Blackwell Publishing
5. Batterrury, M., Bowling, B. 2005. An Illustrated Colour of Text of Ophthalmology. Churchill Livingstone.

F4412 ANAESTHESIOLOGY

This is a 2-week posting where the students will be exposed to the basic principles of both general and regional anaesthesia, which include the skills of maintaining an airway in an unconcious patient. The knowledge and skills of basic life support resuscitation will also be taught and assessed.

References

1. Gwinnutt, Carl. 2004. Clinical Anaesthesia (Lecture Notes). 2nd Ed. Blackwell Publishing Limited.
2. Dept. of Anaesthesiology and Intensive Care, PPUKM. 2007. Basic Life Support Course Manual. An Introduction to Cardiopulmonary Resuscitation, Basic Airway Management and Defibrillation.

FF4127 PAEDIATRICS

During this 8-week paediatric posting the students will be exposed to various aspects of clinical training in paediatric and neonatology including history taking, physical examination and assessment of developmental milestones.

References

1. Kliegman. 2005. Essential Paediatrics. 5th. Edition. Publisher.
2. Lissauer T, Clayden. 2007. Illustrated Textbook of Paediatrics. 3rd. Edition. Edinburgh: Mosby.
3. Arnold & Roberton. 2001. A Manual of Neonatal Intensive Care. 4th Edition. London: Hodder&Arnold
4. Malaysian schedule of Immunisation (2006)
5. Behrman R. E., Kliegman R.M 2007. Nelson Textbook of Paediatrics. 18th. Edition. Philadelphia; W.B. Saunders

FF4229 ORTHOPAEDICS & TRAUMATOLOGY

This will be an 8 weeks posting whereby students will be exposed to common orthopedic disorders and orthopedic emergencies, including history taking, physical examination and basic procedures. This serves as a preparatory year before entering the senior clerkship in the final year and eventually nurtures them into competent house-officers upon entering the first year of working in medical service.

References

1. Solomon L, Warwick D, Selvadurai N. 2001. Apley's System of Orthopaedics and Fractures. 8th Edition. London : Butterworth-Heinemann
2. S Terry Canale. 2002. Campbell's Operative Orthopaedics. 10th Edition
3. Spivak, J.. et. al. 2002. Orthopaedics : A Comprehensive Study Guides. 10th Edition. Mosby
4. Apley A.G., Solomon L. 1997. Physical Examination in Orthopaedic. London : Butterworth-Heinemann
5. www.wheeless.com Wheeless Textbook of Orthopaedic.

FF4713 & FF4723 PERSONAL & PROFESSIONAL DEVELOPMENT YEAR IVA & IVB

Year 4 PPD module is to facilitate further the development of professionalism in clinical work of medical students as part of the preparation to become future clinicians. There is more emphasis given to emphatic skills in doctor-patient relationship, communication skills, teamwork, leadership, and medical ethics. The module will also familiarize the students with the uncertain nature of clinical medicine, such as the challenge in breaking bad news as well as the unpredictable and varied behavior of patients.

References

1. Milos Jenicek, David Hitchcock, 2004 Evidence-Based Practice: Logic and Critical Thinking in Medicine , American Medical Association / AMA
2. Bernard Knight, 1999, Legal Aspects of Medical Practices, Churchill Livingstone. 5th Ed.
3. Tony Ghaye and Sue Lilyman 2000, Reflection : Principles and practice for healthcare professionals, Dinton, Mark Allen
4. The Doctor-Patient Relationship by Paul Freeing and Conrad M. Harris Foreword by William A.R. Thomson Peter Maguire. 2000 Communication Skills for Doctors London : Arnold,2000
5. Frederick W. Platt ,Geoffrey H. Gordon. 2004 Field Guide to the Difficult Patient Interview Second Edition Philadelphia : Lippincott Williams &Wilkins

FF4812, FF4822 & FF5816 SPECIAL STUDY MODULE (SSM) I, II & III

Special Study Module (SSM) is conducted on every Thursday afternoon throughout year 4 and the first 7 weeks of year 5. In this module students have to conduct medical research which allows them to develop their skills of communication, critical thinking, information and data handling. Students are divided into groups of 5-6 students each and assigned to supervisors from various departments. The groups of students are given

the opportunity to choose the type of medical research they wish to do. Special Study Module is a pre-requisite for the Final Professional Examination.

FF4911, FF4921 & FF5911 FORENSIC PATHOLOGY I, II & III

The forensic pathology module is a 2 years educational programme (Year 4 and Year 5) which prepares the students to deliver basic forensic pathology services at the level of junior Medical Officer to the police and relevant agencies according to the Malaysian Law. The students are required to attend lectures, observe and perform postmortem examination under lecturer's supervision, prepare postmortem report, and present the findings in a moot court as a junior Medical Officer.

References

1. Shahrom AW. 2001 Patologi Forensik. Dewan Bahasa Dan Pustaka
2. Simpson and Knight. 1991. Forensic Medicine. 10th Edition. Kent : Edward Arnold.
3. Knight B. 2004. Forensic Pathology. 3rd Edition. Edward Arnold.
4. Knight B. 1992. Legal Aspects of Medical Practice. 5th Edition. Edinburgh : Churchill Livingstone.
5. Spitz and Fisher. 1993. Medicolegal Investigation of Death. 3rd Edition. Springfield : Charles C. Thomas.

5. 5. YEAR 5

General Objectives

At the end of Year 5, the students should be able to :

1. function as a junior doctor under direct supervision of a specialist.
2. conduct a research project and present the findings.
3. communicate effectively as a doctor, team member and assume leadership role in relevant situations.
4. demonstrate life long learning ability as a basis for future development in one's medical career.

Specific Objectives

At the end of Year 5, the students should be able to :

1. describe principles of health management including functions of managers, organizational behaviour and human resource management.
2. describe basic economic issues of healthcare, including cost management, health insurance, managed care and referral system.
3. describe concept, organization, and function of urban health authority.
4. describe occupational accidents, rehabilitation and compensation process, and workplace hazards.
5. prepare a research proposal.
6. perform a research project in a chosen field of health using appropriate methods.
7. apply critical thinking skills throughout the conduct and process of research.
8. present research findings verbally, visually and in writing.
9. relate the various medicolegal aspects to clinical practice.
10. analyze the principles and practice of organizational leadership.
11. apply the dual role of doctors as team leaders and team players.
12. demonstrate good communication skills in special clinical situations such as bereavement, HIV counseling, etc.
13. apply critical thinking and learning skills in the pursuit of life-long learning and continuous professional development
14. apply medical information technology such as Hospital Information System, Electronic Medical Record, Telemedicine, etc
15. apply skills at interviews, preparing resume, and management of self, finances and health.
16. manage common problems that present to primary care practices in an evidence-based and cost-effective manner that utilizes.
17. manage mental health conditions.
18. clerk, perform physical examination, outline management plan on newly admitted patients.

19. assist the ward team in day to day management of patients.
20. assist in basic ward procedures.
21. competent in performing basic clinical procedures and interpretations of basic clinical laboratory results.
22. demonstrate good patient-doctor relationship through fine communication skills, ethical practice, appropriate bedside manners and a high degree of professionalism.
23. recognize the role of epidemiology in health promotion, disease prevention and control.
24. assist in the management of clinical emergencies.
25. assist in taking consent for a procedure and surgery.
26. assist in clinical procedures.
27. carry out patient and family counseling sessions.
28. break bad news.
29. perform on-call duties.
30. perform basic labour room procedures including normal delivery and episiotomy suturing.

FF5115 FAMILY MEDICINE

On completion of this 5-week module, the student should be able to:

1. Perform competently a patient-centered consultation in the following types of patient encounters:
   i) Illness-oriented
   ii) Health-maintenance
   iii) Undifferentiated problem-based
2. Understand the concept of continuity of care in patient management.
3. Diagnose common problems that present to a primary care practice.
4. Manage common health problems in primary care.
5. Perform common procedures typically conducted in primary care settings.
6. Interpret investigations commonly performed in primary care.
7. Assess the psychosocial, cultural and familial influences that have impact on the patient's health and disease.
8. Demonstrate effective doctor-patient relationship.
9. Demonstrate good working relationships with healthcare team members.
10. Plan and discuss aspect of health maintenance and promotion nd disease prevention.
11. Identify patients who require secondary or tertiary care.
12. Identify relevant care services in the community.
13. Develope skills to enable lifelong learning.
14. Utilize the information based technology for learning process (e-learning)
15. Understand the basic principles of pallative care in managing terminally ili patients.

References:

1. Rakel R. Editor. 2001 Textbook of Family Practice. 6th Edition. W B Saunders; 2001
2. J. Murtagh. General Practise. 3rd Edition. Mc Graw Hill Book Co; 2007
3. Taylor R. Editor. Fundamentals of Family Medicine : The Family Medicine Clerkship Textbook. 2nd Edition. Springer Pub Co: 1998
4. Mc Whinney, IR.A Textbook of Family Medicine. 2nd Edition. Oxford University Press; 1997
5. Jones R, Britten N, Culpepper L. Gass D, Grol R, Mant D et al. Oxford Textbook of Primary Care Medicine. Oxford Uniersiy Press; 2004
6. Weiss B. Editor. Twenty Common Problems in Primary Care. Mc Gram Hill; 2000
7. Sloane P, Slatt L, Ebell M, Jacques L, Editors Essentials of Family Madicine, 4th Edition. Lippincott Williams & Wilkins; 2001
8. Steele DJ, Susan JL, McCurdy FA, Editors Student Guide to Primary Care, Making the Most of Your Early Clinical Experiences. Hanley and Belfus; 2003
9. Montauk SL, Ricer R, Filak, Editors A Guide to The Family Medicine Clerkship. Lippincott Williams & Wilkins; 2001
10. Saultz J, Editor. Textbook of Family Medicine. McGraw-Hill; 1999

FF5213 EMERGENCY MEDICINE

Emergency medicine module exposed the students to clinical approach of various common emergency cases that includes resuscitation and traumatology .The students can expect to encounter a wide variety of patients with emergent, urgent & non-emergency problems. Our goal is to ensure the student completes the rotation with a general understanding of the principles of pre-hospital care, initial evaluation & stabilization of critically ill patients; when to consult for further management; and appropriate disposition of emergency patients. While it is impossible within this short module for the students to grasp the entire breadth & depth of emergency medicine it is hope that it can create a different perspective towards modern emergency care through experiential learning techniques. Students are expected to breathe with current medical knowledge.

References

1. Shirley Ooi, Peter Manning. Guide to the essentials in Emergency Medicine. Singapore: McGraw-Hill, 2004
2. Mark Bisanzo, Micheal R. Filbin. Emergency management of the trauma patient. Case, Algorithms, Evidence. Lippincott Williams and Wilkins, 2007
3. Kimball A. Prentiss, Nathan W. Mick. Emergency management of the pediatrics patient. Case, Algorithms, Evidence, Lippincott Williams and Wilkins, 2007
4. Website : www.trauma.org.

FF5216 INTERNAL MEDICINE II

During this posting, the concept of senior clerkship is introduced in the second part of the medical attachment in order to train and prepare the final year students prior to their internship, so that they are familiar and competent in handling acute and chronic medical cases.
References

1. Haslett Christopher, Davidson's Principles and Practice of Medicine. Churchill Livingstone, 20th edition, 2006.
2. Talley, Nicholas J and O'Connor, Simon. Clinical Examination: A Systemic Guide to Physical Diagnosis, 5th edition, 2005.
3. Kumar, Parveen / Clark, Michael, Kumar & Clark Clinical Medicine, 6th edition, 2005.
4. Malaysia's Clinical Practice Guidelines
5. Kasper, Dennis L, Harrison's Principles of Internal Medicine. New York. The McGraw-Hill Companies Inc.17th edition.2008
6. David A. Warrell, Timothy M. Cox. 2003. Oxford Textbook of Medicine. 4th Edition.

FF5126 SURGERY II

During the 7 week posting, the students will initially be given a week of refresher course which will include seminars and lectures on specific topics plus demonstrations on basic surgical procedures. Following this, they will devided into 2 groups; each group will be required to spend a 3 week rotation each in UKMMC and Teluk Intan Hospital. The group at UKMMC will be further devided based on the 5 units in thye General surgery consisting of:

1. Breast and Endocrine Surgery
2. Colorectal Surgery
3. Hepatobiliary Surgery
4. Vascular Surgery
5. Minimally Invasive Surgery.

Each lecturer is required to teach at least weekly for a minimum of an hour. However, the leaders of the subgroups are responsible to contact the lecturers themselves, early in the posting, to arrange for these teaching sessions which are usually conducted in the wards. Other additional teaching sessions usually take place in the operation theatres, clinics and endoscopy suites. Students are exposed to the concept of senior clerkship during their surgical attachment. The senior clerkship serves to prepare the students to become familiar and competent in handling common surgical cases and perform simple

day-to-day procedures as surgical house officers. The current module will give more emphasis in basic surgical emergencies and procedures. Apart from these, the general surgical posting also imparts the personal and professional developement module in the training. In line with the senior clerkship concept, the students are required to go on-call and perform as "Junior House Officers".

References

Textbook
1. Forrest, Carter, Macleod: Principles and Practice of Surgery. Churchill Livingstone, Latest Edition,2005
2. Cushieri, Hennessy, Greenhalgh, Rowley and Grace; Clinical Surgery.Blackwell Science, 1st Edition 1996
3. Williamson; Scott: An Aid to Clinical Surgery. Churchill Livingstone, Latest Edition, 2005
4. Normal L Browse; An Introduction to The Symptoms and Signs of Surgical Diseases. Latest Edition, 2005

Referance Textbook:
1. Cushieri, Giles, Moossa; Essential Surgical Practice. 3rd edition.
2. Bailey and Love's short practice of Surgery, 23rd Edition.

Web Referance:
1. Surgical tutor- surgical-tutor.org.uk
2. International journal of surgery - http://www. theijs.com

FF5227 PAEDIATRICS II

This is the second paediatric posting in the medical undergraduate program. During this module, the concept of senior clerkship is introduced in order to train and prepare the students prior to the internship, so that students are familiar and competent in handling acute and chronic paediatric cases. Four weeks are in PPUKM and two weeks of this posting will be spent at a peripheral district hospital. Students are expected to perform ward work and attend ward rounds and clinics at these hospitals. The seventh week will consist of a community visit and presentation, and self-directed learning in the skills laboratory.

References

1. Lissaeur & Clayden 2007. Illustrated Textbook of Paediatrics, 3rd Edition. Publisher: Mosby

2. Kliegman 2011. Nelson Essential Pediatrics. 6th Edition. Publisher : Saunders
3. Clinical Practice Guidelines-Asthma (2004), Dengue (2004), Gastroenteritis (2001), Nephrotic Syndrome (1999)
4. Malaysian Schedule of Immunisation (2006). Source: Ministry of Health
5. Robertson 2001 & Rinnie. A Manual of Neonatal Intensive Care. 4th Edition. Publisher: Hodder & Arnold
6. Kliegman 2010. Nelson's Textbook of Pediatrics. 19th Edition. Publisher: Saunders
7. Website of MOH: http://www.acadmed.org.my/html.cpg.htm

FF5326 OBSTETRICS & GYNAECOLOGY II

The final year are reserved for more direct clinical exposure to prepare the students for the first year of working in medical service in Obstetric & Gynaecology. Students are posted to the O&G Department for duration of seven weeks in the final year. Students will be assigned according to the department rotation and supervised by department lecturers. This training will be either in PPUKM or the satellite hospitals of Teluk Intan and Hospital Slim River.

References

1. Obstetrics by Ten Teachers, Philip N Baker (ed), 18th edition, 2006.
2. Gynaecology by The Teachers, Stuart Campbell, Ash Monga (eds), 17th edition, 2000.
3. Gynaecology Illustrated. D.M. Hart, j Norman (authors), 5th edition, 2000
4. William Obstetrics, Cunningham, Leveno, Bloom et al (eds). 22nd edition, 2005
5. Jeffcoate's Principles of Gynaecology, N. Jeffcoate, Sir (author), 5th edition, 2001

FF5911 FORENSIC PATHOLOGY

The forensic pathology module is a 2-year educational programme (Year 4 and Year 5) which prepares the students to deliver basic forensic pathology services at the level of junior Medical Officer to the police and relevant agencies according to the Malaysian Law. The students are required to attend lectures, observe and perform postmortem examination under lecturer's supervision, prepare postmortem report, and present the findings in a moot court as a junior Medical Officer.

References

1. Shahrom AW. 2001. Patologi Forensik. Kuala Lumpur : Dewan Bahasa dan Pustaka.

2. Knight B. 2004. Forensic Pathology. 3rd Edition. London : Edward Arnold.
3. Simpson K. and Knight B. 1991. Forensic Medicine. 10th Edition. Kent : Edward Arnold.
4. Knight B. 1992. Legal Aspect of Medical Practice. 5th Edition. Edinburgh : Churchill Livingston.
5. Spitz and Fisher. 1993. Medicolegal Investigation of Death. 3rd Edition. Springfield : Charles C Thomas.

FF5713 PERSONAL & PROFESSIONAL DEVELOPMENT V (MEDICAL CAREER)

This PPD Module further facilitate the development of professionalism in clinical work of medical students as part of the preparation to become future clinicians. There is more emphasis given to emphatic skills in doctor-patient relationship, communication skills, teamwork, leadership, and medical ethics. This module will also familiarize you with the uncertain nature of clinical medicine, such as the challenge in breaking bad news as well as the unpredictable and varied behaviour of patients.

References:

1. Learning to teach in higher Education Second Edition, Paul Ramsden. New York : Routledge Falmer, 2004.
2. Reflection : Principles and Practice for Healthcare Professional. Toney Ghaye, Sue Lilyman. Dinton : Mark Allen, 2000
3. Field Guide to the Difficult Patient Interview, 2nd edition, Frederick W. Plarr, Geoffrey H. Hordon. Philadelphia : Lippincott Williams & Wilkins, 2004
4. Understandng Multicultural Malaysia Delights, Puzzles & Irritations. Asma Abdullah, Paul B. Pedersen. Petaling Jaya : Prentice Hall, 2003
5. The Doctor-Patient Relation. Paul Freeling, Conrad M. Harris Foreword by Willim A.R Thomson. Edinburgh Churchill Livingstone 1984

FF5816 SPECIAL STUDY MODULE (SSM)

Special Study Module (SSM) is conducted on every Thursday afternoon throughout year 4 and the first 7 weeks of year 5. In this module students have to conduct medical research which allows them to develope their skills of communications, critical thinking, information and data handling. Students are divided into groups of 5-6 students each and assigned to supervisors from various departments. The groups of students are given the opportunity to choose the type of medical research they wish to do. Special Study Module is a pre-requisite for the Final Professional Examination.

STUDENT ASSESSMENT

A. GENERAL CRITERIA

1. Assessment Terminology

Year 1, 2, 3 and 4
- Continuous Assessment (CA)
- End Semester I and II Examinations (ESE)
- Remedial / Refer Examination after End Semester II Examination

Year 5
- Continuous Assessment (CA)
- Professional Examination (PE)

2. Eligibility to sit for ESE

- Minimum attendance of 80% in teaching-learning activities
- Fulfill the criteria specified by each module

3. Eligibility to sit for PE

- Minimum attendance of 80% in teaching-learning activities
- Pass Special Study Module and Forensic Pathology

4. Criteria for Progression

Year 1 and 2
- Pass ESE, progress to subsequent year
- Fail any module in ESE,
  - sit for Remedial/Refer Examination if CMPA (PNMK) 50% and above
  or
  - repeat the year if CMPA below 50%
- Fail Remedial / Refer Examination, repeat the year
- Fail Remedial/Refer Examination with CGPA 1.00 and below, exit the programme.
- Composite marks of all components are counted as the final marks

Year 3 and 4
- Pass ESE, progress to subsequent year
- Fail two or less major modules in ESE, refer posting and sit for Remedial / Refer Examination
- Fail more than two major modules in ESE, repeat the year
- Fail Remedial / Refer Examination, repeat the year

- In major clinical modules*, students must pass all the three assessment components (CA, theory exam, OSCE) in order to pass the module
- In minor clinical modules**, composite marks of all three components are counted as the final marks
- In Medicine and Society Module and PPD Module, students must pass both components to pass the module

Year 5

- Pass the Professional Examination, a student will be awarded with the MD (UKM) degree.
- Pass with distinction in the Professional Examination, a student will be awarded the MD (UKM) degree and the distinction will be recorded in the transcript.
- Pass with distinction in the Professional Examination and fulfill all the criteria for honours, a student will be awarded the MD(Hons) (UKM) degree.
- Fail Professional Examination, repeat year 5 for 6 months

5. Grades : CGPA System

B. EXAMINATION FORMAT & DISTRIBUTION OF MARKS

Years 1 and 2

Biomedical Modules

Examinations	**Distribution of Marks**		**Total**
CA	End of Module Examination - 20%	PBL - 10%	30%
ESE - Theory	MCQ (OBA & EMI) - 50%	MEQ - 50%	100% → 50% - 70%
ESE - OSPE	≤ 5 stations - 10%	≥ 8 stations - 20%	10% - 20%

Clinical Science Modules

Examinations	**Distribution of Marks**		**Total**
Year 1 Semester II	CA – 60%	ESE – OSCE 40%	100%
Year 2 Semester I	CA – 30%	ESE – OSCE 70%	100%
Year 2 Semester II	CA – 30%	ESE – OSCE 70%	100%

Personal & Professional Modules

Examinations	Distribution of Marks		Total
Year 1 Semester I	CA – 50%	ESE - OSCE + Theory 50%	100%
Year 1 Semester II	CA – 50%	ESE - OSCE + Theory 50%	100%
Year 2 Semester I	CA – 60%	ESE – OSCE 40%	100%
Year 2 Semester II	CA – 60%	ESE – OSCE 40%	100%

Medicine & Society Modules

Year 1 & 2	CA – 30%	ESE – 70%	100%

Comprehensive Health Care

Year 2 Semester 2	CA – 100%	-	100%

Years 3 and 4

Clinical Modules* (Medicine I, O&G I, Surgery I, Orthopaedics, Paediatrics I, Psychiatry)

Examinations	Distribution of Marks	Total
CA	30%	30%
ESE - Theory	MCQ (OBA & EMI) and MEQ – 35%	35%
ESE - OSCE	35%	35%
		100%

Clinical Modules (ORL-HNS, Ophthalmology, Anaesthesiology)**

Examination	Distribution of Marks	Total
CA	30%	30%
ESE - Theory	35%	35%
ESE - OSCE	35%	35%
		100%

Personal & Professional Module***

Examination	Distribution of Marks	Total
CA	50%	50%
ESE – Theory & OSCE	50%	50%
		100%

Medicine & Society Module

Examination	Distribution of Marks	Total
CA	50%	50%
ESE – Theory & OSCE	50%	50%
		100%

Year 5

Clinical Modules (Medicine II, O&G II, Surgery II, Pediatrics II, Family Medicine, Emergency Medicine)

Examination	Distribution of Marks	Total
CA	30%	30%
PE – Theory	MCQ I & II (OBA & EMI) - 20% & KFQ - 15%	35%
PE – Clinical	Long Case - 30% & OSCE - 70%	35%

Forensic Pathology & Special Study Modules (Prerequisite to sit for the PE)

Examination	Grading
Assessment throughout the modules in Year 4 & 5	Pass or Fail

Note:
* Major clinical modules ** Minor clinical modules
Refer Study Guides for more detailed information
PE = Professional Examination

IJAZAH DOKTOR PERUBATAN

KERJASAMA
UNIVERSITI KEBANGSAAN MALAYSIA
UNIVERSITAS PADJADJARAN

GUIDEBOOK FOR UKM-UNPAD MEDICAL PROGRAMME

1. The background and the Medicine Faculty of UNPAD

UNPAD was established by prominent society members of West Java who were eager to have an institution of higher learning for the younger generation of West Java so that they will be fully prepared to serve their country in the future.

UNPAD was established on the 11th of September 1957, through the Government Regulation No. 37 dated 24 September 1957. It was officially opened by President Soekarno on the 24th of September 1957.

At the time of its establishment, UNPAD had only four faculties. They are the Law Faculty, the Economics Faculty, the Medical and Mathematics Faculty and the Natural Sciences Faculty. Now, it has become one of the leading higher educational institutions in Indonesia with 16 faculties and 1 Graduate Programme. UNPAD offers 9 Doctoral programmes, 18 Master Studies Programmes, 42 Undergraduate Studies Programmes, 4 Professional Studies Programmes, 26 Specialist Studies Programmes, 1 Diploma (D-4) Programme, and 27 Diploma Studies Programmes (D-3).

There are Post Graduate Non-regular, Doctor (S3) 4 Disciplines and Master (S2) 11 Disciplines, who are managing the faculties and collaboration programmes within the institution and other institutions.

Among the 15 S1 Faculties, the Nursing Faculty, the Fishery and Marine Science Faculty, and the Technology of Agricultural Industry Faculty are new. They were established in the academic year of 2005/2006. A new faculty known as the Pharmacy Faculty was established from the Department of Pharmacy of the Faculty of Mathematics and Natural Sciences in the academic year of 2006/2007 due to the increasing demand for pharmacists and development in pharmaceutical science.

UNPAD's Medical Faculty is one of the oldest faculty. It was established in 1957 to fulfill the demands for medical doctors in West Java. Now, it is one of the leading Medical Faculty in Indonesia which acts as a frontier in Medical Education. It was initiated after the establishment of an English Class for Medical Education in 2001 using the SPICES approach. The SPICES approach is implemented in a regular class in 2004. This programme received national accreditation from Badan Akreditasi Nasional (BAN), the Malaysian Medical Council, and Jawatan Perkhidmatan Awam Malaysia. A Twinning Programme was introduced in 2006 between the Medical Faculty of UNPAD and Medical Faculty of University Kebangsaan Malaysia to improve the quality and regional benchmarking process.

This Twinning Programme consists of an education programme which requires a high learning process. It is based on student-centered principles towards autonomy and self-directed learning. Firstly, a pertinent case is introduced to trigger integration and to acquire new knowledge. Lab skills are provided in clinical competencies for the future physician in addition to other related learning formats such as interactive lecturing and medical laboratory activities.

Students will develop a new character during the learning process. Students will also find the new environment challenging. The different cultures between Indonesia and Malaysia may hamper the educational progress of the students. Academic staff will act as tutors and advisors to help students cope with the change. A team of counselors is available to help students to deal with their problems.

In line with the student-centered principles, the faculty provides amenities for students. The students need to know the kinds of facilities available and the way to optimize the usage.

All students are encouraged to be actively engaged in social activities through the students' organization. It is the core of the education process. However, the students need to strike a balance between their personal development in social activities and self-effort to achieve the educational outcomes.

2. The Faculty's Administrative Staff :
   Rector: Prof. Dr. Ganjar Kurnia, Ir., DEA
   Vice Rector for Academic Affairs: Prof. Dr. Husein H Bachti
   Vice Rector for Administrative Affairs: Prof. Dr. Rina Indiastuti, SE, MSIE
   Vice Rector for Student Affairs: Trias Nugrahadi, Dr., SpKN
   Vice Rector for Collaboration: Prof. Tb. Zulriska Iskandar, MSc.
   Vice Rector for Planning, Information System and Supervision: Prof. Dr. Tarkus Suganda, Ir., MSc., PhD
   Dean of the Faculty of Medicine: Prof. Dr. med. Tri Hanggono, dr
   Vice Dean I : Dr. Oki Suwarsa, dr., SpKK(K).,M.Kes
   Vice Dean II : Dr. Gaga Irawan Nugraha, dr., SpGK., M.Gizi
   Vice Dean III : A. Hussein S. Kartamihardja, dr., SpKN.,MH.Kes

Head of Department of Medical Chemistry: Dr. Diah Dhianawaty, dra.,M.Si

	Lecturer's Name	ID Number	Code Number
1.	Ramdan Panigoro,Dr.,M.Sc.,Ph.D.	130519236	C10A.0048
2.	Dr. Diah Dhianawaty D.,dra.,M.Si.	131287795	C10A.0096
3.	Samsudin Surialaga, dr.	130814476	C10A.0133
4.	Hadidjah Dahlan, dr.	131472375	C10A0193

Head of Department of Medical Biology: R.B. Soeharman Herdiningrat,dr,M.Kes

	Lecturer's Name	ID Number	Code Number
1.	Dr.Sjarifudin,drs.,MS.	130282198	C10A.0031
2.	Sudarsono,dr.,MS.	130931689	C10A.0108
3.	R.A.Retno Ekowati,dr,M.Kes.	131287337	C10A.0142
4.	R.B.Soeherman H, dr.M.Kes.	131415085	C10A.0123
5.	Nia Kania,dr,SpA.	132206507	C10A.0195
6.	Arti Rosaria Dewi, dr.	132304095	C10A.0020

Head of Department of Histology: Januarsih Iwan Abdulrachman, dr., MS

	Lecturer's Name	ID Number	Code Number
1.	Januarsih Iwan A.R., dr.,MS.	130891123	C10A.0135
2.	Achadiyani, dr.,M.Kes.	131832028	C10A.0169
3.	Siti Akbari,dra,SU.	131284244	C10A.0159
4.	Nursiah Nasution, dr.	130931691	C10A.0145
5.	Kusman Widjaja, dr.	130937899	C10A.0121
6.	Christine Arsianti, dr.	131284823	C10A.0161
7.	Deasy Silviasari Madina, dr.	132297375	C10A.0179
8.	Nur Atik, dr., M.Kes.		

Head of Department of Anatomy: Ariffin Sunggono, dr.

	Lecturer's Name	ID Number	Code Number
1.	Amillia Siddiq, dr., SpOG, M.Si	132234875	C10A.0198
2.	Ihrul Prianza Prajitno,dr,SpS	131760486	C10A.0166
3.	Solihin Danakusuma, dr.	130676862	C10A.0103
4.	Arifin Sunggono, dr.	131122440	C10A.0160
5.	Shelly, dr., MSi.	132291698	C10A.0180
6.	Yenti Permata, dr.	132297061	C10A.0178

Head of Department of Biochemistry: Samsudin Surialaga, dr., M.Si

	Lecturer's Name	ID Number	Code Number
1.	Prof. Dr. M.Nurhalim Shahib, dr.	130367229	C10A.0020
2.	Dr. Nugraha Sutadipura, dr.,MS.	130345082	C10A.0058
3.	Dr. Med. Tri Hanggono Achmad,dr	131832018	C10A.0030
4.	Anna Martiana,dra,M.Kes.	131121143	C10A.0120
5.	Adria Adnan,dra.,M.Kes.	131121450	C10A.0138

6.	Eson Darsono, dr.	130367226	C10A.0112
7.	Julius Broto Dewanto,dr	140097701	C10A.0134
8.	Haryono Tansah, dr.	130937883	C10A.00139
9.	Anisah Dahlan, dra.	131653074	C10A.0174
10.	Mohammad Ghozali, dr.	132303005	C10A.0218
11.	Hen Hen Heryaman,dr	132317283	C10A235

Head of Department of Physiology: Prof. Dr. Ambrosius Purba, dr., AIF,MS

	Lecturer's Name	ID Number	Code Number
1.	Prof.Dr.Wahyu Karhiwikarta,dr, SpKO	130217752	C10A.0001
2.	Prof.Dr. Ambrosius Purba,dr,MS.	130519234	C10A.0023
3.	Prof.Dr. Ieva Baniasih,dr.	130217753	C10A.0043
4.	Dr.Adjat Sedjati Rasjad,dr.,MS.	130354267	C10A.0073
5.	Dr.med.Setiawan, dr.	132169951	C10A.0164
6.	Vita Murniati Tarawan, dr.,SpOG, MKes.	131832029	C10A.0172
7.	Jimmy Setiadinata, dr., MKes., AIF.	130528204	C10A.0132
8.	Harry Emilie Saroinsong, dr.	130701616	C10A.0111
9.	Reni Farenia S., dr., MKes.	130931692	C10A.0150
10.	Juliati, dr.	131472359	C10A.0158
11.	Iceu Dimas Kulsum, dr.	132300267	C10A.0214

Head of Department of Anatomical Pathology: Bethy Suryawathy Hernowo, dr., SpPA(K).,Ph.D

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1.	Bethy Suryawathy,dr,SpPA-K,Ph.D	131408371	C10A.0122
2.	Lasma Rohani Pohan,dr,SpPA-K,M.Kes.	130366408	C10A.0054
3.	Ismet Muchtar Nur,dr,SpPA-K,MM	130528216	C10A.0094
4.	Sri Suryanti,dr,SpPA-K,MS	131760493	C10A.0148
5.	Suseno Hadi,dr,SpPK,M.Kes.	140098293	C10A.0113
6.	Makmuri Jusuf,dr,SpPA-K	130887066	C10A.0141

Head of Department of Clinical Pathology: Dr. Ida Parwati, dr., SpPK(K)

	Lecturer's Name	ID Number	Code Number
1.	Monang Siahaan,dr,SpPK	130345070	C10A.0039
2.	Subarna,dr,SpPK	130345071	C10A.0056
3.	Johanes Eddy Gunawan,dr,SpPK	130545069	C10A.079
4.	Agnes Rengga Indrati, dr.SpPK	132207282	C10A.0196
5.	Silvia Rachmawati,dr,SpPK	140173577	C10A.0101
6.	Dr. Ida Parwati, dr.,SpPK	140141983	C10A.L159

Head of Department of Parasitology: Neneng Syarifah Syafei, dr.

	Lecturer's Name	ID Number	Code Number
1.	Prof. Dr. Ridad Agoes,dr,MPH, DAPE	130282228	C10A.0022
2.	Mohammad Rizky Akbar, dr., M.Kes.	132206505	C10A.0194
3.	Tini Rusmartini,dr,SpParK	130528263	C10A.0067
4.	Dudu Sundusi, dr.	130610660	C10A.0174
5.	Neneng Sarifah Safei, dr.	131422886	C10A.0117

Head of Department of Pharmacology: Suryo Sutanto, dr.

	Lecturer's Name	ID Number	Code Number
1.	Prof.Dr. Herri S.Sastramihardja, dr.,SpFK-K	130367217	C10A.0010
2.	Prof.Dr.R.Muchtan Sujatno, dr., SpFK-K	130321215	C10A.0011
3.	Agus Abdurachim Dahlan, dr.,Ph.D.	131903938	C10A.0171
4.	Trully Deti Rose Sitorus,dr,M.Kes.	131606777	C10A.0154
5.	Rovina, dr,SpPD.	132169963	C10A.0187
6.	Armaya Ariyoga, drs.med.,M.Kes.	131414887	C10A.0114
7.	Kuswinarti Hidayat,dra.,Apt,MS.	131687842	C10A.0144
8.	Suryo Sutanto, dr.	130522133	C10A.0085
9.	Siti Suparti, dr.	130675659	C10A.0086
10.	Ike Rostikawati Husen, dr.	131760480	C10A.0155
11.	Enny Rahmawaty, dr., M.Kes.	132296245	C10A.0177
12.	Eva Mardiana Hidayat, dr., M.Kes.	132306090	C10A.0225
13.	Widya Wicaksono Hartanto,dr	132316874	C10A0231

Head of Department of Medical Pharmacy: Utju Djuariah, dra., Apt., MS, AFK

	Lecturer's Name	ID Number	Code Number
1.	Utju Djuariah,dra.,Apt. MS.,AFK	130519219	C10A.0098
2.	Istriati,dra.,Apt.,M.Kes.	130695104	C10A.0151
3.	Amnah Ruslan,dra.,Apt.M.Kes.	130931693	C10A.0140
4.	Emma Nurdiamah,dra.,Apt.,M.Kes.	130931694	C10A.0147

Head of Department of Microbiology: Dr. Sunarjati Sudigdoadi, dr., MS., SpMK

	Lecturer's Name	ID Number	Code Number
1.	Prof.Dr.Imam Supardi, dr.,SpMK	130321206	C10A.0004
2.	Dr. Sadeli Masria, dr.,SpMK, MS DMM	130522765	C10A.0059
3.	Dr. Sunarjati, dr.,SpMK,MS.	130808640	C10A.0070

4.	Dr.Usep Abdullah Husin,dr,SpMK, MS	130522110	C10A.0118
5.	Atin Amalia Hendradjatin,dra,MS, DMM	130528194	C10A.0068
6.	Yanti Mulyana,dra,MS,DMM	130936711	C10A.0106
7.	Ramlan Sadeli,dr, SpMK, MS	130519218	C10A.0137
8.	Ine Kuswardinah,dra,M.Kes.	131471341	C10A.0143
9.	Imam Megantara, dr.,SpTHT,M.Kes.	132484460	C10A.0185
11.	Rina Adeline, dr.,M.Kes.	132169954	C10A.0189
12.	Chrysanty,dr,MKes	130302982	C10A.0215
13.	Gita Indah Triyanti R., dr.	132297157	C10A.0245

Head of Department of Paediatrics: Prof. Dr. Nanan Sekarwana, dr., SpAK, MARS

	Lecturer's Name	ID Number	Code Number
1.	Prof. Dr.Abdurachman Sukadi, dr,SpAK	130256598	C10A.0042
2.	Prof.Dr.Ponpon Idjradinata,Dr.,SpAK	130256897	C10A.0014
3.	Prof. Herry Garna,dr,SpAK,Ph.D	130321221	C10A.0012
4.	Prof.Cissy Rachiana,Dr.,SpAK, M.Sc.Ph.D	140086929	C10A.0046
5.	Prof.Azhali M.S.,dr,SpAK	130217733	C10A.0002
6.	Prof.Dr.Sjarief H. Effendi,dr,SpAK	130523299	C10A.0082
7.	Dedi Rachmadi S, dr,SpAK,M.Kes.	140125270	C10A.0061
8.	Heda Melinda,dr,SpAK,M.Kes.	140135802	C10A.0099
9.	Dwi Prasetyo,dr,SpA,M.Kes.	140163397	C10A.0105
10.	Dida A. Gurnida,dr,SpA,M.Kes.	140201428	C10A.0065
11.	Budi Setiabudiawan,dr,SpAK,M.Kes.	140206898	C10A.0142
12.	Rd.Reni Grahani D.M.,dr.,M Kes	132234879	C10A.0206
13.	Dany Hilmanto,dr,SpAK	140203202	C10A.0125
14.	Prof. Dr. Nanan S.,dr, SpAK,MARS	140077302	C10A.0284
15.	Prof. Alex Chaerulfatah,dr,SpAK	130528202	C10A.0057

Head of Department of Internal Medicine: H. Primal Sudjana, dr., SpPD-KPTI

	Lecturer's Name	ID Number	Code Number
1.	Prof.Dr.Sri Hartini Kariadi,dr,SpPD-KE	130235290	C10A.0015
2.	Prof.Dr.Siti Aminah A., dr.,SpPD-KGEH	130256893	C10A.0016
3.	Prof..Dr.M.Rachmat Sulaeman, dr,SpPD-KGH	130321214	C10A.0025
4.	Prof.Iman Supandiman,dr,SpPD-KHOM	130217726	C10A.0005
5.	Prof.Enday Sukandar,dr,SpPD-KGEH	130217727	C10A.0019
6.	Prof.Dr.Zulkarnaen Dachlan,dr, SpPD-KP	130365778	C10A.0036
7.	Prof. Dr.Rully M.A.Roesli,dr,SpPD-KGH	130411727	C10A.0050
8.	Panji Irani Fianza,dr,SpPD,M.Sc	131945791	C10A.0170
9.	Rudi Supriyadi, dr.,SpPD,M.Kes.	132148462	C10A.0181
10.	Andri Reza Rahmadi,dr,M.Kes.	132234875	C10A.0197

11.	Riardi Pramudio,dr,SpPD-KR	130345081	C10A.0084
12.	Augusta Y. Luhulima,dr,SpPD-KE	130528205	C10A.0136
13.	M. Begawan Bestari, dr.SpPD	132169960	C10A.0188

Head of Department of Neurology: Nani Kurniani, dr., SpS-K

	Lecturer's Name	ID Number	Code Number
1.	Thamrin Sjamsudin,dr,SpSK, M.Kes.	130528207	C10A.0090
2.	Nurdjaman Nurimaba,dr,SpSK	130528218	C10A.0092
3.	Djadjang Suhana,dr,SpSK	130528193	C10A.0095
4.	Uni Gamayani,dr.,SpS	132234880	C10A.0205

Head of Department of Dermatovenereology: Yono Hadi Agusni, dr., SpKK(K)

	Lecturer's Name	ID Number	Code Number
1.	Prof.Dr.Sudigdo Adi,dr,SpKK,MS	130610745	C10A.0041
2.	Prof.Dr.Tony Safei Djajakusumah, dr.,SpKK	130345073	C10A.0008
3.	Prof. Dr.Endang Sutedja,dr,SpKK	130367221	C10A.0062
4.	Oki Suwarsa,dr,M.Kes,SpKK	131928080	C10A.0162
5.	Reiva Farah Dwiyana.,dr,M.Kes.	132234874	C10A.0207
6.	Edhyana Kusumastuti.,dr.	132243660	C10A.0199

Head of Department of Radiology: Dr. Ristaniah D. Rose Effendi, dr., SpRad(K), M.Kes

	Lecturer's Name	ID Number	Code Number
1.	Mukadji Seno,dr,SpR	130422725	C10A.0081
2.	Achmad Bunyamin,dr,SpR	130672124	C10A.0093

Head of Department of Nuclear Medicine: A. Hussen S. Kartamihardja, dr., SpKN

	Lecturer's Name	ID Number	Code Number
1.	Prof.Dr.Johan S.Masjhur,dr,SpPD-KE,SpKN	130256894	C10A.0003
2.	A.Hussein S.K.,dr,SpKN	140172193	C10A.0100
3.	Trias Nugrahadi,dr.,SpKN	131944760	C10A.0182
4.	Basuki Hidayat,dr.,SpKN	132169951	C10A.0173

Head of Department of Psychiatry: Arifah Nur Istiqomah, dr., SpKJ

	Lecturer's Name	ID Number	Code Number
1.	Ike M.P. Siregar,dr,SpKJ,MPH	130528215	C10A.0116
2.	Iwan Arijanto,dr.,SpKJ, MKes	132130247	C10A.0184
3.	Linna Lidyana,dr.,SpKJ	131922948	C10A.0168
4.	Dr. Tuti Wahmurti,dr.,SpKJ	140061147	C10A.0044

Head of Department of Anesthesiology: Ike Sri Redjeki, dr., SpAn-KIC., M.Kes

	Lecturer's Name	ID Number	Code Number
1.	Prof. Dr. Tatang Bisri,dr,SpAn-K	130607609	C10A.0026
2.	Prof.A.Himendra Wargahadibrata,dr, SpAn-KIC	130321219	C10A.0006
3.	Iwan Fuadi,dr, SpAn, MKes	132234877	C10A.0200
4.	Prof. U. Kaswijan Adipardja,dr.,SpAn-K	130321220	C10A.0038
5.	Afifi Ruchili,dr,SpAn-K	130345068	C10A.0034
6.	Errasmus Soerasdi,dr,SpAn-KIC	130354268	C10A.0035
7.	Eri Surahman,dr,SpAn-K	130367228	C10A.0052
8.	Deddy Koesmayadi,dr,SpAn-KIC	130519233	C10A.0080

Head of Department of Surgery: Nurhayat Usman, dr., SpB-KBD

	Lecturer's Name	ID Number	Code Number
1.	Prof.Dr.Suwandi Sugandi,dr,SpBU	130345067	C10A.0030
2.	Prof. Dr.Hendro Soedjono Yuwono,dr,SpBV	130522123	C10A.0060
3.	Dr.Hafil Abdulgani,dr,SpBT	140187366	C10A.0126
4.	Prof. Dr. Basrul Hanafi Bujung,dr,SpB-KBD	130345066	C10A.0049
5.	Kiki Lukman,dr,SpB-KBD,M.Sc	131873123	C10A.0131
6.	Reno Rudiman,dr,SpB-KBD, M.Sc	131932986	C10A.0167
7.	Jajat Ruhijat,dr,SpB-KBD	130321224	C10A.0066
8.	Mumuh Muchmayrin,dr,SpBU	130321218	C10A.0071

Head of Department of Neurosurgery: M. Zafrullah Arifin, dr., SpBS

	Lecturer's Name	ID Number	Code Number
1.	Prof.Dr. Kahdar Wiradisastra, dr,SpBS	130319230	C10A.0029
2.	Benny Atmadja W., dr,SpBS	130367218	C10A.0053
3.	Setyo Widi Nugroho,dr,SpBS	132149317	C10A.0186
4.	Achmad Adam,dr,SpBS	132282189	C10A.0210

Head of Department of Obstetrics and Gynaecology: Prof. Dr. Jusuf S Effendi, dr., SpOG(K)

	Lecturer's Name	ID Number	Code Number
1.	Prof.Hidajat Widjajanegara,dr, SpOG-K	130217735	C10A.0018
2.	Prof.Dr.Firman F.Wirakusumah,dr, SpOG-K	130367225	C10A.0013
3.	Prof.Dr.Ahmad Biben.dr,SpOG-K	130321217	C10A.0021
4.	Prof. Dr.Dinan S.Bratakoesoema,dr, SpOG-K	130891281	C10A.0083
5.	Prof. Dr.Sofie Rifayani Krisnadi,dr, SpOG-K	140077739	C10A.0040
6.	Prof. Dr. Johanes C.Mose,dr,SpOG-K	140089635	C10A.0063
7.	Prof. Herman Susanto,dr,SpOG-K	130672133	C10A.0109
8.	Yudi Mulyana Hidayat,dr,SpOG	140247035	C10A.0129
9.	Prof. Dudy S. Nataprawira,dr,SpOGK	140067115	C10A.0045

Head of Department of Ophthalmology: Iwan Sovani, dr., SpM., M.Kes.

	Lecturer's Name	ID Number	Code Number
1.	Prof.Dr.Gantira Natadisastra,dr,SpM	130256911	C10A.0017
2.	Pandji A.Akbar,dr,SpM	130367224	C10A.0078
3.	Izar Aziz, dr.,SPM	140067309	C10A.130
4.	Loekman Prawirakoesoema,dr,SpM.M.Kes	130687707	C10A.0088
5.	Bambang Susetio,dr,SpM	130522161	C10A.0146
6.	Arief Sjamsulaksan K., dr.,SpM,MM	132257885	C10A.0209
7.	Shanti Fitrianti Boesoeirie,dr,SpM.M.Kes	132306092	C10A.0222
8.	R.Angga Kartiwa, dr.,SpM.M.Kes	132317747	C10A0237

Head of Department of ENT, Head and Neck: Ratna Anggraeni Agustian, dr., M.Kes, SpTHT-KL(K)

	Lecturer's Name	ID Number	Code Number
1.	Prof.Dr.M.Thaufiq S.Boesoirie, dr., SpTHT, MS.	130422724	C10A.0024
2.	Prof.Dr.Iwin Sumarman,dr,SpTHT	130235298	C10A.0007
3.	Prof.Dr.Teti Hendrawati S,dr,SpTHT	130345063	C10A.0027
4.	Dindy Samiadi,dr,SpTHT, F.AAOHNS	130307050	C10A.0055
5.	Wijana, dr,SpTHT-KL	132234881	C10A.0204
6.	Yussi Afriany Dewi, dr., SpTHT-KL	132282167	C10A.0212
7.	Denese Marie Samiadi, dr., SpTHT-KL	132302983	C10A.0216
8.	Shinta Fitri Boesoirie,dr, SpTHT-KL	132306091	C10A.0223
9.	Arief Dermawan, dr., SpTHT-KL	132306089	C10A.0224

Head of Department of Teeth and Stomatology: Etty Sofia MA, drg., SpKGA

	Lecturer's Name	ID Number	Code Number
1.	Tresye Ekayani H.,drg.	131471347	C10A.0156
2.	Marliati Hidayat,drg.	131653075	C10A.0157

Head of Department of Forensic: Noorman Heryadi, dr., SpPF, SH

	Lecturer's Name	ID Number	Code Number
1.	Noorman Heryadi,dr,SpPF,SH.	131408366	C10A0119
2.	Dr. Yoni Fuadah Syukriani,dr,M.Si., DFM	132172361	C10A.0165
3.	Chevi Sayusman, dr.	132304094	C10A.0221
4.	Susanto,dr	132316887	C10A0234
5.	Berlian Isnia Fitrasanti,dr,SIP	132316875	C10A0232

Head of Department of Orthopedics: Dr. Nucki Nursjamsi Hidajat, dr., SpOT(K), M.Kes., FICS

	Lecturer's Name	ID Number	Code Number
1.	Prof. Dr.Darmadji Ismono,dr,SpBO-K,FICS	130354271	C10A.0051
2.	Prof. Dr.Fachri Ambia Tanjung,dr,SpBO-K, M, Phil(Orth),FICS	140071173	C10A.0064
3.	Herry Herman, dr., PhD	132172363	C10A.0192
4.	Fathurachman, dr., SpBO	132234872	C10A.0201
5.	Yoyos Dias Ismiarto, dr.SpBO	132115506	C10A.0233

Head of Department of Public Health: Dr. Ardini S. Raksanagara, dr., MPH

	Lecturer's Name	ID Number	Code Number
1.	Guswan Wiwaha,dr,MM	132238876	C10A.0202
2.	Hartiati Sudarmin, dr.	130345080	C10A.0072
3.	Asril Agoes, dr.	130358795	C10A.0087
4.	Didi Supardi, dr.	130528370	C10A.0110
5.	Dr.Ardini Saptaningsih,dr,MPH	131760487	C10A.0149
7.	Dadi S. Argadiredja,dr,MPH	140057678	C10A.0009
8.	Irvan Afriandi, dr.,MPH	132169953	C10A.0191
9.	Kuswandewi Mutyara,dr, M.Sc	132234878	C10A.0203
10.	Nita Arisanti, dr.	132312515	C10A.0231
11.	Sharon Gondodiputro, dr.,MARS	140208428	C10A.0107
12.	Dr.Heni Djuhaeni, dr.,MARS	140077993	C10A.0069

13.	Elsa Pudji Setiawati,dr,MM	140223159	C10A.0127
14.	Deni Kusniadi S.dr,DESS	140216079	C10A.0128
15.	Panji Fortuna H., dr.	132316881	-

Head of Department of Nutrition: Abdullah Firmansah, dr., M.Kes., SpGK

	Lecturer's Name	ID Number	Code Number
1.	Dr.Gilang Nurdjanah,dr,Dipl.Nutr.	130354276	C10A.0075
2.	Abdullah Firmansah,dr,M.Kes.	132206508	C10A.0193
3.	Mangiring Siburian,drg.	130521313	C10A.0076
4.	Gaga Irawan, dr., MGizi	132282166	C10A.0211

Head of Department of Epidemiology and Biostatistics: Dr. Hadyana Sukandar, drs., MSc.

	Lecturer's Name	ID Number	Code Number
1.	Dr.Hadyana Sukandar,drs,M.Sc.	131415011	C10A.0102
2.	Suzy Irawati Sjahid,dr,SpA, M.Sc	132130249	C10A.0163
3.	Anggraini Widjajakusuma, dr., SpPD	132172362	C10A.0226
4.	Raden Tina Dewi Judistiani, dr.SpOG	132169948	C10A.0190
5.	Yulia Sofiatin, dr., SpPD	132130247	C10A.0183
6.	Dwi Agustian, dr., MPH	132297376	C10A.0176
7.	Lulu Eva Rahmila, dr.	132300266	C10A.0213

Head of Department of Physical Medicine and Rehabilitation: Marina A Moeliono, dr., SpRM

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1.	Tri Damiati Pandji,dr,SpRM	130677401	C10A.0152
2.	Vitriana,dr,SpRM	132234876	C10A.0208
3.	Marina Moeliono, dr., SpRM	140172190	C10AL050
4.	Sunaryo B.Wiraatmadja, dr., SpRM	140224216	C10AL051
5.	Tertianto Prabowo, dr., SpRM	140370759	C10AL052

Head of Department of Cardiology and Vascular Medicine: Eko Antono, dr., SpPD, SpJP(K)

	Lecturer's Name	ID Number	Code Number
1.	Prof.Dr.Ernijati Sjukrudin,dr, SpPD-JP	-	C10AL360
2.	Eko Antono,dr,SpPD-JP	140058710	C10AL361

3.	Abidin Prawira Kusumah,dr,SpPD-JP	140050370	C10AL362
4.	Hj.Augustine Purnomowati,dr, SpPD-JP	140091096	C10AL363
5.	Erwan Martanto, dr,SpPD	140171758	C10AL364
6.	Erwinanto,dr,SpPD	140159303	C10AL365
7.	Pintoko Tedjokusumo,dr,SpPD	140185455	C10AL366
8.	Achmad Fauzi Yahya,dr,SpJP	140350432	C10AL367

3. **Curriculum Structure:**

i. The General and Specific Objectives of The Programme

Graduates of this programme should be able to :

a. apply the principles of communication and communicate effectively with their patient, their family, the community, and other health professionals
b. perform essential basic clinical skills at the primary health care settings
c. apply basic biomedical, clinical, behavioral sciences and epidemiology in dealing with health problems.
d. attend to common health problems at various levels in a comprehensive, holistic, and continuous manner within the primary health care (PHC) settings
e. practise ethical, moral & religious behaviour
f. access, critically appraise and equip oneself with medical and health information to maintain his/her lifelong learning capacity
g. conduct medical/health researches
h. pursue further in the academic or professional education.

ii. **Course structure**

This programme has been structured to achieve the core competencies in the curriculum. Basic medical education is taught in seven semesters. Students will complete six semesters at the Medical Faculty of Universitas Padjadjaran. The remaining semesters will be incorporated in the clinical years at the Medical Faculty of University Kebangsaan Malaysia.

Basically, six educational programmes such as Freshmen Semester Programme or Fundamentals of Biomedical Sciences (FBS), Biomedical Programme (BMP), Clinical Skills Programme (CSP), Community Health Oriented Programme (CHOP), Community Research Programme (CRP), and Bioethics and Humanity Programme (BHP) are offered to all medical students.

Problems can be raised from various points of view in order to achieve horizontal and vertical integrations.

Semester

1	2	3	4	5	6
FBS I (4)	RPS(10)	EMS(7) NBS(10)	DMS(8) HIS(8)	CVS(8) RS(7)	GUS(7) GIS(7)
FBS II (4)	CSP I (2)	CSP II (2)	CSP III (2)	CSP IV (2)	CSP V (2)
FBS III (4)					
FBS IV (4)					
CHOP I (1)	CHOP II (2)	CHOP III (1)	CHOP IV (1)	CHOP V (1)	CHOP VI (2)
CRP I (1)	CRP II (2)	CRP III (1)	CRP IV (1)	CRP V (1)	CRP VI (2)
BHP I (2)	BHP II (3)	BHP III (1)	BHP IV (1)	BHP V (1)	BHP VI (1)
20	19	22	21	20	21

Description : ( ) = credit units per semester

FBS = Fundamentals of Biomedical Science
RPS = Reproductive System
EMS = Endocrine & Metabolism System

NBS = Neurobehavior and Senses System

DMS = Dermatomusculoskeletal System

RS = Respiratory System

CVS = Cardiovascular System

HIS = Haematoimmunology System

GUS = Genitourinary System

GIS = Gastrointestinal System

BHP = Bioethics & Humanities Programme

CHOP = Community Health Oriented Programme

CRP = Community Research Programme

CSP = Clinical Skills Programme

Educational Programme

The curriculum structure is built up of a set of educational programmes to guarantee a core competence achievement at the end of the course. The aim or goal of each programme is as follows:

The Freshmen Semester Programme aims to prepare students for a higher level of learning which requires autonomy and self-directed learning. Besides, the contents of fundamental biomedical sciences will be introduced in this course.

The Biomedical Programme aims to equip students with some basic medical sciences through an integrated clinical approach by applying problem-based learning.

The Clinical Skills Programme aims to train students to equip themselves with clinical skill competencies in line with the Biomedical Programme.

The Community Health Oriented Programme aims to help students learn and apply various basic principles of public health and community medicine.

The Community Research Programme aims to help students learn and apply various basic principles of research in methodology, epidemiology and biostatistics in medical practice.

The Bioethics and Humanities Programme aims to help students learn and apply various basic principles of medical ethics, laws and other humanity aspects in the medical profession.

Learning Methods
Various learning methods such as interactive lecture, tutorial, laboratory skills, medical laboratory, assignment, extramural activity and minor thesis are carried out in this programme.

An interactive lecture is taught in the freshmen semester programme. The number will be reduced gradually according to the educational needs of the students. This activity is directed towards learning and not to transform the content.

The tutorial is very important in the educational process. It is the core of problem-based learning. This activity is held in a small group with a maximum of 10 students.

The laboratory skills is taught from second semester with a maximum of 10 students coached by a trainer.

Medical laboratory activities will be offered to enhance the student's understanding on the basic concepts and principles in a medical lab. It is related to the topics discussed during the tutorial classes. It includes hands-on in the computer laboratory for CRP.

Assignments are given to students. Students will write a report based on a particular theme after attending extramural activities, reading a textbook, journal or other printed materials.

Extramural activities are organized for students in either BHP or CHOP.

Minor Thesis is optional. Students can select elective topics according to their interests. After conducting a research, students are required to write a thesis and defend it in a viva.

iii. Detailed features on each module
The Fundamentals of Biomedical Sciences I: Molecule of Life (S1.1) Module

The Fundamentals of Biomedical Sciences I is the first module in the Twinning Programme. It begins with the molecules of life and progresses to the types of bio-molecules, their reactions and bioenergetics to provide

profound insight into the mechanisms of life. In term of vertical interaction of the programme, this module will address the relevant issues of community health, research programmes and bioethics which will be taught according to the theme of the week. Students will complete this module in four weeks. This module consists of mini lectures, case-based tutorial, laboratory activities, computer skills, laboratory skills, class discussions, seminar, and extramural activities.

The Fundamentals of Biomedical Science II: Human from Gene to Body Design (S1.2) Module

The Fundamentals of Biomedical Sciences II consists of the human life from the genes to the body design. The hierarchy of organism will be elucidated from the genes, cellular life, basic tissue and the general body design. In term of vertical interaction of the programme, this module will address the relevant issues of community health, research programmes and bioethics which will be taught according to the theme of the week. Students will complete this module in four weeks. This module consists of mini lectures, case-based tutorial, laboratory activities, computer skills, laboratory skills, class discussions, seminars, and extramural activities.

The Fundamentals of Biomedical Science III: Pathology in Human Life (S1.3) Module

The Fundamentals of Biomedical Sciences III consists of the agents and mechanism of the disease. The agents of the disease can be physical, chemical and microbiological. The issues on the microbiological aspects are focused in this module. Students examine the interactions of human body systems and pathogen which can lead to the disturbance of the body's normal functions. The mechanism of the disease is based on cellular injury, infection-inflammation, haemodynamic disorders and neoplasm. In term of vertical interaction of the programme, this module will address the relevant issues of community health, research programmes and bioethics which will be taught according to the theme of the week. Students will complete this module in four weeks. This module consists of mini lectures, case-based tutorial, laboratory activity for biomedical science and computer skills, laboratory skills, class discussion, seminar, and extramural activities.

The Fundamentals of Biomedical Science IV: Basic Health Management (S1.4) Module

The Fundamentals of Biomedical Sciences IV consists of basic diagnostic and treatment as an integrated approach to health management. Basic diagnostic includes laboratory examination. The precaution in specimen

collection and handling as in In term of vertical interaction of the programme, this module will address the relevant issues of community health, research programmes and bioethics which will be taught according to the theme of the week. Students will complete this module in four weeks. This module consists of mini lectures, case-based tutorial, laboratory activities, computer skills, laboratory skills, class discussion, seminars, and extramural activities.

The Reproductive System (S2.1) Module

The birth of a baby is a joyous occasion. Only a woman can conceive, deliver and breastfeed her new born. A healthy pregnant woman giving birth to a healthy baby via the normal delivery process is an ideal picture. With the invention of many new methods and technologies, this has contributed to many ethical and social problems. The reproductive system also deals with the normal structure and physiological process, namely the changes in the hormones and the subsequent reproductive organ during menstruation and post-menopause. There will be abnormalities in the reproductive structures and functions leading to potential and serious diseases. This may be due to the infection, congenital disease, malignancy and inflammation. Among others are vaginal discharges, congenital abnormalities due to TORCH infection, cervix and breast cancer and infertility. As the reproductive system embraces the human life, students will find this topic interesting. The complexity and integration of the system also include ethical concepts, public health issue and epidemiological tools using certain statistic methods and research approach. We provide a sequence integrated learning opportunities through lectures, laboratory activities, laboratory skills, class discussions, extramural activities and tutorial as the core of problem based learning. Finally, we hope that the students will strive hard to achieve success in this course which will be conducted in 16 weeks.

Endocrine and Metabolism System (S3.1) Module

A healthy human being closely related to the hormones coordinating and maintaining the metabolism process. The endocrine system is instrumental in regulating mood, growth and development, tissue function metabolism and sexual function and reproductive processes. The nervous system and endocrine system work together to help the body function properly. Too much or too little of any hormone can be harmful to our body. There will be abnormalities of the endocrine structures and functions leading to potential and serious diseases. This includes the infection process, abnormal metabolism congenital disease, growth and development. Among others are the short stature, the disturbance of sexual hormonal production, and the abnormalities of carbohydrate metabolism. The endocrine system is related to the human life, from a cell to organism and from infancy to elderly. Students will find this topic interesting. This system includes ethical

concepts, public health issue and epidemiological tools. The module is taught in a systematic sequence of themes by means of lectures, laboratory activities, laboratory skills, class discussions, extramural activities and tutorials as the core of problem-based learning. Finally, we hope that the students will strive hard to achieve success in this course which will be conducted in 6 weeks.

Neurobehavior System (S3.2) Module

The Neurobehavior and Senses System (NBSS) incorporate knowledge and skills concerning the nerves, brain, mind, and special senses which form human beings. We need to understand the functions of each structure in order for us to get a better understanding of ourselves. There are ten trigger cases that reflect each part of the NBSS. They are Myeloradiculopathy and Somatoform disorder (peripheral nerves and sensory function), Hearing loss and vertigo (the ear and equillibrium), Decreased visual activity (the eye), Stroke (the cerebral blood flows and metabolism), Alzheimer disease and Dementia (the cerebral cortex), Mood disorder and Personality disorder (the limbic system), Epilepsy and Schizophrenia (brain activities and brain waves), Tetanus and Anxiety disorder (the autonomous nerves system), Meningitis (the protective layer, CSF, and motor function), and Cerebral Palsy with Mental Retardation (child neurobehavior). The neurobehavior system is related to the human life, from a cell to organism and from infancy to elderly. Students will find this topic interesting. This system includes ethical concepts, public health issue and epidemiological tools. The module is taught in a systematic sequence of themes by means of lectures, laboratory activities, laboratory skills, class discussions, extramural activities and tutorials as the core of problem-based learning. Finally, we hope that the students will strive hard to achieve success in this course which will be conducted in 10 weeks.

Dermatomusculoskeletal System (S4.1) Module

Dermatomusculoskeletal system is part of the supporting and maintenance system. Students will learn about the most common diseases affecting the skin, muscles, bones and joints. Students will be provided with a basic understanding of the pathophysiology, aaetiology and clinical presentation of a wide variety of infectious, traumatic, genetic, degenerative, vascular, immunologic and neoplastic diseases. The muscles and bones are covered by the skin. The musculoskeletal system is elucidated according to the regions in the human body. The dermatomusculoskeletal system is related to the human life, from a cell to organism and from infancy to elderly. Students will find this topic interesting. This system includes ethical concepts, public health issue and epidemiological tools. The module is taught in a systematic sequence of themes by means of lectures, laboratory activities, laboratory skills, class discussions, extramural activities and tutorials as the core of

problem-based learning. Finally, we hope that the students will strive hard to achieve success in this course which will be conducted in 8 weeks.

Haematoimmunology System (S4.2) Module

The haematoimmunology system consists of blood and lymphoid tissues. It concerns the study of blood, the blood-forming organs, and blood diseases. Blood contains three types of blood cells. They are erythrocytes, leucocytes and thrombocytes. Erythrocytes transport oxygen in the blood. Lymphoid tissue is part of the body's immune system that helps to protect it from bacteria and other foreign entities. The function of leucocyte can be disturbed by the formation of neoplasm. The thrombocytes and other factors contributing to haemostasis will be further discussed in this module. The rest of the module will deal with immunology. The haematoimmunology system is related to the human life, from a cell to organism and from infancy to elderly. Students will find this topic interesting. This system includes ethical concepts, public health issues and epidemiological tools. The module is taught in a systematic sequence of themes by means of lectures, laboratory activities, laboratory skills, class discussions, extramural activities and tutorials as the core of problem-based learning. Finally, we hope that the students will strive hard to achieve success in this course which will be conducted in 8 weeks.

Cardiovascular System (S5.1) Module

The cardiovascular system makes up the network that delivers blood to the body's tissues. With each heartbeat, blood is sent throughout our bodies, carrying oxygen and nutrients to all our cells. The cardiovascular system is our body's lifeline. It is composed of the heart and blood vessels, including arteries, veins, and capillaries. The heart is the vital organ in the circulatory system. Its main function is to propel blood throughout the body. Problems such as arrhythmia, and heart failure can occur in the cardiovascular system. Any abnormalities in the heart can be transferred via the vascular system to other organs. The closest organ is the lung via pulmonary circulation. The vascular system has its own regulation to maintain proper vascular tone for effective and efficient organ perfusion. Multiple organ failure may occur once this mechanism is disturbed. The cardiovascular system is related to the human life, from a cell to organism and from infancy to elderly. Students will find this topic interesting. This system includes ethical concepts, public health issue and epidemiological tools. The module is taught in a systematic sequence of themes by means of lectures, laboratory activities, laboratory skills, class discussions, extramural activities and tutorials as the core of problem-based learning. Finally, we hope that the students will strive hard to achieve success in this course which will be conducted in 8 weeks.

Respiratory System (S5.2) Module

The respiratory system helps us to breathe. The lungs and respiratory system allow oxygen in the air to be taken into the body. It also enables the body to get rid of carbon dioxide in the air breathed out. It helps to maintain our body temperature and eliminate excess water from the body. Disorders in the respiratory system will give impact to homeostasis. Students need to have a basic understanding and knowledge of structure, function, pathogenesis, diagnosis and management of various malformation, inflammatory, neoplasms, degenerative and traumatic disorders of respiratory system in order to be a competent GP. The respiratory system is related to the human life, from a cell to organism and from infancy to elderly. Students will find this topic interesting. This system includes ethical concepts, public health issue and epidemiological tools. The module is taught in a systematic sequence of themes by means of lectures, laboratory activities, laboratory skills, class discussions, extramural activities and tutorials as the core of problem-based learning. Finally, we hope that the students will strive hard to achieve success in this course which will be conducted in 6 weeks.

Gastrointestinal System (S6.1) Module

The gastrointestinal system is the body system that processes food so that it can be used by the body. It also gets rid of waste after digestion. The individual components of the gastrointestinal system are mouth, salivary glands, oesophagus, pharynx, stomach, small intestines, large intestines, rectum, anus, liver, pancreas, and gallbladder. The primary purpose of the gastrointestinal tract is to break down food into nutrients which can be absorbed into the body to provide energy. The abnormality of the structures of the organ will lead to functional impairment such as inappropriate peristaltic process due to the muscular hypertrophies of the obstruction by any intussuception or bulging of the tumour in the digestive tract wall. Excessive acid secretion and reduced mucous or bicarbonate secretion will contribute to inflammation and ulcer. The gastrointestinal system is related to the human life, from a cell to organism and from infancy to elderly. Students will find this topic interesting. This system includes ethical concepts, public health issue and epidemiological tools. The module is taught in a systematic sequence of themes by means of lectures, laboratory activities, laboratory skills, class discussions, extramural activities and tutorials as the core of problem-based learning. Finally, we hope that the students will strive hard to achieve success in this course which will be conducted in 8 weeks.

Genitourinary System (S6.2) Module

The genitourinary system is the organ system of the reproductive organs and the urinary system. This module will be focusing on the role of the urinary system that produces, stores, and eliminates urine. It will focus on excretion,

homeostasis regulation, and endocrine and metabolism function. Students will be exposed to cases related to the genitourinary diseases in various hospitals to gain a deep understanding of integrated basic sciences in the genitourinary system. The genitourinary system is related to the human life, from a cell to organism and from infancy to elderly. Students will find this topic interesting. This system includes ethical concepts, public health issue and epidemiological tools. The module is taught in a systematic sequence of themes by means of lectures, laboratory activities, laboratory skills, class discussions, extramural activities and tutorials as the core of problem-based learning. Finally, we hope that the students will strive hard to achieve success in this course which will be conducted in 8 weeks.

4. Appendix

Assessment Methods

i. Student assessment:

Examination Structure

Examinations will be a mix of formats including written examination, multiple choice questions (A - one best answer and R-type Extended Matching Questions) and modified essay questions. Students are required to write a report after completing the extramural activity and research project.

Objective Structured Oral Case Analysis (OSOCA) is carried out to evaluate the students' level of clinical reasoning or critical thinking based on case presentation.

Objective Structured Clinical Examination (OSCE), and Objective Structured Practical Examination (OSPE) is also carried out to assess students.

The following table shows the types of educational programme and the examination structure.

Programme	MCQ	Essay	Oral	Practical Exam	Written Report
FBS	√		√		
BMP	√		√		
CSP				√	
CHOP	√		√		√
CRP	√		√	√	√
BHP	√	√	√		

Tutors will evaluate the students' attitude and behaviour and a portfolio will be established.

Examination Schedule

Examination will be carried out twice a semester (every 8 weeks). A comprehensive examination will be conducted at the end of every semester.

A formative test will be conducted every 2 weeks to provide feedback to the students regarding their progress.

Grade Breakdown

A grading system is used to determine the final marks of the student's results.

The following table shows the required percentage:

Programme	Mid-term	Final	Comprehensive	OSOCA	Practical Exam	Others
FBS	40	20	40			
BMP	40	20	40			
CSP					100	
CHOP	25/20	25/20	25/20	25/20		0/20
CRP	25/20	25/20	25/20	25/20		0/20
BHP	25/20	25/20	25/20	25/20		0/20

Minor Thesis :

Supervision : 60%

Oral examination : 40%

The passing mark is determined using the criterion reference.

Grade C is the passing grade. The passing grade in OSCE is Grade A.

Grading System

Raw Score	Grade	Marks
80 – 100	A	4.00
76 – 79	B++	3.50
72 – 75	B+	3.25
68 – 71	B	3.00
64 – 67	C++	2.75
60 – 63	C+	2.50
56 – 59	C	2.00
45 – 55	D	1.00
< 45 E	0	

Remedial Examination

Remedial examination is a must for students who obtained Grade D or Grade E. Students with Grade C and above can sit for the remedial examination to obtain better results. This is restricted to 4 courses. The best results will be taken into account, except for OSOCA which requires a Grade C. Students who fail in certain areas of the OSCE are required take the remedial examination.

The remedial examinations for OSOCA and OSCE will be conducted immediately after their first attempt. The remedial examination for MDE will be conducted at the end of the year after the first judicium.

Students who are absent without permission on the day of the examination will automatically be awarded with Grade E.

Judicium

It aims to evaluate the educational progress of the students. It consists of two phases:

1. First Judicium
   Students will know their academic progress and apply the relevant remedial strategy.
2. Second Judicium

The decision regarding promotion, drop-out or graduation will be determined here.

Promotion Criteria

A promotion will be given to students if they fulfill the minimum requirements for all programmes. One or more failing grades or a cumulative grade point

average below 20% may be considered evidence of unsatisfactory results and be grounds for dismissal from promotion.

Drop-out penalty

Students who fail to fulfill the promotion criteria twice in consecutive years; will be rejected by the university.

Criteria for Graduation

Students will be awarded with a Bachelor in Medicine if they fulfill the requirements below:

1. A minimal CGPA of 2.5.
2. Pass all subjects within 12 semesters.
3. Fulfill all the administrative requirements at the Faculty/University.

Length of study

According to the curriculum structure, then the optimum length of study is 6 semesters. However, the students are allowed to extend the study until maximum 10 semesters for any acceptable reasons.

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iii. Admission Requirements

Admission is based on the results of written examination, MMPI (personality test), English Proficiency Test, and Grade Point Average

scores. Qualified applicants will be requested to attend an interview conducted by interviewers from UNPAD and UKM prior to acceptance decisions.

PERATURAN-PERATURAN
FAKULTI PERUBATAN

DI BAWAH PERUNTUKAN PERATURAN-PERATURAN
UNIVERSITI KEBANGSAAN MALAYSIA
(PENGAJIAN SARJANAMUDA) 1990

1. Syarat-syarat Penerimaan Masuk

1.1. Keperluan Pelajaran Asas

1.1.1. Sijil Pelajaran Malaysia

Calon-calon mestilah lulus peperiksaan Sijil Pelajaran Malaysia (SPM) atau peperiksaan yang setaraf dengannya serta lulus dengan kepujian dalam mata pelajaran Bahasa Melayu/Bahasa Malaysia atau Bahasa Melayu/Bahasa Malaysia Kertas Julai dan;

1.1.2. Sijil Tinggi Persekolahan Malaysia atau yang setaraf

1.1.2.1. Calon-calon mestilah lulus peperiksaan STPM dengan mendapat sekurang-kurangnya PNGK 2.00 dan mendapat sekurang-kurangnya :

i. Gred C (NGMP 2.00) dalam matapelajaran Pengajian Am ; dan

ii. Gred C (NGMP 2.00) dalam dua matapelajaran lain dan mendapat sekurang-kurangnya Tahap 1 (Band 1) dalam Peperiksaan Malaysian University English Test (MUET)

1.1.2.2. Calon-calon yang memohon masuk ke Fakulti Perubatan mestilah lulus sekurang-kurangnya Gred B (NGMP 3.00) matapelajaran berikut :

- Matematik T/Matematik Lanjutan T
- Kimia
- Biologi

1.1.2.3. Calon-calon mestilah juga telah lulus Malaysian University English Test (MUET) dengan mendapat sekurang-kurangnya Tahap 3 (Band 3).

ATAU :

1.1.3. Sijil Matrikulasi

1.1.3.1. Bagi kemasukan ke mana-mana program IPTA di Malaysia, umumnya calon-calon mestilah lulus kursus Matrikulasi Kementerian Pelajaran Malaysia/Asasi Sains UM/Asasi Sains UiTM dengan mendapat sekurang-kurangnya PNGK 2.00 dan mendapat sekurang-kurangnya Tahap 1 (Band 1) dalam Malaysian University English Test (MUET). Walaubagaimanapun, calon yang memohon masuk ke Fakulti Perubatan mestilah lulus Malaysia University English Test (MUET) dengan mendapat sekurang-kurangnya Tahap 3 (Band 3).

1.1.3.2. Calon-calon yang memohon masuk ke Fakulti Perubatan mestilah lulus semua matapelajaran peng-khususan dan mendapat sekurang-kurangnya Gred B (NGMP 3.00) dalam matapelajaran berikut;

- **Biologi**
- **Kimia**
- **Matematik**

(Mesyuarat Penyelarasan Syarat Kemasukan Ke Program Pengajian Lepasan STPM/Setaraf Sesi Akademik 2007/2008 - 16 Oktober 2006)

1.2. Syarat-syarat Masuk Yang Lain

Calon-calon mestilah juga :

1.2.1. dapat memuaskan Senat tentang kecekapan mereka bertutur dalam Bahasa Malaysia ;

1.2.2. mengambil apa-apa ujian serta menghadiri temuduga seperti yang ditentukan oleh Senat untuk menilai kelayakan mereka mengikuti kursus di Universiti ;

1.2.3. menunjukkan lazimnya bahawa mereka berumur tujuh belas tahun atau lebih pada hari pertama tahun akademik yang mereka mohon masuk ;

1.2.4. menunjukkan bukti dalam borang yang disediakan oleh Universiti bahawa mereka adalah cukup sihat dan berupaya untuk mengikuti kursus pengajian di universiti ; dan

1.2.5. memenuhi apa-apa syarat lain yang ditetapkan oleh Senat dari semasa ke semasa.

1.3. Penerimaan masuk calon ke Fakulti bergantung kepada budi bicara Senat.

2. Struktur Pengajian

2.1. Kursus

2.1.1. Fakulti

Calon-calon dikehendaki mengikuti semua kursus yang ditetapkan oleh Fakulti. Semua kursus Fakulti adalah kursus wajib. Calon-calon di peringkat klinikal dikehendaki mengikuti kesemua program kepaniteraan atau posting yang ditentukan.

2.1.2. Universiti

Calon-calon dikehendaki mengikuti kursus-kursus Universiti seperti yang ditetapkan berikut :

2.1.2.1 LAPAN (8) unit kursus Tamadun Islam dan Tamadun Asia, Hubungan Etnik dan Asas Keusahawanan seperti yang ditetapkan oleh Senat;

2.1.2.2 LAPAN (8) unit kursus kokurikulum seperti yang ditetapkan oleh Senat.

**** Bagi pelajar-pelajar perubatan, Kursus Universiti tidak dikira di dalam pengiraan PNGK.***

2.2. Tempoh Pengajian

2.2.1. Calon-calon mesti mengikuti kursus ijazah Doktor Perubatan tidak melebihi tujuh (7) sesi di mana pengajian Tahun 1 dan 2 ditetapkan

tidak melebihi 3 sesi dan Peperiksaan Ikhtisas Akhir boleh diambil tidak melebihi 3 kali tertakluk kepada tempoh pengajian tujuh (7) sesi. Walau bagaimanapun, pelajar boleh merayu untuk dibenarkan menduduki Peperiksaan Ikhtisas (Ulangan) satu (1) kali lagi tertakluk kepada persetujuan Fakulti dan Senat.
(Senat Ke-307 - 16 Julai 2003)

2.2.2. Calon-calon program berkembar Ijazah Doktor Perubatan mesti mengikuti kursus tidak melebihi sembilan (9) sesi di mana pengajian Tahun 1, 2 dan 3 adalah ditetapkan tidak melebihi 4 sesi dan sesi pengajian Tahun 3, 4 dan 5 tidak melebihi 5 tahun. Peperiksaan Ikhtisas Akhir boleh diambil tidak melebihi 3 kali tertakluk kepada tempoh pengajian sembilan (9) sesi. Walau bagaimanapun, pelajar boleh merayu untuk dibenarkan menduduki Peperiksaan Ikhtisas (Ulangan) satu (1) kali lagi tertakluk kepada persetujuan Fakulti dan Senat.

2.2.3 Calon-calon yang dikecualikan daripada sebilangan unit kursus semasa penerimaan masuk, tempoh minimum yang dikenakan untuk menyelesaikan kursus pengajian bagi ijazah bergantung kepada bilangan kursus/tahun yang dikecualikan. Bagi calon-calon yang memenuhi syarat pengecualian ini, tempoh minimum untuk mengikuti kursus perubatan adalah selama 3 tahun di peringkat klinikal tertakluk kepada perakuan Fakulti.

2.3 Pendaftaran Kursus

2.3.1 Calon-calon dikehendaki mendaftar kursus-kursus yang ditentukan pada setiap sesi, kecuali calon-calon di peringkat praklinikal yang dikehendaki mendaftar kursus-kursus berkenaan pada setiap semester. Pendaftaran kursus-kursus tersebut hendaklah dilakukan mengikut syarat-syarat yang ditetapkan oleh Fakulti.

2.3.2 Penukaran kursus yang didaftarkan boleh dilakukan hanya dalam tempoh dua (2) minggu pertama permulaan tiap-tiap semester.* (KURSUS UNIVERSITI)

2.3.3 Pengguguran kursus yang didaftarkan boleh dilakukan dalam tempoh 4 (empat) minggu pertama permulaan tiap-tiap semester. Pengguguran selepas minggu ke 4 sehingga minggu ke 10 akan diberikan gred TD (Tarik Diri). Kursus yang digugurkan ini tidak akan diambil kira di dalam Penilaian Gred.* (KURSUS UNIVERSITI)

3. Struktur Penilaian*

3.1. Pemberian markah dan gred bagi setiap semester atau sesi adalah untuk setiap kursus dan penilaian-penilaian lain yang diadakan di sepanjang semester, peperiksaan akhir semester dan peperiksaan ikhtisas.

3.2. Pemberian markah dan gred untuk sesuatu kursus Fakulti tanpa peperiksaan akhir semester adalah dengan cara penilaian berasaskan kepada kerja kursus dan/atau penilaian lain yang diadakan sepanjang semester.* (SSM/ CLERKSHIP-TAHUN 5)

3.3. Markah dan gred (serta nilai gred) yang diberikan kepada sesuatu kursus adalah seperti berikut: (KURSUS TAHUN 1-5)

Markah (%)	Gred	Nilai Gred	Taraf
80 ke atas	A	4.00	Cemerlang
75 - 79	A-	3.67	
70 – 74	B+	3.33	
65 – 69	B	3.00	Kepujian
60 – 64	B-	2.67	
55 – 59	C+	2.33	
50 – 54	C	2.00	Lulus
47 – 49	C-	1.67	Gagal
44 – 46	D+	1.33	
41 – 43	D	1.00	
40 ke bawah	E	0.00	

3.4 Gred-gred berikut diberikan tanpa markah atau gred/nilai gred :

3.4.1. L/K (Lulus/Kandas) iaitu gred yang diberikan kepada pelajar-pelajar yang mengambil kursus yang keputusannya tidak digredkan tetapi hanya diberikan catatan “lulus” atau “kandas” sahaja.

3.4.2. TL (Tidak Lengkap) iaitu gred yang diberikan dengan kebenaran Fakulti kepada pelajar yang tidak dapat menyelesaikan sekurang-kurangnya 70% daripada keperluan kursus atas alasan yang munasabah. Pelajar perlu melengkapkan tugasan tersebut selewat-lewatnya dua (2) minggu selepas pendaftaran semester berikutnya untuk mendapat penilaian penuh dan gred.

3.4.3. SM (Sedang Maju) iaitu gred yang digunakan bagi sesuatu kerja atau projek yang melebihi satu semester untuk disiapkan. Ia tidak diberi mata nilaian tetapi unit baginya hanya dikira untuk penentuan unit umum bagi sesuatu semester dan bukan untuk keperluan penilaian untuk mendapatkan ijazah. Unit dan nilai gred bagi kerja atau projek tersebut hanya diambil kira bagi maksud pengiraan jumlah unit untuk keperluan ijazah dan purata nilaian apabila simbol SM digantikan dengan gred.

3.4.4. U (audit) iaitu gred yang diberikan kepada pelajar yang mendaftar, menghadiri kursus dan mengambil peperiksaan bagi sesuatu kursus itu tetapi nilai gred tidak diberikan dan lulus peperiksaan kursus itu.

3.4.5. TD (Tarik Diri) iaitu gred yang diberikan kepada pelajar yang menarik diri bagi sesuatu kursus dengan kebenaran pensyarah dan Dekan Fakulti selepas minggu ke 4 hingga ke 10 sesuatu semester.

3.4.6. TP (Tangguh Peperiksaan) iaitu gred yang diberikan kepada pelajar yang memohon untuk menangguhkan peperiksaan di bawah perenggan 7.3. Peperiksaan gantian diadakan semasa Peperiksaan Ulangan Semester.

4. Sistem Penilaian

4.1. Semua kursus akan diambil kira untuk mengira Purata Markah dan Gred Semester/Sesi kecuali kursus Universiti seperti pada perenggan 2.1.2.

4.2. Kursus-kursus yang mendapat gred gagal juga diambil kira untuk menentukan Purata Gred/Markah bagi Semester/Sesi berkenaan.

4.3. Gred bagi Peperiksaan Ulangan Semester akan diberi taraf lulus sahaja (setaraf gred C) dan diambil kira untuk menentukan Purata Gred/Markah bagi pelajar-pelajar mengulang tertakluk kepada perenggan 8.1.

5. Syarat-Syarat Kelayakan Meneruskan Pengajian

5.1. Taraf Lulus : Seseorang calon dianggap lulus dan dibenar meneruskan pengajian jika lulus semua kursus yang ditetapkan oleh Fakulti. Markah lulus sesuatu kursus adalah 50% dan ke atas atau nilai yang ditentukan melalui kaedah ‘Standard Setting’ yang dipersetujui dalam Mesyuarat Jawatankuasa PraPemeriksa Kursus/Modul.

5.2. Taraf Gagal : Seseorang calon dianggap gagal sesuatu kursus jika tidak memenuhi syarat 5.1., atau dilarang menduduki peperiksaan kerana tidak memenuhi syarat untuk menduduki peperiksaan sesuatu kursus seperti pada syarat 8.1., atau tidak menghadiri peperiksaan sesuatu kursus tanpa sebarang sebab yang munasabah.

5.2.1. Taraf Gagal Tahun 1 dan 2

5.2.1.1. Pelajar yang gagal mana-mana modul Peperiksaan Akhir Semester 1 dan/atau Peperiksaan Akhir Semester 2 dan PNMK lebih daripada 50% layak menduduki Peperiksaan Ulangan Semester. Kebenaran untuk menduduki Peperiksaan Ulangan Semester diberi sekali sahaja. Pelajar yang gagal mana-mana modul Peperiksaan Akhir Semester 1 dan/atau Peperiksaan Akhir Semester 2 dan PNMK kurang daripada 50% tidak layak menduduki Peperiksaan Ulangan Semester. (Senat ke-364 - 24 Mei 2011)

5.2.2.2. Seseorang calon dianggap gagal dan diberhentikan jika :

5.2.2.2.1. gagal Peperiksaan Ulangan Semester semasa dalam tahun ulangan, <u>atau</u>

5.2.2.2.2. telah menghabiskan tempoh maksimum tiga (3) sesi pengajian pada Tahun 1 & 2 seperti pada syarat 2.2, atau

5.2.2.2.3. sekiranya gagal Peperiksaan Ulangan Semester dengan Purata Nilai Gred Keseluruhan kurang atau sama 1.00.

5.2.2. Taraf gagal Tahun 3 dan 4

5.2.2.1. Seseorang calon yang gagal satu (1) kursus (Major/ minor) atau dua (2) kursus (Major dan Minor) atau dua (2) kursus Minor dikehendaki menduduki kursus ulangan dan Peperiksaan Ulangan Semester bagi kursus yang gagal dalam tempoh yang ditentukan. Calon dibenarkan untuk menduduki Peperiksaan Ulangan Semester sekali sahaja.

5.2.2.2. Seseorang calon yang gagal dua (2) atau lebih kursus major atau gagal satu (1) atau lebih kursus major dan dua (2) atau lebih kursus minor dianggap gagal dikehendaki mengulang tahun pada sesi berikutnya. Kebenaran untuk mengulang tahun hanya diberi kepada seseorang calon yang berjaya melengkapkan semua kursus pada tahun calon gagal. Calon yang berjaya melengkapkan semua kursus dan lulus akan dikecualikan daripada menyediakan case write-up di tahun mengulang.

5.2.2.3.. Seseorang calon dianggap gagal dan diberhentikan jika:

5.2.2.2.1. gagal Peperiksaan Ulangan Semester semasa dalam tahun ulangan, atau

5.2.2.2.2. telah menghabiskan tempoh maksimum tujuh (7) sesi pengajian (syarat 2.2).

5.2.3. Taraf gagal di Tahun 5

5.2.3.1. Seseorang calon dianggap gagal dan diberhentikan jika telah menghabiskan tempoh maksimum lima (5) sesi pengajian di Tahun 3, 4, dan 5 atau menghabiskan tempoh maksimum tujuh (7) sesi pengajian (syarat 2.2.).

5.3. Taraf Mengulang Tahun

5.3.1. Taraf Mengulang Tahun 1 dan 2

Seseorang calon yang memenuhi syarat 2.2 dan mempunyai PNGK lebih daripada 1.0 dibenarkan mengulang tahun jika:

5.3.1.1. gagal mana-mana modul Peperiksaan Akhir Semester 1 dan/atau Peperiksaan Akhir Semester 2 dan PNMK kurang daripada 50%

atau

5.3.1.2. gagal Peperiksaan Ulangan Semester.

Peluang seseorang pelajar untuk mengulang tahun adalah juga tertakluk kepada keputusan fakulti
(Senat ke-364 - 24 Mei 2011)

5.4. Taraf Mengulang Tahun 3 dan 4

Seseorang calon yang memenuhi syarat 2.2. dibenarkan mengulang tahun jika :

5.4.1. gagal Peperiksaan Ulangan Semester, atau

5.4.2. gagal 3 atau lebih kursus semasa Peperiksaan Akhir Semester.

5.5. Taraf Mengulang Tahun 5

5.5.1. Seseorang calon yang memenuhi syarat 2.2. dibenarkan mengulang 6 bulan jika :

5.5.1.1. tidak dibenarkan menduduki Peperiksaan Ikhtisas kerana tidak memenuhi perkara 6.1. atau

5.5.1.2. gagal Peperiksaan Ikhtisas

5.5.1.3 tergolong dalam peraturan 8.1.2.

5.5.2. Seseorang calon yang memenuhi syarat 2.2. dibenarkan mengulang 1 tahun akademik jika :

5.5.2.1. telah mengikuti sekurang-kurangnya 80% daripada keperluan setiap kursus Tahun 5 yang ditetapkan oleh Fakulti seperti pada peraturan 8.1.1.

5.6. Taraf Diberhentikan Daripada Mengikuti Program

5.6.1. Seseorang calon Tahun 1 dan 2 dianggap gagal dan diberhentikan daripada mengikuti program jika gagal Peperiksaan Ulangan Semester dengan PNG/Markah Keseluruhan kurang atau sama 1.00.

5.6.2. Seseorang calon tahun 3, 4 dan 5 dianggap gagal dan diberhentikan daripada jika gagal melengkapkan semua kursus pada tahun calon gagal.

5.6.3 Seseorang calon dianggap gagal dan diberhentikan daripada mengikuti program jika gagal Peperiksaan Ulangan Semester semasa berada dalam tahun ulangan.

5.6.4. Seseorang calon diberhentikan jika disahkan oleh Lembaga Perubatan Pelajar Fakulti Perubatan (LPPFP) menghidap penyakit mental yang menjejaskan kemampuan untuk berfungsi sebagai seorang pelajar perubatan dan doktor.

6. Syarat Dibenarkan Menduduki Peperiksaan Ikhtisas

6.1. Seseorang calon layak menduduki Peperiksaan Ikhtisas jika :

6.1.1. lulus kursus Kajian Khusus

6.1.2. lulus kursus Patologi Forensik

6.1.3. tidak melanggar peraturan 8.1.

7. Penilaian Mendapat Ijazah

7.1. Seseorang calon mesti memenuhi semua syarat berikut untuk dikurniakan Ijazah Doktor Perubatan :

7.1.1. Lulus Peperiksaan Ikhtisas dengan mendapat markah 50% dan ke atas atau nilai yang ditentukan melalui kaedah 'Standard Setting' yang dipersetujui dalam Mesyuarat Jawatankuasa PraPemeriksa di dalam :

7.1.1.1 keseluruhan peperiksaan;

7.1.1.2. Peperiksaan Klinikal;

7.1.2 Lulus semua kursus Universiti yang ditetapkan;

7.2. Seseorang calon layak dianggap cemerlang dalam Peperiksaan Ikhtisas (tertera pada transkrip) jika mendapat markah 75% (bersamaan Nilai Gred 3.67) dan ke atas ATAU nilai lain yang dipersetujui dalam Mesyuarat Jawatankuasa Pra-Pemeriksa;

7.3. Seseorang calon layak dikurniakan Ijazah Doktor Perubatan (Kepujian) jika lulus Peperiksaan Ikhtisas dengan :

7.3.1. mendapat markah 75% dan ke atas atau nilai yang dipersetujui dalam Mesyuarat Jawatankuasa PraPemeriksa;

7.3.1.1 Keseluruhan peperiksaan, dan

7.3.1.2 Peperiksaan klinikal;

7.3.2. tidak pernah gagal mana-mana kursus sepanjang mengikuti program pengajian perubatan dan;

7.3.3. mendapat sekurang-kurangnya gred B (65% dan ke atas) dalam semua kursus yang diambil dalam semua peperiksaan sepanjang mengikuti program perubatan.
(Senat Ke-330 - 16 Mei 2007)

7.4. Tiada peruntukan untuk lulus bersyarat atau 'redeemable' di dalam Peperiksaan Ikhtisas.

7.5. Ijazah boleh dikurniakan kepada calon yang telah :

7.5.1. memenuhi semua kehendak dan Akta Pengajian Sarjanamuda;

7.5.2. memenuhi semua kehendak Peraturan ini;

7.5.3. diperakui supaya diberi ijazah berkenaan oleh Jawatankuasa Pemeriksa dan disahkan oleh Senat.

7.5.4. menjelaskan segala bayaran yang telah ditetapkan.

8. Peruntukan-Peruntukan Lain

8.1. Seseorang pelajar tidak akan dibenarkan mengambil peperiksaan sesuatu kursus/ikhtisas sekiranya Dekan telah memperakui bahawa calon berkenaan :

8.1.1. telah tidak mengikuti sekurang-kurangnya 80% daripada keperluan kursus tersebut seperti yang ditetapkan oleh Fakulti dan/atau tidak memenuhi syarat-syarat lain yang ditetapkan oleh sesuatu kursus.

8.1.2. telah memplagiat atau menipu apa-apa bentuk penilaian (seminar, laporan, penulisan kes, buku log) yang ditetapkan dalam sesuatu kursus.

8.1.3. tidak memenuhi syarat-syarat lain yang ditetapkan oleh sesuatu kursus.

8.1.4 menghadapi tindakan tatatertib berat misalnya terlibat dengan kes jenayah dan lain-lain tindakan yang boleh menjejaskan profesyen kedoktoran.

8.1.5. mempunyai sikap yang tidak bersesuaian sebagai seorang pelajar perubatan dan menjejaskan profesyen kedoktoran.
(Senat Ke-335 - 19 Mac 2008)

9. Penggantungan Pendaftaran, Kebenaran Tidak Mendaftar Dan Penangguhan Peperiksaan

9.1. Pertimbangan Untuk Penggantungan Pendaftaran

9.1.1. Seseorang calon yang sakit untuk tempoh yang agak lama boleh diberi penggantungan pendaftaran untuk sesi-sesi tertentu oleh Dekan Fakulti dan disahkan oleh mesyuarat Fakulti. Dalam kes-kes seperti ini perakuan daripada doktor adalah diperlukan. Perakuan yang bukan daripada doktor boleh dipertimbangkan dalam kes-kes tertentu selepas calon berkenaan telah menjalani rawatan doktor-doktor berkenaan terlebih dahulu. Dalam kes sakit jiwa, kebenaran untuk mendaftar semula tertakluk kepada perakuan doktor-doktor yang berkenaan.

9.1.2. Seseorang pelajar yang menghadapi masalah lain daripada perenggan 9.1.1 di atas boleh juga diberi penggantungan pendaftaran untuk sesuatu Sesi tersebut oleh Fakulti tertakluk kepada Dekan Fakulti berpuas hati bahawa masalahnya itu akan menjejaskan pembelajarannya pada Sesi berkenaan. Permohonan menggantungkan pendaftaran boleh dibuat sehingga minggu ke 10 sesuatu semester. Permohonan selepas minggu ke-10 tidak akan dipertimbangkan tetapi pelajar hendaklah memohon untuk menangguhkan peperiksaan.

9.2. Pertimbangan Untuk Tidak Mendaftar

9.2.1. Calon-calon yang telah mendapat pengesahan daripada doktor bahawa ia telah hamil antara 6 – 7 bulan pada waktu pendaftaran dinasihatkan tidak mendaftar pada semester tersebut.

9.2.2. Seseorang calon boleh dibenarkan oleh Dekan Fakulti untuk tidak mendaftar pada sesuatu semester dengan syarat ia

memohon secara bertulis kepada Dekan dengan mengemukakan alasannya.

9.3. Pertimbangan Bagi Penangguhan Peperiksaan

9.3.1. Calon-calon yang sakit atau menghadapi gangguan-gangguan lain sewaktu peperiksaan boleh memohon kepada Dekan Fakulti dan disahkan oleh mesyurat Fakulti untuk menangguhkan pengambilan peperiksaan berkenaan. Permohonan untuk menangguhkan peperiksaan untuk kursus berkenaan hendaklah dibuat dalam tempoh 48 jam selepas peperiksaan itu diadakan.

9.3.2. Permohonan untuk menangguhkan pengambilan peperiksaan semester atas sebab-sebab kesihatan hendaklah disertakan dengan pengesahan doktor yang merawat calon berkenaan seperti pada perenggan 9.1.1 di atas. Permohonan atas sebab-sebab lain boleh dipertimbangkan atas budi bicara Fakulti. Peperiksaan gantian diadakan semasa Peperiksaan Ulangan Semester.

9.4. Status Sebagai Seorang Pelajar Universiti

9.4.1. Calon-calon yang telah diberi penggantungan pendaftaran dan kebenaran tidak mendaftar akan hilang tarafnya sebagai pelajar Universiti dan dengan demikian beliau tidak berhak mendapat atau menggunakan kemudahan-kemudahan Universiti yang diberikan kepada calon-calon sehingga beliau mendaftar semula selepas tempoh berkenaan.

9.5. Tempoh Pendaftaran Semester Semasa Menggantungkan Pendaftaran/ Tidak Mendaftar

9.5.1. Tempoh yang terlibat dengan penggantungan pendaftaran/tidak mendaftar atas sebab-sebab kesihatan tidak diambilkira sebagai sebahagian daripada keperluan maksimum yang dibenarkan bagi melayakkan diri untuk mendapatkan sesuatu ijazah.

9.5.2. Tempoh semester yang terlibat dengan penggantungan pendaftaran/tidak mendaftar atas sebab-sebab selain daripada kesihatan diambil kira (kecuali bagi tempoh dua semester yang pertama) sebagai sebahagian daripada keperluan maksimum yang dibenarkan bagi melayakkan diri untuk mendapat ijazah.

9.5.3. Tempoh penggantungan pendaftaran/tidak mendaftar tidak boleh

melebihi dua semester berturut-turut setiap kali kecuali atas sebab-sebab kesihatan. Tempoh maksimum yang dibenarkan untuk menggantungkan pendaftaran ialah sebanyak empat (4) semester kecuali atas sebab-sebab kesihatan.

10. Penyimpanan Kertas-Kertas Jawapan Peperiksaan Dan Rayuan-Rayuan Terhadap Keputusan Peperiksaan

10.1. Kertas-kertas Jawapan Peperiksaan

10.1.1. Semua skrip jawapan calon-calon bagi sebarang peperiksaan Universiti hendaklah diserahkan kepada Ketua Jabatan untuk disimpan.

10.1.2. Ketua Jabatan hendaklah menyimpan dengan selamat skrip jawapan itu untuk tempoh selama sekurang-kurangnya tiga bulan selepas pemberitahuan mengenai keputusan peperiksaan berkenaan dikeluarkan oleh Pendaftar.

10.1.3. Tertakluk kepada perenggan 10.1.4., semua skrip jawapan peperiksaan hendaklah dimusnahkan dengan secepat mungkin selepas genap tempoh tiga (3) bulan seperti yang tersebut dalam Peraturan-peraturan di atas.

10.1.4. Dalam kes-kes yang rayuan terhadap keputusan peperiksaan yang dibuat oleh seseorang calon, skrip-skrip jawapan berkenaan tidak boleh dimusnahkan kecuali selepas Fakulti telah mengesahkan keputusan penyemakan semula.

10.2. Rayuan Untuk Menyemak Semula Keputusan Penilaian Kursus

10.2.1. Sesuatu rayuan untuk menyemak semula keputusan penilaian kursus hendaklah disampaikan secara bertulis kepda Pendaftar oleh calon yang berkenaan dalam masa dua (2) hingga empat (4) minggu kalendar selepas keputusan peperiksaan diumumkan. Sebarang rayuan yang diterima selepas tempoh ini tidak boleh diberi pertimbangan.

10.2.2. Setiap rayuan yang dikemukakan hendaklah menyatakan kursus atau kursus-kursus yang diminta disemak semula.

10.2.3. Bayaran yuran sebanyak RM25.00 bagi tiap-tiap satu kursus yang diminta disemak semula hendaklah disertakan dengan rayuan berkenaan. Bayaran ini tidak boleh dituntut balik.

10.2.4. Apabila diterima sesuatu rayuan, Pendaftar hendaklah merujukannya kepada Dekan Fakulti berkenaan. Dekan Fakulti selepas berunding dengan Ketua Jabatan berkenaan boleh melantik suatu panel pemeriksa bagi menyemak semula keputusan penilaian kursus berkenaan.

10.2.5. Panel pemeriksa hendaklah terdiri daripada Ketua Jabatan, pemeriksa asal kursus berkenaan dan sekurang-kurangnya seorang pemeriksa lain yang bidangnya sama atau hampir sama dengan bidang berkenaan.

10.2.6. Perakuan-perakuan panel pemeriksa hendaklah dikemukakan bagi pertimbangan mesyuarat Fakulti. Keputusan Fakulti mengenai penilaian semula kursus-kursus berkenaan hendaklah dikemukakan bagi pengesahan Senat sebelum disampaikan kepada calon berkenaan, sekiranya ada perubahan.

10.2.7. Setiap keputusan yang dibuat oleh Fakulti menurut kaedah ini dan disahkan oleh Senat adalah muktamad dan sebarang rayuan selanjutnya terhadap keputusan tersebut tidak boleh dilayan.

10.3. Rayuan Untuk Meneruskan Semula Pengajian

10.3.1. Seseorang calon yang mendapat keputusan "Gagal dan diberhentikan" oleh sebab gagal memenuhi syarat-syarat untuk meneruskan pengajian boleh mengemukakan rayuan terhadap keputusan tersebut.

10.3.2. Setiap rayuan hendaklah dikemukakan kepada Pendaftar dalam tempoh empat (4) minggu selepas pengumuman rasmi keputusan peperiksaan dan setiap rayuan hendaklah disertai dengan bayaran yuran RM25.00. Bayaran ini tidak boleh diberikan pertimbangan.

10.3.3. Apabila diterima sesuatu rayuan, Pendaftar hendaklah merujukkannya kepada Dekan Fakulti berkenaan. Dekan Fakulti hendaklah melantik suatu Jawatankuasa Rayuan untuk mempertimbangkannya.

10.3.4. Jawatankuasa Rayuan tersebut hendaklah terdiri daripada Dekan sebagai Pengerusi, Timbalan Dekan yang berkaitan dengan Hal Ehwal Akademik Pelajar, Ketua Jabatan yang berkenaan dan sekurang-kurangnya seorang ahli Fakulti yang berkaitan dengan

pengajaran/pembelajaran bagi pelajar serta Pendaftar atau wakilnya sebagai Setiausaha.

10.3.5. Jawatankuasa tersebut hendaklah mempunyai kuasa-kuasa berikut:

10.3.5.1. menerima atau menolak sesuatu rayuan ;

10.3.5.2. membuat keputusan terhadap semua rayuan yang dipertimbangkan ;

10.3.5.3. memperakukan kepada Fakulti keputusan yang telah dicapai terhadap semua rayuan yang dipertimbangkan dan memperakukan, jika ada, rayuan yang tidak layak dipertimbangkan.

10.3.6. Perakuan yang dibuat oleh Fakulti mengenai perkara tersebut hendaklah dikemukakan kepada Senat untuk pengesahan.

10.3.7. Setiap keputusan yang dibuat oleh Fakulti menurut kaedah ini dan disahkan oleh Senat adalah muktamad dan sebarang rayuan selanjutnya tidak boleh dilayan.

11. Umum

11.1. Peraturan ini dan semua tafsiran mengenai yang dibuat oleh Senat dari masa ke semasa hendaklah berkuatkuasa terhadap pelajar-pelajar baru pada dan selepas tarikh berkuatkuasa.

11.2. Peraturan-peraturan sebelumnya hendaklah terus berkuatkuasa terhadap pelajar-pelajar yang telah memulakan program pengajian mereka mengikut peraturan lama sebelum atau selepas tarikh berkuatkuasa dan sehingga semua mereka yang layak untuk mendapatkan ijazah telah mendapat ijazah.

11.3. Senat boleh membenarkan apa-apa pengecualian yang difikirkan sesuai daripada kehendak-kehendak Peraturan ini.

Nota:

Kursus Major Tahun 3:
Perubatan I, Surgeri I, O&G I, Perubatan & Masyarkat

Kursus Minor Tahun 3
PPD

Kursus Major Tahun 4
Ortopedik, Pediatrik I, Psikiatri

Kursus Minor Tahun 4
PPD, ENT, Oftalmologi, Anestesiologi

Kursus Major Tahun 5
Perubatan II, Surgeri II, Obs & Gyn II, Pediatrik II, Perubatan Keluarga

Kursus Minor Tahun 5
Perubatan Kecemasan, PPD

Definisi gagal 1 kursus
Gagal satu (1) kursus major atau minor

Definisi gagal 2 kursus
Gagal dua (2) kursus major atau dua (2) kursus minor atau satu (1) kursus major dan satu (1) minor atau satu (1) kursus major dan dua (2) kursus minor

Empat penyakit mental itu adalah:

5.4.4.1. ‘Severe Obsessive Compulsive Disorders’
5.4.4.2. 'Schizophrenia’
5.4.4.3. ‘Bipolar’
5.4.4.4. ‘Severe Depression’


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