Preface

“...Teacher, you have spoken well...they no longer dared to ask him any question”
Luke the Physician (20:39,40)

This book is a first fruit publication of more than a decade of organizing and hosting in Kuala Lumpur, Malaysia the Inter-Med School Physiology Quiz (IMSPQ). This is now a mega physiology event and at the recent 12th IMSPQ, 2014, we gathered 88 medical school teams from 23 countries who came converge for a 2 day adrenaline-high, physiologically stimulating activities.

Physiology questions asked in the competition is the focus of the IMSPQ. Above the friendly tussle for the Challenge Trophy (named in honor of Prof A Raman, the first Malaysian professor of physiology at the University of Malaya), the IMSPQ event is a nucleus for learning and enjoying physiology. The IMSPQ is an invaluable test experience where students of physiology from diverse curriculums of numerous countries are evaluated in the same sitting.

Valuable insights have been gained from a study of the common incorrect responses to the physiology questions asked during both the silent, written and the oral quiz session before a live audience. This book distills some of the major physiological concepts and principles that are part of the IMSPQ challenge. Three systems, cardiovascular, respiratory, and renal are covered, including integrated topics that synthesize essential homeostatic mechanisms of interorgan physiology.

This book is not purposed merely for preparations for teams gearing up for an IMSPQ event. The questions and explanations given, will be a resource for understanding physiology as they highlight the framework and major pillars of physiological knowledge in each system. These questions will provide a good foundation for students to build upon as they continue to pursue the wonders of human physiology.

My appreciation to Thijs van Vlijmen, who from our first meeting, recognized the usefulness of harvesting the IMSPQ for a fruitful book and was enthusiastic in producing this Physiology Question-Based Learning (Pq-BL) series. My student Adlina Athilah Abdullah drew the beautiful flower-blooming heart, lungs, and kidneys (and other illustrations in the text) that introduce the three branches of this PqBL.
At the 12th iMSPQ, we had more than a hundred physiology educators that accompanied their student teams. I hope this book will also be a good teaching tool for lecturers in all their educational efforts to communicate physiology well.

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