Jeffrey Cheah School of
*Medicine and Health Sciences*
(*MBBS*)

2016
Medicine at Monash University Malaysia

The Bachelor of Medicine and Bachelor of Surgery (Honours) at the Malaysia campus is a five-year undergraduate medical course.

The medical program at the Jeffrey Cheah School of Medicine and Health Sciences at Monash University Malaysia is designed to deliver an equivalent program to that of the Australia-based MBBS degree. The entry criteria, learning outcomes and the assessments including marking standards are the same as those in the Clayton campus in Australia.

After completing the program, students will be awarded the Bachelor of Medicine and Bachelor of Surgery (Honours) degree by Monash University and get the same Monash Testamur that is issued to their Australian counterparts.

At a glance

- The program is a highly integrated course with the objective of developing skills in critical thinking, self-directed learning, reflection and professionalism.
- Basic medical sciences are introduced in the early years while clinical exposure and skills training occur in the later years.
- There is a strong emphasis on clinical communication skills and early clinical contact visits to medical practices, community care facilities and hospitals.

Our MBBS (Honours) program is accredited by the following professional bodies:

- The Malaysian Medical Council (MMC)
- The Australian Medical Council (AMC)
- The Sri Lanka Medical Council (SLMC)
- The Medical Council of Thailand
- The Medical Council of Mauritius (MCM)

Both the Bachelor of Psychological Science and Business and Bachelor of Psychological Science and Business (Psychology) (Honours) are accredited by the Australian Psychology Accreditation Council.
Bachelor of Medicine and Bachelor of Surgery (Honours)

All students will undertake Years One and Two at the 12-acre campus in Bandar Sunway. Years Three to Five will be based at the Clinical School in Johor, with clinical studies centred at the Sultanah Aminah Hospital, a tertiary and referral hospital in Johor Bahru, the southern-most point of the Malay Peninsula located just across the causeway from Singapore.

In the early years of study, the basic medical sciences are taught in the context of their relevance to patient care. Later in the course, clinical teaching builds upon and reinforces this strong scientific foundation. An emphasis on clinical communication skills and early clinical contact visits to medical practices, community care facilities and hospitals, is a feature of the Monash course.

Students enrolled in the five-year medical course may also have the opportunity of studying for an extra year for an Bachelor of Medical Science (Honours) (BMedSc [Hons]). During the 12-month period required to complete the BMedSc (Hons), students undertake research activities and complete a minor thesis. They may then graduate with both the MBBS (Hons) and the Bachelor of Medical Science (Honours) degrees after six years of study.

Course outline
The curriculum is designed as an integrated program incorporating four themes, within which semester-long units are taught by staff from a range of disciplines across the school, in an interdisciplinary fashion.

YEAR ONE
During the early years of the course, the basic medical and behavioural sciences (anatomy, biochemistry, genetics, immunology, microbiology, pathology, pharmacology, physiology, psychology and sociology) are introduced within interdisciplinary units. In all of these units, there will be a major focus on clinical issues through problem-based cases and visits to clinical sites.

YEAR TWO
In the second year, students will also participate in community partnership placements where they spend time working in community settings with clients of welfare agencies. They also spend time in our rural site at Segamat.

YEAR THREE
In the third year, students will study integrated medicine and surgery, which will be taught together with a series of problem-based learning sessions and bedside sessions in clinical settings.

YEAR FOUR
The fourth year will be taken up with core clinical rotations in women’s and children’s health and general practice and psychological medicine.

YEAR FIVE
The fifth year of the course will be structured as a series of pre-intern placements and electives, where students will have the opportunity to complete their degree by gaining wider experience in important disciplines and specific areas of interest through a range of urban, rural and overseas settings.

The entire MBBS (Hons) course is completed in Malaysia, with the exception of three months in the final year of the program, where students will be trained in clinical settings in Australia. Students are allowed to undertake additional components of Years Two, Three, Four and Five in Australia, subject to the availability of clinical places.
Undergraduate Courses

**Problem-Based Learning (PBL)**

A key integrating feature in the early years of the medicine course at Monash University is the case-based method of teaching, known as Problem-Based Learning (PBL). The PBL sessions provide a context for the course objectives and content, thereby creating in students an awareness of the relevance of the curriculum and its components to medicine and medical practice.

Students are encouraged to discuss the situation presented in the case narrative, identifying scientific and clinical details that may be relevant to both the case and to the week’s curriculum content.

**Themes and structure**

The Monash MBBS (Hons) course is organised around four themes:

**THEME I: PERSONAL AND PROFESSIONAL DEVELOPMENT**

This theme focuses on the doctor as an individual. It concentrates on the personal attributes and qualities needed by students in the curriculum, providing opportunities to gain a range of generic skills throughout the course. Ethics and legal issues, professionalism, leadership, teamwork, community engagement and service, personal development, reflective practice and self-directed learning are all part of Theme I.

**THEME II: SOCIETY, POPULATION, HEALTH AND ILLNESS**

The main purpose of this theme is to develop the ability to deal with broader society and population issues, as compared with issues concerning the individual. Students learn about the history and philosophy of the scientific approach to medicine, extending this to approaches to knowledge and information, and an understanding of research methods and evidence-based medicine. Students get involved in quality aspects, occupational health, health economics, health services and policy, medical informatics and preventive care and public health.

**THEME III: SCIENTIFIC BASIS OF CLINICAL PRACTICE**

As the term ‘scientific basis’ implies, much of the knowledge and concepts that underpin medicine, both in the basic medical sciences and in the clinical sciences, are delivered within this theme. In the early semesters, a system-based structure has been adopted in which the basic sciences of anatomy, biochemistry, genetics, immunology, microbiology, pathology, pharmacology and physiology of each system are taught in an integrated manner and from a relevant clinical perspective.

**THEME IV: CLINICAL SKILLS**

In the early years of the course, this theme includes general practice and rural visits, and an introduction to community clinics and hospitals. Multi-professional education is promoted by exploring the possibilities for educational interactions with nurses, paramedics, radiographers and other healthcare professionals. The rural health activities in the early years of the course provide opportunities for our students to interact with a range of healthcare professionals. The later years will include advanced elective experience in diverse medical workplace, both within and outside the hospital environment.
**Theme I: Personal and Professional Development**

This theme focuses on the doctor as an individual. It concentrates on the personal attributes and qualities needed by students in the curriculum, providing opportunities to gain a range of generic skills throughout the course.

<table>
<thead>
<tr>
<th>Year one</th>
<th>Year two</th>
<th>Year three</th>
<th>Year four</th>
<th>Year five</th>
</tr>
</thead>
</table>
| **Professional Issues** | Introduction to Ethics  
- Ethics and society  
- Relationships and ethics | Understanding the community  
- Society and community  
- Roles of doctor in community  
- Grassroots healthcare  
- Empowerment | Ethics in practice  
- Clinical research ethics | Professional judgement  
- Analysis of consequences of decisions  
- Dealing with uncertainty  
- Team participation  
- Teaching | Leadership  
- Independent learning  
- Leadership and supervision  
- Responsibility of patient management |
| **Personal Development** | Transition to university  
- Study skills  
- Time management  
- Stress management  
- Reflection  
- Self-care  
- Team building  
- Goal setting | Attitudes to community  
- Patient-centred approach  
- Pain and suffering  
- Teamwork in community groups | Responsibility  
- Patient advocacy  
- Family and society  
- Self-care and assertiveness  
- Educating others | Reflective practice  
- Personal roles and role conflicts  
- Stress management and coping styles  
- Career choice | Self-directed learning and practice  
- Patient-centred care  
- Personal learning contract  
- Electives  
- Remedial selectives  
- Self-assessment |
| **Key Learning Experiences** | Observations of interactions  
- Medical contact visits  
- Ethics debates  
- Family study  
- Group de-briefing and mentoring | Community service  
- Ethics debates  
- Group de-briefing and mentoring | Clinical rotations  
- Group de-briefing and mentoring  
- Clerking patients  
- Self-appraisal | Teamwork  
- Group de-briefing and mentoring  
- Simulation with feedback  
- Teaching Year 1 in skills lab | Leadership and independent learning  
- Group de-briefing and mentoring  
- Clerking patients  
- Self-appraisal |
### Themes and Structure

#### Theme II: Society, Population, Health and Illness

The main purposes of this theme are to develop the ability to deal with broader society and population issues, as compared with issues concerning individuals. Students learn about the history and philosophy of the scientific approach to medicine, extending this to approaches to knowledge and information, and an understanding of evidence-based medicine.

<table>
<thead>
<tr>
<th>Year one</th>
<th>Year two</th>
<th>Year three</th>
<th>Year four</th>
<th>Year five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Society</td>
<td>The whole person</td>
<td>Inequalities in health</td>
<td>Healthcare services</td>
<td>Public health</td>
</tr>
<tr>
<td>Gender</td>
<td>Aboriginal health</td>
<td>Health policy</td>
<td>Elective</td>
<td></td>
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<tr>
<td>Consumer movement</td>
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</tbody>
</table>

#### Health and Information

<table>
<thead>
<tr>
<th>Epistemology</th>
<th>Exploring databases and information sources</th>
<th>Quality and evaluation of health care information</th>
<th>Health economics</th>
<th>Medical informatics in practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts of science and knowledge</td>
<td></td>
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<tr>
<td>Critical thinking</td>
<td></td>
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<tr>
<td>Basic IT skills</td>
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</tbody>
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#### Theme III: Foundations of Medicine

As the term ‘foundations’ implies, much of the knowledge and concepts that underpin medicine, both in the basic medical sciences and in the clinical sciences, are delivered within this theme. In the early semesters, a system-based structure has been adopted in which the basic sciences of anatomy, biochemistry, genetics, immunology, microbiology, pathology, pharmacology and physiology of each system are taught in an integrated manner and from a relevant clinical perspective.

<table>
<thead>
<tr>
<th>Overall structure of Theme III: Foundations of Medicine</th>
<th>Year one</th>
<th>Year two</th>
<th>Year three</th>
<th>Year four</th>
<th>Year five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Molecular and cellular defence</td>
<td>Cardiovascular, respiratory, renal and haematology</td>
<td>Multi system disease</td>
<td>Women’s and children’s health</td>
<td>Student internship</td>
<td></td>
</tr>
<tr>
<td>Integration and movement</td>
<td>Hormones, sex growth and nutrition</td>
<td>Integrated medicine and surgery</td>
<td>General practice and psychological health</td>
<td>Selectives</td>
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<td></td>
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<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>

#### Theme IV: Clinical Skills

In the early years of the course, this theme includes GP and rural visits, and an introduction to community clinics and hospitals. Multi-professional education is promoted by exploring the possibilities for educational interactions with nurses, paramedics, radiographers and other healthcare professionals. The rural health activities in the early years of the course provide opportunities for our students to interact with a range of healthcare professionals. The later years will include advanced elective experience in diverse medical work places, both within and outside the hospital environment.

<table>
<thead>
<tr>
<th>Overall structure of Theme IV: Clinical Skills</th>
<th>Year one</th>
<th>Year two</th>
<th>Year three</th>
<th>Year four</th>
<th>Year five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community visits</td>
<td>Clinical and communication skills linked with systems teaching</td>
<td>Medicine and surgery</td>
<td>Skills in Clinical rotations</td>
<td>Clinical skills laboratory for one intensive week prior to student internship</td>
<td></td>
</tr>
<tr>
<td>First Aid course including CPR</td>
<td>Rural rotations</td>
<td>Communication skills in clinical setting</td>
<td>Women’s and children’s health</td>
<td>Student internship</td>
<td></td>
</tr>
<tr>
<td>Clinical skills laboratory</td>
<td>Clinical skills laboratory</td>
<td>Psychiatry and general practice medicine</td>
<td>Rural rotations</td>
<td>Rural rotations</td>
<td></td>
</tr>
<tr>
<td>Clinical and communication skills</td>
<td>Teamwork experiences</td>
<td>Medical teamwork experiences</td>
<td>Teamwork</td>
<td>Leadership</td>
<td></td>
</tr>
</tbody>
</table>
Entry requirements

Application procedures
Forms may be obtained from:

Future Students Office
Level 1, Building 2
Monash University Malaysia

Medicine Course Admissions Office
Faculty of Medicine
Nursing and Health Sciences Clayton campus
Monash University, Australia.
Website: www.monash.edu.my/study/undergraduate/
jeffrey-cheah-school-medicine-health-sciences/
bachelor-medicine-bachelor-surgery

Entry requirements
The medicine course at Monash University is currently available to students who have completed their pre-university studies. Selection will be based on a combination of:

1. Pre-University qualifications (eg. A levels, IB, MUFY, South Australian Matriculation, Australian Matriculation, STPM etc)
2. International Student Admission Test (ISAT)
3. Adequate performance in the Multiple Mini Interviews (MMI)
4. English Proficiency

1. Pre-university Qualification
Satisfactory completion of an appropriate pre-university course. Results of pre-university studies must be available prior to commencement of the medicine course. Chemistry is a prerequisite at the pre-university level and students need to demonstrate a high level of academic achievement in this subject.

2. International Student Admission Test (ISAT)
Applicants are required to undertake the International Student Admissions Test (ISAT). ISAT results will contribute towards the overall ranking for entry into the course. For further information about ISAT including test centres and closing date, please visit their website at www.acer.edu.au/isat or inquire at:

ISAT office
Australian Council for Educational Research
19 Prospect Hill Rd,
Camberwell, VIC, Australia 3124
Telephone: +61 3 9277 5357
Fax: +61 3 9277 5757
Email: isat@acer.edu.au

3. Multiple Mini Interviews (MMI)
Multiple Mini Interviews will be conducted in Kuala Lumpur, Singapore and Melbourne. Other sites for interviews may also be announced. Please check the website and with local agents. This interview format is designed to evaluate whether applicants have relevant personal qualities to succeed in the medicine course. The MMI format allows each applicant to be assessed by trained interviewers. MMI stations will comprise a series of scenarios and associated questions focusing on an applicant’s relevant personal qualities such as:

• Motivation
• Communication skills
• Critical thinking
• Ethical/empathetic reasoning

The MMI consists of four sequential interview ‘stations’. At each station, the applicants will be interviewed for 8 minutes followed by 2 minutes for changeover (ie. 10 minutes per station) with a ‘circuit’ that takes 40 minutes to be completed. Applicants who have not been called to attend an interview cannot request for an interview.

4. English Proficiency
Applicants must be proficient in English. This can be demonstrated through one of the following:

• Studying English at Year 12 or equivalent
• A minimum ‘B’ grade in GCE O Level English Language – 1119 (SPM)
• An overall score of 7.0 or greater with no individual band less than 6.5 achieved in IELTS
• TOEFL Interned Based, an overall score of 94 or greater, 24 in writing, 19 in reading, 20 in listening and 20 in speaking
• An overall score of 65 or above with no communication skills lower than 58 in Pearson Test of English (PTE)
• Grade ‘B’ in one of the following IGCSE subjects: Literature (English)
• Grade “A” in IGCSE English as a Second Language
• Grade ‘B’ in one of the following GCE O Level subjects: English Language or Literature in English
• Grade ‘B’ in one of the following GCE AS Level subjects: General Paper, English Language or Language and Literature in English
• Grade ‘D’ in one of the following GCE A Level subjects: English Language or Literature in English

If an applicant has more than one English result within the last two years, the most recent will be considered for admission. Monash English Bridging is not accepted for admission into this program

Final selection
The final ranked list of applicants will take into account scores in the pre-university examinations, ISAT score, English score and performance at interviews.
Entry requirements

Graduate Applicant

A small number of graduates are considered for entry into the MBBS program at Monash Malaysia. Selection is based on strict criteria which may include performance in the first degree and/or pre-university program, GAMSAT or MCAT, IELTS and interviews. Please contact the MBBS admission office for more information on specific requirements.

Australian/New Zealand Applicants

Australian/New Zealand citizens or permanent residents are encouraged to apply to the Monash Clayton MBBS program.

Minimum entrance requirements for non-school-leavers

This course is offered to applicants who have completed Year 12 studies (e.g. MUFY, A Levels, SAM, AUSMAT, HSC) within the last two years.

Transfers

There will be no opportunity for transfer of enrolment between the medicine course in Malaysia and Australia.

Important information General Studies (Mata Pelajaran Pengajian Umum, MPU)

The Malaysian Ministry of Education and Malaysian Qualifications Agency have officially announced the offering of General Studies (GS) for all higher learning institutions. The objective of General Studies is to provide a holistic education across disciplines and engaging students in lifelong learning. All students are required to undertake General Studies (GS) throughout the duration of their course. Students will be required to undertake the prescribed MPU U1 units as well as MPU U2, MPU U3 and MPU U4 units from a set list of units proposed by Monash University Malaysia. The General Studies (GS) Office oversees the administration of General Studies. Students may email mum.generalstudies@monash.edu for more info.

Health requirements

The faculty has an Immunisation and Infection Risk Policy and students are required to comply with a number of recommendations and procedures to enable them to proceed through the course with an acceptable low level of risk.

MMC requirements

All applicants are required to have studied Biology, Chemistry and a third subject which can be either Physics or Maths at the pre-university level and should have achieved minimum requirements as set by the MMC. For Malaysian students who are applying with a matriculation, foundation or pre-medical program, the MMC has indicated that applicants would need to have obtained a minimum of B at school leaver level (SPM or O-Level) in the following subjects: Biology, Chemistry, Physics, Mathematics or Additional Mathematics and another subject. Please visit www.mmc.gov.my and click the tab “Minimum Entrance Requirements”. These requirements may change in accordance with MMC guideline.

Training in Australia

To undertake any components of study in Australia, students will be required to undertake a police check by the Victorian Police, a Working with Children Check and to register with the Medical Practitioners’ Board of Victoria.

Housemanship and registration

In Australia, following successful completion of the medical degree, graduates are eligible for provisional registration by the Medical Board of Victoria or other state medical boards. After serving a compulsory internship year in an approved hospital, they are eligible for final registration in Victoria and in other states of Australia.

Please note internship placement in Victoria are guaranteed only for Australian citizens and permanent residents who have completed their medicine degree in Victoria. Australian citizens and permanent residents who completed their medicine degree outside Victoria (including Monash University Malaysia) will find it difficult to obtain internships in Victoria.

The school cannot guarantee international students internship placements in Australia. As a result, many of our international students elect to complete their internships in their home country. Students should not have an expectation of gaining an internship in Australia.

In Malaysia, following successful completion of the medical degree, graduates are eligible for provisional registration by the Malaysian Medical Council. After serving compulsory housemanship, they are eligible for full registration in Malaysia, but Malaysian citizens will be required by the Ministry of Health to undertake a further two years of compulsory service. International students currently are not able to do housemanship in Malaysia.

All final-year students from Malaysia campus spend 12 weeks, working in hospitals and clinics in Australia. This is in addition to electives which may be done in any part of the world. They therefore get working experience in healthcare environments in at least two countries.
Bachelor of Medical Science (Honours)

Bachelor of Medical Science (Honours) is a two semester degree programme for MBBS students and graduates. The programme embeds students in a research setting with Australian and internationally recognised researchers and introduces them to research practice. Students learn skills relating to data analysis and the communication of scientific ideas in oral presentations and a written thesis. The Bachelor of Medical Science (Honours) programme offers candidates a range of projects across an array of research streams, matching student interests to projects.

This program provides students with the opportunity to develop a number of important attributes:

- Effective communication
- Capacity for enquiry and research
- Critical thought, analysis and problem solving
- Ethical, social and international understanding
- Self-management and teamwork
- Capacity to conduct practitioner or higher degree research
- Eligibility to support higher degree research (depends on academic grades)
- Eligibility for scholarship funding to support higher degree research (depends on academic grades)
Contact us

Business hours: Mondays to Fridays 8.30am – 6pm
Counselling hours for course enquiries: Mondays to Fridays 8.30am – 6pm and Saturdays 9am – 12.30pm
Closed on Sundays and Public Holidays

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F +60 3 5514 6001
E mum.info@monash.edu

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47500 Bandar Sunway
Selangor Darul Ehsan
Malaysia

monash.edu.my

Monash University Malaysia reserves the right to alter information, procedures, fees and regulations contained in this document. Please check the Monash University Malaysia website (www.monash.edu.my) for updates. All information reflects prescriptions, policy and practice in force at time of publication.

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