Student Guide
College of Medicine
لله إلهنا محمد
College of Medicine, Qassim University: An Overview

College of Medicine in Qassim University was established in the academic year 2000/2001 and became a regional leader in medical education. It is the first medical college in Saudi Arabia adopts the Problem-Based Learning (PBL) curriculum, as well as integration within basic sciences and between basic and clinical sciences. The curriculum is oriented towards training students to undertake the responsibilities of a physician of first contact who is capable of looking after preventive, promotive, curative and rehabilitative aspects of medicine. Curriculum aims to ensure that our graduates have a good working understanding of biological, psychological and social mechanisms and processes, as well as their impact on health and disease, based on principles of learning drawn from cognitive psychology.

At the end of undergraduate program, the student shall endeavor to be able to:

- achieve competence in practice of holistic medicine, encompassing promotive preventive, curative and rehabilitative aspects of common diseases
- develop scientific temper, acquire educational experience for proficiency in practice and promote health living
- become exemplary citizen by observation of medical ethics and fulfilling social and professional obligations, so as to respond to national obligations.

The students coming out of the College of Medicine shall be competent in diagnosis and management of common health problems of the individual and the community; be competent to practice of medicine; be able to appreciate the socio-cultural, economic and environmental factors affecting health and develop humane attitude towards the patients.
attitude for continued self-learning and to seek further expertise or to pursue research in any chosen area of medicine; acquire basic management skills in the area of human resources, materials and resource management related to healthcare delivery; be able to identify community health problems and learn to work to resolve these by designing, instituting corrective steps, evaluating outcome of such measures; be able to work as a leader in healthcare teams; and have personal integrity, sense of responsibility and dependability and ability to relate to or show concern for other individuals.

College of Medicine education enables students to develop a set of life and learning skills that promote a continuing ability and desire to learn, and a set of technical and professional skills that permit a range of career choices. Our excellent undergraduate academic programs leave graduates well prepared for their personal and professional lives and with a continuing ability and desire to learn. Integrated interdisciplinary learning is a hallmark.

The medical graduates of modern scientific medicine shall endeavor to become capable of functioning independently in both rural and urban environment. Every attempt will be made to encourage students to participate in PBL and seminars to enable them to develop personality, expression and other faculties which are necessary for medical graduates.

Interwoven throughout the training program is a rigorous new curriculum that enables the student to pull together the complexities of clinical practice: ethics, communication skills, self-reflection, health systems, interprofessional teamwork and being that well-rounded doctors of tomorrow must possess.
Rationale for the new curriculum of Medical College

Drawbacks and shortcomings of classical system

Major among these is lack of full response to community needs and a tendency to continue maintaining the status quo in curricula and educational methods rather than updating and using more effective and relevant teaching/learning methods in accordance with current, evidence-based medical education. Moreover, students are passive during lectures, which are the dominant feature, and there is lack of integration between disciplines and insufficient preparation of the students for continuing their own education after graduation and for applying what they have learned to actual practice.

Merits of Community-Based/Problem-Based programs

Earlier studies on 10 innovative, community-oriented, PBL schools (Richards & Fulop, 1987) showed that the graduates from these schools were“more skilled in clinical work especially in dealing with patients….more concerned, more committed to patients, better communicators and strong patient advocates”.

They compared favorably in examination on knowledge of basic sciences, and were better off in the knowledge and its application in relation to health needs. (Woodward,1996) has reported, in reference to certain studies, that PBL graduates were more motivated, they enjoyed their studies and that students used the library more, did more self-learning and their clinical knowledge and skills were judged slightly better. Their retention, retrieval and application of basic science knowledge were also better (Network: TUFH, 2003). It has also been reported (Jones et al., 2001) that“there is evidence that students in a PBL curriculum become better self-directed learners, that their confidence and feeling of belonging to the medical school increases,
and that scores in some exams could be higher. Some have suggested that…..the work environment for students and teachers is much better. (Jones et al., 2001).

Changing needs of the health system
“The focus of health care, has shifted from the individual to the community, from cure of disease to preservation of health, from episodic care to continuous and comprehensive care, and from an individual approach, provided by single primary care physicians, to comprehensive, community-based care, provided by primary-care teams. These changes have significant implications for educational institutions” (Jones et al., 2001).

The revolution of information technology
The revolution of information technology making health science information available and fairly accessible to the public and profession.

The change in epidemiological of diseases
The change in epidemiological milieu of diseases e.g. HIV/AIDS, malaria and tuberculosis.
Improving the health of the society by preparing competent health professionals who are able to respond to the changing health care needs and expectations of the community and are ready to excel in any field of medicine through high quality student-centered and community-oriented medical education, by conducting applied research, by providing evidence based health services, and by collaborating with national and international institutions.

A leading national and internationally recognized college in innovative medical education supporting the development of a healthy community.

This can be achieved by adopting a didactic strategy which stands on problem-based learning, Self-directed, student-centered, community-based and community-oriented education. Promoting faculty development in their career profession, education and research is the corner stone of the college program. Collaborating with national and international partners to achieve this mission is an important strategic pillar of the college.

**Values**
- Team spirit
- Transparency
- Integrity
- Partnership and commitment to community
- Professionalism
- Life-long learning
- Creativity and Innovation
- Accountability

**Mission**
"Improving the health of the society by preparing competent health professionals who are able to respond to the changing health care needs and expectations of the community and are ready to excel in any field of medicine through high quality student-centered and community-oriented medical education, by conducting applied research, by providing evidence based health services, and by collaborating with national and international institutions."

**Vision**
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Education

Our College is pursuing Problem Based Learning (PBL) models of curriculum which is a well established method of learning and instruction. PBL emphasizes small-group work on problems, self-directed learning to advance problem-solving skills and critical thinking, to prepare students for the types of problems they will face as professionals.

The objective is to foster academic excellence and to provide an education of the highest quality so as to produce medical practitioners of the highest caliber, and in addition providing the teachers and researchers of the future.

In addition to graduating doctors, the college has its role to play in education and training of the various categories of health personnel to develop and update their knowledge and skills through continuing professional development (CPD) programs. The responsibility in education also includes postgraduate education and educating the community in matters related to health.

Research

In research the emphasis will be on studies that would help to sort out the priority health problems of the country and efforts will be expended in equipping both students and staff with the required research capabilities in this regard.

We will lead the nation in quality-of-care research that builds clinical excellence aimed at improving healthy care. We are in the process of establishing a Research Resource Centre for coordination of research opportunities and to stimulate the development of research themes besides promoting research collaboration with other departments, institutions and originations at regional and national levels.
Service

The college has an important role to play through its partnership with the health system and community, through its faculty who render appreciable health care to the people and through its community-based education programs in which both students and staff are involved. During their training in health care facilities the students work for upgrading these facilities by involving the concerned communities and authorities.

We will continue to work towards:
1. Continuous Development of a curriculum responsive to Saudi community needs and expectations.
2. Prepare students for life-long learning in the study and practice of medicine, and for the initiation, and adaptation to, changes in medicine and health care.

We will be recognized as leaders and innovators in education and research in Medicine. The College is dedicated to excellence through the integration of clinical care, research, education, and community service.
College Goals and Objectives

Goal 1:
Providing high quality, innovative medical education to produce competent health Professionals.

Objectives:

a. Development of criteria and standards for admission to the College;
b. Development of an educational program responsive to the population needs and expectations;
c. Establishment of an assessment system which is in line with the educational objectives and fair to students; and
d. Development of an educational environment that is conducive to education, research and community needs.
Goal 2:

Raising the quality of academic performance of the College and obtaining national accreditation and international recognition.

Objectives:

a. Development of quality assurance system;
b. Organizing efforts to assess quality according to national and international standards;
c. Institute a management information system to support rational decision making in the College.
Goal 3:

Conducting applied health research that is relevant to the needs of the individual, the society and the health care system.

Objectives:

a. Development of a research agenda in response to the dynamic health environment;
b. Promotion of culture of research among faculty and students;
c. Establishment of a mechanism for supporting and monitoring all research activities.
Goal 4:
Providing health services to the sustainable development of a health community.

Objectives:

a. Enhancement of community health services in the region;

b. Development of health promotion programs in the region.
Goal 5:

Establishing and enhancing cooperation and partnership with national and international institutions in education, research and health services.

Objectives:

a. Collaboration with leading national and international bodies in research.

b. Collaboration with leading national and international bodies in health services.
The Undergraduate Medical Curriculum

College of Medicine adopts a community-oriented, problem-based learning curriculum where people, patients and problem are studied from a number of standpoints. Problem-based learning (PBL) is integrated with appropriate training in clinical skills and community-based experiences. Emphasis is given to critical thinking and self-directed learning. The undergraduate curriculum is designed to realize the mission and the institutional objectives of the College as outlined above and based on the objectives (attributes and competencies) of the graduate of the College as shown below.

Attributes to be developed in students through the program

By the end of the program, graduates are expected to be:

1- Compassionate, competent, efficient, punctual, health-care provider.
2- Community-oriented, culturally sensitivity physician.
3- Comprehensive, quality conscious, ethical health-care provider in conformity to Islamic justice and equity.
4- Creative, problem solving evidence-based practitioner, self-directed life-long learner.
5- Self-appraiser of competence deficit and curious seeker of recent knowledge.
6- Having basic research skills and higher level of skills in information technology.
7- Optimal user of health care resources.
8- Good communicator, and having team-working skills, and leadership capacities.
Program Intended Learning Outcomes

By the end of the program, graduates will be able to:

- Describe the normal structure and function of human body in a comprehensive, coherent manner during the different stages of life.
- Recognize the various types of human diseases and describe their pathogenesis, and their clinical manifestations.
- Describe the principles of management of the various human diseases with emphasis on common condition with community oriented approach.
- Describe the basic principles and steps of medical research.
- Recognize relevant standards and regulations of health facilities and Ministry of Health.
- Critically-evaluate and integrate medical knowledge from relevant sources for evidence-based decision making regarding health of individuals and community.
- Interpret medical data obtained through patient encounter for postulating provisional diagnosis.
- Develop management plans for health problems of the individuals and community.
- Choose their own learning needs and demonstrate responsibility for self-directed learning.
- Demonstrate the capability to work effectively in a team, and exercise leadership when appropriate.
- Demonstrate ethical and professional attitude in personal and professional relationships in health care settings.
- Show responsibility for advancing personal learning and professional development through continuous medical education.
- Demonstrate written and oral communication skills with colleagues, patients and other stakeholders of health care settings.
- Demonstrate the ability to utilize information and communication technology for learning and evidence-based practice of medicine.
- Apply relevant mathematical and bio-statistical techniques in medical practice and research.
- Use health management information system of the hospital in compliance with regulations, confidentiality, data security and integrity.
- Safely perform physical examination to identify disease signs.
- Safely employ appropriate basic medical diagnostic and interventional procedures in relevant situations (as specified explicitly in relevant courses and internship guidance materials).

Departments of the College:

It serves study in the Bachelor period without specialty in any course at this stage, the students are specialized after joining the postgraduate program. These departments serve also all colleges in the university, such as college of Dentistry, Pharmacy, Applied Medical Sciences and nursing, the Departments are:

1. Anatomy and Histology
2. Physiology
3. Pathology
4. Pharmacology and Therapeutics
5. Medicine
6. Surgery
7. Pediatrics
8. Obstetrics & Gynecology
9. Ophthalmology
10. Ear Nose and Throat (ENT)
11. Orthopedics
12. Family and Community Medicine
13. Radiology and Imaging
14. Dermatology
15. Psychiatry
16. Medical Education
Learning Strategies:

1. Problem-Based Learning (PBL)
2. Self-Directed Learning (SDL)
3. Team-Based Learning (TBL)
4. Panel Discussion (PD)
5. Early involvement in Clinical Skills
6. Community-Oriented Learning
7. Seminars
8. Interactive Lectures
9. E-Learning
10. Bed-Side Teaching
11. Case Presentation
12. Student Research Projects

Methods of Assessment:

i. Continuous assessment of participation in the PBL sessions, seminars, laboratory and clinical skills.

ii. Final Exams:
   - Multi-Choice Questions (MCQs)
   - Short Essay Questions (SEQs)
   - Modified Essay Questions (MEQs)
   - Objective structured Practical Exam (OSPE)
   - Objectives structured Clinical Exam (OSCE)

iii. Involving of students in assessment methods

Admission to the College of Medicine:

The University accepts student in the preparatory year and not in the College of Medicine. Student is accepted at the college after passing the preparatory year successfully and completing the requirements of admission.
Entry requirements:

1. Obtain GPA of 4 out of 5 or more in the preparatory year.
2. Obtain degrees 80% or more in the English language in the preparatory year.
3. Availability of seats allocated at the college of medicine.
4. Passing skills examination held by the college.
5. Have a certificate of decent health and free from infectious diseases.

Transfer to the College of Medicine requirements:

1. Available seat for the student transferring to the College of Medicine.
2. Pass the personal interview presented after the completion of the conditions above.
3. Transfer conditions is announced through Admission and Registration Deanship in coordination with the College.
   The transfer is only once in the academic year; it’s during summer, this is the period of transfer.
# Phase II: Basic medical sciences and the integration of systems

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Phase I: Preparatory Phase

Phase II: Basic Med Sciences

Phase III: Clinical Phase

Gastrointestinal System

Summery of distribution the credit hours of study:

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By-lay Examination Regulation:

I- Basic Science Phase:
In this phase, the educational strategy depends on problem-based learning in either sequential or longitudinal blocks (courses).

A- Sequential block:

1- Concepts and principles of learning
2- Man and his environment, & metabolism
3- Growth and development
4- Principles of Disease
5- Musculoskeletal & integumentary systems
6- Endocrine and reproductive systems
7- Hemopoietic and immune systems
8- Cardiovascular system
9- Respiratory system
10- Gastrointestinal System
11- Urinary system
12- Nervous system
13- Integrated multi-system & therapeutics
B- Longitudinal blocks:

1. Clinical skill - 1
2. Health and illness in the community - 1
3. Clinical skills - 2
4. Health and illness in the community - 2
5. Clinical skills - 3
6. Health and illness in the community - 3
7. Clinical skills - 4

Promotion of students from year to year in basic sciences phase:

- Following successful pass in all blocks of the year, all next year blocks are registered without selection, deletion, or addition.
- Student who fails in one sequential block will register all blocks of the next year in addition to the defective block (from the previous year) and the student will attend the exam only of this defective block (no need to attend this block activities).
- Student who fails in two or more of the sequential blocks will register these defective blocks in the next year in addition to block(s) (sequential or longitudinal) of the blocks of the subsequent year but taking care of avoiding contradiction (overlap) in timing between the fresh block(s) and the defective blocks; and the total teaching units of the whole year should not less than the minimum required teaching units of the year. In this condition the student will attend the whole academic activities of the block (defective and fresh).
- For faulty students, if only one year is remaining to pass to the clinical phase and there is an overlap in the timetable between sequential and longitudinal blocks, students can register all remaining block (of this year) provided that the student’s percentage of absence in any one block must not exceed the acceptable by-law percentage of absence.
Examination plan in basic science phase:

- Student who fails in one or two sequential block is allowed to apply to resit exam in one block only provided that the resit exams will include this block.
- Student who fails in more than two blocks are not allowed to apply to resit exam.
- In resit exam, the exam score is out of 60 marks and the on-going marks (out of 40) of this block is added to the gained score in the resit exam. If the student pass the grade in all condition will be fixed as “D”.
- For student who re-register the defective blocks in the subsequent year, the marks of the on-going exam of the same block, that was gained previously, would be re-used and the student has the choice to repeat lab exam-component of this on-going exam or to fix the marks of these lab exams as previously gained.
- For student who fails in one sequential block and this block is the only remaining block in the basic science phase, this block will be registered to the student and he/she must attend all the academic activities of this block. In this condition the student can apply to the nearest exam for this block in the first semester. If the exam occasion of this block is located in the second semester, an exceptional exam for this block is arranged before the end of the first semester, and if the student pass this exam, he/she can join the clinical phase in the second semester, but if the student fail, he/she can apply again to the exam for this block in its original time (in the second semester), if he/she pass this exam the score of this block will be D2, but if he/she fail in exam, he/she is not allowed to join any exam arranged for this block during this academic year.
- If the student fail in one of the longitudinal blocks, he/she can apply to the resit exam of this block.
- For any other issue not mentioned in the above regulations, the university by-law regulations will be applied.
II- Clinical Phase:
The educational strategy depends on PBL in addition to bed-side teaching in the hospitals. Clinical courses are divided into primary and secondary courses.

A- Primary Courses:
1. Internal Medicine
2. General surgery
3. Orthopedics
4. Ophthalmology
5. Ear, Nose, and Throat
6. Pediatrics
7. Obstetrics and gynecology
8. Family Medicine
9. Psychiatry
10. Emergency

B- Secondary Course:
1. Radiology
2. Dermatology
3. Forensic medicine
4. Medical ethics in Islam
Promotion from year to another in clinical phase:

1. Students must successfully complete basic science-phase blocks to join clinical phase.
2. Student can pass from year four to year five regardless results of course-exams of year four.
3. If the student successfully complete year four and five, he/she is eligible to join internship phase. But if he/she fail in one or more of the primary courses he/she has to register these courses again and must attend all the academic activities of these courses as long as no contradiction in timing between courses.

Exam Plan in Clinical Phase:

1. If the student fail in one primary course of the clinical phase, he/she has to re-register this course again after completing year five courses, and he/she has to attend the academic activities of this/these course(s) as long as there is no contradiction with other courses (in timing) and the gained exam score is recorded as such.
2. If the student fail in one secondary course, this course will be re-registered in the next year. Attendance of the course's academic activities is not required and the gained exam score recorded as such.
The Internship Period:

The internship is the clinical training of the students after successfully passing all courses, it is the period which precedes graduation, the duration of the training is twelve months inclusive trainee vacations, it is part of the requirements of studying medicine, the student is not eligible to practice medicine until ending of internship successfully. This Period is subjected to the regulations of internship.

Objectives of internship:

- Application of information and foster medical skills through clinical training.
- Training in medical course, making an autonomy in education and to deal professionally.
- Application of medical ethics and commitment to Moslem physician ethics in all dealings.
- Familiarize trainee with medical team work education potential and the limits of his destiny, as well as training to seek advice from those who are more experienced.
- Development interest in what is new in the medical field, development the skills of reading, searching for information, reference books, medical journals and electronic means to search.
- Development of communication skills of the trainee with his colleagues, the rest of the medical team, as well as with patients and their families.
- Orientation about postgraduate medical programs and specialization.