

## Introduction for fourth stage

This curriculum describes the subjects of semester I and II of your fourth stage in the College. The semester will contain large group lectures (LGT), clinical sessions, Small Group Learning (SGL) and seminars. The fourth stage will include 8 subjects ( Surgery, Medicine, Obstetric, Pediatric, Forensic medicine, Community and family medicine, and Professional ethics and Medical ethics, and Research project). The students will be divided into 4 groups (A, B, C, and D). Each group will get training in 7 subjects once a year.

The curriculum has been strengthened through the introduction of a research project component to introduce students to basic principles of medical research and scientific inquiry, to train students in research methodology, including study design, data collection, and analysis, in addition to promote critical thinking, evidence base medicine and analytic skills among medical students.

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 clinical session in the hospital for all subjects.

The problem base learning through Integrated learning activities. In addition, students are expected to self-study the required readings provided from textbooks. At the same time, you will continue to develop an appreciation of personal and professional development, communication skills, and attitude.

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."