

Introduction for second stage

Second stage will give you the opportunity to learn the normal structure and function of the human body to the level required to be a junior doctor. At the same time you will start to develop an appreciation of personal and professional development, communication skills , and medical ethics.

The curriculum describes the subjects of semester I and II of Second stage in the College with new introducing subjects such (Early Clinical Exposure, Thinking Techniques, and Behavior Sciences) .

The aim of introducing Early Clinical Exposure, Thinking Techniques, and Behavior Sciences in the second stage of medical education is to bridge the gap between theoretical knowledge and clinical practice, and to develop competent, compassionate, and reflective medical professionals

Early Clinical Exposure is intended to familiarize students with real clinical settings at an early stage, enhance understanding of basic sciences through clinical correlation, and foster professional attitude, communication skills, and patient-centered care .

Thinking Techniques are introduced to develop critical thinking, clinical reasoning, problem-solving, and decision-making skills, enabling students to approach medical problems logically, analytically, and ethically .

Behavior Sciences aim to help students understand human behavior, doctor–patient relationships, psychological aspects of illness, teamwork, empathy, and professionalism, which are essential for holistic patient care .

Overall, these additions aim to produce doctors who are not only knowledgeable but also skilled in clinical reasoning, effective communication, ethical practice, and compassionate care.

The course will contain large group lectures (LGT), Small Group Learning (SGL) for laboratory sessions and seminars for basic sciences, and Small Group Learning (SGL) for early clinical exposure in the hospital and health care centers.

Second stage will include 12 subjects (Anatomy, Physiology, Biochemistry, Embryology, Histology, General pathology I, Behavior sciences, early clinical exposure, Thinking technique, Computer, Arabic and Baath party crimes). The students will be divided into 6 groups (A, B, C, D, E and F). Each group will get training in 6 subjects once a year.

We shall begin the year with an introductory session briefing the whole year regarding objectives, timetable, and assessment. From this session we will advance to learning about major systems of the human body along semester I & II, detailed learning objectives will be provided at the beginning of each unit of subject. To assist students in learning, subjects employ a variety of activities including lectures for each subject, with laboratory guide through small group discussions, while clinical problem solving cases for each (Anatomy, Physiology, Biochemistry, Histology, general pathology I, Thinking Techniques). The problem base learning through Integrated learning activities. In addition, students are expected to self-study the required readings provided from textbooks.

Feedback is a vital component of any educational program, serving as a tool for continuous improvement and growth. It provides valuable insights from students, educators, and stakeholders, allowing program leaders to assess effectiveness, address challenges, and enhance the overall learning experience. Constructive feedback helps ensure that the program remains relevant, inclusive, and aligned with the evolving needs of learners."