

ASSESSMENT/EVALUATION

Core Curriculum and Special Study Modules at the Faculty of Medicine and Health Sciences, Universiti Malaysia Sarawak

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ABSTRACT **Introduction:** *The Faculty of Medicine and Health Sciences (FMHS), follows a problem-based learning, integrated and community-based curriculum which reflects the specific needs of doctors working in Sarawak. Using paediatrics as an example, this paper describes the process of development of core content (knowledge, procedural and communication skills, attitudes), additional knowledge and special study modules at the FMHS.*

Objectives: *In 2003, the Department of Paediatrics and Child Health conducted a workshop to evaluate and update its 5-year-old curriculum.*

Methods: *The wise-men approach was adopted. Local and guest academicians (including members of the Department of Community Medicine and Basic Health Sciences), consultants, registrar, house officer and nursing staff of the Paediatric Department of Sarawak General Hospital (SGH), paediatric nursing lecturer and members of Medical Education Unit were involved. The review was based on three approaches: Problem/Task-based learning; Spiral curriculum; Outcome-based education.*

Results: *Core content and additional knowledge topics were modified. The special study modules were retained, but their duration was reduced. It was recommended that the curriculum should be reviewed at regular intervals.*

Discussion: *To select the core content and additional knowledge topics, clear and specific criteria were developed. Some topics were dropped, others were added, and some were moved from core to the additional knowledge section.*

Conclusion: *It was a rewarding activity. The reviewed curriculum was received well by both the students and faculty. The enthusiasm and cooperation extended, especially by the faculty at SGH in the implementation of this curriculum, was remarkable.*

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