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UNIVERSITI
TEKNOLOGI
MARA

IMED BULL'

FACULTY OF MEDICINE UTM



TRAUMAX 2026: UⁱTM EMERGES CHAMPION



Through the
Medical
Lens

**BREAKING
SILOS: WHY HIV
PREVENTION
IS EVERYONE'S
RESPONSIBILITY**

**EMPOWERING
THE EDUCATORS
OF TOMORROW: A
PRACTICAL GEMINI &
NOTEBOOKLM SKILLS
WORKSHOP**



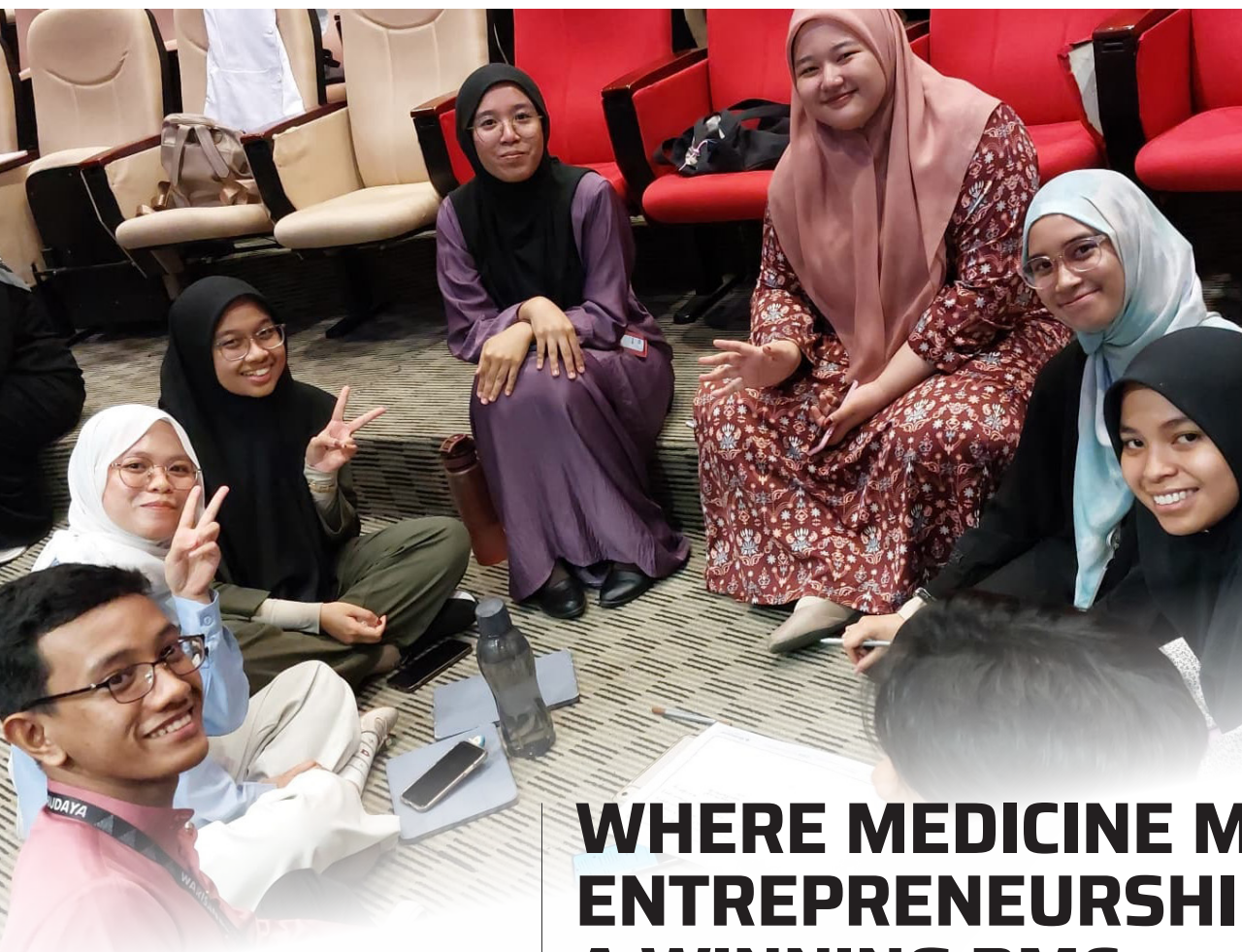
**UNVRAB-UⁱTM INBOUND
PROGRAMME: ACADEMIC EXCHANGE
AND STUDENT EXPERIENCE**



**SIALENDOSCOPY: TOWARDS
ORGAN PRESERVATION SURGERY**



STUDENTS working on transforming ideas into business model canvases.



WHERE MEDICINE MEETS ENTREPRENEURSHIP: A WINNING BMC EXPERIENCE



The program brought together all Year 1 medical students, who were divided into 36 groups of eight members each, creating a lively and collaborative learning environment. The day began with an engaging one-hour lecture on entrepreneurship and the fundamentals of the BMC, followed by a hands-on practical session where students transformed their creative ideas into business models.

Assoc. Prof. Dr. Fatmawati Kamal, Dr. Nora Julianna Osman & Assoc. Prof. Dr. Khasnur Malik

On 3rd April 2026, Doctorpreneur under the Division of Student Affairs successfully organised an exciting short course entitled “Designing Winning Business Models: A Practical Workshop on the Business Model Canvas” at Auditorium 1, Faculty of Medicine UiTM.



The workshop was specially designed to introduce Year 1 medical students to the world of entrepreneurship by helping them understand and analyse business models, apply the Business Model Canvas (BMC)

to create viable business ideas, and explore ways to improve the sustainability and feasibility of their ventures for long-term success.

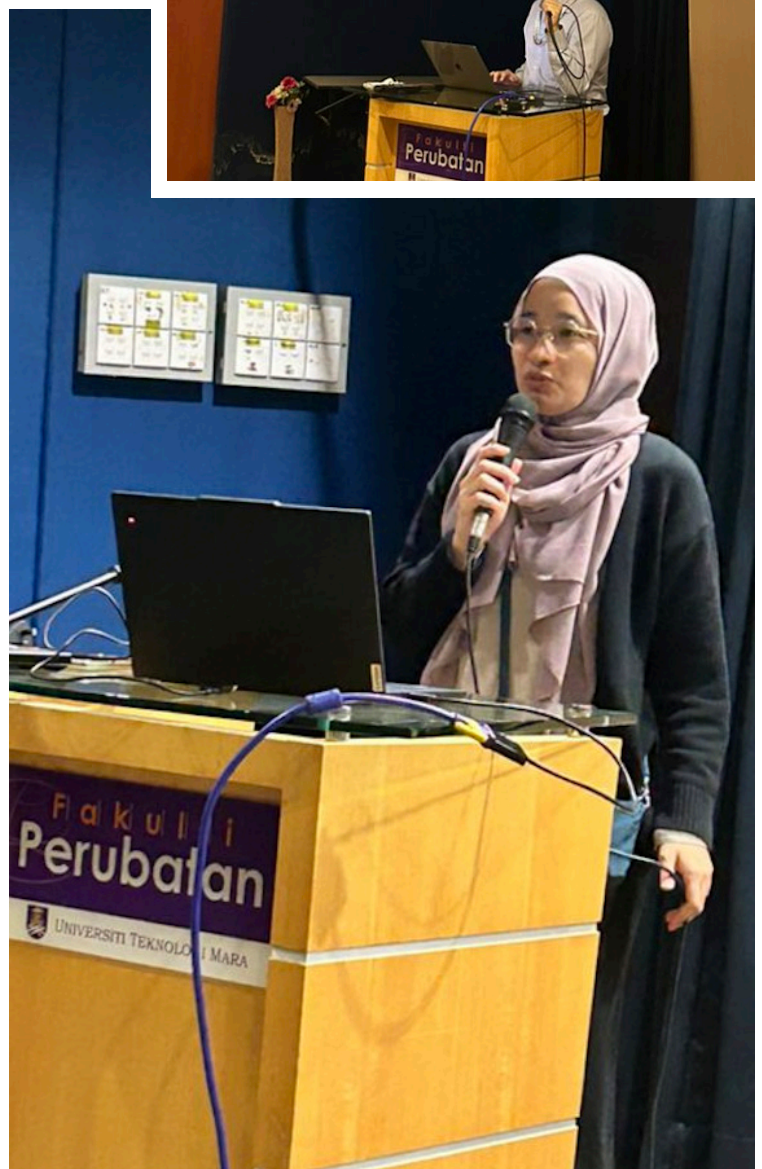
It offers a practical introduction to entrepreneurship, helping them

explore skills that are becoming increasingly useful in today's healthcare world. While most students are familiar with the clinical side of medicine, this workshop provides a chance to think creatively about how healthcare ideas can be turned into real solutions. Many doctors today are involved in activities beyond patient care, such as developing health apps, running clinics, creating educational platforms, or contributing to healthcare start-ups. By gaining early exposure to concepts like problem-solving, innovation, and business planning, medical students can broaden their horizons and discover exciting ways to make an impact in healthcare in the future.

The program brought together all Year 1 medical students, who were divided into 36 groups of eight members each, creating a lively and collaborative learning environment. The day began with an engaging one-hour lecture on entrepreneurship and the fundamentals of the BMC, followed by a hands-on practical session where students transformed their creative ideas into business models. Armed with colourful markers and A3-sized BMC templates, each group worked enthusiastically while facilitators moved around the hall to provide guidance and encouragement.

At the end of the session, all completed Business Model Canvases were evaluated by a panel of assessors, with the top three teams

ASSOC. PROF. DR. KHASNUR MALIK and Dr. Zaid Muuti are giving lectures.





impressed the judges with their creativity and practicality, earning first, second, and third prizes for their ideas: Home Healthcare Service, Wound Cleaning Service, and Scooba, respectively. The workshop concluded on a high note at 4.30 p.m., with prizes presented to the top teams on 22 April 2026 in recognition of their innovation, teamwork, and entrepreneurial spirit.

WINNERS of the most well-constructed BMC.

selected based on the BMC criteria and the overall quality of their proposed business ideas. The assessment considered key components such as the value proposition, customer segments and channels, customer relationships, key partnerships, activities and resources, cost structure, and revenue streams. The winning teams



BEYOND THE CLASSROOM: AADK-INTEGRATED TEAM-BASED LEARNING IN SUBSTANCE ABUSE EDUCATION

Dr. Noor Fahitah Abu Hanipah, Assoc. Prof. Dr Norhafiza Razali, Dr. Siti Norsyafika Kamarudin, Prof. Dr. Ahmad Nazrun Shuid, Dr. Norasikin Ab Azis & Dr. Muhammad Huzaimi Haron

The Faculty of Medicine, Universiti Teknologi MARA (UiTM), continues to advance medical education through innovative, student-centred approaches that bridge theory with practical settings. In response to the growing burden of substance abuse in Malaysia, the faculty has introduced a novel learning initiative that integrates Team-Based Learning (TBL) with collaboration from the Agensi Anti-Dadah Kebangsaan (AADK). This initiative represents a significant step forward in preparing future doctors to address the complex challenges of substance use disorders.

Traditionally, substance abuse education in pharmacology has been delivered through lectures, focusing on theoretical concepts such as neurotransmitters, drug classifications, and treatment strategies. While essential, this approach often limits student engagement and does not fully capture the complexities of addiction. Recognising this gap, UiTM has implemented a more dynamic and interactive method that combines structured self-learning, real-world



MEDICAL Pharmacology lecturers (Faculty of Medicine, UiTM), Year 2 MBBS students (2025/2026), and invited speaker Puan Zefa NorAsmara binti Jubir from AADK Selangor captured in a group photo before the sharing session.

exposure, and collaborative problem-solving consistent with the principles of Team-Based Learning described by Michaelsen and Sweet² and further elaborated by Parmelee et al³.

The learning activity begins with pre-class preparation through an online platform, allowing students to build foundational knowledge independently. This is followed by an interactive session led by AADK officers, where students gain valuable insights into the current drug situation in Malaysia, legal frameworks, rehabilitation programs, and the role of healthcare professionals in managing substance abuse. This collaboration provides authentic, field-based perspectives that enrich students' understanding beyond the classroom. The emphasis on pre-class preparation and



readiness assurance aligns with established TBL methodology^{2,3}.

Students then engage in a structured TBL session, that includes individual and



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team assessments followed by application exercises using clinical case scenarios. This format promotes active participation,



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critical thinking, and teamwork, enabling students to apply pharmacological knowledge to realistic situations. The session also fosters communication skills and collaborative learning, essential competencies for future clinical practice^{2,3}.

The impact of this initiative has been highly encouraging. Students reported increased engagement, improved understanding of substance abuse, and greater confidence in applying knowledge to clinical contexts. The integration of AADK was particularly valued, as it provided meaningful exposure to the multidisciplinary and societal aspects of addiction care. Not only that, but the sharing session also shed light on current national contexts and ongoing situations in our country. These findings are consistent with previous studies demonstrating that TBL enhances student engagement,



PRESENTATION of a token of appreciation from the Faculty of Medicine to Puan Zefa NorAsmara of AADK Selangor.

knowledge acquisition, and academic performance in medical education¹.

Moving forward, this AADK-integrated TBL model has strong potential for wider adoption across medical institutions. It serves as a practical example of how collaborative learning can transform traditional teaching and better prepare future doctors to meet evolving healthcare challenges¹⁻³.



YEAR 2 medical students working in groups of five during a TBL session.