



جامعة السلطان قابوس
Sultan Qaboos University
COLLEGE OF MEDICINE & HEALTH SCIENCE

STUDENT HANDBOOK

2024 - 2025





College of Medicine & Health Sciences
Sultan Qaboos University

Student Handbook
2024-2025

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MESSAGE FROM THE DEAN

Dear Students,

It gives me great pleasure to welcome you to the College of Medicine and Health Sciences (COMHS) at Sultan Qaboos University (SQU). Since 1986, our college has received annually the top students of the secondary education school system in the Sultanate of Oman. You (and your family) must be happy and proud of your admission to the COMHS at our esteemed SQU, and rightly so. We are also happy and proud of you and congratulate you on your achievements.

Our educational program will provide you with the opportunities to acquire core knowledge, skills, and attitudes required for your practice. It also will inspire you to develop a lifelong self-learning approach to your career, and in addition, it will instigate you to acquire attitudes that will prepare you to work competently and effectively in a team with other healthcare professionals.

However, working hard, competency, and mastering the art of “medical science,” though needed, are not enough for one to be affiliated with the field of medicine. The message from the College to all previous cohorts, your cohort and the coming cohorts does not change. For you to become a valuable “member of the healthcare delivery team”, you need to be blessed with other qualities that will help you to illustrate a desire to ease the pain and suffering of patients. These are benevolence, commitment, professionalism, leadership, and concern for the well-being of patients and, indeed, the community at large.

With my best wishes to you for a bright future

Prof. Rashid Al-Abri

Dean of COMHS

SQU

VISION

We aspire to international prominence in medical education, advancement in biomedical sciences and health research.

MISSION

- To produce competent medical doctors and health scientists who are life-long learners, able to pursue further specialization and continuous professional development.
- To create a scholarly environment that supports innovation and excellence in teaching, research, and postgraduate education.
- To deliver, through Sultan Qaboos University Hospital, quality patient-centered care that responds to community needs and major global health problems.

CORE VALUES

Excellence	Quality Service	Creativity & Innovation
Respect	Integrity	Transparency
Team Work	Collaboration	Flexibility
Accountability	Public Trust & Confidence	

ACCREDITATION OF THE MD PROGRAM

The MD Program at the COMHS is granted accreditation by the Association for Evaluation and Accreditation of Medical Education Programs (TEPDAD/Turkey) in cooperation with the World Federation for Medical Education (WFME) on Global Standards for Quality Improvement: Basic Medical Education in 2024.

ACCREDITATION OF THE BSc BMS PROGRAM

The BSc BMS program at the COMHS was re-accredited by the Institute of Biomedical Science (IBMS) in 2020.

The COMHS offers four-degree plans:

1. MD

The student earns an MD degree by successfully completing Phases I, II, and III. For Direct Entry, the student completes the program in a minimum of 6 years (Phase I Plan, Table 1A). Otherwise, the Foundation Program offers students extra supportive courses over one semester (Phase I Plan, see Table 1B).

2. BSc Health Sciences and MD

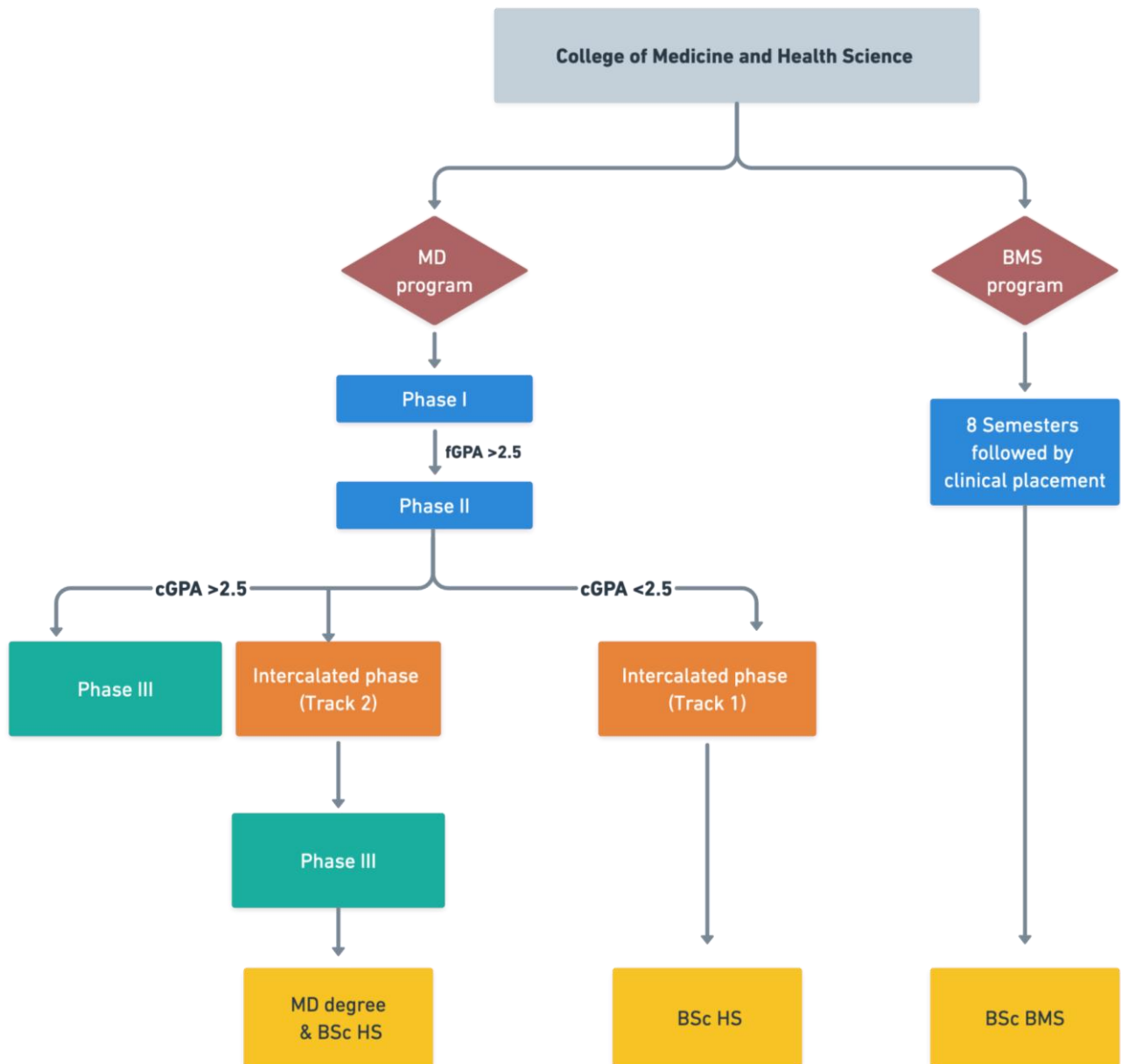
The student earns a BSc Health Sciences degree by successfully completing Phases I, II and the Intercalated Phase. Students whose overall cGPA in Phases I and II > 2.50, have the option of completing Phase III to obtain the MD degree.

3. BSc Health Sciences

The student earns a BSc in Health Sciences by successfully completing Phases I, II, and the Intercalated Phase.

4. BSc Biomedical Science (BMS)

The BMS program consists of four years of coursework followed by eight weeks of clinical placement. The BMS Student Handbook provides more details.



THE MD PROGRAM

The aim of the MD program is to produce undifferentiated physicians who are prepared to serve the fundamental purposes of medicine and satisfy the contemporary requirements of medical practice and professionalism.



PROGRAM STRUCTURE

The MD program comprises three phases which lead, when completed successfully, to the award of MD degree in a minimum of 6 years.

The structure has three main phases, each with a specific goal. The first phase includes university requirements and a number of courses designed to assess students' ability to study Medicine. Phases II and III represent the medical component of the MD Program. Phase II includes one semester of foundation courses and three semesters of basic/clinical integration, in addition to the supplementary courses for Medical Informatics and Research. Phase III is a patient-oriented phase that prepares students for the practice of medicine.

In addition to the above three phases, there is the Intercalated Phase which is designed to develop practical skills and knowledge of health-related sciences. Successful completion of this phase entitles the student to a BSc Degree in Health Sciences.

A brief description of the phases of the MD and the BSc programs is summarized as follows:

Phase I

(Duration: 2-3 semesters for direct entry and after the Foundation Program Courses)

The major aim of Phase I is to provide the students with a number of complementing courses that are appropriately time-tabled to assess student's ability to acquire essential and fundamental concepts that will appraise his/her ability to study medicine.

Phase I focuses on the study of normal human structure and function at the molecular, cellular, and regional levels. It also includes the following courses: University Electives [6 Cr], University Requirements [6 Cr], Academic English for Medicine [3 Cr], and Medical Informatics [2 Cr]. Refer to tables 1A and 1B, pages 10-11.

The student's academic performance during this phase will determine his/her eligibility to be admitted to Phase II. A student must have successfully completed Phase I with a focused Grade Point Average (FGPA) of at least 2.50 in Academic English for Medicine, Chemistry for Medicine, Introduction to Human Anatomy, Introduction to Human Physiology, Enzymology and Metabolism and Cellular Communication Courses to be able to progress to phase II. For more details on the Admission and Progression criteria, refer to pages 18-25.

Phase II

(Duration: 4 semesters)

The first semester of Phase II focuses on the advanced study of normal human structure and function. The basic principles and concepts of Microbiology, Pathology, and Pharmacology will be introduced. Structure and taxonomy of micro-organisms, processes of pathogenesis, and principles of antimicrobial therapy and host response to injury will be described. Students will also be introduced to the sociological, epidemiological, ethical and scientific aspects of medical practice through early medical contact.

The remaining three semesters are system-based. The educational material in this phase pertains to the body systems and is learned in an integrated fashion, both horizontally and vertically, with emphasis on the pathophysiology of disease and an introduction to clinical medicine. Refer to pages 12-13 table 2.

Phase III

(Duration: 3 years)

Phase III is the patient-oriented phase in which the students will receive direct clinical training. This Phase is dedicated to clinical teaching and Supportive Learning Topics (SLTs) that are closely relevant to clinical practice with emphasis on prevention and ethical attitudes.

Phase III is divided into two Stages composed of four main periods, as shown below. For a detailed timetable of Phase III, refer to Table 3 (Pages 14 and 15).

Pre-Clerkship (10 weeks)

In this section, the pre-requisite knowledge for clinical training will be covered. Examples are behavioral medicine, communication, history taking, and generic skills of physical examination, medical records, and medical ethics. The main objective of this section is to prepare the students to start clinical rotations. During the rotation, students are assessed with mini-CEX. At the end of the pre-clerkship, students take a written examination. The final grade will depend on the aggregate of continuous and final examinations.

Junior Clerkship: (48 weeks)

The Junior Clerkship consists of major rotations, including Medicine, Child Health, Surgery, Behavioral Medicine, and Family Medicine and public Health. In addition, there are special rotations, including Orthopedics, Ophthalmology, Clinical Genetics and counselling, Dermatology, and Oral Health. During the clerkship, students will take a series of Supportive Learning Topics (SLTs) from various disciplines that are closely related to medical practice. The topics include Evidence-Based Medicine (EBM), Anesthesia, Forensic Medicine, Geriatrics, and Skills Lab.

In-rotation assessment consists of Observed Long Case, mini-CEX, and maintaining a portfolio.

At the end of the junior clerkship, there are three block exams; Medicine & Allied (Medicine, Child Health, Clinical Genetics, Skills lab); Surgery & Allied (Surgery, Orthopedics, Ophthalmology; Anesthesia, Forensic Medicine, Evidence-based Medicine); and Ambulatory Medicine (Behavioral Medicine, Family Medicine and Public Health, Geriatrics, Dermatology, Oral Health). Each of the three exams consists of written and clinical examinations. The final grade in each block will depend on the aggregate of continuous and final

examinations. However, the written component of the end-of-block exam is a must-pass.

Senior Clerkship: (48 weeks)

Students will rotate through major rotations of Medicine, Obstetrics and Gynecology, Child Health, Surgery, and Emergency Medicine, in addition to special rotations of Hematology, Radiology, ENT, and Therapeutics. During Senior Clerkship, students have a 2-week Selective Rotation, where they get an opportunity to select a rotation of their choice. Also, students take an 8-week Clinical Elective Program. The electives give the students an opportunity to acquire knowledge and skills in a different environment.

In-rotation assessment consists of Observed Long Case, mini-CEX, case-based discussions, and maintaining a portfolio.

At the end of the senior clerkship, there are three block exams; Medicine & Allied (Medicine, Family Medicine & Public health, Hematology, Therapeutics); Surgery & Allied (Surgery, Emergency Medicine, ENT, ICU, Radiology); and Women & Child Health (Obstetrics and Gynecology, Child Health, Laboratory Medicine). Each of the three exams consists of written exams and a combined clinical examination. The final grade in each block will depend on the aggregate of continuous and final examinations. However, the written component of the end-of-block exam is a must pass.

ASSESSMENT

In-rotation assessments are mainly workplace-based and are designed to assess clinical skills. The assessments consist of observed long cases, mini-CEX, and case-based discussions that are both formative and summative. Formal feedback is provided at the end of the assessment. In addition, the student needs to maintain a portfolio, which consists of seminar presentations, case seminars, and bedside/bench-side procedures. The portfolio is assessed at the end of the block both for the quality and the quantity of work. A minimum number of procedures have to be observed or performed during the junior and the senior clerkship rotations, and this is specified in the course handbook and by the rotation coordinators at the beginning of each clinical rotation.

As specified on the previous page, there are three block exams at the end of the junior and senior clerkships. The examinations assess both knowledge and skills. Each exam consists of written and clinical exams.

The final grade in each block will depend on the aggregate of continuous and end- of-block examinations. However, the written component of the end-of-block exam is a must pass.

Pre-Internship

Pre-internship consists of four rotations in Medicine, Surgery, Child Health, and Obstetrics & Gynecology of 3-weeks duration each. The rotations are designed to provide the undergraduate medical students with the necessary training for competent medical practice. By this time, the students would have successfully cleared all the blocks in stage I and all the blocks in the Senior Clerkship and would be due to appear in the final MD examination upon successful completion of Pre-internship.

The goal of the Pre-internship is to bridge the gap in the approach of a 'Medical Student' and a 'Junior Doctor'; the Intern. The aim of the rotation for the students is to develop generic skills which help to bridge the gap, such as providing follow-up and continuity of care to patients, record-keeping, working as a team member, including hand-over and delegation of work at appropriate times, (end of the day/weekend). This would be in addition to learning, developing, practicing, and inculcating all other important skills, such as communication, clinical reasoning, and decision-making in a professional manner. During the Pre-internship, there will be continuous assessment but no formal assessment in the form of clinical or written examinations.

Final MD Examination

The Final MD examination is an integrated certifying must pass exam. It is a comprehensive exam that contributes 50% of the weight attributed to the graduating cGPA (see page 24). It has two components, written and clinical. Each is a must pass.

MD DEGREE PLAN

Table 1A: Phase I Plan (Direct Entry)

Semester 1 (Fall) Total 17 Credits					
#	Title	Code	Credits	Cat	Pre-requisites/ Co-requisites*
1	Arabic	ARAB1060 ARAB1019 (Non Arabic speakers)	2	UR	
2	Oman State & People	SOCY1005 (Omani Students) SOCY1007 (Non Omani Students)	2	UR	
3	University Elective		2	UE	
4	University Elective		2	UE	
5	Academic English for Medicine	LANC2033	3	CR	FPPEL0600 or FPPEL0601 or FPPEL0602 or FPPEL0603 or FPPEL0604 or FPPEL0560 or LANC0601 or LANC0602
6	Chemistry for Medicine	CHEM2110	4	CR	FPMT0105 or LANC0600 or LANC0601 or LANC0602
7	Medical Informatics I	MEDI2100	2	CR	FPCS0101
Semester 2 (Spring) Total 17 Credits					
8	Oman and Islamic Civilization	HIST 1010 HIST1013 (Non Arabic speakers)	2	UR	
9	University Elective		2	UE	
10	Introduction to Human Anatomy	MEDI2106	4	AR	LANC2033
11	Introduction to Human Physiology	MEDI2107	4	CR	LANC2033
12	Enzymology and Metabolism	MEDI2108	3	CR	LANC2033 CHEM2110
13	Cellular Communications	MEDI2109	2	AR	LANC2033

Table 1B:

**Phase I Plan for Students who require one semester of
Foundation Program Courses**

**Foundation Program Courses
Semester 1 (Fall) Total 0 Credits**

Semester 2 (Spring) Total 9 Credits					
#	Title	Code	Credits	Cat	Pre-requisites/ Co-requisites*
1	Arabic	ARAB1060 ARAB1019 (Non Arabic speakers)	2	UR	
2	University Elective		2	UE	
3	University Elective		2	UE	
4	Academic English for Medicine	LANC2033*	3	CR	See Table 1A on Page 10
Semester 3 (Fall) Total 12 Credits					
5	University Elective		2	UE	
6	Oman and Islamic Civilization	HIST 1010 HIST1013 (Non Arabic speakers)	2	UR	
7	Oman State & People	SOCY1005 (Omani students) SOCY1007 (Non-Omani Students)	2	UR	
8	Chemistry for Medicine	CHEM2100 *	4	CR	See Table 1A on Page 10
9	Medical Informatics I	MEDI2100 **	2	CR	FPCS0101
Semester 4 (Spring) Total 13 Credits					
10	Introduction to Human Anatomy	MEDI2106 ***	4	AR	LANC2033
11	Introduction to Human Physiology	MEDI2107****	4	CR	LANC2033
12	Enzymology and Metabolism	MEDI2108 ****	3	CR	LANC2033 CHEM2110
13	Cellular Communications	MEDI2109 ****	2	AR	LANC2033
These courses are offered every:		* Fall & Spring. ** Fall & Summer *** Spring & Summer **** Fall, Spring & Summer			

Table 2:**Phase II Plan**

Semester 1 (Fall) Total 18 Credits					
#	Title	Code	Credits	Cat	Pre-requisites/ Co-requisites*
14	Molecular Biology and Principles of Genetics	MEDI3101	3	CR	Phase I
15	Structure-Function Relationship	MEDI3102	5	AR	Phase I
16	Growth and Development	MEDI3103	1	AR	Phase I
17	Response to Infection and Pathobiology	MEDI3104	5	CR	Phase I
18	Hospital and Community Attachment	MEDI3105	4	AR	Phase I
Semester 2 (Spring) Total 17 Credits					
19	The Integrated Module I	MEDI4201	3	AR	MEDI3101 MEDI3102 MEDI3103 MEDI3104 <i>MEDI4204*</i> <i>MEDI4205*</i> <i>MEDI4206*</i>
20	Research Methodology	MEDI4202	2	CR	MEDI3105
21	Medical Informatics II	MEDI3100	2	AR	MEDI2100
22	Cardiovascular System	MEDI4204	4	AR	MEDI3101 MEDI3102 MEDI3103 MEDI3104
23	Respiratory System	MEDI4205	3	AR	MEDI3101 MEDI3102 MEDI3103 MEDI3104
24	Haematopoietic and Immune Systems	MEDI4206	3	AR	MEDI3101 MEDI3102 MEDI3103 MEDI3104

Semester 3 (Fall) Total 16 Credits

#	Title	Code	Credits	Cat	Pre-requisites/ Co-requisites*
25	The Integrated Module II	MEDI4301	3	AR	MEDI4201 MEDI4303* MEDI4304* MEDI4305*
26	Student Project 1	MEDI4511	2	CR	MEDI4202
27	Alimentary System	MEDI4303	5	AR	MEDI3101 MEDI3102 MEDI3103 MEDI3104
28	Uro-reproductive System	MEDI4304	4	AR	MEDI3101 MEDI3102 MEDI3103 MEDI3104
29	Clinical Nutrition	MEDI4305	2	AR	Phase 1

Semester 4 (Spring) Total 18 Credits

30	The Integrated Module III	MEDI4502	3	AR	MEDI4301 MEDI4403* MEDI4404* MEDI4405*
31	Student Project 2	MEDI4521	3	CR	MEDI4511
32	Locomotor System	MEDI4403	3	AR	MEDI3101 MEDI3102 MEDI3103 MEDI3104
33	Human Nervous System	MEDI4404	6	AR	MEDI3101 MEDI3102 MEDI3103 MEDI3104
34	Endocrine System	MEDI4405	3	AR	MEDI3101 MEDI3102 MEDI3103 MEDI3104

Table 3:**Phase III plan**

Stage 1 (57 weeks)					
Pre-clerkship 9/57 weeks					
Medicine & Allied 3 weeks		Surgery & Allied 3 weeks		Women & Child Health 3 weeks	
Revision and Written Exam in Week 10					
Junior Clerkship 48/57 Weeks					
Skills Lab 1 week	Child Health 6 weeks	EBM 1 week	Forensic Med 1 week	Behavioral Medicine 7 weeks	FAMPH 5 weeks
Medicine 7 weeks		Surgery 6 weeks	Ophthalmology 3 weeks		
	Clinical Genetics 2 weeks		Orthopedics 4 weeks		Dermatology 2 weeks
		Anesthesia 1 week		Geriatrics 1 week	Oral Health 1 week
Study break 1 Week					
Medicine & Allied Examination		Surgery & Allied Examination		Ambulatory Medicine Examination	
Buffer period 2 Weeks					

	Medicine & Allied
	Surgery & Allied
	Women & Child Health
	Ambulatory Medicine

Phase III plan (continued)

Stage 2 (60 weeks)					
Senior Clerkship 48 Weeks					
Hematology 2 weeks	Emergency Medicine 4 weeks	Therapeutics 1 week	Child Health 3 weeks	Obstetrics & Gynecology 8 weeks	Electives 8 weeks
Radiology 2 weeks		Medicine 7 weeks	Lab Med 2 weeks		
ICU 1 week	ENT 2 weeks		FAMPH 3 weeks		
Surgery 3 weeks	Selective 2 weeks				
Study Break 1 Week					
Medicine & Allied Examination		Surgery & Allied Examination		Women & CH Examination	
Buffer period 2 Weeks					
Pre-Internship 12 Weeks					
Medicine 3 weeks	Surgery 3 weeks	Child Health 3 weeks	ObGyn 3 weeks		
Study Break 2 Weeks					
Final MD Examination					

	Medicine & Allied
	Surgery & Allied
	Women & Child Health
	Elective & Selective

BSc HEALTH SCIENCES

The intercalated B.Sc. Health Science Program is designed to produce graduates versed with theoretical knowledge and practical skills in scientific research or health related sciences.

The degree plan, on the one hand, provides students with the option of not continuing with the MD program while, at the same time, enabling some students to acquire more research skills in addition to their MD program. Students qualified for this program should have completed Phase I and Phase II of the MD program.

Program Structure

The B.Sc. Health Sciences is a 4-year program. It comprises Phase I, Phase II and the Intercalated Phase.

For plans of Phase I and Phase II see Tables 1 and 2 (pages 10-13).

The Intercalated Phase consists of two semesters, which start immediately after the end of Phase II of the MD degree plan. It is composed of 31 credit hours. The Intercalated Phase offers two tracks according to the cGPA of the students.

- Track 1 is offered to students with cGPA of less than 2.50. It covers courses such as Critical Thinking, Communication & Group Dynamics, Ethics & Professional Behavior, Laboratory Management & Quality Assurance, Special Epidemiology, Health Promotion & Education and Healthcare Quality Improvement & Patient Safety. In addition, it includes a range of practicums focusing on clinical laboratory skills and hospital/healthcare management. The students should select a total of 4 practicums.
- Track 2 is offered to students with a cGPA of 2.50 or higher. This track is mainly research-oriented and aims to provide the students with sufficient abilities to begin their own scientific study by preparing them for a career in research/academia. It also includes some common courses offered in track 1, such as Critical Thinking, Ethics & Professional Behavior, Laboratory Management & Quality Assurance, and Healthcare Quality Improvement & Patient Safety.
- The deadline to register for Track 2 of the Intercalated Phase is week 13 of the last semester of phase II.

Table 4: The Intercalated Phase Plan

First Semester (Fall)						
Track 1 (cGPA <2.50) (Health Management track)				Track 2 (cGPA ≥2.50) (Research track)		
Total 14 Credits				Total 14 Credits		
#	Title	Code	Credits	#	Title	Credits
1	Critical Thinking	NURS3165	2	1	Critical Thinking	2
2	Ethics and Professional Behaviour	MEDI3203	2	2	Ethics and Professional Behaviour	2
3	Communication and Group Dynamics	NURS1009	2	3	Seminars in Research 1	3
4	Practicum 1	ICHS4001	4	4	Research Project 1	7
5	Practicum 2	ICHS4002	4			

Second Semester (Spring)						
Total 17 Credits				Total 17 Credits		
#	Title	Code	Credits	#	Title	Credits
1	Laboratory Management & Quality Assurance	MDLS5303	2	1	Laboratory Management & Quality Assurance	2
2	Healthcare Quality Improvement & Patient Safety	ICHS4005	3	2	Healthcare Quality Improvement & Patient Safety	3
3	Special Epidemiology	EPIS5542	2	3	Seminars in Research 2	4
4	Health Promotion and Education	NURS4020	2	4	Research Project 2	8
5	Practicum 3	ICHS4003	4			
6	Practicum 4	ICHS4004	4			

ADMISSION AND PROGRESSION REGULATIONS

1. General

- 1.1 Admission to Phase I of the MD program is subject to Ministry of Higher Education and University Regulations.
- 1.2 Undergraduate Academic Regulations shall apply except in the following cases, which apply to the MD program only.
- 1.2.1 Course Load (refer to Undergraduate Academic Regulations section B2):
- i. For the MD program, a student must register for a minimum of 9 credits in special cases specified by the College unless it is the student's final semester in Phase I or Phase II.
 - ii. Also, students may register for one course if they are exiting a Phase of the MD program or if their score is "C+" or below in that particular course.
 - iii. Students of Phase II are not allowed to repeat courses in Phase I.
 - iv. In the summer semester, students in Phase I can take up to 3 courses with a maximum of 8 credits provided that:
 - The student is not under probation.
 - The student status after the spring semester is not suspended due to failure in 50% or more in the spring semester.
- 1.2.2 Grade Descriptions (Refer to Undergraduate Academic Regulations section C6)
- An 'FSP' may be awarded to a student who meets all the following conditions:
1. The course should be a credit course and has a final examination.
 2. All components of the course have been evaluated.
 3. The student must pass all course components but failed the final examination.
 4. Student's performance (marks/grades) in components other than the final examination is above class average in the concerned course.

5. Upon the student's request and/ or recommendation of the instructor/course team for giving an FSP and the approval of the department/college board or its delegate has been obtained.

If FSP is awarded, the maximum grade awarded should not exceed a "C" grade. The 'FSP' shall be treated as an 'F' until the grade earned following the supplemental assessment is recorded. An 'FSP' should be cleared no later than three (3) weeks after the end of the examination period. The FSP will remain on the transcript but will be replaced in the GPA calculation by the supplemental grade. In case of failure to clear the incomplete grade within the specified period due to unusual circumstances, the Deanship of Admission and Registration shall have the discretion to extend the period. Students with an 'FSP' in a course, which is pre-requisite to a course they wish to take, shall not be allowed to register in that course until the 'FSP' grade is cleared.

For details please see the website: [Undergraduate Academic Regulations](#)

Progression Standards:

- i. In Phase I, a focused GPA of 2.50 (currently 20 credits) is the required pass standard at the end of Phase I. This is calculated based on the following specified core courses (Academic English for Medicine, Chemistry for Medicine, Introduction to Human Anatomy, Introduction to Human Physiology, Cell Communication and Enzymology, and Metabolism courses). Phase I duration is from two to five semesters.
- ii. Students can progress from Phase II to Phase III if they achieve a cumulative GPA of 2.50 for Phase I and Phase II together (currently 103 credits). Phase II duration is from four to six semesters.

1.2.3 Repeated Courses (Refer to Undergraduate Academic Regulations website: [Undergraduate Academic Regulations](#), section C12):

- i. A student may repeat any failed course that is required in the degree program. Where the degree program identifies choices or substitutes, a student may replace a failed course with one of these. Any course that is repeated must be repeated in its entirety.

- ii. For Phase I and Phase II of the MD program, a student may repeat a course if he/she has attained a grade of C+ or below, provided it is within 3 semesters.
- 1.3 The degree plan for students who do not require Foundation Program courses shall be a minimum of six years. For students who require one or two semesters of the Foundation Program, it shall be seven years. The maximum duration of phase I is 5 semesters, whereas the maximum duration of phase II is 6 semesters. Progression through the phases shall be subject to fulfillment of all prerequisites of the degree plan.
- 1.4 In order to progress to Phase II of the program, the student must pass all the University requirement courses and Electives prescribed in the degree plan.
- 1.5 Students in Phase 1 of the MD program, irrespective of their course load status, must achieve a minimal satisfactory credit accumulation during their study at the University.

The Minimum Satisfactory Credit rule for Phase I of the MD program as approved by the University Council is shown below:

Semester in SQU with No Foundation Course	University Minimal Satisfaction Credit
1	0
2	1
3	10
4	22
5	34
6	49

- The rule is applied starting from the Academic Year 2015/2016 onwards.
- Students who do not achieve the minimum satisfactory credit as per the table above will be asked to withdraw from the University.
- Students must take measures to improve the number of earned credits and be aware that the following does not increase the earned credits:
 1. Failing a course
 2. Repeating a passed course

2. Admission to Phase III

- 2.1 Phase III of the MD program starts in the Fall of each year. Admission to Phase III shall be granted to a student who meets the following requirements
- 2.2 Attained an overall Phase I and II cGPA of 2.50 or higher without exceeding the maximum allotted time for each phase or
- 2.3 Attained an overall Phase I and II cGPA of 2.50 or higher without exceeding the maximum allotted time for each phase and if selected and successfully completed the Intercalated Phase or
- 2.4 Attained an overall Phase I and II cGPA of 2.50 or higher without exceeding the maximum allotted time for each phase, but the selected Intercalated Phase has not been successfully completed, and the student intends to progress to Phase III, admission will be in line with the mainstream students.

3. Phase III Progression

- 3.1 For the purpose of regulating student progression during Phase III, the Phase shall be divided into two stages: namely, Stage I and Stage II. Stage I shall include Pre-Clerkship and Junior Clerkship rotations while Stage II shall include Senior Clerkship and Pre-Internship rotations.
- 3.2 To be eligible to sit the examinations, a student must have fulfilled the attendance requirement for rotations according to the undergraduate university regulations.
- 3.3 All Stage I must be successfully completed before progression to Stage II, and all Stage II must be successfully completed before progression to the final MD Examination. Successful completion of stages implies passing their assessment criteria.
- 3.4 Students who need to repeat rotations will be allowed to do so within the duration of phase III plus one added year.

4. Stage I Regulations

Stage I shall include Pre-Clerkship and Junior Clerkship rotations.

4.1 Pre-Clerkship

- 4.1.1 The Pre-Clerkship must be completed and passed before progression to Stage II.
- 4.1.2 A student who fails in the Pre-Clerkship rotation may be given a resit in the buffer period at the end of Stage 1 provided that he/she fulfills the resit criteria as specified in section 5.3.

4.2 Junior Clerkship

- 4.2.1 Junior Clerkship is composed of 6 units of 8 weeks each. Within each unit, there may be one or more rotations. For the purpose of assessment, several rotations would be considered together with proportional representation from the smaller rotations to constitute three examination blocks.
- 4.2.2 If a student fails one block, he/she may be given a resit in the failed block during the buffer period at the end of Stage 1, provided that he/she fulfills the resit criteria specified in section 5.3
 - 4.2.2.1 If a student fails the resit examination, he/she must repeat the failed rotations of the block with the existing batch of Junior Clerkship students and sit the examination at the end of the repeated rotations. Such students will require a special Pre-Internship arrangement after finishing the Senior Clerkship
 - 4.2.2.2 If a student fails the repeated rotations, he/she will be required to withdraw from Phase III and may, at the College Board's recommendation, be allowed to divert to other College programs.
- 4.2.3 If a student fails more than one block, he/she shall be required to repeat Junior Clerkship with the existing batch of Junior Clerkship students. For such a student a special arrangement will be made during the summer to compensate for the failed rotations.
 - 4.2.3.1 If a student fails the repeated rotations, he/she shall be required to withdraw from Phase III and may, at the recommendation of the College Board, be allowed to divert to other College programs.

5. Stage II Regulations

5.1 Senior Clerkship

- 5.1.1 Senior Clerkship is composed of 6 units of 8 weeks each. Within each unit, there may be one or more rotations. For the purpose of assessment, several rotations would be considered together with proportional representation from the smaller rotations to constitute three examination blocks.
- 5.1.2 If a student fails one block, he/she may be given a resit in the failed block during the buffer period at the end of Senior Clerkship, provided that he/she fulfills the resit criteria as specified in section 5.3.
 - 5.1.2.1 If a student fails the resit examination, he/she must repeat the failed block rotations with the existing batch of students and sit the examination at the end of the repeated rotations. Such students will require a special Pre-Internship arrangement after finishing their Senior Clerkship.
 - 5.1.2.2 If a student fails the repeated rotations, he/she will be required to withdraw from Phase III and may, at the College Board's recommendation, be allowed to divert to other College programs.
- 5.1.3 If a student fails more than one block, he/she shall be required to repeat Senior Clerkship, except for the Elective rotation, if it has already been cleared with the existing batch of Senior Clerkship students.
- 5.1.4 All Senior Clerkship rotations shall be successfully completed before progression to the Pre-Internship.

5.2 Pre-Internship

- 5.2.1 The Pre-Internship must be completed and passed by fulfilling its assessment requirements before progression to the Final MD.

5.3 Resit Criteria

A student who fails in one Block may be given a resit in the buffer period, provided that he/she fulfills the following resit criteria:

- a) Failing one component in the final examination of one Block that leads to an overall failure in that Block. This component can either be written or OSCE,
- b) The student's performance is greater than D in other components of the Block,
- c) The student's performance in other blocks is greater than D
- d) The student has passed the continuous assessment

6. Final MD

- 6.1 A student is eligible to sit the final MD examination only after passing all Stage II rotations
- 6.2 To be eligible for the award of the MD degree, a student must fulfill the following requirements:
 - [1] A student must pass the Clinical and written examinations separately.
 - [2] Attain a graduating cGPA of 2.00 or higher without exceeding the maximum allotted time for the Phase.
- 6.3 Attainment of the graduating GPA will be based on the following components:
 - Cumulative GPA at the end of Phase II ... 10%
 - Stages I ... 20%
 - Stage II ... 20%
 - Final MD examinations ... 50%
- 6.4 A student who fails the Final MD examination or fails to secure a graduating GPA of 2.00 at the end of the MD program shall repeat the Pre-Internship rotations and resit the Final MD examination provided he/she does not exceed the maximum allotted time for the Phase.

- 6.5 A student who fails the resit Final MD examination shall attempt the next available Final MD examination provided he/she does not exceed the maximum allotted time for the Phase.
- 6.6 A student who is unsuccessful in the Final MD following the above attempts may, at the recommendation of the College Board, be allowed to divert to other College programs.

7. The Intercalated Phase (IP)

- 7.1 Admission to the Intercalated Phase (IP) will be granted to a student who:
- 7.1.1 Attained a minimum overall Phase I and II cGPA of 2.50 or higher without exceeding the maximum allotted time for the phases;
- 7.1.2 Successfully completed Phase II but had Phase cGPA lower than 2.50 without exceeding the maximum allotted time for the phases.
- 7.2 If a student is unsuccessful in completing Phase III or the final MD requirements, the student shall at the discretion of the Dean, be given an opportunity to complete the requirements of the Intercalated Phase in order to exit with a degree of BSc Health Sciences.

8. Intercalated Phase Progression

- 8.1 The University Academic Rules and Regulations shall apply.

COURSE/ROTATION ASSESSMENT AND GRADE SCALE

Grade Scale

Each of the grades described carries numeric value for the purpose of computing a weighted average on a 4-point scale. These values are described in the table below:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0.0
FSP	0.0

Final Grade

A combined final grade would be awarded for each course. This grade is obtained from various components, which will consist of an in-course assessment and an end-of-course examination. The method of in-course assessment will vary from course to course and may consist of contributions from laboratory work, presentations, case-based discussions, mini-CEX, observed long cases, take-home essays, and mid-semester examinations. The percentage contribution of each of these components will be clearly specified in the Course Handbook for each course/module.

When the in-course assessment is combined with a final examination, the final grade will be presented as a letter grade according to the following scheme:

A A-	A	<ul style="list-style-type: none">• Exceptional performance.• All course objectives achieved.• Objectives met in a consistently outstanding manner.
B+ B B-	B	<ul style="list-style-type: none">• Very good performance; significantly more than the majority of course objectives achieved (i.e., at least two-thirds).• Objectives met in a consistently thorough manner.
C+ C C-	C	<ul style="list-style-type: none">• Satisfactory performance; at least the majority of the course objectives achieved.• Objectives met satisfactorily.
D+ D	D	<ul style="list-style-type: none">• Minimally acceptable performance, less than the majority but more than the minimum required course objectives achieved.• Objectives met at a minimally accepted level.
F	F	<ul style="list-style-type: none">• Unacceptable performance, minimum required course objectives not met.• Objectives not met at a minimally acceptable level.• No credit earned.

Example of GPA calculation for the end of the MD program

1. Calculating GPA in Stages I and II of phase III

Stage I

Rotation	Week s	Example Grade	Numeric Grade points	Value of grade
1. Pre-clerkship	9	B	3	27
2. Medicine & allied block	16	C	2	32
3. Surgery & block	16	A	4	64
4. BM/FAMCO block	16	D	1	16
Total No. of weeks	57			
Total grade points earned	139			
Stage I GPA	$139/57 = 2.44$			

Stage II

Rotation	Weeks	Example Grade	Numeric Grade points	Value of grade
1. Medicine & allied	13	C+	2.3	29.9
2. Surgery & allied	12	A-	3.7	44.4
3. Women & Child Health	13	D+	1.3	16.9
4. Elective	8	P	--	--
5. Selective	2	P	--	--
6. Pre-Internship	12	P	--	--
Total No. of graded weeks	38			
Total grade points earned	91.2			
Stage II GPA	$91.2/38 = 2.40$			

2. Calculating Graduating GPA

For Example, a student has the following GPA at the end of the different stages of the MD degree:

Component	Grade	GPA
Phase II	--	2.80
Stage I	--	2.44
Stage II	--	2.40
Final MD	C	2.00

Calculating graduating GPA:

Component	GPA	% weight	Fraction GPA
Phase II	2.80	10%	0.28
Stage I	2.44	20%	0.488
Stage II	2.40	20%	0.48
FMD	2.00	50%	1.00
Total		100%	
Graduating GPA			2.25

1. The Dean's Office

The Dean's office is located on the first floor of the COMHS (room 1007). The student will normally conduct all their affairs through the Offices of Assistant Dean, Curriculum and Examinations, but when special circumstances make it necessary, appointments to see the Dean should be made through his secretary in room 1006.

2. The Assistant Dean's

This is the main point of contact for students within the COMHS. The Offices are located on the first floor of the COMHS. The staff will advise and assist the students to comply with the University and COMHS regulations.

There are four Assistant Deans:

- The Assistant Dean for Undergraduate Studies deals with all academic issues and concerns of students in Phases I, II, Intercalated Phase, and BMS (Tel 24141104).
- Assistant Dean for Clinical Affairs deals with matters relating to students in Phase III. (Tel 24141178/ 24143479).
- Assistant Dean for Training and Community Services (Tel 24143573).
- Assistant Dean for Postgraduate Studies and Research (Tel 24143550).

The offices of Assistant Deans are responsible for the following issues:

- Registration of students at the beginning of each semester.
- Coordinating the clinical programs with various hospitals such as the Royal Hospital, Khoula Hospital, Al-Nahda Hospital, Al Musarra Hospital, Armed Forces Hospital, Royal Oman Police Hospital and the Health centers.
- Student Advisor Program, including allocation of Academic Advisors.
- Liaising with the Assistant Deans and the Deanship of Admissions and Registration in all matters concerning academic policy, including the allocation of course numbers and descriptions, degree plans, student transcripts and records, and student transfers to and from the College of Medicine & Health Sciences.
- Coordination of the Internship Program & Internship Certificate.

3. Curriculum Committee and Office

The Curriculum Committee (CC) is a subcommittee of the College Board. The Mission Statement of the curriculum committee is, “To provide guidance, and supervision to ensure that the curriculum is academically sound and meets the needs of the Omani community in general and educational needs of medical students in particular”

Membership consists of senior faculty from COMHS, SQUH, affiliated hospitals, and student representatives. The CC works in concert with the College Examinations Committee, the Medical Education Department, the Assistant Deans for preclinical and clinical affairs, and the academic departments. The office is located on the 2nd floor (room 2115A) in the COMHS.

The CC maintains and upholds the curriculum objectives in line with the desired outcomes, the graduate attributes, and the requirements of accreditation. In doing so, the CC continually appraises the content of all modules, courses, and clinical rotations to ensure that the curriculum is comprehensive and decides on all matters related to the implementation and management of the curriculum. The CC meets regularly with the course and clinical rotation coordinators to ensure smooth delivery of the program both at COMHS /SQUH and at affiliated hospitals. The CC collects feedback from students, tutors, course and rotation coordinators, and external examiners and modifies the program accordingly. For further information, please visit the website:

<https://www.squ.edu.om/medicine/Departments/Curriculum-Office/Curriculum-Office>

Examination Committee

The Examinations Committee is a subcommittee of the College Board. It oversees all undergraduate assessment activities in each phase of the curriculum and is responsible for the central administration of undergraduate student assessment in the College. Its remits include scrutinizing and monitoring assessment quality, receiving and approving final examination results, and recommending improvements and changes to the assessment process. It works in close contact with the assistant deans (preclinical and clinical) and the Examinations Office.

The Examinations Office is located on the second floor (room 2006). It is responsible for organizing examination timetables, production of portfolios, and announcement of results where applicable. Further information about the Examinations Office and Assessment Policy can be found at <https://www.squ.edu.om/medicine/Departments/Examination-Office/College-Examination-Office>

4. Phase Coordinators

Each Phase Coordinator is responsible for participating in the construction of general phase learning objectives and continuously appraising the courses. He/she ensures that the curriculum and examination guidelines have been implemented and adhered to in all the courses/rotations. The Phase Coordinator represents the Phase in the Curriculum and Examinations Committee meetings.

5. Course / Rotation Coordinators

Each course/clinical rotation is managed by a Coordinator who is responsible for all matters related to the content and in-course assessment. The Course Coordinators are also responsible for the administration of final examinations, whereas the end-of-block examinations during junior and senior clerkship are managed by block coordinators.

Students should seek help from the Coordinators in all matters related directly to the content and organization of the courses and rotations.

6. Academic Departments

The Head of each Department in the College of Medicine & Health Sciences is responsible for all matters relating to the department's specialty and for all the material taught by members of his/her department. Heads of Departments also have duties that extend to wider College affairs. Students requiring help with their studies should normally deal directly with course tutors in their own offices. Heads of Departments will be pleased to help where necessary.

7. Academic Advisors

Every student is assigned to an Academic Advisor during orientation week. Advisors will help students with all matters related to their studies and the organization of their courses, as well as personal problems. The advisor is nominated by the Assistant Dean. Students should see their advisors regularly—about once a month—to seek advice and guidance on any matter of concern. Academic Advisors receive copies of transcripts of students under their care. Students should make a point of keeping them well informed of all aspects of their academic progress.

8. Medical Education and Informatics Department

The Medical Education and Informatics Department in the COMHS supports teaching in various phases of the curriculum in the skills lab. In addition, the department contributes in teaching medical informatics and offers counselling services. Students requiring counseling should contact the Student Counseling Center at Tel: 24141826.

9. Medical Library

The Medical Library is a separate building adjacent to the COMHS. Students are allowed to borrow library materials and utilize its resources and services. Books, audio-visual, and recent journals are shelved on the ground floor. Periodicals, bound volumes, reference collection and reader's services are located on the first floor. Individual end-user five workstations are functional in the reference department, where the students can search medicine database independently. Routine guidance and training to familiarize the students with the use of medical workstations and online public access catalog (OPAC) are provided by the reference department. For detailed information, the library handbook is available on the circulation desk.

8. The College Administrator

The Office of the College Administrator is located on the first floor (Room #1001). This office handles all the COMHS 's non-academic duties.

THE COLLEGE REGULATIONS

1. Student Registration

All students should start their registration procedures at the Deanship of Admission and Registration, which will direct them to the Assistant Dean's Office.

There is a centralized and online registration in the Deanship of Admission and Registration.

- All students will be required to sign an agreement that they will comply with the special regulations of the College of Medicine and Health Sciences.
- All the students are required to fill the student information sheet and return it to the Education Office before collecting laboratory coats and other equipment.

2. Timetables

Official timetables are coordinated with other Colleges through the Deanship of Admission and Registration and cannot be changed. Every attempt is made to ensure that clashes do not occur, but when students repeat courses, difficulties may occasionally arise which may prevent them from taking one of the courses. Please discuss any timetable difficulties you may have with your Academic Adviser.

3. Notice Boards

College notice boards are situated in the student area (room 0108) on the ground floor. There is a separate notice board for each year. These notice boards must only be used for official notices, and no notice may be placed there by any student without the permission of the Education and Examinations Offices. Students must not deface these notices in any way as they are official University documents. Violation of this rule will be considered a very serious matter.

4. Postponement of Study

Postponement of studies is dealt with on an individual basis when special circumstances apply. When seeking a postponement, a student should:

- Consult his/her Academic Advisor about the University Regulations and how they apply to his/her circumstances.
- The Deanship of Admission and Registration will provide the student with the appropriate postponement/ withdrawal form and guide him/her through its completion.

5. Attendance

Attendance in all classes is compulsory. Tutors will keep attendance records, and students should never attempt to make false signatures. If a student is absent for more than 5% (for courses with contact hours of 75 hours or more) or 10 % (for courses with contact hours less than 75 hours), he/she will receive a warning letter. If the attendance does not improve and the student is absent for more than 10 % (courses of > 150 contact hours) or more than 15 % (courses of 75-150 contact hours), or more than 20 % (courses of <75 contact hours) of the contact hours of the course, he/she will receive an absentee failure notice and will not be allowed to take the final examination. A grade of Fail (FW) will be entered on the transcript.

6. Punctuality

Students are expected to be punctual to all academic and clinical activities. They are expected to:

- Arrive on time (no more than 15 min delay once a week)
- Get prior approval for any foreseen absence
- Notify staff immediately for emergency absence
- Provide evidence for any excused absence (valid medical sick leave, bereavement over first-degree relative, maternity leaves)
- Submit assignments in a timely fashion
- Submit the logbook in clinical rotation within 72 hours after the end of the rotation

Students will be reported to the assistant dean's office if they do not act in accordance with expectations.

7. Absenteeism

It is the student's ultimate responsibility (or through his/her family, relatives, or friends) to notify the College (Dean's Office, Head of Department, or Course Coordinator) of any compelling reasons for absenteeism. Such compelling reasons include serious illness, hospitalization, or family bereavement. An appropriate certificate should support such absenteeism. Notification should be made within 24 hours. Unsupported absence from any part of a course or an examination will be dealt with in accordance with the University and College Academic Regulations.

COLLEGE PROCEDURES:

Code of Academic Conduct:

Once academic misconduct (cheating, plagiarism, forging documents) is detected, an incident report form along with the gathered evidence is submitted to the College Student Academic Misconduct Committee (CSAMC). The committee will investigate the incident and interview the student(s) before making the decision.

Possible penalties, depending on the gravity of the situation include:

- Written warning
- Downgrading of an assignment or examination
- 'F' grade given to the assignment or examination
- 'F' grade given to the course
- Suspension from the University for a specified period
- Expulsion from the University

After being informed of the decision, a student can appeal in writing to the Student Academic Misconduct Appeal Committee (SAMSC) within 3 working days.

Details of the procedure is available on the college website.

CODE OF PROFESSIONAL CONDUCT

The Code of Conduct outlines the ethical and professional standards of medical students in clinical practice and during their interaction with fellow students, faculty, administrators, staff, patients, patient's relatives, and members of the health care system.

COMHS students are expected to meet the below-listed standards of conduct as per the following categories:

1. Dress code

- Maintain a professional appearance and comply with the dress code standards at SQU, SQUH and other affiliated training sites

2. Academic Activities

- Follow the procedures that apply to all academic activities.
- Engage fully in clinical and academic activities.
- Contribute effectively to improving the teaching process by completing end-of-rotation/course feedback and reporting any challenges and difficulties to course coordinators and other concerned staff.
- Accept feedback and work to improve performance.

3. Rules and Regulations

- Abide by all SQU, COMHS, and other involved authorities' rules, policies, and regulations.
- Abide by COMHS "Equity Statement".
- Disengage from any form of academic misconduct as defined by the SQU Student Misconduct Policy

5. Professionalism

- Wear a student identification at all times, and introduce yourself as a medical student when communicating with healthcare professionals, patients, and relatives
- Recognize own limitations when approaching patients and giving information.
- Comply with required health testing and infection control measures.
- Demonstrate respect for fellow students, faculty, administrators, staff, patients, patients' relatives, and all members of the health care system.
- Treat patients and their relatives politely and respect their privacy, dignity, and right to confidentiality.
- Maintain patient confidentiality, including data and information, and never discuss patients outside the clinical setting with other healthcare professionals and students except anonymously

6. Use of social media

- Refrain from the use of mobile devices, email, messaging, or social media to share patient images or any identifiable patient information.
- Use social media appropriately and disengage from any unlawful activity on social media platforms.
- Respect the copyrights of educational material provided by the college, as infringement is considered unethical and illegal.

7. Disclosure

- Inform the Assistant Dean if you become aware of health issues or any personal problems arising which may put the health and well-being of patients at risk or represent a risk for other fellow students or health care providers.
- Inform the Assistant Dean if you are involved in any incident that may lead to “criminal” or “dishonesty” prosecution.
- Seek advice from the Assistant Dean if you have concerns that your fellow student or other health care providers in training sites represent a risk for fellow students, patients, patients' relatives, or other health care providers. Examples include substance abuse and misuse of patient information.

CLINICAL SUPERVISION

The clinical supervision policy defines the responsibilities and expectations of all individuals involved in the clinical supervision of medical students.

Definitions

- **Direct Supervision:** This is the category of supervision where the “Supervisor” should be present with the student and patient and can visualize and direct the care of the patient.
- **Indirect Supervision with Direct Immediate Availability:** This is the category of supervision where the “Supervisor” should not be present with the student all the time but should be immediately available to provide on-site direct supervision as needed.
- **Supervision:** The actions needed to manage and monitor the process of training students in clinical settings.
- **Supervisors:** Clinical tutors from SQU and affiliated hospitals who are appointed to provide clinical training to medical students. Other health professionals present in the teaching setting are also included within their scope of expertise and clinical practice.

Principles

- All medical students engaged in patient care activities must be appropriately supervised at all times by a qualified clinical tutor.
- Supervision should foster progressive responsibility and provide opportunities for students to demonstrate graded responsibility as they progress into clerkship
- Students under clinical training must have prompt and reliable systems for communicating with their supervisors.
- The levels of direct supervision shall vary according to the clinical task, complexity and status of each patient, and level of the Clerkship rotation (Junior Clerkship, Senior Clerkship, or Pre- internship)

Departmental Rotation Coordinators' Responsibilities

- To assign clinical tutors to supervise student's clinical activities and notify students of their assigned tutor
- Determine (in concert with the Department Education Committee and assigned clinical tutors) the levels of supervision required for patient interactions and clinical procedures based on the potential risk incurred by the student and patient.
- Ensure that the Rotation Handbook and portfolio contain information about the required level of supervision for each clinical activity related to patient care, including clinical procedures.
- To inform students of the expectations for their participation and supervision in patient care during rotation orientation.
- To communicate procedures related to supervision to assigned clinical tutors and allied health professionals involved in patient care.

Supervisors Responsibilities

- Manage all student-patient interactions and clinical procedures (conducted by students) according to the determined supervision measures required based on the potential risk incurred by the student and patient.
- To provide students with constructive feedback related to areas of concern related to direct patient care encounters.
- To delegate (if required) some relevant supervising responsibilities to any of the allied health professionals involved in patient care after ensuring they are appropriately working within the scope of their practice.

STUDENTS WELLNESS CLINIC

SQU Counselling Center provides a comprehensive programme of support services to assist students through experienced counselors to adjust to the demands of the university environment. The services are planned to enhance student's educational experience by supporting their development. The counselors deal with the problems of psychological nature such as pressures or concerns that affect student's academic performance or adjustment to university life.

Student wellness clinic (SWC) has been established at Sultan Qaboos University Hospital, to support our students in COMHS. The goal of the clinic is to promote the overall mental health and well-being of our students and support them in achieving their academic goals. SWC is equipped to provide counseling therapy, support groups, medication management, and emergency crisis interventions as needed

Services available to Support Student Wellness:

- University Student Counselling Center
- Student Clinic (FAMCO, SQU)
- Student Wellness (SQUH)

Mode of referral to Student Counselling Services:

- Referrals from FAMCO or the Student Clinic SQU
- Referrals from University Student Counselling Center, SQU
- Referrals from Assistant Dean's Offices of the (College of Medicine and Health Science)

STATEMENT OF EQUALITY

College of Medicine and Health Sciences—Sultan Qaboos University is committed to ensuring equality amongst its students and staff. This means that they are treated fairly, with dignity and respect, and no one shall receive less favorable treatment on the grounds of age, disability, gender, race, tribe, religion, and/or socioeconomic background.

The College is also committed to providing an environment where its students and staff feel able to participate fully in college activities and have an equal opportunity to achieve their full potential.

If any student or staff feels discriminated against, harassed, or victimized, s/he shall submit a written complaint to the Dean of the College, who must take appropriate action in accordance with SQU procedures.