

Islamic Input in Medical Programme: IIUM Experience

The Islamic Input in Medical Program (IIMP) of the Kulliyah of Medicine is an effort towards fulfilling the agenda of Islamization of Knowledge (IOK), the philosophy of education at the International Islamic University Malaysia (IIUM). IOK fundamentally involves the integration and inculcation of Islamic values into the existing body of medical sciences. The desired outcome of the curriculum would be medical graduates who are able to carry the heavy trust of amanat, being both professionally competent and possessing good conduct, akhlaq. This is universally known as a "Competent and Ethical Carer" which is sometimes translated in practice by patients as a safe and caring doctor.¹

IIMP emphasizes on integrating Islamic values into the teaching and learning of basic medical and clinical sciences. It has two closely related components which are IOK and legal medicine. In practice, IIMP involves introducing the fundamental Islamic perspectives into the study of medicine which requires knowledge of elementary Islamic concepts that are incumbent on the Muslim. The concepts are based on 3 assumptions. First, Islam has moral values that are universal and are found in other religions and belief systems. They can be taught and appreciated equally well by Muslim and non-Muslim students. Secondly, a physician should understand Islamic Law relating to medicine, fiqh tibbi, in order to practice successfully in a Muslim community whose culture and social norms are shaped and coloured by the shari'at. Shari'at is a comprehensive code affecting all aspects of the life of the individual and the community; and thirdly, a successful physician must be equipped with personal, communication, leadership, and management skills based on Islamic teachings and empirical social and managerial sciences.

One of the most important prerequisites for success of IIMP is the commitment of medical teachers who have the elementary understanding of Islamic concept. They are required to deliver medical knowledge that is integrated with universal Islamic concepts. By this method, the student is presented with one integrated body of knowledge as the Islamic concepts in medicine are taught alongside the medical and scientific disciplines. In addition to regular lectures, workshops such as Practical Ibadah in Orthopedics and Traumatology are carried out for all fourth year students undergoing the posting. In the workshop, students are divided into small groups and given real case scenarios to find solution to the issues presented in relation to the performance of ablution, tayamum and solat. Through role play and team work, the students present and demonstrate the solutions to the lecturers or facilitators. Two similar workshops en-

titled 'Physician Etiquette and Professionalism', and 'The Principles and Practice of Islamic Medical Ethics' are conducted for all third and fourth year students respectively. Topics such as brain death, organ donation, euthanasia, withholding and withdrawal of life support, informed consent, cessation of CPR, do-not resuscitate (DNR), living directives and disclosure of adverse events are discussed during these workshops. The main objective is to educate the students on the importance of ethics and the decision-making process in dealing with medical-ethical dilemmas.

Student's cognitive domain in IIMP is tested at the end of every block or clinical posting and professional examinations in the form of Multiple Choice Questions, Short notes and Essays. The Islamic input questions are part of the examination papers that carry significant weight to the overall marks.

We lack tracer data to critically assess the outcomes on our graduates but from the results of unpublished snapshot surveys we are very much encouraged by our IIMP. There is an ongoing monitor that is being carried on all medical graduates in Malaysia and the assessment is carried out by supervising consultants from the Ministry of Health, and the results may offer some insight into the issue of outcome.

IIMP is in the process of review and we will add newer instructional strategies and learning situations to maximize teaching and learning.² Both summative and formative assessment will be incorporated and we hope to systematically track our graduates for feedback on the program for improvement. This after all is the *raison d'être* of this university.

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REFERENCES

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2. Report on Academic Review on IIMP, January 2010; Kulliyah of Medicine, International Islamic University Malaysia

