Syllabuses – Paraclinical Part A

Course name: **Anatomy A (Body structure and function)**

Course content and aim

A. Structure and names of human body organs.
B. Anatomy by region, and human body functioning.
C. Using sources of academic information and anatomy software.
D. Surgical dissection techniques, recognizing the healthy appearance of each organ and anatomical variations.
E. Imaging at the level of organ identification, in parallel and in comparison to laboratory identification.
F. Ultrasound at the level of organ identification and in comparison to laboratory identification.

Course name: **Anatomy B (Body structure and function)**

Course content and aim

A. Structure and names of human body organs.
B. Anatomy by region, and human body functioning.
C. Using sources of academic information and anatomy software.
D. Surgical dissection techniques, recognizing the healthy appearance of each organ and anatomical variations.
E. Imaging at the level of organ identification, in parallel and in comparison to laboratory identification.
F. Ultrasound at the level of organ identification and in comparison to laboratory identification.

Course name: **Human Aspects in Medicine A**

Course content and aim

This is an introductory course in humanities and social sciences for medical students. It combines information from different disciplines to provide students with a broader perspective of all the components affecting health and disease and on relationships in medicine. The course will cover the factors affecting a doctor's work, and how these factors can help doctors build effective doctor-patient relationships and treatment processes and understand patients' experiences and needs. The course will also examine aspects related to doctors as people, the interpersonal and professional relationships they develop with their patients, the various work and support circles (staff, family, colleagues), the effects of culture and society and more. The course will include introductory lectures on each of the course topics; each lecturer will review the foundations of each topic.

The course will take place in two parts:

Semester II of the first year will be dedicated to medical law, introduction to psychology and medicine and the Holocaust

In the second year, lectures will be held once a fortnight on doctor-patient communication, and an introduction to sociology

General course aims:

1. Familiarity with basic concepts in humanities and social sciences related to the medical field.
2. Understanding the factors affecting a doctor's work and patient experiences.
3. Understanding the relevance of the information acquired from these disciplines on doctors' work.

Detailed aims for this year:

Psychology: the aim of the section on human development is to teach students about developmental milestones and raise their awareness of the different ways of communicating with patients of different ages. Basic life cycle concepts will be presented. Likewise, emphasis will be placed on the body-soul connection during development along the life cycle.

Medicine and the Holocaust:

A. Students will be exposed to basic concepts in medicine during and after the Holocaust.
B. Students will discuss the relevance and commitment arising from the Holocaust period to current health professionals.
C. Students will be exposed to the ethical dilemmas that medical teams were required to deal with in their attempt to provide medical services in extreme situations.

The deterioration of the doctors and medical systems to a record low during the Holocaust period, on one hand, and the heroic fight of Jewish medical teams under genocidal conditions, on the other hand, raise many universal questions about the mystery of humans and society in extreme situations, and about the caution required vis-a-vis the power and capabilities of the medical field to accomplish great achievements, but at the same time wreak havoc and destruction.

Medical law:

A. Students will learn the principles of the Patients' Bill of Rights and the relevant legislation in the field of medical law, and how to implement these principles during medical appointments.
B. Students will connect their medical knowledge with the fields of law and ethics. The legal knowledge the students acquire in this course will form a basis for cautious and honest medico-legal conduct during their practical work experience and years of clinical work.

Course name: **Medical Education and Communication (first year)**

Course content and aim

The Department of Medical Education and Communication aims to provide direction, guidance and support to students on their way to becoming doctors, in parallel to their frontal studies. As part of the department's activities, students will asked to obtain a more in-depth understanding of themselves, their values, their perceptions, and their personal attitudes as humans, and in the future as caregivers, by exposing them to content and different experiences and examining them with respect to the important professional values of the medical field.

Students will learn by developing the ability for introspection, as well as the ability to observe events, doctors, students, patients and their family members. They will learn to identify the emotions, feelings, attitudes and modes of action of themselves and of others, sharing experiences, insights and difficulties, and processing them together with their group advisor and colleagues in a small, supportive, permissive, non-judgmental group, as well as individually with the advisor through diaries, personal feedback and narratives. All of this will be done to encourage the process of personal and professional development.

The first year of the six-year program is a most important and significant year, since it provides students with their first glimpse of the world of medicine. In parallel to frontal lectures, which build the theoretical knowledge base important for the medical profession, students also need to develop the ability to observe and listen (both to themselves and their feelings and to the people around them); an ability that will help them communicate with their patients, families and colleagues. The Department of Medical Education and Communication helps students develop this ability by exposing them to unique experiences from the world of medicine and processing these experiences in small groups. In addition, the students will learn to keep a reflective diary and use it to strengthen their emotional and professional development while receiving constructive feedback from the small group advisor.

Course aims for this year:

1. To enable students to become intimately familiar with themselves as humans and caregivers:
    a. Develop the abilities of introspection, personal awareness and reflection.
    b. Develop the ability to give and accept constructive feedback, and strive for personal improvement.
    c. Develop critical thinking and identify the fields in which the individual needs to develop.
    d. Develop responsibility for others and concern for the self.
2. Provide students with initial exposure to patients so that they learn how to listen to them, while emphasizing stigmas in the world of medicine and in doctor-patient relationships.
3. The group experience as a place that enables processing of experiences, listening, accepting and providing respectful criticism, recognizing the diversity among people and learning to accept and respect it.

Course name: **Organic Chemistry**

Course content and aim

This course deals with the structure and properties of organic compounds.

Reactions of organic compounds, mechanisms and methods of synthesis.

Course aim: to provide basic knowledge in organic chemistry.

Course name: **General and Physical Chemistry**

Course content and aim

This course emphasizes the basic chemistry essential for medical studies, and provides the background for other courses such as organic chemistry, biochemistry etc.

The main topics taught include: chemistry and measurements, atoms, molecules and ions, stoichiometry, chemical reactions, gases, thermochemistry, atomic structure, chemical bonds, inter-molecular forces, chemical kinetics, chemical equilibrium, acids and bases, colligative properties, free and spontaneous energy, electrochemisty.

Course name: **Introduction to Epidemiology, Statistics and Research Methods**

Course content and aim

Epidemiology is the study of disease incidence and prevalence and the risk factors in different populations.

Epidemiology outlines approaches to prevention and treatment, which provide the basis for decision making from both the clinical and health policy perspectives.

The course is designed to provide an additional stage in the study of research and quantitative thinking. During the course the students will learn about epidemiological principles, aims and research methods.

Quantitative research methods are the basis for data collection for decision making at both the clinical level and the broader level of public health and health policy. Quantitative research allows professionals to obtain short- and long-term solutions for many, diverse issues. Familiarity with research methods and their adaptation to research questions is critical for understanding the results and making wise decisions. The course will teach basic concepts and the main research methods and approaches, including clinical trials, follow-up studies, and controlled case studies, and students will acquire tools for critical reading of articles, including adapting the research, calculating the required sample size, biases, confounding variables, and understanding the results and conclusions.

The statistical part of the course teaches basic topics in theoretical statistics and how to draw statistical conclusions, using SPSS software for data processing and output interpretation.

The topics taught include: theoretical statistics, basic concepts in probability, random variables, normal distribution, central limit theorem, interval estimation – confidence intervals for expected values and for proportions, hypothesis testing – basic concepts, hypothesis testing of expected values and of proportions in the normal model, comparing two expected values for paired samples and for independent samples, chi-square test of independence, measures of association (OR and RR), correlation and simple linear regression, multiple linear regression, logistic regression.

Course name: **Introduction to Medical Ethics**

Course content and aim

This course is designed to expose students to the world of thinking and the concepts of bioethics, medical law and current regulation in the field of biomedicine. Graduates of this course should be able to understand moral aspects and participate in discussions such as those taking place in ethics committees.

The course will provide students with the conceptual tools required for identifying, classifying, presenting and analyzing ethical problems, particularly the medical context of such problems.

Course name: **Introduction to Biophysics and General Physiology**

Course content and aim

This course teaches the composition of cellular membranes, fluid compartments of the body, processes of diffusion and osmosis, mechanisms of transport of substances across membranes and the guiding principles of these processes, biophysical principles that enable the existence of a resting potential and ionic equilibrium, concepts of penetrability and conductance. Additional topics include hydrostatics and an introduction to blood circulation.

Course aims:

- Provide students with an understanding of the processes enabling the transport of substances among different compartments of the human body across cellular membranes.
- Explain in depth the concepts of diffusion and osmosis.
- Describe in depth the principles of facilitated transport, active transport, and secondary active transport.
- Demonstrate the importance of selective transport processes via their involvement in specific biological mechanisms, such as resting potential.

- Connect processes of membrane transport at the cellular level to processes at the whole body level, providing examples from the world of medicine (hemolysis, dialysis).
- The course will combine asynchronous and synchronous learning, using diverse interactive learning aides.
- The final grade will comprise grades from the course assignments, short tests and the final exam.

Course name: **Introduction to Neuroscience**

Course content and aim

The course covers the molecular mechanisms of the nervous system and contractile tissues. Emphasis is placed on the molecular mechanisms of excitability, electric phenomena in nerve and muscle cells, synaptic transport and muscle contraction.

Course chapters:

- Electric potentials in excitable cells
- Action potential
- Ion channels and diseases of ion channels
- Electrical and chemical synapses (e.g. nerve-muscle synapses)
- Introduction to synapses and transmitters of the central nervous system
- Musculoskeletal system: morphology, contractile proteins. Molecular mechanisms of excitation-contraction coupling and musculoskeletal contraction

Course name: **Library Resources for Life Sciences and Medicine**

Course content and aim

Course description: The course is designed to provide library users with skills for searching and locating academic information, building correct search strategies, familiarity with information systems relevant to the study topic and tools for managing bibliographic information.

Teaching method: An online course that takes place during Semester I. The course comprises study units that open during the semester and can be accessed through Moodle. Each study unit is opened for a limited time.

Student assessment: There will be an assessment of the study material via an online task at the end of each study unit.

Emphases: The course is compulsory and is a condition for receiving the degree.

To complete the course with a high grade, each task must be completed with a grade of 75 or higher. Each task may be performed twice.

Course name: **First Aid**

Course content and aim

The basic resuscitation course run by Magen David Adom, in which students learn how to perform resuscitation, and how to identify and deal with common medical emergencies.

Course name: **Introduction to Clinical Imaging**

Course content and aim

Clinical imaging plays an important role in routine medical work and medical research. Wise use of imaging depends on basic understanding of the imaging technologies with respect to their components, capabilities, and limits.

During their years at the School of Medicine we gradually try to provide future doctors with an understanding of medical imaging and its role in patient treatment.

The study program, spanning the paraclinical and clinical years, begins with an introductory course that teaches fundamental concepts in the technology of imaging methods, as well as imaging methods for disease progression.

In the course “Introduction to Clinical Imaging”, students will learn about conventional technologies as well as innovative, advanced ones. The teachers are clinical imaging experts, thus the technical details are conveyed in the clinical context, by presenting actual patient cases. After the introductory course, students will be ready for the courses in subsequent years in which they will learn about imaging of diseases in different systems; in-depth study of specific imaging for each disease will also be possible.

During the clinical years, students will know the imaging methods available to the doctor and will be able to monitor the imaging findings for the patients they treat later on in the different wards.

Total number of course hours: 28 hours in Semester II, 14 lectures of 2 hours each.

The course comprises lectures and presentations that include a textual description and imaging examples from patients.

The teaching presentations are uploaded to the Moodle site.

Course name: **Introduction to Microbiology Part A**

Course content and aim

1. Course name: Basic Bacteriology
2. Years of study: 1
3. Teachers' names: course coordinator – Prof. Udi Kimron; course teachers – Prof. Galia Rahav, Prof. Dor Salomon
4. Content: fundamental concepts and basic processes in bacteriology
5. Skills (those we expect the students to acquire by the end of the course): familiarity with basic structures and processes in bacteria, as an introduction to more advanced courses.
6. Course extent: total number of hours – 12
7. Course structure: 12 lectures
8. General course aims and aims of each of the various components:
   Students will be familiar with bacterial classification methods, bacterial structure, DNA replication methods, and bacterial reproduction; transcription and translation control; paths for genetic transfer among bacteria; antibiotics and antibiotic-resistant bacteria; biofilm formation processes.
9. List of topics:
   Bacterial structure: shape, organelles, membranes, wall, staining, flagella, capsules, adhesions, spores.
   Bacterial classification: different methods of classification.
   Bacterial physiology: growth curves, defining generation time, different growth phases, growth on different substrates, purification to different nutrients, organic and inorganic energy sources, growth in volume and amount, necessity of bacteria in different environments, aerobic and anaerobic growth.
   Genetics: structure, organization and function of genetic material – chromosomes, plasmids, transposons, bacteriophages; genetic variability – mechanisms; mechanisms of genetic transfer; barriers to the genetic transfer; genetic engineering.
   Antibiotics: types, clinical indications, sensitivities, resistance, determining minimal effective concentrations; mechanisms of action and mechanisms of antibiotic resistance.
   Biofilms: definition, stages of formation, pathogenesis resulting from biofilms, environmental biofilms, biofilms on medical devices, molecular communication among bacteria; new methods for biofilm removal and prevention.
10. Methods for assessing student achievement in the course: exam

Course name: **Introduction to Microbiology B**

Course content and aim

The aim of the course and its discussions is to provide extensive knowledge on vectors of bacterial disease, the resulting disease and the host responses. The course will also expand knowledge on resistance to antiobiotics and vaccines, and principles of identification of bacterial diseases.

Model bacteria will be chosen as models for diseases in different tissues and body systems.

Course name: **Introduction to Pharmacology**

Course content and aim

Overall aim: the course aim is to understand and internalize fundamental concepts in pharmacology in order to understand the unique mechanisms of the medications on the different body systems and to apply this knowledge in further study.

Course objectives – at the end of the course students will be able to:

- Describe the principles of action of medications on the human body
- Describe and distinguish between different drug families, by disease and its target organ
- Characterize drugs by family, and understand the indications, clinical effects and mechanisms of action, and side effects of the main drug families
- Develop a wise approach to the use of clinical drugs

Learning structure:

- Compulsory reading by the students
- Independent learning using interactive learning aides (short lecture videos)
- Reading + observation test (assignment that counts towards the final course grade)
- Activity with compulsory attendance in the classroom (counts towards the final course grade)

Course name: **Systems Physiology**

Course content and aim

The course covers mechanisms of action of the following body systems:

1. Cardiovascular: electric activity of the heart, pacemakers, signal conduction, electrocardiogram, heart muscle, the heart as a pump, cardiac output control, hemodynamics, control mechanisms, circulation in special organs.
2. Respiratory: lungs and breathing, mechanics of breathing, air flow, gas exchange, gas transport, pulmonary circulation.
3. Renal: role of the kidney, GFR measurement, glomerular ultrafiltration, active absorption, urinary concentration and dilation processes, passive and active secretion, renal clearance, hormonal regulation of body fluids, acid-base equilibrium, participation of the renal and respiratory systems in the acid-base equilibrium.
4. Endocrine: types of hormones, their mechanisms of action and levels of control of hormonal activity. Neuroendocrine communication and endocrine axes (neurohypophysial and endohypophysial

hormones and peripheral gland hormones, such as thyroid, reproductive hormones, growth hormones, etc.). Gland structure and hormone production, control of hormone level and the range of hormone disorders on the axis. Hormonal regulation of the calcium-phosphorus interface.

5. Intersystem interactions: physiology of diving, physiology and hemodynamics of standing up.

At the end of the course, students will:

1. Recognize the mechanisms of action and physiology of the body systems, from the cellular level to the organ level.
2. Identify physiological interactions among the different body systems.

Course name: **Clinical Immunology**

Course content and aim

- Vaccine components; passive vaccines, active vaccines, immunological memory; types of vaccines.
- Types of adjuvants that help the immune system respond to vaccination.
- Sensitivity and allergic reactions: type II hypersensitivity response, also known as cytotoxic hypersensitivity
- Type III hypersensitivity response: type IV hypersensitivity response: type V hypersensitivity response
- Immune failure
- Immune responses to cancerous tumors
- Autoimmune diseases and the mechanisms leading to disease
- The antigen system for tissue coordination and classification
- Types of transplants
- Immunosuppressive therapy and immunotherapy

Course name: **Developmental Biology and Human Embryology**

Course content and aim

This course aims to present students with the processes responsible for healthy embryo development, from the interaction between the sperm and the egg, through the early development of the embryo, to the differentiation of the various organs. The course will teach the cellular and molecular basis of healthy embryo development, and how different factors affect it and contribute to embryo death or the formation of different defects.

Course name: **The Genetic Basis of Disease**

Course content and aim

The course aims to provide an understanding of the genetic basis of monogenic and complex diseases and familiarity with modern laboratory methods for genetic diagnosis, as in-depth background for clinical genetics.

The course will cover monogenic diseases with Mendelian and non-Mendelian inheritance, and will expand on the GWAS method for identifying the genetic factors that determine genetic predisposition to common diseases.

Course name: **Molecular and Biochemical Basis of Disease**

Course content and aim

1. Content: biochemical and molecular mechanisms in health and disease.
2. Course extent: number of hours – 38. About 6 hours per week during the second half of Semester II.
3. Course structure: 16 frontal lectures of 2 hours each and 2 lectures of 3 hours each
4. Course aims: the student will receive background and an understanding of all the topics related to the molecular and biochemical basis of disease.
5. List of topics:
   Introduction – biochemistry
   Atherosclerosis: genes, fats and proteins in disease I
   Atherosclerosis: genes, fats and proteins in disease II
   Regulation of eating and weight gain
   Epigenetic mechanisms of weight gain: intergenerational transfer?
   Weight gain – physiology
   Weight gain – treatments
   Metabolism of bile salts and bilirubin
   Lipids – congenital metabolic
   Type I diabetes
   Type II diabetes – clinical aspects and molecular mechanisms
   Physiology of platelets – production, structure and function
   Calcium regime
   Vitamin D, phosphorus and magnesium regime
   Platelet diseases – congenital and acquired, excess, lack and dysfunction – clinical and laboratory diagnosis
   Hypercalcemia, hypocalcemia
   Congenital disorders of bone marrow failure
   Iron metabolism I
   Iron metabolism II
   Course summary
6. Assessment of student achievement in the course: final exam 100%

Course name: **Histology of Tissues and Systems**

Course content and aim

The course will include lectures followed by online practical meetings. Each practical meeting will take place through Zoom on two dates, according to the division into fixed, small groups. A message with the Zoom address of each group will be sent by email. Cameras must be on during the practical meetings on Zoom (prepare yourselves in advance with a camera and microphone and ensure you have good cellular communication). Attendance at the practical meetings is compulsory.

Part A – Tissues:

The link between the structure and function of the different tissues of the body: epithelium and exocrine glands, connective tissue, blood vessels, bone tissue, cartilage, lymphatic tissue, blood cells, muscle tissue, the nervous system.

Part B – Systems:

Advanced systemic histology of the structural and functional organization of systems (e.g. digestive, endocrine, respiratory systems) and organs (kidney, breast, liver) at the cellular level.

Course name: **Basic and Clinical Virology**

Course content and aim

The course begins with basic concepts in virology. We will then concentrate on molecular mechanisms of specific viruses that cause disease in humans, and focus on pathogenesis and ways of dealing with these viruses (identification, treatment and prevention).

Course name: **Medical Education and Communication (2nd year)**

Course content and aim

The Department of Medical Education and Communication is designed to provide direction, guidance and support to students on their way to becoming doctors, in parallel to their frontal studies. Students will be asked to obtain a more in-depth understanding of themselves, their values, their perceptions, and their personal attitudes as humans, and in the future as caregivers, by being exposed to different experiences and content and examining them with respect to the important professional values of the medical field.

Students will learn in small groups, guided by expert doctors from different disciplines. The group setting enables processing of the personal growth experience, from both the collective personal experiences and the actual experience of the group process. Over time, the group work integrates diverse teaching methods and hands-on clinical experiments; participation in projects and communication workshops; experimentation with the simulator of a medical interview with "patients" and conveying bad news; reflective writing of diaries and narratives; receiving and giving feedback. Students will learn by developing the ability for introspection, and the ability to observe events, doctors, students, patients and family members. The learning will include identification of the emotions, feelings, attitudes and modes of action of themselves and of others, sharing experiences, insights and difficulties, and processing them together with their advisor and colleagues in a supportive, permissive, non-judgmental group, as well as individually with the advisor through diaries, personal feedback and narratives. All of this will be done to encourage the process of personal and professional development.

The second year of the four-year program is dedicated to continuing the process of familiarization with the full extent and complexity of the issues doctors must deal with in order to be professional caregivers. This is done by focusing on the doctor-patient relationship space, through an initial connection with a patient, in parallel to continued work in the fixed groups, with the designated advisors who guide the groups.

This year the students will join their group advisors for a "shadow day", to provide initial exposure to the doctors' daily routine and medical meetings; similarly, they will continue to keep a reflective diary to allow observation of the daily processes and experiences they undergo, while receiving feedback from the group advisor. The students will also take part in a project in which they will meet patients for the first time, directly and personally, in order to learn about their experiences as patients. This is an important stage in acquiring tools and learning skills for building connections and communication. This way of learning facilitates initial exposure to the clinic in an inclusive environment, and the creation of initial values of professionalism. The process the students experience will be processed in the group, which is a source of support, observation and consultation, both for their experiences in the course itself and for other events they experience throughout the year. This is an opportunity to share how they cope with challenges in forming a connection, such as coordinating expectations, maintaining boundaries, and more.

Course aims for this year:

1. To enable the students to undergo a personal process of familiarity with themselves, as future caregivers
2. Providing students with the necessary skills for the doctor-patient relationship and for the relationship between the doctor and his/her environment and with his/herself, including:
    a. Communication skills, such as listening, expressing empathy, conducting an interview, collecting information, providing information, and more.
    b. Observation of, and learning about, the bio-psycho-social consequences.
    c. Identifying ethical dilemmas in medical issues and holding a discussion about these issues.
    d. Developing the abilities of observation and self-awareness.

3. Enabling exposure, recognition and understanding of the challenges faced by the patients and their families with a chronic disease, impairment or disability.
4. The group experience as a place that enables processing of experiences, listening, sharing, self-development, recognizing and respecting diversity, and conducting respectful communication.

Course name: **Promoting a Healthy Lifestyle: The Role of the Doctor**

Course content and aim

The course is designed to provide students with theoretical background and practical tools for promoting health and preventing disease, while focusing on the following: maintaining a healthy weight, sensible nutrition, regular physical activity, preventing and quitting smoking, and nurturing well-being.

Alongside presentation of knowledge ("what"), students will be exposed to practice and practical tools that support change ("how"), accompanied by clinical examples that demonstrate how it is possible to motivate patients to change their way of life.

Course name: **Human Aspects**

Course content and aim

This course is a continuation of the course taught in the 1st year, "Human Aspects in Medicine A".

The course will focus on doctor-patient communication and will cover different aspects of the medical meeting and how to conduct an optimal medical interview. This course will include lectures, which will provide the theoretical base and will accompany the communication project and simulations in the course "Medical Education and Communication". The knowledge acquired by the students in this course will serve as a basis for correct, tailored conduct of the medical interview in simulations and during the clinical years.

In addition, the course will teach content related to the sociology of medicine.

Course name: **Medical Education and Communication (3rd year)**

Course content and aim

The courses in the Department of Medical Education and Communication are designed to provide guidance and support to students and facilitate a process of longitudinal personal-professional development. The aim of the department is to strengthen the personal familiarity of each student with his/her values, perceptions, and personal attitudes as humans, and in the future as doctors, by exposing

them to different experiences and content, and examining them with respect to the important professional values of the medical field.

The learning will place emphasis on developing the ability for introspection, and on the ability to observe different events and learn from doctors, students, patients and their family members. The learning will include identification of the emotions, feelings, attitudes and modes of action of themselves and of others, sharing experiences, insights and difficulties, and processing them together with their advisor and colleagues in a supportive, permissive, non-judgmental group, as well as individually with the advisor through diaries, personal feedback and narratives. All of this will be done in order to encourage the process of personal and professional development.

The third year of the 6-year program is a significant year of transition from teaching para-clinical introductions, towards the years in which they learn in a clinical environment with people, diseases, doctors, medical staff and the associated challenges. During this year we'll pay close attention to some of the most significant professional tools of any doctor: interpersonal skills and communication skills for conducting an optimal medical interview, including developing the ability to take an anamnesis and skills for explanation and instruction; and the ability for observation of the self and others, including providing meaningful, respectful feedback.

The teaching this year will continue mainly in groups, run by the group advisors, whom you know from the previous year, who will guide you throughout the scholastic year. We will also continue to develop the reflective ability through writing a reflective diary and through in-depth observation of the interpersonal skills and communication skills that we'll practice via simulations, following on from what we began in the previous year. This year we we'll get experience practicing medical interviews through simulations. This process will also be accompanied by the groups via a structured process of feedback provision by both students and advisors.

Course aims:

1. To allow students to become closely acquainted with themselves as humans and as doctors, by:
    a. Developing the ability for observation and self-awareness and improving reflective abilities
    b. Developing the ability to give and receive constructive feedback, and to strive for personal improvement
    c. Developing critical thinking and identifying the fields in which the individual needs to develop
    d. Developing responsibility for others and concern for the self
2. To provide students with the necessary skills for the doctor-patient relationship, and for the doctor's relationship with his/her environment and self, including:
    a. Acquisition and development of interpersonal skills
    b. Acquisition and development of communication skills
3. To provide students with a developing work framework, through group practical experience, which will provide a place for processing experiences, sharing, development, recognition and respect of variation, and practice of respectful communication among colleagues.

Course name: **The Public Health System**

Course content and aim

This course has two components: a pass grade must be obtained for each separate component in order to successfully complete the course:

1. The public health system (4 days)
   This course is designed to provide knowledge and the necessary skills for doctors in their clinical work, with an emphasis on the field of public health and preventive medicine.
   The course will cover a range of topics, including: principles of public health, the history of building the public health system in Israel, health gaps and their social causes, preventive medicines, epidemiology of infective diseases, economic considerations in the health system and updating of the health services basket, disaster medicine and global medicine, health and environment, mother and child health, and more.
   The grade comprises the grades on the assignments given during the course and the grade on the final exam.
2. Introduction to occupational medicine (1 day)
   Presenting the theoretical and clinical basis of employee health
   At the end of this day there will be a test.