Kingdom of Saudi Arabia
Ministry of Education
King Faisal University
College of Medicine

المملكة العربية السعودية
وزارة التعليم
جامعة الملك فيصل
كلية الطب

Student Handbook

This handbook is a guide for the students in the Program of Bachelor of Medicine, Bachelor of Surgery (MBBS) at College of Medicine, King Faisal University

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Message from the Dean

Dear Medical Students,

It is my great pleasure to welcome you to the College of Medicine and the beginning of a transformative journey in your life and career. Pursuing medicine is both a noble calling and a significant responsibility, one that demands not only knowledge and skill but also compassion, integrity, and lifelong dedication to learning.

Our college is committed to providing you with a rigorous, student-centered medical education rooted in excellence, professionalism, and service. Our curriculum is designed to cultivate clinical competence, scientific thinking, ethical practice, effective communication and professional research. Qualities essential to becoming a well-rounded and trusted physician.

You will be challenged to grow both intellectually and personally. Along the way, you will find support through dedicated faculty, advanced simulation and learning resources, academic advising, and a vibrant student community. We encourage you to actively engage in peers, and contribute to your community.

As you progress through the phases of the MBBS program, from foundational sciences to clinical rotations and internship, remember that every experience is shaping you into the doctor you are meant to become. Carry with you the values of empathy, respect, and service to others.

We are proud to walk alongside you on this journey and look forward to witnessing your achievements, growth, and contributions to the health and well-being of society.

Wishing you all the best in your medical studies and future endeavors.

Warm Regards,

Prof. Abdulrahman Saleh Almulhim
Dean, College of Medicine
King Faisal University

I. Introduction

History of King Faisal University

Established by Royal Decree No. H/67 on 28th Rajab 1395 AH (1975 AD), King Faisal University (KFU) marked a major milestone in the development of higher education in Al-Ahsa and the Eastern Province. From its inception, the University has been supported by the Kingdom's leadership, enabling its steady growth and expanding academic vision.

KFU began with the College of Agricultural and Food Sciences and the College of Veterinary Medicine and Animal Resources, serving 170 students with 46 faculty members. The University's expansion continued with the establishment of additional colleges such as Education (1401 AH) and Administrative Sciences and Planning (1404 AH), addressing emerging national needs.

A turning point came in 1418 AH, when the late Crown Prince HRH Prince Sultan bin Abdulaziz laid the cornerstone for the main campus. This launch symbolized the University's ongoing commitment to academic excellence and infrastructure development.

Today, KFU includes 15 colleges offering 47 undergraduate and 68 postgraduate programs across diploma, master's, and doctoral levels. With over 40,000 undergraduate and 3,500 postgraduate students, the University graduates more than 10,000 students annually. It is supported by approximately 2,200 faculty members and a strong research infrastructure that includes 11 deanships and 26 specialized centers.

Substantial government investment has fueled the rise of KFU's modern educational and medical cities, while advancing its applied research—particularly in palm cultivation, endemic disease prevention, and food and environmental sustainability.

In line with Saudi Vision 2030 and the new University System, KFU is redefining its identity to align with the knowledge economy and national development goals. It seeks to lead in creating a future-ready academic environment, contribute to innovation and research, and serve as a national reference point in education and sustainability.

Overview of the College of Medicine

The College of Medicine in Al-Ahsa was established by Royal Decree No. 7/B/15252, dated 18/11/1421H, as part of King Faisal University's commitment to advancing medical education and healthcare services in the region.

The College admitted its first cohort of students in the first semester of the 1423–1424 AH academic year, with 57 students enrolled. The first graduating class completed their studies in 1428–1429 AH, comprising 53 graduates.

The college infrastructure was designed to accommodate up to 1,200 male and female students. It comprises three primary facilities:

- The **Central Building**, which houses a range of specialized medical laboratories, including Physiology, Biochemistry, Anatomy, Histology, Pathology, Pharmacology, Parasitology, Microbiology, Neuroscience, Clinical Skills, and Simulation Laboratories.
- Separate **Male and Female Students' Buildings**, which are gender-specific facilities that include lecture halls, classrooms, libraries, administrative and faculty offices, and computer laboratories to support a conducive learning environment.

In 2017, the College of Medicine established the **Clinical Training Centre (CTC)** to enhance the clinical competencies of senior medical students through structured hands-on training and simulation-based learning.

Mission, Vision & Values

Our Vision:

A leading medical college committed to developing scientific and clinical competencies, competing locally and regionally to serve humanity and society.

Our Mission:

To educate and develop a generation of future physicians capable of excelling at both the local and regional levels by offering up-to-date knowledge, diverse clinical experiences, scientific research opportunities, and enriching partnerships that benefit the local community.

Our Values:

The College of Medicine upholds the institutional values of King Faisal University, which are:

1. Responsible **Citizenship**
2. Interdisciplinary **Integration**
3. **Innovation** in Knowledge Development and Application
4. **Respect and Confidentiality** for Ideas, Opinions, and Diversity
5. **Justice** that Promotes Transparency and Belonging
6. **Empowerment** of Expertise and Capabilities

College Administration

Dean

The Dean is the highest authority in the college and is responsible for overseeing all academic, administrative, financial, and strategic operations. Key responsibilities include:

- Leading the overall direction and vision of the college.
- Representing the college at the university level and in external partnerships.
- Approving and supervising the implementation of academic and strategic plans.
- Ensuring compliance with quality assurance and accreditation standards.

Vice Dean for Academic Affairs

The Vice Dean for Academic Affairs oversees all academic processes and coordinates with academic departments to ensure the quality of education. Responsibilities include:

- Managing course schedules, examinations, and academic calendars.
- Monitoring faculty performance and student academic progress.
- Supervising academic advising and student evaluations.
- Supporting curriculum development and academic committees.

Vice Dean for Clinical Affairs

The Vice Dean for Clinical Affairs supervises the clinical education and training components of the MBBS program, ensuring students are well-prepared for clinical practice. Responsibilities include:

- Coordinating hospital-based training and clinical rotation schedules.
- Developing partnerships with health sectors.
- Ensuring the quality and consistency of the clinical learning environment.
- Supervising internship programs, including the planning, tracking, and evaluation of intern performance.

Vice Dean for Postgraduate Studies and Scientific Research

This role is dedicated to advancing research and managing postgraduate academic programs. Responsibilities include:

- Overseeing research strategies, ethics approvals, and funding support.
- Encouraging scientific publication and faculty-student research collaboration.
- Supervising postgraduate degree programs and supporting graduate students.
- Establishing and nurturing research partnerships at the national and international levels.

Vice Dean for Female Student Affairs

The Vice Dean for Female Student Affairs ensures a supportive academic and administrative environment for female students. Responsibilities include:

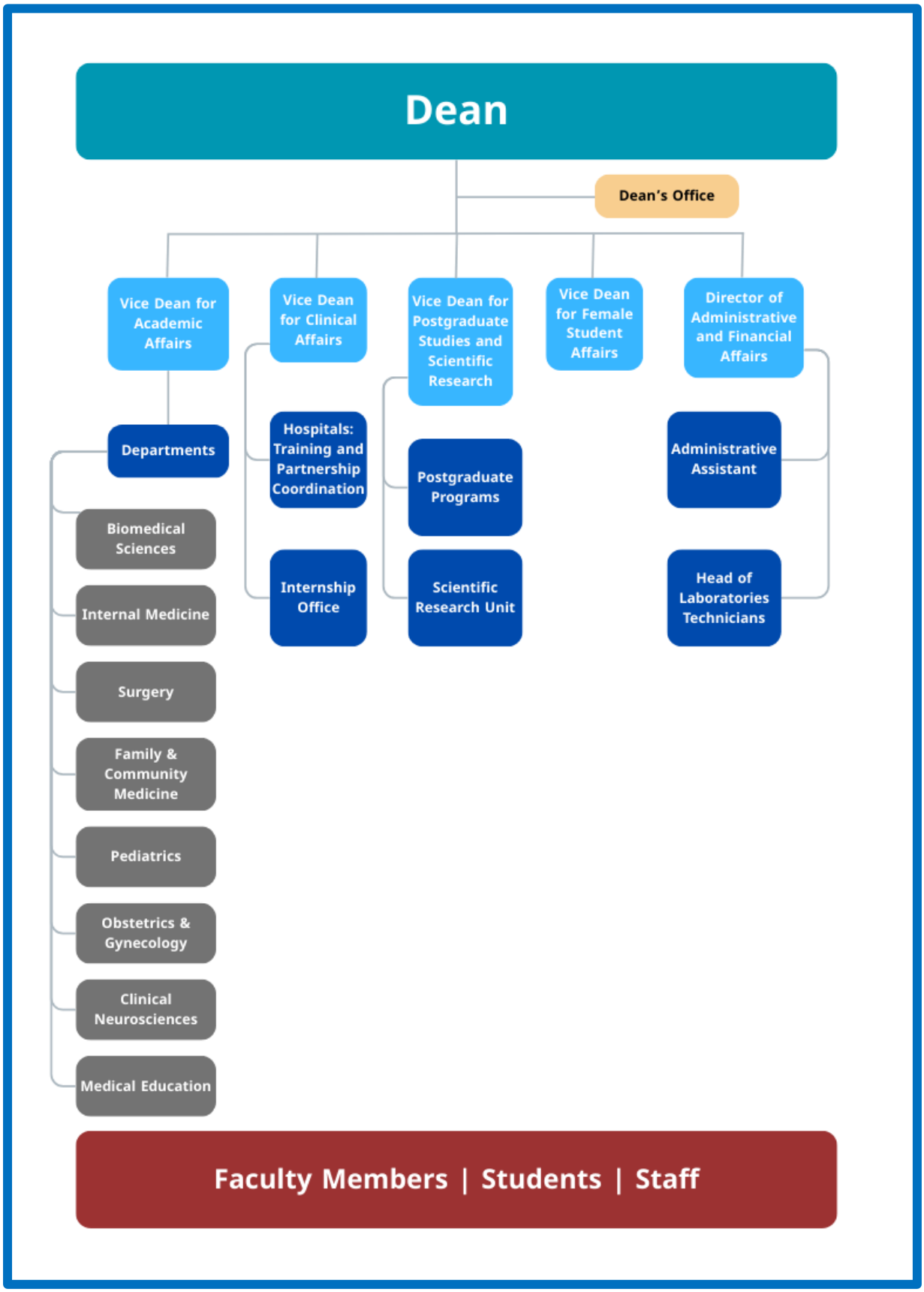
- Monitoring attendance and engagement in lectures and clinical sessions.
- Addressing academic or personal concerns of female students.
- Coordinating with academic and administrative offices on all matters related to female students.

Director of Administrative and Financial Affairs

The Director of Administrative and Financial Affairs manages the internal operations of the college to support its academic mission. Responsibilities include:

- Managing human resources, budgets, procurement, and inventory.
- Overseeing the operational needs of college facilities and logistics.
- Ensuring timely maintenance, safety compliance, and administrative services.
- Supporting departments and faculty with operational requirements.

Organizational Structure



Departments

1. Department of Biomedical Sciences

This foundational department encompasses multiple disciplines, including anatomy, histology, physiology, biochemistry, pharmacology, pathology, microbiology, immunology, and forensic medicine. It contributes significantly to the pre-clinical phase of the MBBS program. This department is responsible for offering the following courses:

- **Block 1.1: Fundamentals of Medicine**
- **Block 1.2: Infection and Immunity**
- **Block 1.3: Respiration and Circulation**
- **Forensic Medicine**
- **Other Elective Courses**

In addition to the Bachelor's program, it offers a Master's degree in Biochemistry and Molecular Biology. It is responsible for supervising the following laboratories:

- **Anatomy Laboratory**
- **Physiology Laboratory**
- **Biochemistry Laboratory**
- **Pathology Laboratory**
- **Pharmacology Laboratory**
- **Microbiology Laboratory**
- **Neuroscience Laboratory**
- **Histology and Electron Microscopy Laboratory**
- **Hematology Genetic Research Center**

2. Department of Internal Medicine

This department provides extensive training in adult medicine, covering various subspecialties and emphasizing clinical reasoning and patient care. This department is responsible for offering the following courses:

- **Block 2.3: Dysregulation & Chronic Diseases I**
- **Block 2.4: Dysregulation & Chronic Diseases II**
- **Block 4.1: Internal Medicine I**
- **Block 5.1: Internal Medicine II**
- **Dermatology**
- **Other Elective Courses**

In addition, it is responsible for supervising the **Clinical Training Centre (CTC).**

3. Department of Surgery

This department offers comprehensive education in general surgery and its subspecialties, emphasizing surgical techniques, perioperative care, and emergency management. This department is responsible for offering the following courses:

- **Block 3.1: Oncology, Trauma-Orthopedics**
- **Block 3.2: Acute Loss of Function**
- **Block 4.2: Surgery I**
- **Block 4.4: Movement**
- **Block 5.2: Surgery II**
- **Block 5.4: Emergency Medicine**
- **Radiology**
- **Anesthesia**
- **ENT**
- **Ophthalmology**
- **Orthopedic**
- **Other Elective Courses**

In addition, it is responsible for supervising the **Simulation Laboratory**.

4. Department of Family and Community Medicine

This department focuses on primary healthcare, preventive medicine, public health, and community-based education. It plays a pivotal role in training students to provide comprehensive care across all ages and settings. This department is responsible for offering the following courses:

- **Block 5.3: Primary Health Care (PHC)**
- **Social Medicine**
- **Other Elective Courses**

5. **Department of Obstetrics and Gynecology**

This department is dedicated to women's health, covering prenatal care, labor and delivery, reproductive endocrinology, and gynecologic oncology. This department is responsible for offering the following courses:

- Block 3.3: Life Cycle 1

- Other Elective Courses

6. **Department of Pediatrics**

This department specializes in child health, covering growth and development, pediatric diseases, immunizations, and adolescent medicine. This department is responsible for offering the following courses:

- Block 3.4: Life Cycle 2

- Block 4.3: Life Cycle 3

- Other Elective Courses

7. **Department of Clinical Neurosciences**

This department focuses on the nervous system, offering education in neurology, neurosurgery, and psychiatry. This department is responsible for offering the following courses:

- Block 1.4: Mind and Motion

- Block 2.1: Motions and Senses

- Block 2.2: Emotion and Senses

- Psychiatry

- Other Elective Courses

8. **Department of Medical Education**

This department focuses on enhancing the quality of medical education through curriculum development, faculty training, assessment strategies, and educational research.

This department includes three basic units: **Faculty Development Unit, Assessment Unit and Continuing Medical Education (CME) Unit.** This department is responsible for offering the following Lines:

- Professional Development Line

- Knowledge Progress Line

Committees

In accordance with university regulations, the College of Medicine operates through a set of **Main Committees** that ensure effective governance, strategic development, quality assurance, and community engagement.

All other specialized and operational committees in the college are considered **subcommittees** reporting to these Main Committees.

Below is a description of each Main Committee and its key responsibilities:

1. **Development and Quality Assurance Committee**

Description:

Responsible for overseeing the implementation of quality standards across academic, clinical, administrative, and research activities.

Key Tasks:

- Monitor compliance with national and international accreditation standards.
- Review and improve academic and administrative processes.
- Conduct periodic program evaluations and stakeholder satisfaction surveys.
- Foster a culture of continuous improvement and institutional excellence.

2. **Graduate Studies and Scientific Research Committee**

Description:

Leads the development and management of postgraduate programs and scientific research activities.

Key Tasks:

- Supervise the planning and delivery of postgraduate studies (Master's and PhD programs).
- Support faculty and student research initiatives.
- Oversee research ethics approvals and research funding opportunities.
- Encourage scientific publication and innovation.

3. **Study Plans Committee**

Description:

Responsible for the development, approval, and periodic review of study plans across all programs.

Key Tasks:

- Design and update the MBBS curriculum and related study plans.
- Align academic offerings with SaudiMEDs and accreditation frameworks.
- Ensure program learning outcomes meet national qualification standards.
- Recommend the introduction of new courses or modifications to existing ones.

4. **Academic Affairs Committee**

Description:

Manages all aspects related to student academic progress, advising, course management, academic integrity, and student conduct within the College of Medicine.

Key Tasks:

- Oversee student registration, academic advising, and monitoring of academic performance and progression.
- Develop and implement policies related to examinations, assessment methods, grading, and academic standing.
- Supervise student appeals, academic complaints, and requests related to academic matters.
- Manage academic integrity cases, including plagiarism, cheating, and breaches of academic standards.
- Oversee student conduct and professionalism, addressing violations of university or college behavioral policies.
- Organize support programs for professional development, mentorship, and student success initiatives.
- Ensure the alignment of academic regulations and processes with national accreditation standards and the university bylaws.

5. **Student Activities Committee**

Description:

Promotes a vibrant student life and supports co-curricular and extracurricular engagement.

Key Tasks:

- Organize cultural, social, athletic, and scientific activities for students.
- Support leadership development and volunteering initiatives.
- Facilitate student clubs, organizations, and national representation activities.
- Ensure activities align with the values and mission of the university.

6. **Cooperative Training and Community Partnership Committee**

Description:

Strengthens community engagement and promotes partnership with external organizations.

Key Tasks:

- Organize cooperative training public education and support in collaboration with healthcare and community institutions.
- Plan and implement community outreach programs.
- Foster partnerships with industry, non-profits, and governmental agencies.
- Promote public health initiatives and awareness campaigns.

7. **Strategic Planning and Decision Support Committee**

Description:

Guides the college's strategic direction and provides data-driven decision-making support.

Key Tasks:

- Develop and monitor the strategic plan of the college.
- Collect and analyze institutional performance data (KPIs).
- Provide reports and recommendations to enhance college operations and outcomes.
- Support leadership in evidence-based planning and policy-making.

8. **Sustainability Committee**

Promotes the efficient use of resources and maintaining the operational and administrative sustainability of the college. It ensures that financial, human, and facility-related resources are managed effectively to support the college's mission and long-term goals.

Key Tasks:

- Oversee the management and optimal utilization of the college's administrative, financial, and technical resources.
- Ensure proper maintenance of college buildings, laboratories, and clinical training facilities.
- Support the planning and execution of budgets and financial strategies in alignment with sustainability principles.
- Promote practices that contribute to the environmental, economic, and operational sustainability of the college.
- Supervise the development and implementation of operational risk management and emergency preparedness plans.

9. Alumni Committee

Description:

Maintains strong relationships with college graduates and supports alumni engagement.

Key Tasks:

- Organize alumni networking events, reunions, and professional development activities.
- Collect feedback from alumni for continuous program improvement.
- Promote alumni contributions to mentorship programs and community initiatives.
- Build an active alumni database and communication channels.

10. Internal Inspection Committee

Description:

Functions as an oversight body that audits the performance and compliance of all other college committees.

Key Tasks:

- Conduct periodic reviews of committee activities and outcomes.
- Ensure adherence to university policies, regulations, and strategic objectives.
- Provide detailed reports and recommendations to the Dean and College Council.
- Identify areas of risk, non-compliance, or need for improvement.

All other committees within the College of Medicine, such as the Curriculum Committee, Promotions Committee, Risk Committee, Scholarship Committee, and Student Conduct

Committee are considered **subcommittees** operating under the umbrella of these ten Main Committees.

Key Contacts & Quick Links

To help you navigate your academic and clinical journey, below are important contacts and resources within the College of Medicine and King Faisal University.

Academic & Administrative Contacts:

www.kfu.edu.sa/en/Colleges/AhsaMedicine/Pages/ContactUs.aspx

Quick Links:

- **University Website:**
  www.kfu.edu.sa
- **College of Medicine Website:**
  www.kfu.edu.sa/en/Colleges/AhsaMedicine
- **Student Services (ID, transcript, clearance):**
  services.kfu.edu.sa/Banner
- **E-learning Portal (Blackboard):**
  https://bblms.kfu.edu.sa/webapps
- **University Email Access:**
  https://mail.kfu.edu.sa
- **University Library System:**
  https://library.kfu.edu.sa
- **Academic Advisory:**
  www.kfu.edu.sa/en/Colleges/AhsaMedicine/Pages/Academic_Advisory.aspx
- **Examination & Assessment Guidelines:**
  www.kfu.edu.sa/ar/Colleges/AhsaMedicine/Pages/Rules.aspx
- **Affiliated Hospitals and Training Sites:**
  www.health.sa/en/clusters/al-ahsa_health_cluster

How to Use This Handbook

This handbook is designed to serve as your essential guide throughout your journey in the MBBS program at the College of Medicine. Whether you are a newly admitted student or advancing through your clinical years, this resource aims to provide you with clear, reliable, and up-to-date information about academic expectations, policies, resources, and opportunities.

Purpose of the Handbook:

- To familiarize you with the structure and requirements of the MBBS program.
- To clarify university and college policies related to academics, professionalism, and student support.
- To direct you to key offices, services, and online resources.
- To help you plan your academic progress and prepare for each phase of your studies.

Tips for Using This Handbook Effectively:

1. **Read Early, Refer Often:**

Review the handbook thoroughly at the beginning of the academic year. Refer back to specific sections when you need clarification throughout the semester.

2. **Use the Table of Contents**

Navigate easily using the table of contents or search function (if digital) to locate information on assessments, clinical rotations, regulations, or student services.

3. **Stay Updated**

While this handbook provides a comprehensive overview, some information (e.g., schedules, deadlines) may change. Always check official university announcements and portals for the most current updates.

4. **Keep It Accessible**

Save a digital copy on your device and keep the printed version (if provided) in your study area for quick reference.

5. Know Where to Get Help

If something in the handbook is unclear or you have additional questions, reach out to your academic advisor or the Office of Student Affairs for guidance.

6. Always Follow the Latest Edition

This handbook is periodically revised to reflect curriculum updates and policy changes. Students are responsible for referring to the most recent edition published by the College of Medicine, which supersedes previous versions.

II. MBBS Program at a Glance

Program Overview & Philosophy

The **MBBS program** at the College of Medicine is designed to produce competent, compassionate, and research-oriented medical graduates who are well-prepared to meet the healthcare needs of their community and contribute meaningfully to the advancement of medical knowledge and practice.

The program emphasizes the development of clinical excellence through **evidence-based best practices**, a strong foundation in **scientific research**, a commitment to **health promotion**, and active **community engagement**. Our aim is to ensure that graduates are not only skilled clinicians but also advocates for patient-centered care, ethical leadership, and lifelong learning.

The educational philosophy is grounded in **Competency Based Medical Education (CBME), student-centered learning**, **integration of basic and clinical sciences**, and continuous **professional development**. By fostering critical thinking, self-directed learning, and interdisciplinary collaboration, the program equips students to respond effectively to the dynamic challenges of modern medicine.

Program Goals

To achieve its mission, the College of Medicine has established the following strategic goals:

- Establish and sustain a faculty structure capable of delivering academic and clinical excellence.
- Continuously improve the quality and competency of the healthcare workforce.
- Develop robust quality management and academic support systems.
- Maintain state-of-the-art infrastructure that supports learning, innovation, and clinical training.
- Create a research-conducive environment that upholds high standards of scientific inquiry and ethical practice.
- Strengthen collaboration, communication, and partnerships with the local, regional and international community to enhance health outcomes and social impact.

Graduate Attributes

Graduates of the MBBS program at King Faisal University will demonstrate the following core attributes:

- **A Positive Attitude Toward Learning:** A strong sense of motivation and engagement with the learning process, showing readiness to grow professionally and intellectually.
- **Passion for the Profession:** A genuine interest in the medical field, coupled with a commitment to serving patients with empathy and professionalism.
- **Independent Thinking and Problem-Solving:** The ability to critically assess situations, make informed decisions, and work effectively in both individual and team settings.
- **Persistence and Task Completion:** A disciplined and determined approach to managing academic and clinical responsibilities, with resilience in the face of challenges.

These attributes reflect the college's commitment to nurturing physicians who are not only clinically competent but also ethically grounded, socially responsible, and committed to the continuous betterment of healthcare.

Key Academic Definitions

Understanding the terminology used throughout the MBBS program is essential for navigating your academic journey. The following definitions outline core concepts related to curriculum structure, academic planning, and assessment:

- **Academic Year:** An academic year typically consists of **approximately 40 weeks**, divided into **two main semesters**, during which teaching, assessment, and clinical activities are conducted.

- **Semester**: Spans approximately **18 weeks**, including teaching, assessments, and relevant academic activities.

- **Quarter**: Each semester is subdivided into **two quarters**, with each quarter lasting **approximately 8 weeks**.

- **Program:** A structured academic pathway leading to an academic qualification (e.g., Diploma, Bachelor's, Master's, etc.). The **MBBS program** is an undergraduate professional degree in medicine awarded upon successful completion of all academic and clinical requirements.

- **Study Plan**: A defined collection of **mandatory and elective courses** with specific credit hours, which a student must complete to qualify for graduation and receive the associated degree. The plan is aligned with national qualification frameworks and learning outcomes.

- **Course**: A **single academic unit** within the study plan. Each course includes:
    - Course Title
    - Course Code
    - Credit Units (Credit Hours)
    - Course Level
    - Course Description and Objectives
    - Course Learning Outcomes (CLOs)
    - Teaching and Learning Strategies
    - Student Assessment Plan
    - Required and Recommended References

- **Block**: A **thematic or system-based module** that integrates multiple disciplines (e.g., Circulation and Respiration, Dysregulation Chronic Disease, Life Cycle) around a central clinical or scientific concept, consisting of **approximately 8 weeks**.

- **Line**: A **longitudinal educational theme** that spans multiple years of the curriculum (e.g., Professional Development), intended to build progressively across the program.

- **Clerkship**: Represents the **clinical training phase** conducted in affiliated hospitals and healthcare centers. Clerkship rotations vary in length depending on the specialty, ranging from **2 to 8 weeks**.

- **Re-Sit Examination Period**: A dedicated **2-week period** for only the year wise Programs, scheduled in the College of Medicine after the completion of the **fourth block**, providing an opportunity for students to retake examinations as per college policy.

- **University Requirement Courses**: Courses mandated for all undergraduate students across the university, regardless of major. For bachelor's degrees, this typically includes **four courses totaling 8 credit hours**, aimed at general skills and national development goals.

- **Credit Unit:** A Credit Unit (also referred to as a **Credit Hour**) is the standard measure of academic workload used to quantify the amount of instruction a student receives in a given course.

- **Contact Hours:** A Contact Hour refers to a unit of time during which a student is directly engaged in learning activities with an instructor or under academic supervision. It represents actual instructional time spent in educational settings such as classrooms, laboratories, clinical training sites, or simulation centers.

- **Credit Hour = 15 Contact Hours**: at King Faisal University – College of Medicine, a **Contact Hour** is typically defined as:
    - **1 Contact Hour** (theoretical) = 1 lecture of at least 50 minutes.
    - **1 Contact Hour** (practical) = 1 practical/lab or clinical session of at least 100 minutes.

- **Program Learning Outcomes (PLOs):** Competencies students are expected to achieve by the time of graduation. These outcomes are aligned with national frameworks and reflect the overall goals of the MBBS program.

- **Course Learning Outcomes (CLOs):** Specific outcomes expected from each course, aligned with and contributing to the broader **PLOs** within the same learning domain.

Teaching and Learning Framework:

- **Educational Methods:** Diverse instructional approaches used to promote deep learning and engagement, including lectures, problem-based learning (PBL), simulations, clinical clerkships, and self-directed learning (SDL). All the instructional approaches are aimed at facilitating active and independent learning.

- **Learning Outcomes:** Statements that describe what a student is expected to know, do, or value upon completion of a course or program. Learning outcomes are categorized into three domains:
  1. **Knowledge and Understanding**
  2. **Skills**
  3. **Values, Autonomy, and Responsibility**

SaudiMEDs Framework:

A national competency framework outlining the essential roles and competencies expected of all medical graduates in Saudi Arabia. The MBBS program at King Faisal University is mapped to SaudiMEDs to ensure alignment with national standards and healthcare needs.

Learning and Assessment Strategy

The **College of Medicine** adopts a dynamic and integrated **Learning and Assessment Strategy** that aligns with international best practices in medical education and the national standards of the Kingdom of Saudi Arabia. This strategy is student-centered, outcomes-based, and designed to foster academic excellence, clinical competence, and professional development.

Learning Strategy:

The MBBS program promotes **active, experiential, and integrated learning**. Students are expected to engage in diverse teaching and learning modalities that promote critical thinking, lifelong learning, and professional behavior. Key features include:

- **Integrated Curriculum**: The curriculum is structured across basic and clinical sciences, promoting a seamless transition between foundational knowledge and clinical application.
- **Student-Centered Approach**: Emphasis on student engagement through self-directed learning, collaborative group work, and reflective practice.
- **Diverse Teaching Methods**:
    - Problem-Based Learning (PBL)
    - Theme Lectures and Patient Lectures
    - Interactive seminars
    - Problem solving / Clinical Reasoning
    - Practical workshops
    - Clinical rotations and bedside teaching
    - Simulation-based training
    - Community-based learning
- **Use of Technology**: E-learning platforms, virtual simulation, and digital resources are used to enhance accessibility and understanding.

This learning model ensures that students not only acquire scientific knowledge but also develop essential competencies in communication, teamwork, professionalism, and evidence-based practice.

Assessment Strategy:

Assessment in the MBBS program is aligned with the curriculum's learning outcomes and is designed to ensure **fairness, transparency, and academic integrity**. The assessment system provides continuous feedback and guides student learning while also ensuring readiness for clinical practice.

- **Types of Assessments**:
    - **Formative Assessments**: Conducted regularly to provide feedback and support student progress (e.g., quizzes, assignments, logbooks, and peer evaluations).
    - **Summative Assessments**: Used for grading and progression decisions (e.g., exams, OSCEs, practical exams, and final projects).
- **Methods Used**:
    - Multiple Choice Questions (MCQs)
    - Short Answer Questions (SAQs)
    - Objective Structured Practical Examinations (OSPEs)
    - Objective Structured Clinical Examinations (OSCEs)
    - Problem Solving Questions (PS)
    - Oral examinations
    - Portfolio-based assessments
    - Research presentations
- **Blueprinting and Standard Setting**: All major assessments in the MBBS program are meticulously designed using a **blueprinting process** that ensures strong alignment between the **learning objectives**, **intended learnings outcomes**, and the **competency domains** defined by national and institutional frameworks (e.g., SaudiMEDs and NQF). Blueprinting serves as a structured map that specifies:
    - The **content areas** to be assessed

- The **cognitive levels** targeted (e.g., recall, application, analysis)
- The **weighting of topics** based on curriculum emphasis
- The **assessment formats** appropriate for each learning outcome (e.g., MCQs, OSCEs, SAQs)

Structure of the Program:

Preparatory Year:

The preparatory year is designed to equip students with the foundational **skills, knowledge, and attitudes** necessary for success in the medical program. Emphasis is placed on enhancing proficiency in the **English language**, along with the development of **prerequisite scientific knowledge**. Additionally, students begin cultivating **academic study habits**, **communication skills**, and **professional behaviors** aligned with the expectations of medical education.

Medical Program:

The core medical curriculum is delivered over **five academic years**, beginning with **three preclinical years** followed by **two clinical years (clerkship phase)**.

- ***Preclinical Phase (Years 1–3)***

The preclinical years follow a **modular (block-based) structure**, where each academic year is divided into **four thematic blocks**, focusing on major organ systems and disease processes. These blocks integrate **basic medical sciences** (anatomy, physiology, pathology, pharmacology, microbiology, etc.) with relevant clinical concepts. Key features of the preclinical phase include:

- **Early Clinical Exposure**: Beginning in the first year, students interact with real patients and clinical cases to apply theoretical knowledge in a practical context.
- **Problem-Based Learning (PBL)**: Implemented alongside lectures and other instructional methods to promote critical thinking, integration, and self-directed learning.
- **Research and Skills Development**: Students engage in structured research training, medical ethics, evidence-based practice, and clinical skill labs.

- ***Clinical Phase (Years 4–5)***

The final two years of the medical program focus on **clinical clerkships**, during which students rotate through a variety of departments in **teaching hospitals, medical centers, and primary health care settings**. These rotations provide hands-on experience in:

- Internal Medicine
- Surgery
- Pediatrics
- Obstetrics and Gynecology
- Family and Community Medicine
- Emergency Medicine

- Other specialties

Students are evaluated based on clinical performance, professionalism, logbooks, case discussions, and structured assessments such as written exams, OSCEs and clinical assessment.

Two **longitudinal themes** run across all years 1-5:

- **Knowledge Progression**: Reinforcement and integration of core scientific knowledge across modules.
- **Professional Development**: Cultivation of essential physician behaviors, including communication, ethics, teamwork, and clinical responsibility.

Internship Year:

The **internship year** is a structured, supervised clinical training period lasting **12 months**, in accordance with national standards set by the Ministry of Education and the Saudi Commission for Health Specialties (SCFHS). Interns rotate through major clinical disciplines, gradually assuming greater responsibility while under the guidance of experienced faculty and healthcare professionals. The internship aims to:

- Refine clinical and procedural skills
- Strengthen professional and communication competencies
- Prepare graduates for licensure and postgraduate medical training

Program Timeline

<table>
<tr><td colspan="10">Preparatory Year</td></tr>
<tr><td rowspan="4">1st Year</td><td colspan="2">Fundamentals of Medicine</td><td colspan="2">Infection and Immunity</td><td colspan="2">Circulation and Respiration</td><td colspan="2">Mind and Motion</td></tr>
<tr><td colspan="8">Professional Development I</td></tr>
<tr><td colspan="8">Knowledge Progress I</td></tr>
<tr><td colspan="4">University Requirement Course</td><td colspan="4">University Requirement Course</td></tr>
<tr><td rowspan="4">2nd Year</td><td colspan="2">Motions and Senses</td><td colspan="2">Emotion and Senses</td><td colspan="2">Dysregulation Chronic Disease 1</td><td colspan="2">Dysregulation Chronic Disease 2</td></tr>
<tr><td colspan="8">Professional Development II</td></tr>
<tr><td colspan="8">Knowledge Progress II</td></tr>
<tr><td colspan="4">University Requirement Course</td><td colspan="4">University Requirement Course</td></tr>
<tr><td rowspan="4">3rd Year</td><td colspan="2">Oncology, Trauma-Orthopedics</td><td colspan="2">Acute Loss of Function</td><td colspan="2">Life Cycle 1</td><td colspan="2">Life Cycle 2</td></tr>
<tr><td colspan="8">Professional Development III</td></tr>
<tr><td colspan="8">Knowledge Progress III</td></tr>
<tr><td colspan="2">Forensic Medicine</td><td colspan="2">Elective 1</td><td colspan="2">Elective 2</td><td colspan="2">Elective 3</td></tr>
<tr><td rowspan="4">4th Year</td><td colspan="2">Block & Clerkship 4.1
Internal Medicine 1</td><td colspan="2">Block & Clerkship 4.2
Surgery 1</td><td colspan="2">Block & Clerkship 4.3
Life cycle 3</td><td colspan="2">Block & Clerkship 4.4
Movement</td></tr>
<tr><td colspan="8">Professional Development IV</td></tr>
<tr><td colspan="8">Knowledge Progress IV</td></tr>
<tr><td colspan="2">Elective 4</td><td colspan="2">Elective 5</td><td colspan="2">Elective 6</td><td colspan="2">Elective 7</td></tr>
<tr><td rowspan="4">5th Year</td><td colspan="2">Internal Medicine 2</td><td colspan="2">Surgery 2</td><td colspan="2">Primary Health Care</td><td colspan="2">Emergency Medicine</td></tr>
<tr><td>Radiology</td><td>Anesthesia</td><td>Dermatology</td><td>Psychiatry</td><td>ENT</td><td>Ophthalmology</td><td>Orthopedic</td><td>Social Medicine</td></tr>
<tr><td colspan="8">Professional Development V</td></tr>
<tr><td colspan="8">Knowledge Progress V</td></tr>
<tr><td colspan="9">Internship</td></tr>
</table>

Study Plan

The MBBS program at the College of Medicine at King Faisal University follows a structured and progressive **study plan** designed to ensure the comprehensive development of students' academic, clinical, and professional competencies. Students are required to **successfully complete all requirements of the Preparatory Year** before being eligible to enroll in the core medical program. The medical program consists of **180 credit hours** distributed over **five academic years**, with an average academic load of **36 credit hours per year**. This structured progression across basic sciences, preclinical modules, and clinical rotations prepares students for the final phase of training. Upon successful completion of all academic and clinical requirements, students become eligible to commence the **internship year**, which is essential for graduation and professional licensure.

The following tables show the detailed study plan of MBBS Program:

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours
Level 1	1000101	Block 1.1 Fundamentals of Medicine	Required	None	6
	1000102	Block 1.2 Infection and Immunity	Required	None	6
		University Requirement Course	Required	None	2
	1000105	Professional Development I	Required	None	5
	1000103	Block 1.3 Circulation and Respiration	Required	None	6
	1000104	Block 1.4 Mind and Motion	Required	None	6
		University Requirement Course	Required	None	2
	1000106	Knowledge Progress I	Required		3
Level 2	1000201	Block 2.1 Motion and Senses	Required	1000101	6
	1000202	Block 2.2 Emotion and Senses	Required	1000102	6
		University Requirement Course	Required	None	2
	1000205	Professional Development II	Required	1000105	5
	1000203	Block 2.3 Dysregulation and Chronic Diseases I	Required	1000103	6
	1000204	Block 2.4 Dysregulation and Chronic Diseases II	Required	1000104	6
		University Requirement Course	Required	None	2
	1000206	Knowledge Progress II	Required		3

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours
Level 3	1000301	Block 3.1 Oncology, Trauma Orthopedics	Required	1000201	6
	1000302	Block 3.2 Acute Loss Function	Required	1000202	6
	1000308 - 1000318	College Elective 1	Elective	None	1
	1000300	College Elective 1	Elective	None	1
	1000305	Professional Development III	Required	1000205	5
	1000303	Block 3.3 Life Cycle I	Required	1000203	6
	1000304	Block 3.4 Life cycle II	Required	1000204	6
		College Elective II	Elective	None	1
		Forensic Medicine	Required	None	1
	1000306	Knowledge Progress III	Required		3
Level 4	1000401	Block & Clerkship 4.1 Medicine I	Required	All 3rd year blocks	6
	1000402	Block & Clerkship 4.2 Surgery I	Required		6
		College Elective III	Elective	None	1
		College Elective IV	Elective	None	1
	1000405	Professional Development IV	Required	1000305	5
	1000403	Block & Clerkship 4.3 Life Cycle III	Required	All 3rd year blocks	6
	1000404	Block & Clerkship 4.4 Movement	Required		6
		Free Elective II	Elective	None	1
		College Elective V	Elective	None	1
	1000406	Knowledge Progress IV	Required		3
Level 5	1000501	Medicine II	Required	All 4th year blocks	4
	1000502	Surgery II	Required		4
	1000503	Community Health/PHC	Required		4
	1000504	Emergency Medicine/GP	Required		4
	1000506	Knowledge Progress V	Required		3
	1000507	Ear Nose Throat	Required	All 4th year blocks	1.5
	1000508	Ophthalmology	Required		1.5
	1000509	Radiology	Required		1.5
	10005010	Dermatology	Required		1.5
	10005011	Anesthesia	Required		1.5
	10005012	Orthopedics	Required		1.5
	10005013	Social Medicine	Required		1.5
	10005014	Psychiatry	Required		1.5
	1000505	Professional Development V	Required	1000405	5

Competencies Considered in the Program:

- **Scientific Approach to Practice:**

The integration and application of basic, clinical, behavioral and social science in clinical practice

- **Patient care:**

The establishment and maintenance of essential clinical and interpersonal skills to demonstrate proficient assessment and delivery of patient-centered management.

- **Community oriented practice:**

The health care practicing is based on an understanding of the Saudi health care system and the application of health promotion and advocacy roles for the benefit and wellbeing of individual patients, communities, and populations.

- **Communication and Collaboration:**

The effective communication with patients and their families and the practicing of collaborative care by working in partnership within a multi-professional team.

- **Professionalism:**

The commitment to deliver the highest standards of ethical and professional behaviour in all aspects of health practice and take a responsibility for own personal and professional development.

- **Research and scholarship:**

The contribution to the advancement of medical practice with the rigors of scientific research.

Program Learning Outcomes (PLOs):

Knowledge and understanding	
K1	**Interpret the principles of structures and functions, health, psychological, pharmacological, medical (basic, social and clinical sciences) and underlying principles**
K2	**Discuss common disease's clinical manifestations, differential diagnosis and consequences of diseases including the principles of early diagnosis of malignancy, common medical and surgical emergencies keeping in mind basic sciences knowledge.**
K3	**Explain different management for common clinical situations including common diagnostic tools, both the pharmacological and non- pharmacological therapies considering the different medical, social, psychological, and cultural backgrounds**
K4	**Outline the ethical principles of research, basic principles of scientific research methods, biomedical statistics and data management.**
Skills	

S1	**Apply clinical reasoning, critical and analytical skills in discussing the patient's complaints, presenting the different possible solutions and therapies while considering the different medical, social, psychological, and cultural backgrounds keeping in mind basic sciences knowledge.**
S2	**Integrate and organize the historical, physical, and investigative findings into a meaningful differential diagnosis formulation, including identifying the most probable diagnosis in a patient.**
S3	**Recognize the reflection methodology and demonstrate transparent and efficient reflective attitude in both academic and clinical situations**
S4	**Design effective therapeutic and ongoing management of an individual patient and population at large besides drafting of diagnosis and/or treatment plans with description of the different therapeutic modalities**
S5	**Apply epidemiological aspects in practice including practicing infection control at all levels and transfer patient safety guidelines to the practical level.**
S6	**Elicit relevant information and perspectives from patients and their supporters, relatives, colleagues, and other professionals.**
S7	**Employ skills for both verbal and written communication that accurately convey relevant information and explanations to patients and their relatives considering different types of human behavior under different somatic, psychological and social conditions including conduction of bad news**
S8	**Communicate with colleagues, physicians, and other health professionals in a collaborative, responsive and responsible manner including writing clear and concise medical records.**
S9	**Employ Information and communication technologies skills to acquire and apply information to manage self-directed learning and collaborative knowledge exchange with ability to facilitate the learning of others as part of professional responsibility**
S10	**Perform basic medical skills, a range of simple surgical and pharmacological therapies related to the different disciplines, including first aid and general management in both routine cases and emergencies.**
S11	**Perform and document a complete and focused physical and mental examination**
S12	**Develop and tailor the suitable plan of care for different patient problems in a shared view with patients, relatives and peers**
S13	**Design, share and implement some steps in small-scale qualitative, practical or clinical scientific research project.**
Values	
V1	**Apply the principles of teamwork dynamics and leadership processes to enable and support effective health professional collaboration.**
V2	**Appropriately comply with ethical, Professional and legal aspects in dealing with patients' medical problems and Colleagues.**

III. Learning Environment & Methods

Teaching Strategies

The College of Medicine at King Faisal University employs a **blended and student-centered approach to teaching**, incorporating diverse instructional methods that promote critical thinking, clinical reasoning, teamwork, and lifelong learning. The curriculum is carefully designed to align with national competency frameworks such as **SaudiMEDs** and international best practices in medical education.

To support students' progression from foundational knowledge to clinical expertise, a variety of **teaching strategies** are used across the academic years:

1. **Lectures:**

Lectures remain a fundamental component of medical education, especially for delivering **core theoretical content** efficiently.

- Delivered by subject-matter experts to introduce key concepts and frameworks.
- Often integrated with multimedia tools, clinical examples, and audience response systems to enhance engagement.
- Some lectures are recorded or available online to support **flipped classroom** models and review.

2. **Practical and Laboratory Sessions:**

Hands-on **practical sessions** provide opportunities to apply scientific concepts and develop essential skills in a controlled environment.

- Conducted in specialized labs (e.g., anatomy, pathology, biochemistry, histology, pharmacology).
- Include dissection, microscopy, biochemical experiments, and skill-based procedures.
- Designed to reinforce lecture material and promote active, experiential learning.

3. Problem Solving / Clinical Reasoning Sessions

The primary goal of these sessions is to develop students' abilities to:

- Analyze and interpret clinical information logically
- Formulate differential diagnoses based on patient data
- Justify clinical decisions using evidence-based reasoning
- Integrate knowledge across disciplines (basic and clinical sciences)
- Communicate clinical thought processes clearly and systematically

4. Problem-Based Learning (PBL):

PBL is a small-group, case-driven instructional method focused on clinical reasoning and integration of knowledge.

- Students analyze patient cases, identify learning objectives, and research topics independently.
- Encourages the development of self-directed learning skills, teamwork, and the application of basic sciences in clinical contexts.
- Tutors act as facilitators, guiding students without direct instruction.

5. Self-Directed Learning (SDL):

SDL empowers students to take ownership of their education by identifying learning needs and managing their own progress.

- Integrated through assignments, independent study periods, elective courses, and research projects.
- Cultivates time management, information-seeking, and reflective practice—skills essential for medical professionals.

6. Simulation-Based Education:

Simulations provide safe, realistic environments for practicing clinical and procedural skills.

- Utilizes **high-fidelity manikins, standardized patients**, and procedural task trainers in the **Clinical Skills and Simulation Center**.
- Scenarios simulate emergencies, communication challenges, and diagnostic reasoning.

- Each session includes **debriefing** to reinforce learning and improve clinical performance.

7. Bedside Teaching:

Bedside teaching is a cornerstone of clinical education, conducted during hospital rotations and clinical clerkships.

- Involves real-time patient interaction under the supervision of experienced clinicians.
- Teaches essential skills such as history-taking, physical examination, clinical reasoning, and professional conduct.
- Provides students with opportunities to observe and participate in real clinical decision-making processes.
- Reinforces empathy, communication, and ethical responsibilities in patient care.

Integrated Learning Approach:

These teaching strategies are **intentionally integrated throughout the program** to align with learning outcomes at each level of the curriculum. Whether in the classroom, lab, or clinic, students engage in **active, collaborative, and reflective learning experiences** that prepare them to become competent, ethical, and patient-centered physicians.

Use of Technology & E-learning Platforms

The College of Medicine at King Faisal University embraces technology as an essential tool to enhance teaching, learning, and assessment throughout the MBBS program. The integration of digital platforms and educational technologies allows for **flexible, interactive, and student-centered learning**, supporting academic excellence and accessibility in both classroom and clinical environments.

I. E-learning Management System (LMS):

The university uses a comprehensive **Learning Management System (LMS)**, such as **Blackboard** or its equivalent—to provide centralized access to learning materials, announcements, assignments, and assessments.

- Students can access lecture recordings, slides, readings, videos, and course schedules.
- Faculty upload grades, track progress, and communicate with students through the LMS.
- Online quizzes, discussion boards, and virtual classrooms enhance interactivity.

II. Virtual Classrooms and Lecture Capture:

Online lecture delivery is supported by platforms such as **Microsoft Teams**, **Zoom**, or the LMS-integrated tools.

- Live-streamed or pre-recorded sessions ensure learning continuity and flexible review.
- Enables virtual attendance during exceptional circumstances (e.g., health issues, difficult weather, or hybrid learning models).

III. Simulation and Skill Training Technologies:

The **Clinical Skills and Simulation Center** is equipped with state-of-the-art technology, including:

- **High-fidelity manikins** for procedural training and emergency scenarios.
- **Standardized patient interactions** recorded for feedback and reflection.
- **Computer-based simulation software** for virtual cases and diagnostic decision-making.

IV. Digital Assessment Tools:

Technology is integrated into formative and summative assessments using secure online platforms.

- **Computer-based testing (CBT)** is used for MCQs, SAQs, and progress testing.

- **Digital OSCE stations** may include video capture, checklists, and automatic scoring systems.
- Real-time feedback mechanisms help students identify learning gaps.

V. Medical Databases and Digital Libraries:

Students have access to a wide range of **online medical resources**, including:

- **PubMed**, **UpToDate**, **ClinicalKey**, **AccessMedicinemm, Saudi Digital Library**, and other peer-reviewed databases.
- Full-text journals, e-books, and reference materials accessible through the **University Library Portal**.
- These resources support research, evidence-based practice, and clinical decision-making.

Student Responsibility in Digital Learning:

Students are expected to:

- Regularly check and engage with course content and announcements on the LMS.
- Maintain academic integrity during all forms of online assessments.
- Use technology respectfully and professionally, especially in virtual learning and patient-care environments.

Simulation & Skills Labs

The College of Medicine at King Faisal University is committed to equipping students with the practical competencies essential for safe and effective clinical practice. As part of its modern educational infrastructure, the college provides access to **state-of-the-art Simulation and Skills Laboratories**, where students can develop and refine clinical skills in a safe, supportive, and controlled environment.

These facilities play a crucial role in bridging the gap between theoretical knowledge and real-life patient care, allowing students to **practice, make mistakes, and improve without risk to patient safety**.

1. **Clinical Training Centre (CTC):**

The **CTC** is equipped to train students in fundamental medical procedures and examination techniques before entering real clinical environments.

Key training components include:

- **Vital signs measurement** (e.g., blood pressure, pulse, temperature)
- **Basic life support (BLS)** and emergency response techniques
- **Intravenous cannulation, injections, and catheterization**
- **History-taking and physical examination skills**
- **Auscultation and percussion using anatomical models and digital tools**
- **Standardized patients** (trained actors) for developing communication, empathy, and diagnostic skills.
- **OSCE (Objective Structured Clinical Examination) preparation** and performance-based assessments.

Sessions are supervised by faculty members and trained instructors who provide structured feedback and performance assessment.

2. **Simulation Laboratory:**

The **Simulation Laboratory** uses high-fidelity manikins and virtual tools to simulate real-life clinical scenarios across various disciplines, including internal medicine, surgery, pediatrics, emergency care, and obstetrics.

Features of the Simulation Center:

- **High-fidelity simulators** that mimic human physiology, symptoms, and responses to interventions.
- **Scenario-based training** for emergencies such as cardiac arrest, trauma response, anaphylaxis, and airway management.
- **Debriefing rooms** equipped with video playback technology to support reflection and learning after simulations.

Educational Value and Objectives:

The Simulation & Skills Labs are integrated into the curriculum to:

- Enhance **clinical confidence and competence** before interacting with real patients.
- Improve **decision-making, teamwork, and communication skills** in high-pressure settings.
- Allow **repetitive practice and mastery of skills** through hands-on experience.
- Reinforce the principles of **patient safety, ethics, and professionalism**.

Student Responsibilities:

Students are expected to:

- Attend all scheduled simulation and skills lab sessions as part of their course requirements.
- Treat equipment, instructors, and simulated patients with respect and professionalism.
- Actively engage in feedback and self-reflection to continuously improve performance.

Library & Learning Resources

The College of Medicine at King Faisal University is committed to providing students and faculty with comprehensive access to high-quality learning resources that support academic excellence, clinical training, and research development. The college recognizes that medical education relies heavily on **timely access to reliable scientific literature, databases, and study materials**, and therefore offers dedicated library services tailored to meet these needs.

I. College Libraries:

To ensure equitable and accessible learning environments, the College of Medicine maintains **two specialized on-site libraries**:

- **Male Students' Library**: Located within the male academic building, this library offers a quiet and resource-rich environment for study, research, and academic collaboration.
- **Female Students' Library**: Located within the female academic building, it provides similar services and facilities tailored to support female students in a comfortable and inclusive setting.

Each college library is equipped with:

- Up-to-date medical textbooks and reference materials
- Journals and periodicals in print and digital formats
- Computer workstations with internet and database access
- Study spaces for individuals and small groups

II. University Central Library:

In addition to the college-specific libraries, all students have full access to the **Main University Library**, which serves as a comprehensive academic hub for all disciplines across King Faisal University.

Features include:

- Extensive collections across medicine, basic sciences, and health-related fields
- Access to electronic databases such as **PubMed**, **ScienceDirect**, **ClinicalKey**, **SpringerLink**, and more

- Digital lending services and remote access through the **University Library Portal**
- Research assistance, academic writing support, and inter-library loan services
- Group study rooms, multimedia facilities, and extended operating hours

III. E-Resources and Online Access:

Students can also benefit from **online learning resources** through:

- The university's **Learning Management System (LMS)** "Blackboard" for course materials, recorded lectures, and announcements
- Full access to **e-books, journals, and evidence-based resources** to support self-directed learning and clinical decision-making
- Digital tools for citation, reference management, and academic writing

Student Expectations

Students are expected to:

- Use library resources responsibly and maintain a quiet study environment
- Return borrowed materials on time and adhere to borrowing policies
- Respect gender-specific spaces and follow university guidelines on resource usage

IV. Your Academic Journey

I. First Year Structure

The first year consists of 36 credit units distributed over 4 quarters:

❖ Block 1.1 Fundamentals of Medicine (6 Credits):

General themes:

- Basic pathophysiology of disease
- Basic genetic principles
- Cell biology and basic histology
- Basic pathology and Oncology
- Others: Anatomy, physiology, biochemistry, pharmacology

Assessment:

- Written (mid-block) and written (Final Exam)
- Practical – related obligations (Reports – Assignment)
- Practical tests (OSPE)

❖ Block 1.2 Infection and Immunity (6 Credits):

General themes:

- Microbiology (Basics of Bacteria, Viruses, Parasites and Fungi)
- Basic Immunology
- Digestive System (Anatomy Abdomen, Histology of GIT, Physiology of GI System).
- Basic Pharmacology (Pharmacodynamics and Pharmacokinetics).
- Global Health
- Basic Dermatology.

Assessment:

- Written (mid-block) and written (Final Exam)
- Practical – related obligations (Reports – Assignment)
- Practical tests (practical – OSPE)

❖ Block 1.3 Respiration and Circulation (6 Credits):

General themes:

- Mechanism of Respiratory system, Cardiovascular system, Endocrine and Renal systems.
- Gross and clinical anatomy
- Basic histological Structure

Assessment:

- Written (mid-block) and written (Final Exam)
- Oral test
- Practical – related obligations (Reports – Assignment)
- Practical Anatomy test with OSPE lab stations

❖ Block 1.4 Mind and Motion (6 Credits):

General themes:

- Health Psychology (psychosocial aspects)
- Communication Skills
- Anatomy of upper and lower limbs and neuroanatomy
- Histology of muscle and nerve tissues

Assessment:

- Written (mid-block) and written (Final Exam)
- Report on the research training project
- Practical – related obligations (OSPE)
- Practical Basic Life Support test

❖ Professional Development Line 1 (5 Credits):

General themes:

- Professionalism
- Global Health
- Ethics
- Mentorship
- Biostatistics

Assessment:

- Ethics assignments
- Global Health assignments
- Science (Mentorship) Module assessments &/or symposium
- Continuous behavior assessment
- Portfolio assessment (Completion – obligations – quality)

❖ Knowledge Progress Line 1 (3 Credits):

General themes:

- Progress testing

Assessment:

- First Progress Test (PT1)
- Second Progress Test (PT2)

❖ 2 University Requirement Courses (2 Credits each):

- University Requirement

II. Second Year Structure

The second year consists of 36 credit units distributed over 4 quarters

❖ Block 2.1 Motion and Senses (6 Credits):

General themes:

- Anatomy and physiology of nervous system, visual pathway, hearing and equilibrium.
- Disorders of nervous system, vision, hearing, and equilibrium.
- Genetics, biostatistics, and global health.

Assessment:

- Written (mid-block) and written (Final Exam)
- Practical – related obligations (Reports and OSPE)

❖ Block 2.2 Emotions and Senses (6 Credits):

General themes:

- Adult Psychiatry
- Nose and throat
- Orbit and extraocular muscles
- CNS infection, Epilepsy, and white matter diseases.

Assessment:

- Written (mid-block) and written (Final Exam)
- Oral test
- Practical – related obligations (Reports and OSPE)

❖ Block 2.3 Dysregulation and Chronic Disease 1 (6 Credits):

General themes:

- Introduction to Diagnosis and Management of Chronic Conditions related to the Renal, Cardiac, Endocrine, Liver and Gastrointestinal Systems.

Assessment:

- Written (mid-block) and written (Final Exam)
- Oral test
- Practical – related obligations (Reports and OSCE)

❖ Block 2.4 Dysregulation and Chronic Disease 2 (6 Credits):

General themes:

- Pathologic basis, clinical features, investigations and treatments of Colonic, Blood, Rheumatic, Allergic, Infectious and Respiratory Diseases.

Assessment:

- Written (mid-block) and written (Final Exam)
- Oral test
- Practical – related obligations (Reports and OSPE)

❖ Professional Development Line 2 (5 Credits):

General themes:

- Professional Behavior
- Global Health
- Mentorship
- Biostatistics

Assessment:

- Ethics assignment
- Global Health assignment
- Continuous behavior assessment
- Practical – related obligations
- Portfolio assessment

❖ Knowledge Progress Line 2 (3 Credits):

General themes:

- Progress testing

Assessment:

- First Progress Test (PT1)
- Second Progress Test (PT2)

❖ 2 University Requirement Courses (2 Credits each):

- University Requirement

III. Third Year Structure

The third year consists of 36 credit units distributed over 4 quarters

❖ Block 3.1 Oncology, Trauma Orthopedics (6 Credits):

General themes:

- Cancer immunology, onco-pathology, hematological cancers, oncogenetics, cancer treatment
- Radiological diagnosis of cancers, radiotherapy
- Pain management
- Pediatric basic life support
- Orthopedics (Bone biology, osteomyelitis, principles of fracture fixation, drugs acting on bone metabolism)

Assessment:

- Written (mid-block) and written (Final Exam)
- Practical – related obligations (Reports and OSPE)

❖ Block 3.2 Acute Loss of function (6 Credits):

General themes:

- Multiple Injured Patient
- Shock
- Shortness of Breath
- Angina Pectoris & Acute Coronary Syndrome
- Acute Abdomen
- Musculoskeletal Trauma
- Acute Renal Injury

Assessment:

- Written (mid-block) and written (Final Exam)
- Practical – related obligations (Reports and OSCE)

❖ Block 3.3 Reproduction and Development (6 Credits):

General themes:

- Pathophysiology, clinical presentation, diagnosis and management of obstetrical & gynecological diseases/ conditions.
- Normal course of pregnancy, childbirth and complications.
- Pathophysiology of fetal, neonatal & newborn morbidity, clinical presentations, diagnosis and management.
- Ethico-Legal issues of contraception, reproductive health, fetal health and STD.
- Pathophysiology of sexuality dysfunction.
- Anatomy of Female & Male genitalia and pelvis
- Histology of Female & Male reproductive Organs
- General principles of Oncology & oncogenesis

Assessment:

- Written (mid-block) and written (Final Exam)
- Practical (oral exam)

❖ Block 3.4 Development and course of life (6 Credits):

General themes:

- Growth And Nutrition
- Development Of Gastrointestinal Tract
- Development Of Urinary System, Respiratory Tract & Immune System
- Development Of the Heart & Blood Flows
- Congenital Metabolic Diseases & Abnormalities
- Development Of the Brain & Personality
- Death and Beyond Death

Assessment:

- Written (mid-block) and written (Final Exam)
- Practical – related obligations (Reports and OSCE)

❖ Professional Development Line 3 (5 Credits):

General themes:

- Professionalism
- Patient Safety
- Global Health
- Mentorship
- Biostatistics

Assessment:

- Ethics/Global Health assignments
- Socio – medical clerkship report
- Disciplinary hearing report
- Continuous behavior assessment
- Portfolio assessment

❖ Knowledge Progress Line 3 (3 Credits):

General themes:

- Progress testing

Assessment:

- First Progress Test (PT1)
- Second Progress Test (PT2)

❖ Forensic Medicine (1 Credit):

General themes:

- Principles of Forensic Medicine

Assessment:

- Written test

❖ Elective courses (3 Credits):

General themes:

- 3 Electives each one with 1 Credit Hour

Assessment:

- Written test

IV. Fourth Year Structure

The fourth year consists of 36 credit units distributed over 4 quarters

❖ Block & Clerkship 4.1 Medicine I (6 Credits):

General themes:

- Junior Clinical Clerkship in Internal Medicine & Dermatology

Assessment:

- Written (mid-block) and written (Final Exam)
- Formative PS/SAQ written quiz
- Hospital Assessment/Clinical Exam
- OSCE

❖ Block & Clerkship 4.2 Surgery I (6 Credits):

General themes:

- Junior Clinical Clerkship in General Surgery

Assessment:

- Written (mid-block) and written (Final Exam)
- Formative PS/SAQ written quiz
- Hospital Assessment/Clinical Exam
- OSCE

❖ Block & Clerkship 4.3 Life Cycle (6 Credits):

General themes:

- Junior Clinical Clerkship in OBE/GYNE & Pediatrics.

Assessment:

- Written (mid-block) and written (Final Exam)
- Formative PS/SAQ written quiz
- Hospital Assessment/Clinical Exam
- OSCE

❖ Block & Clerkship 4.4 Movement (6 Credits):

General themes:

Junior Clinical Clerkship covers Orthopedics, Neurology, Neurosurgery, Rheumatology and Psychiatry clinical specialties.

Assessment:

- Written (mid-block) and written (Final Exam)
- Formative PS/SAQ written quiz
- Hospital Assessment/Clinical Exam
- OSCE

❖ Professional Development Line 4 (5 Credits):

General themes:

- Professionalism coaching Module
- Consultation Module

Assessment:

- Professionalism assignments
- Model file for consultation
- Continuous behavior assessment
- Portfolio assessment

❖ Knowledge Progress Line 4 (3 Credits):

General themes:

- Progress testing

Assessment:

- First Progress Test (PT1)
- Second Progress Test (PT2)

❖ Elective courses (4 Credits):

General themes:

- 4 Electives each one with 1 Credit Hour

Assessment:

- Written test

V. Fifth Year Structure

The fifth year consists of 36 credit units distributed over 4 quarters

❖ Medicine II Clerkship (4 Credits):

General themes:

- Senior Clinical Clerkship in Internal Medicine

Assessment:

- Written Final Exams.
- Formative PS/SAQ written quiz
- Hospital Assessment/Clinical Exam
- OSCE

❖ Surgery II Clerkship (4 Credits):

General themes:

- Senior Clinical Clerkship in General Surgery

Assessment:

- Written Final Exams.
- Formative PS/SAQ written quiz
- Hospital Assessment/Clinical Exam
- OSCE

❖ Primary Health Care (PHC) Clerkship (4 Credits):

General themes:

- Senior Clinical Clerkship in Primary Health Care

Assessment:

- Written Final Exams.
- Formative PS/SAQ written quiz
- Hospital Assessment/Clinical Exam
- OSCE

❖ Emergency Medicine/GP Clerkship (4 Credits):

General themes:

- Senior Clinical Clerkship in Emergency Medicine & Urology

Assessment:

- Written Final Exams.
- Formative PS/SAQ written quiz
- Hospital Assessment/Clinical Exam
- OSCE

❖ Ear, Nose & Throat Clerkship "ENT" (1.5 Credits):

General themes:

- Senior Clinical Clerkship in Otorhinolaryngology

Assessment:

- Written Final Exams.
- Formative PS/SAQ written quiz
- Hospital Assessment
- OSCE

❖ Ophthalmology Clerkship (1.5 Credits):

General themes:

- Senior Clinical Clerkship in Ophthalmology

Assessment:

- Written Final Exams.
- Formative PS/SAQ written quiz
- Hospital Assessment
- OSCE

❖ Radiology Clerkship (1.5 Credits):

General themes:

- Senior Clinical Clerkship in Radiology

Assessment:

- Written Final Exams.
- Formative PS/SAQ written quiz
- OSCE

❖ Dermatology Clerkship (1.5 Credits):

General themes:

- Senior Clinical Clerkship in Dermatology

Examinations:

- Written Final Exams.
- Formative PS/SAQ written quiz
- OSCE

❖ Anesthesia Clerkship (1.5 Credits):

General themes:

- Senior Clinical Clerkship in Anesthesia

Examinations:

- Written Final Exams.
- Formative PS/SAQ written quiz
- OSCE

❖ Orthopedics Clerkship (1.5 Credits):

General themes:

- Senior Clinical Clerkship in Orthopedics

Examinations:

- Written Final Exams.
- Formative PS/SAQ written quiz
- OSCE

❖ Social Medicine Clerkship (1.5 Credits):

General themes:

- History & Concept of Social Medicine
- Health, Diseases, and sickness concepts
- Communicable diseases, prevention, and control
- Non communicable diseases, prevention, and control
- Field training and community health projects
- Health education and prevention

Assessment:

- Writing field visit reports
- Development of a community projects
- Quizzes
- Final written exam

❖ Psychiatry Clerkship (1.5 Credits):

General themes:

- Senior Clinical Clerkship in Psychiatry

Assessment:

- Written Final Exams.
- Formative PS/SAQ written quiz
- OSCE

❖ Professional Development Line 5 (5 Credits):

General themes:

- Professional communication skills
- Fundamentals of criticizing a research work

Assessment:

- Continuous behavior assessment
- Clinical Weekly Conferences
- PICO-CAT Assessment
- Portfolio assessment

❖ Knowledge Progress Line 5 (3 Credits):

General themes:

- Progress testing

Assessment:

- First Progress Test (PT1)
- Second Progress Test (PT2)

V. Academic and Examination Regulations

This chapter outlines the key academic policies and regulations that govern study and assessment within the MBBS program at the College of Medicine – King Faisal University. These rules are based on the official **University Bylaws** and are enforced to ensure fairness, academic integrity, and student accountability throughout the academic journey.

Overview

The **Academic and Examination Regulations** are a formal set of policies that regulate:

- Admission and registration procedures
- Academic performance evaluation
- Attendance and participation requirements
- Assessment criteria
- Graduation rules
- Academic warnings, dismissals, and appeals
- Student conduct and disciplinary measures

Full access to the detailed regulations is available on the **official university website**.

Academic Record and Performance

- **Academic Record (Transcript):** A detailed record of the student's academic performance including registered courses, credit hours, grades, GPA (semester and cumulative), and academic warnings if any.
- **Cumulative GPA:** Calculated by dividing the total grade points earned by the total number of credit hours attempted.
- **Academic Standing:** Defined by the cumulative GPA; a GPA below **2.0 out of 5.0** in the health colleges results in an **academic warning**. A student receiving **three consecutive warnings** is subject to **final dismissal** from the program.

Course Registration

Students must register for their courses during the registration period set by the **Deanship of Admissions and Registration**, with the support of their **academic advisor**. Medical students should note that the **College of Medicine follows an annual system**, and registration dates may differ from those of other colleges.

Students are fully responsible for **regularly checking official announcements** issued by the college or the college registrar to be aware of their assigned registration times. Additionally, **students are not permitted to attend any course unless it has been officially registered through the Banner system**. Attendance in unregistered courses will not be recognized under any circumstances.

Attendance and Classroom Conduct

Students must comply with all attendance and behavior guidelines:

Block Activity Arrangements:

- Students will be organized into **small groups** for block or clerkship activities based on the **official list in the Banner system**.
- Attendance is **strictly limited to the student's assigned group**. Attending sessions with a group other than the one assigned will be recorded as an **unexcused absence**.
- **Group changes are not permitted**.

In-Class Regulations:

- Full compliance with the official schedule and dress code is mandatory.
- Students must wear the **official medical uniform**: navy blue scrubs and a white lab coat, and always carry their university ID.
- Eating and drinking during lectures or in clinical areas is prohibited unless a **medical condition** is documented and approved by the Academic Affairs Committee.
- Students must remain in class after signing in; leaving early without permission is considered a violation.

Definition of Attendance Status:

Status	Definition
Present	The student is present before the scheduled start time of the class.
Late	The student arrives within the first **10 minutes** after class begins.
Absent	The student arrives **after the first 10 minutes** or leaves early.

- **Note:** Students must remain for the full duration of the session. Leaving early without permission will result in being marked absent.

Violations Include:

- Failing to wear the medical uniform or carry a student ID
- Disruptive behavior, loud noise near classrooms, or disrespect to faculty
- Cheating, plagiarism, or tampering with academic records
- Smoking anywhere on university premises

Attendance Requirements

To remain eligible for final examinations:

- Students must attend **at least 75%** of classes if **absences are unexcused**
- Students must attend **at least 50%** of classes if **absences are excused**
- Excuses must be submitted within **2 weeks for lectures** and **1 week for exams**
- Failure to meet attendance requirements results in denial from the final exam (**Grade: DN**) and a requirement to **repeat the course** in the following academic year

Refer to the **Excuse Policy Guide** available on the college website for further details.

Examination Regulations

To ensure fairness, discipline, and the integrity of the assessment process, all students must adhere to the following examination regulations:

a) Exam Scheduling

- No student shall be taking more than **two examinations in a single day**.

b) Exam Entry and Exit Timing

- Students must comply with the **college dress code policy** to be allowed to sit in the examination hall.
- Students are **not permitted to enter the examination hall** more than **30 minutes after** the exam has started.
- Students are also **not allowed to submit the examination paper** during the **first 30 minutes** of the exam.

c) Seating and Attendance

- Students must sit in their **assigned examination hall and designated seat**, unless otherwise instructed by a faculty member or examination supervisor.

d) Leaving the Examination Hall

- Once the exam has started, students are **not allowed to leave the examination hall** for any reason (e.g., using the restroom) until their exam paper has been submitted.

e) OSCE Examinations

- Students **will not be permitted to enter** an OSCE station **after the exam has begun**. Punctuality is strictly enforced for clinical and practical assessments.

f) Academic Integrity

- Any form of **cheating, attempted cheating**, or violation of examination regulations will be subject to disciplinary action in accordance with the

University's Student Disciplinary Bylaws, as approved by the University Board.

- **Drinking and eating** in the examination hall are strictly prohibited.

g) Absence from Final Examinations

- A student who is **absent from a final examination without an officially approved excuse** will receive an **"F" grade** in that course and **will not be permitted to take a re-sit exam**.
- If the student presents an **excuse accepted by the College Board**, he/she may be allowed to take a **re-sit exam (refer to the Re-Sit Examination Regulation)**, and the result will be graded accordingly.

Re-Sit Examinations Regulations and Guidelines

Regulations:

Second-chance exams (Re-Sit) are available for certain courses under these conditions:

- Students only allowed for a total of **12 credit hours** in Re-Sit exams (including excused absence in the final exam in any block).
- The **Re-Sit exams include blocks, clerkships, the Knowledge Progress Line and Forensic Medicine course**. Professional Development Line and elective courses do not have Re-Sit exams.
- Students who absent in the final exams **without** approved excused **not eligible for Re-Sit** exam.
- All Re-Sit exams are conducted at the **end of the academic year**.
- Only one Re-Sit opportunity per course is provided.
- The final grade after **passing a Re-Sit exam is "D"**, unless an approved excuse had been submitted in advance.
- Students absent from a Re-Sit exam will be marked Fail and must re-register the course.

Guidelines:

1. **Re-Sit Exam Eligibility**
    - Students may attempt Re-Sit exams for a maximum of **12 credit hours**, including a maximum of **2 exams** missed due to **excused absences**.

2. **Block Repetition Policy**
    - If a student is not eligible for a Re-Sit in a particular block due to unexcused absence, they must **repeat the entire block**.

- If a student exceeds the **12-credit hour limit** but has a valid, excused absence, they may take the next scheduled exam in the next academic semester without repeating the block. However, Re-Sit priority is **not granted** for excused absences.

3. **Exam Separation**
   - Summative Written and non-written (OSPE, OSCE, Oral, Clinical) exams are considered **separate entities** and will be counted individually.

4. **Priority for Blocks from the Lower Level (Years 1-3)**
   - Students repeating blocks from **previous years** are given **priority** over current blocks.
   - For example, a **3rd-year student** with Re-Sit requirements in Blocks **2.1, 3.2, 3.3, and 2.4** will only be allowed to Re-Sit Blocks **2.1 and 2.4**, requiring the complete repetition of Blocks **3.2 and 3.3**.

5. **Priority in descending orders (Years 1-3)**
   - If a student has more than **12 credit hours** in Re-Sit requirements, they will be allowed to Re-Sit only the latest **2 blocks**, prioritized in descending order.
   - For instance, a student with Re-Sit requirements in Blocks **3.1, 3.2, and 3.4** will be allowed to Re-Sit Blocks **3.4 and 3.2**, but must **repeat** Block **3.1** in the following academic year.

6. **Block Selection in Years 4 and 5**
   - If a student exceeds **12 credit hours** in their **4th or 5th year**, they may **choose** which blocks to repeat.
   - They must acknowledge and sign this decision with the **Academic Affairs Committee**.
   - If the student **fails to select**, they will **automatically be scheduled for Re-Sit in the earliest blocks** they have not passed, with a total not exceeding 12 academic credit hours.

7. **Knowledge Progress Line Credit Hours**

- Credit hours for the **Knowledge Progress Line** are not calculated **together with block credit hours** for each academic year.

8. **Professional Development Line (PD Line)**
    - The **PD Line** is assessed **separately** for each academic year. There is no Re-Sit for PD Line.

9. **Forensic Medicine Requirement (3rd Year)**
    - The **Forensic Medicine** course in the **3rd year** is a **mandatory** 1-credit hour course.
    - If a student fails this course or the corresponding Re-Sit, they must **repeat the course** in the following academic year.

Grade Review and Re-Evaluation

- Students may request to **view their course results** within **1 week** of result announcement
- Requests for **grade appeals** must be submitted within **2 weeks** of result announcements
- Students' grade appeals are reviewed and apprised by an **independent committee**, and the decision regarding the appeal is final and inviolable

Academic Communication and Notifications

- All **official communication** is through the student's **university email account**. Emails from personal accounts will not be accepted.
- Students must stay updated through:
    - Bulletin boards and screens at the college
    - The college's webpage on the university website
    - Their academic advisor
    - Blackboard

Contact with Faculty Members

Students are encouraged to communicate directly with instructors via:

- Office hours
- University phone extension (IP phone)
- Official university email
- Learning platforms such as Blackboard

Faculty members are expected to **respond equitably and transparently**, and communication must remain direct, **no intermediaries are permitted**.

Academic Advising

Academic advising helps students navigate university policies, overcome personal and academic challenges, and make informed decisions.

- The academic advisor is a faculty member assigned at the beginning of each academic year.
- Students are expected to meet with their advisor **at least once per quarter** and **must consult them** in case of:
    - Academic performance concerns
    - Course withdrawals or delays
    - Behavioral issues
    - Emotional or health-related difficulties

All discussions with academic advisors are **confidential** and handled with professionalism.

Academic Complaints and Requests

Students may submit academic-related requests, absence excuses, or formal complaints through the **online Academic Affairs system**. Access to the system is available via **QR codes** displayed throughout the college and on the **official College of Medicine webpage**.

This platform ensures that all submissions are received, tracked, and processed in a timely and organized manner by the Academic Affairs Unit.

Final Note:

Students are encouraged to familiarize themselves with these regulations and refer to the full official document via the **College of Medicine's website**. Understanding and complying with these rules is essential for academic success, professional development, and safe progression toward graduation.

VI. Assessment & Progression

Program Assessment Plan

I. Year 1-3 Blocks:

- **Formative 40%**

  Continuous Assessment (According to block content (Assignment/Attendance/ Tutor Session…) 20%
  - Mid-Block 20%

- **Summative 60%**
  - Practical exam 20%
  - Written exam 40%

II. Year 4 Blocks:

- **Formative 30%**
  - Mid-block written exam 15%
  - Logbook and attendance 5%
  - CTC Session and Interactive seminar 5%
  - Problem solving Quizzes 5%
- **Summative 70%**
  - Final written exam 40%
  - Hospital clinical exam 10%
  - OSCE 20%

III. Year 5 Radiology and Anesthesia Clerkships:

- **Formative 40%**
  - Logbook and attendance 10%
  - Hospital Continuous Assessment 10%
  - Interactive Seminar/ Clinical Training Center Session 10%
  - Problem solving Quizzes 10%
- **Summative 60%**
  - Final written exam 30%
  - OSCE 30%

IV. Year 5 Ophthalmology / Dermatology / Orthopedic / ENT /Psychiatry Clerkships:

- **Formative 30%**
  - Logbook and attendance 10%
  - Interactive Seminar 5%
  - Hospital Continuous Assessment 5%
  - Problem solving Quizzes 10%
- **Summative 70%**
  - Final written exam 30%
  - OSCE 30%
  - Hospital clinical exam 10%

V. Year 5 Social Medicine:

- **Formative 40%**
  - Health Education Material 10%
  - Interactive seminar 10%
  - Attendance 5%
  - Quizzes 15%
- **Summative 60%**
  - Final written exam 40%
  - Community project 20%

VI. Year 5 Medicine II /Surgery II / Emergency Medicine Clerkships:

- **Formative 30%**
  - Logbook and attendance 5%
  - Interactive Seminar/ Clinical Training Center Session 5%
  - Hospital Continuous Assessment 10%
  - Problem solving Quizzes 10%
- **Summative 70%**
  - Final written exam 40%
  - Practical exams (OSCE, Hospital clinical and/or oral) 30%

VII. Year 5 Primary Health Care Clerkships:

- **Formative 30%**
  - Clinical case logbook 7%
  - Attendance 8%
  - Seminar Presentation 5%
  - Clinical Continuous Assessment 5%
  - Public health educational materials 5%
- **Summative 70%**
  - Final written exam 40%
  - Practical exams (OSCE, and oral) 30%

VIII. Professional Development Line:

1) Professional Development 1:

- Portfolio 30%
- Student-Led Symposium 10%
- Professional Behavior 20%
- Mentorship 10%
- Global Health Practical 10%
- Ethics Practical 10%
- Biostatistics 10%

2) **Professional Development 2:**
   - Portfolio (Assignment + Symposium) 60%
   - Professional Behavior 10%
   - Mentorship 10%
   - Global Health 10%
   - Biostatistics 10%

3) **Professional Development 3:**
   - Professional Line Activities 50%
   - Symposium and Poster Presentation 10%
   - Mentorship 5%
   - Professional Behavior 20%
   - Global Health 10%
   - Biostatistics 5%

4) **Professional Development 4:**
   - Route Planner & Portfolio 10%
   - Student-Led Symposium 10%
   - Session Evaluation 10%
   - Consultation 40%
   - Session Assignments 25%
   - Research Proposal Assessment 5%

5) **Professional Development 5:**
   - Route Planner & Portfolio 20%
   - Student-Led Symposium 10%
   - Coach Meetings 20%
   - Clinical Weekly Conferences 20%
   - Progress Interviews 30%

IX. Knowledge Progress Line (Years 1-5):

- **Two main examinations are conducted per academic year:**
  - First Progress Test (PT1) Exam: End of the first semester
  - Second Progress Test (PT2) Exam: End of the second semester
  - Attendance in both exams is mandatory.

Rules for Passing and Progression

- **Year 1-3:**

1. To pass any course, the student must successfully **pass summative components (written and practical) separately**, by achieving a **minimum of 60% in each component individually**. In addition, the **overall final score for the course must be 60% or higher** for the student to be considered as passed the course.
2. **Failing in one summative component** either written or practical allow student to have a **Re-Sit** examination in that component and will get **grade D** in the course after passing the Re-Sit.
3. Failing **both summative component** or **overall final score for the course below 60%**, student will consider **failed the course** and he/she needs to **register the course again** in the next academic year
4. **All assignments** must be submitted by the **specified deadline**. Late submissions will not be accepted or graded, regardless of the reason, unless officially approved in advance.
5. Student must pass **all blocks and lines of years 1-3 to enter the 4th year**.
6. If the student **passes** all blocks and lines of years 1-3 in the **middle of academic year (before 3rd Quarter),** he will be **allowed register 4th year courses**, otherwise he will register in the beginning of the next academic year.

- **Year 4-5:**

1. To pass any course, the student must successfully **pass summative components (written and practical) separately**, by achieving a **minimum of 60% in each component individually**. In addition, the **overall final score for the course must be 60% or higher** for the student to be considered as passed the course.
2. **Failing in one summative component** either written or practical allow student to have a **Re-Sit** examination in that component and will get **grade D** in the course after passing the Re-Sit.

3. Failing **both summative component** or **overall final score for the course below 60%**, student will consider **failed the course** and he/she needs to **register the course again** in the next academic year

4. Student must pass **all blocks of year 4 to enter year 5**.

5. If the student **passes** all blocks and lines of year 4 in the **middle of academic year (before 3rd Quarter)**, he will be **allowed register 5th year courses**, otherwise he will register in the beginning of the next academic year.

6. Student must pass **all blocks and lines (totally 180 credit hour)** to start the **internship**.

❖ **Professional Development Line:**

To fulfill the requirements of the PD course, students must adhere to the following **minimum attendance thresholds**:

- **Global Health Lectures & Practicals / Workshops**: Minimum 75% attendance
- **Biostatistics Lectures & Practicals / Workshops**: Minimum 75% attendance
- **PD Line Coach Meetings**: Minimum 75% attendance
- **PD4 and PD5 Components (if applicable)**:
  - Coach Meetings: ≥ 75% attendance
  - Clinical Workshop Conferences (CWC): ≥ 75% attendance

I. Absence Policy:

- An **unexcused absence of 25% or more** in any component will result in a **DN (Denied) grade**, in accordance with Academic Affairs regulations.
- **Excused absences** may not exceed 50% in any single component and are subject to approval as per college policy.
- **Sessions missed** with or without an excuse **will not be re-evaluated**, except for formal assessments " Equivalent to exams in other courses".

II. Interview and Symposium Attendance:

- The **initial, mid, and final interviews**, along with the **PD Symposium**, are considered formal assessments " Equivalent to exams in other courses".

- Absence without a formally **approved excuse** according to **exam's Absence Guide** will result in an automatic **"F" grade**, and no retake will be allowed.
- Students with an **approved excuse** (validated by the College Board) will be rescheduled at the discretion of the course coordinator and evaluated accordingly.

III. PD Symposium (Student-Led Component):

The **PD Symposium** contributes **10%** to the final PD course grade for students across all years (Year 1 to Year 5):

- **5%** – Organizational contribution
- **5%** – Active participation

a) The **PD Line Supervisor** is responsible for:

- Defining the **vision, theme**, and **guidelines** for the symposium
- Assigning marks based on involvement and participation
- Communicating any **additional organizational requirements**

b) **Student Responsibilities**: Students are fully responsible for the planning and execution of the symposium. This includes:

- Forming teams and distributing roles
- Selecting and preparing new topics related to professionalism
- Booking venues and arranging logistics
- Assigning and contacting faculty assessors
- Promoting the event through social media, campus displays, and the university website
- Managing all additional logistical requirements as directed

The **PD Line Supervisor and Course Coordinators (PD1–PD5)** will not participate in the logistics or execution of the event. Their role is limited to guidance, oversight, and problem-solving during preparation.

IV. Academic Counseling Sessions:

- Academic counseling will be integrated into **one PD coach meeting per academic quarter**.
- These sessions will occur during the **second hour** of the designated two-hour coach meeting.
- Attendance is **optional but encouraged**.

- The **first session** will be scheduled within the **first two weeks** of the academic year.

❖ **Knowledge Progress Line:**

1. **Grading and Result Interpretation**
   - Individual exam results are categorized as:
     - **Good**
     - **Pass**
     - **Fail**

2. **Passing Criteria for the Knowledge Progress Line**
   - A student must obtain at least a **"Pass" grade in the Second Exam** to be eligible to pass the Knowledge Progress Line.

3. **Final Grade Calculation**
   - The final grade for the Knowledge Progress Line is determined based on the outcomes of both semester exams, using the following grading algorithm:

4. **Progress Test Final Grade Algorithm**

PT1 Score	PT2 Score	Final Grade	Re-sit Result	Final Outcome
Good	Good	**A+**		
Pass	Good	**A+**		
Good	Pass	**A**		
Pass	Pass	**B+**		
Fail	Good	**B**		
Fail	Pass	**C+**		
Good	Fail	**Re-sit**	Good / Pass	D
			Fail	F (Re-register the line)
Pass	Fail	**Re-sit**	Good / Pass	D
			Fail	F (Re-register the line)
Fail	Fail	**Re-sit**	Good / Pass	D
			Fail	F (Re-register the line)

Academic and Outstanding Honors

The College of Medicine at King Faisal University is committed to fostering excellence and recognizing students who demonstrate exceptional academic achievement, leadership, and contribution to research, community service, and professional development. The following categories of honors are granted to celebrate such accomplishments:

1. Academic Excellence Recognition:

This category honors students who:

I. Achieve exceptional performance in national or international licensing examinations such as the **Saudi Medical Licensing Exam (SMLE)** or **United States Medical Licensing Examination (USMLE)**.

II. Attain top academic rankings within their cohort based on cumulative performance, according to the following **Eligibility Criteria:**

- Regular attendance and active participation in academic, clinical, and practical sessions.
- Completion of the required credit hours in accordance with the published study plan.
- No record of academic interruption or withdrawal.

Selection Mechanism:

- Verification of compliance with all eligibility criteria.
- Identification of the **top five students (by GPA)** in each academic year for both male and female cohorts.
- In the case of GPA ties, rankings are determined by comparing:
    1. **Total points**.
    2. If still tied, the **GPA of the most recent academic year**.
    3. If the tie persists, the **total points from the most recent academic year**.
    4. If still equal, the honor is **shared**, and subsequent ranks are **skipped** accordingly (e.g., if two students share 2nd place, the 3rd rank is omitted).

2. Recognition of External Achievements:

This recognition is awarded to students who have earned:

- Distinctive awards or high-ranking placements in **national or international conferences**, symposia, scientific competitions, or for **patents**.
- These achievements must undergo **evaluation and approval by the Academic Affairs Committee** prior to official recognition.

3. Dean's Honor List:

The **Dean's Honor List** is a prestigious recognition awarded to a select group of outstanding **interns (Year 6 students)** who have consistently demonstrated excellence in academics, research, and community engagement throughout their years of study.

Nomination and Selection Process:

- A maximum of **5% of the internship** (combined male and female) may be nominated annually.
- The Academic Affairs Committee reviews all nominations, ensuring nominees:
  - Have no academic violations on record.
  - Meet all evaluation criteria based on the following scoring rubric:

Criterion	Weight
Cumulative GPA (all years)	30%
External Academic Achievement	15%
Scientific Publications (in medical journals)	15%
National or International Awards	12%
Participation in Community Activities	10%
Participation in Medical Conferences as Presenter or Speaker	8%
Attendance of Conferences and Workshops	7%
Leadership Role in the Student Activities Committee	3%

Documentation Requirements:

- Publications: Published article copy and citation from the journal.
- Presentations: Certificate specifying “Presenter” or “Speaker” and research abstract.
- Community Activities: Valid participation certificates.
- Awards: Award certificates and photographs if applicable.
- Student Activities Committee: Confirmation letter signed by the head of the Student Activities Committee or his/her deputy validating leadership roles.

4. Graduation Honors:

Graduating students may be awarded **Honorary Distinctions** based on cumulative academic achievement, subject to the following criteria:

First-Class Honor:

- GPA of **4.75 to 5.00 out of 5.00**

Second-Class Honor:

- GPA of **4.25 to less than 4.75 out of 5.00**

Additional Conditions:

- The student must **not have failed** any course during their studies at King Faisal University or any previous institution.
- The student must complete all **graduation requirements within the standard time frame**, defined as the average duration between the minimum and maximum period of study allowed.
- At least **60% of the graduation requirements** must be completed at King Faisal University.

Feedback Mechanisms

The College of Medicine at King Faisal University is committed to fostering a culture of continuous improvement and open communication. **Feedback** plays a crucial role in enhancing the quality of teaching, learning, and student experience. It serves as a two-way process, enabling students to understand their performance and development areas, while also providing faculty and administration with valuable insights to improve program delivery.

Types of Feedback:

1. **Student Feedback on Teaching and Courses**
    - Collected through structured **course and instructor evaluations** at the end of each block, semester, or clinical rotation.
    - Administered electronically or in paper form, ensuring anonymity and confidentiality.
    - Focuses on the clarity of instruction, relevance of course content, effectiveness of teaching methods, and overall learning experience.

2. **Academic Performance Feedback**
    - Provided through **formative assessments**, assignments, OSCEs, quizzes, and clinical evaluations.
    - Designed to help students identify strengths and areas for improvement before summative assessments.
    - Includes verbal and written feedback from instructors, tutors, and clinical preceptors.

3. **Peer and Self-Assessment**
    - Encouraged in selected courses and activities (e.g., PBL, group projects) to promote reflection and collaborative learning.
    - Helps students develop self-awareness, critical thinking, and interpersonal skills.

4. **Faculty Feedback from Students**
    - Faculty receive summarized and anonymized feedback reports to reflect on and improve their teaching practices.

- Results are reviewed by the department, medical educationist and college administration to support professional development.

5. **Program and Curriculum Feedback**
    - Collected through annual surveys, focus groups, and student representatives in academic committees.
    - Used to monitor curriculum alignment with learning outcomes and national frameworks such as **SaudiMEDs** and **NCAAA** standards.

Feedback Follow-Up and Action

- All feedback is reviewed by relevant academic committees (e.g., Curriculum Committee, Medical Education Department, Quality Assurance Committee).
- Constructive feedback informs decisions related to course content updates, teaching methods, scheduling, and assessment strategies.
- Students are informed of outcomes.

Student Responsibility:

Students are encouraged to participate honestly and constructively in feedback processes. Your input is essential for ensuring a high-quality, responsive, and supportive learning environment.

VII. Professional Conduct & Expectations

Code of Professionalism

The College of Medicine at King Faisal University holds professionalism as a core value and a foundational pillar of medical education. All medical students are expected to uphold the highest standards of ethical conduct, integrity, and accountability throughout their academic journey and future medical practice.

The **Code of Professionalism** outlines the behaviors, attitudes, and responsibilities that reflect the identity of a competent, compassionate, and trustworthy physician.

Core Principles of Professionalism:

1. **Respect and Compassion**
    - Demonstrate respect toward patients, peers, faculty, staff, and all members of the healthcare team.
    - Treat others with dignity, empathy, and cultural sensitivity at all times.
2. **Accountability**
    - Take personal responsibility for academic work, clinical duties, punctuality, and adherence to schedules.
    - Accept constructive feedback and engage in self-reflection for continuous improvement.
3. **Confidentiality**
    - Maintain the confidentiality of patient information and academic records in accordance with ethical and legal standards.
    - Use discretion in all communications, including social media.
4. **Integrity and Honesty**
    - Uphold honesty in academic assessments, research, clinical documentation, and professional interactions.
    - Avoid plagiarism, cheating, data manipulation, or any form of academic or clinical misconduct.

5. **Professional Appearance and Behavior**
    - Adhere to the college's dress code in clinical and academic settings.
    - Display courteous, non-disruptive behavior in classrooms, clinics, and community settings.
6. **Commitment to Excellence**
    - Strive for excellence in learning, patient care, and service.
    - Stay current with medical knowledge and seek lifelong learning.
7. **Teamwork and Collaboration**
    - Cooperate respectfully with classmates, clinical teams, and interdisciplinary professionals.
    - Value the input of others and contribute positively to group and team efforts.

Professionalism in Clinical Settings:

During clinical rotations and patient interactions, students are expected to:

- Prioritize patient safety and comfort.
- Communicate clearly, respectfully, and ethically with patients and their families.
- Comply with institutional policies and legal requirements governing healthcare delivery.

Violations and Consequences:

Violations of the Code of Professionalism may result in disciplinary actions, including:

- Verbal or written warnings
- Referral to the Student Conduct Committee
- Academic penalties or suspension, in severe cases

  All reported incidents are reviewed by the appropriate academic or disciplinary body in accordance with university policies.

Student Commitment:

By enrolling in the MBBS program, each student agrees to uphold the standards of the Code of Professionalism and embody the values expected of future physicians in the Kingdom of Saudi Arabia and beyond.

Responsibilities in Clinical Settings

As future physicians, medical students at King Faisal University's College of Medicine are expected to demonstrate the highest standards of **professionalism, ethics, and accountability** during all clinical training activities. Clinical settings—such as hospitals, primary health care centers, and specialty clinics—are real environments where students interact with patients, healthcare professionals, and administrative staff. These experiences are vital for applying medical knowledge, developing clinical skills, and cultivating the attitudes expected of competent and compassionate physicians.

Key Responsibilities of Medical Students in Clinical Settings

1. Professional Conduct:

- Maintain a respectful, courteous, and empathetic attitude toward patients, colleagues, faculty, and healthcare staff at all times.
- Demonstrate honesty and integrity in all clinical encounters, documentation, and patient care activities.
- Adhere strictly to patient confidentiality and privacy regulations as mandated by Saudi law and institutional policies.

2. Patient-Centered Care:

- Prioritize patient safety, dignity, and well-being in every clinical interaction.
- Communicate clearly and respectfully with patients, ensuring that any questions or concerns are addressed under supervision.
- Seek patient consent appropriately when observing or participating in clinical procedures.

3. Attendance and Punctuality:

- Attend all assigned clinical rotations, rounds, and training sessions as scheduled.
- Arrive on time and be prepared with the necessary knowledge and tools.
- Notify the appropriate supervisor or coordinator in advance in case of absence or delay, and provide documentation if required.

4. Clinical Preparation:

- Review patient cases in advance and come prepared for discussions, presentations, and bedside teaching.
- Carry essential materials such as white coats, ID badges, logbooks, and stethoscopes during all clinical sessions.
- Engage actively in clinical learning, including history-taking, physical examination, and procedural skills, under appropriate supervision.

5. Respect for the Clinical Environment

- Follow the rules and protocols of each clinical site, including infection control, safety standards, and institutional policies.
- Wear the official college uniform and display your identification badge at all times.
- Maintain cleanliness, order, and professionalism in shared clinical spaces.

6. Documentation and Case Recording

- Accurately document clinical findings, observations, and patient data in the assigned logbooks or assignments electronic records.
- Avoid unauthorized copying or misrepresentation of clinical information.
- Submit clinical assessments, logs, and feedback forms by the required deadlines.

7. Receiving and Applying Feedback

- Accept constructive criticism with openness and a willingness to improve.
- Reflect on clinical experiences and use feedback to enhance your knowledge, skills, and professional behavior.

Failure to Comply:

Failure to meet clinical responsibilities may result in:

- Academic penalties (e.g., loss of marks, failure of rotation)
- Required remediation or repetition of clinical training
- Referral to the **Professionalism or Student Conduct Committee**, which may impose disciplinary action in accordance with university policies

Dress Code and Identification

All medical students at the College of Medicine are expected to maintain a **professional and respectful appearance** at all times, in accordance with university standards, clinical guidelines, and Islamic values. Compliance with the dress code reflects professionalism, supports infection control, and ensures patient comfort and safety.

For additional guidance, students must also refer to the official **University Appearance Regulations**, available on the **university website**.

1. **Identification**

- Students must wear their **university ID badge or electronic ID** visibly at all times while on campus or in clinical training sites.

2. **Uniform Requirements**

- All students must wear the official **Navy Blue medical scrubs and White coat**.
    - **Tight-fitting scrub pants** are not permitted.
    - A **white coat** is required at all times; it must be **clean**, **not tight-fitting**, and of at least **knee length**.
    - Wearing **sweatshirts, hooded jackets, or non-medical outerwear** over the scrubs is not allowed during clinical duties.

3. **Hair**

- **Male Students:**
    - Hair must be **clean, neatly groomed**, and conservative in style.
    - **Extreme hairstyles**, unnatural hair colors, fashion headbands, and skullcaps are **not permitted**.

- **Female Students:**
    - Hair must be **appropriately covered** in accordance with **Sharia law**.
    - Headscarves must be **secure and non-transparent**; **bright colors and glittery designs** are not allowed.

4. Nails

- Nails must be **short, clean, and neatly trimmed** to ensure safety and hygiene in clinical environments.
- **Nail polish**, **artificial nails**, and **decorative designs** are strictly **prohibited**.

5. Footwear

- Footwear must be **closed-toe, closed-heel**, and made of **non-permeable material**.
- **Canvas shoes**, sandals, or **Crocs with ventilation holes** are **not allowed** in clinical or laboratory areas.

6. Accessories in Clinical Settings

- The use of **excessive or decorative accessories** (e.g., large earrings, bangles, rings, or fashion jewelry) is **strictly prohibited** in hospital and clinical environments.
- **Watches** must be minimal and practical. Smartwatches with camera or communication features may be restricted based on clinical site policies.
- **Religious or medical bracelets** must be discreet and should not interfere with clinical duties or hygiene practices.
- The use of **fragrances or strong perfumes** should be avoided when dealing with patients.

Academic Integrity & Code of Conduct

The College of Medicine at King Faisal University upholds the highest standards of **academic integrity, ethical behavior, and professional responsibility**. Medical students are expected to embody the values of honesty, respect, and accountability in all academic, clinical, and research activities, in accordance with both university regulations and Islamic teachings.

I. Code of Conduct for Students:

All students are required to follow the **University's Code of Conduct** as outlined in the Student Manual. This includes:

- Demonstrating professional behavior in academic and clinical settings.
- Respecting faculty, peers, staff, and patients.
- Upholding Islamic values in personal and public conduct.
- Complying with all rules and regulations of the university.

Failure to observe the Code of Conduct, or involvement in any breach of discipline, may result in **disciplinary action** in accordance with institutional policies.

II. Academic Integrity

Academic integrity is central to the identity of a future physician. Students are expected to act with **honesty and integrity** in all forms of academic work.

Examples of Academic Misconduct Include:

- **Plagiarism** – Using another's work or ideas without proper citation.
- **Cheating** – Unauthorized use of materials or information during assessments.
- **Fabrication** – Falsifying data, records, or clinical experiences.
- **Collusion** – Inappropriate collaboration on individual assignments.
- **Impersonation** – Attending classes or assessments on behalf of another student.
- **Clinical Misconduct** – Misrepresentation in logbooks, patient interactions, or case documentation.

Penalties for academic misconduct may include:

- Formal warning or academic probation
- Grade penalty or failure in the course
- Suspension or dismissal

- Notification to relevant regulatory bodies for serious violations

All reported cases will be reviewed by the **Student Conduct Committee**, chaired by the **Dean of the College**, who is responsible for decision-making and policy enforcement.

III. Student Rights and Concerns:

Students are entitled to:

- Equal access to quality education and university resources
- Fair and transparent assessment processes
- The right to file **complaints, appeals**, and **representation** through official university channels

Students are expected to:

- Fulfill academic responsibilities diligently
- Respect university rules and community standards
- Abide by the university's Code of Conduct and the ethical teachings of Islam

For further details, students may refer to the **Student Rights Manual** available through the university website or academic affairs committee.

IV. Breach of Discipline & Disciplinary Action:

- Any violation of university rules, whether academic, behavioral, or ethical, will be subject to review and action by the **Student Conduct Committee**.
- The **Dean of the College** leads this committee and oversees the implementation of disciplinary decisions.
- In cases not explicitly covered in the College Handbook, decisions will defer to the **University Student Manual, Code of Discipline and Legal Affairs Department**.

Specific Prohibited Behaviors Include:

- **Smoking**: Smoking is strictly prohibited anywhere on university premises. Violators will be subject to disciplinary action.
- **Eating and Drinking in Class or Exams**: Eating and drinking during lectures, laboratories, clinical sessions or Exams is strictly not allowed.

- Students with **documented medical conditions** requiring specific meal times must submit a medical report to the **Academic Affairs Committee** for review and accommodation.

Use of Social Media

Students are expected to use **social media responsibly**, in a manner consistent with professional standards and university values.

Students must not:

- Share patient-related information or clinical encounters under any circumstance.
- Post or distribute content that is discriminatory, offensive, or harmful to the reputation of the university or the medical profession.
- Misuse official university logos, images, or content without approval.

Violation of these rules may result in disciplinary action, including academic penalties and legal consequences, especially for breaches of **patient confidentiality or university policies**.

VIII. Student Life & Support

The College of Medicine at King Faisal University is dedicated to providing a holistic educational experience that supports students not only academically, but also personally and professionally. Through a wide range of resources and services, the university aims to foster a vibrant, supportive, and inclusive environment where students can thrive.

Campus Life: Residence, Medical Services, Security, and Wi-Fi

- **Student Housing**: King Faisal University provides separate, secure on-campus residential facilities for male and female students, offering a comfortable and convenient living environment for those coming from outside Al-Ahsa.
- **Medical Services**: On-campus clinics offer primary healthcare and first-aid services to students. In case of emergencies, students are referred to specialized hospitals.
- **Security**: The university maintains a dedicated security team to ensure the safety of all students and staff 24/7. Security regulations and access controls are strictly enforced.
- **Wi-Fi and Digital Access**: High-speed Wi-Fi is available across academic buildings, libraries, and residences, enabling seamless access to educational platforms and digital resources.

Student Counseling and Mental Health Services

Recognizing the demanding nature of medical education, the university provides confidential counseling services to support student mental health and emotional well-being.

- Services include psychological counseling, stress management workshops, and referrals to specialized care when needed.
- Trained counselors are available to help students cope with anxiety, burnout, academic stress, and personal concerns in a confidential and non-judgmental environment.

Extracurricular Activities

The university strongly encourages students to engage in **extracurricular activities** as part of their personal and professional development.

- Students may participate in sports, cultural events, scientific clubs, community service, health campaigns, and leadership programs.
- These activities promote teamwork, creativity, leadership skills, and social responsibility, all of which are essential qualities for future healthcare professionals.
- Students may participate in extracurricular activities through various channels, including the **Student Activities Committee** at the College of Medicine, the **Medical Student Council and its subcommittees**, as well as the **Deanship of Student Affairs** at the university level.

Career Development and Electives

Career guidance is an integral part of student support at the College of Medicine, helping students explore specialty options, prepare for residency applications, and plan their long-term medical careers.

- Workshops, specialty orientation sessions, and alumni panels are regularly conducted to expose students to various fields of medicine.
- Elective rotations, both local and international, are offered to help students gain exposure to diverse clinical environments and develop areas of interest.

IX. Internship

Regulations

Duration and Nature:

The internship year is a **12-month clinical and research training program** that begins after a student has successfully completed all MBBS graduation requirements. It is a mandatory phase of medical training designed to:

- Enhance clinical competencies.
- Consolidate theoretical and practical knowledge.
- Prepare graduates for independent medical practice.

Completion of the internship is required for licensure and recognition as a physician in the Kingdom of Saudi Arabia.

Objectives:

1. Apply academic knowledge in real-world clinical settings.
2. Develop sound medical judgment and clinical decision-making.
3. Uphold Islamic medical ethics and professional standards.
4. Learn to function as an effective member of the healthcare team.
5. Cultivate habits of lifelong learning, research, and evidence-based practice.

Internship Rotations:

Rotation	Duration
Internal Medicine	2 months
Surgery	2 months
Pediatrics	2 months
Obstetrics & Gynecology	2 months
Primary Health Care	1 month
Elective (1)	1 month
Elective (2)	1 month
Research Project	1 month

- **Research Project**: Initiated in Year 3 and completed before or during the internship year. It is a graduation requirement.
- **Electives**: Chosen in consultation with the Internship Office. Elective options include radiology, ICU, ENT, ophthalmology, dermatology, psychiatry, pathology, family medicine, emergency medicine, and others.

Training Sites & Supervision:

- Training is conducted at **university-approved hospitals**.
- Intern-to-bed ratio: typically, **1 intern per 10 beds**.
- Supervision is managed by the **Internship Office**, under the **Vice Dean for Clinical Affairs**.

Internship Start & Delays:

- Start dates: **February 1** and **July 1** each year.
- Required Documents: A **completion letter** issued by the Deanship of Admission and Registration, along with valid certifications in **Infection Control** and **Basic Life Support** (BLS).
- Delays:
    - 6 months delay: requires re-examination in Internal Medicine & Surgery.
    - 1 year delay: requires re-examination in Internal Medicine, Surgery, Pediatrics, and OB-GYN.
    - 2 years delay: subject to dismissal as per university policies.

Interruptions & Withdrawal:

- Interruptions **< 6 months (with valid excuse):** student may **resume** the program.
- Interruptions **> 6 months and < 1 year (with valid excuse):** student must **repeat the entire internship year** from the beginning.

- Interruptions > **1 year and < 2 years (with valid excuse):** student must **repeat the entire internship year after passing required exams** in Internal Medicine, Surgery, Pediatrics, and Obstetrics & Gynecology.
- Interruptions > **2 years:** student is **not permitted to resume the internship year**. The case will be referred to the College Board, due to the failure to fulfill graduation requirements, and then forwarded to the Deanship of Admission and Registration for appropriate administrative action to **terminate the student's academic record** (in accordance with Article 19 of the Study and Examination Regulations and Implementation Rules of King Faisal University).
- Working outside the assigned hospital is **strictly prohibited** and will result in repeating the internship.

Leave & Attendance:

- **Eid Break**: 5 days for one Eid only; subject to hospital approval.
- **Emergency Leave**: Up to 5 days; must be approved by the supervisor and department head.
- **Conference Attendance**: 1 conference (≤3 days); must be pre-approved.
- **Annual Leave**: 2 weeks total, with no more than 5 days per rotation.

Intern Duties & Responsibilities:

- Adhere to hospital working hours and take 4–7 on-call shifts per month.
- Conduct patient histories and physical exams, document care plans, and follow up under supervision.
- Participate in morning rounds, manage 4–5 cases, and present to the clinical team.
- Join educational and research activities within the department.
- Must attempt the **Saudi Medical Licensing Exam (SMLE)** at least once.

Financial Stipend:

Interns receive a monthly stipend (for 12 months only) according to government regulations, disbursed after submission of official onboarding documents from the training hospital.

Evaluation & Certification

- Evaluation is based on attendance, professionalism, clinical competency, and interpersonal skills.
- Evaluations are completed by consultants and submitted using the college's official form.
- Scores < 47 or > 75 require justification and endorsement from department faculty.
- Failing a rotation (score < 47) requires repeating the rotation **without finical stipend** after completed 12 months.

Disciplinary Actions:

- Misconduct, dishonesty, or unprofessional behavior may result in:
    - Written warning
    - Repeating a rotation
    - Withholding stipend
    - Referral to the University Board for possible degree denial

Completion and Graduation

- Upon successful completion of the internship year, the intern will be awarded an official certificate from the College of Medicine, indicating the completion of the internship and specifying the duration of training in each specialty.
- The Internship Office will then notify the Deanship of Admission and Registration to update the intern's status in the Banner system from "Intern" to "Graduate."
- The student will then be eligible to receive the **Bachelor of Medicine and Bachelor of Surgery (MBBS)** degree certificate.

For internship announcements, schedules, forms, and evaluation templates, please visit the Internship section on the College of Medicine's official website.

Closing Statement

This handbook has been carefully prepared to serve as a comprehensive guide for all medical students at the College of Medicine – King Faisal University. It reflects the academic structure, professional expectations, and support systems that define the student experience throughout the MBBS program. By outlining policies, regulations, and essential resources, the handbook aims to ensure that every student is equipped to navigate their medical education with clarity, confidence, and integrity.

Students are strongly encouraged to **regularly follow updates and official announcements** issued by the College and the University, as policies and procedures are subject to periodic review and enhancement in alignment with evolving academic standards and accreditation requirements. Staying informed and adhering to these updates is not only a personal responsibility but also a professional obligation.

We extend our sincere appreciation to the **University leadership**, the **College administration**, and all faculty and staff members whose dedicated efforts and valuable input contributed to the development of this handbook. Their collaboration has ensured that this publication meets the standards required by **national and international accreditation bodies**, and reflects the College's commitment to excellence in medical education.

We hope that this handbook will be a valuable companion throughout your journey to becoming a competent, ethical, and compassionate physician.

Wishing you every success in your academic and professional endeavors.

Dr. Haytham Mohammed Alarfaj

Dr. Ahmad Abdulrahman Al Abdulqader