



# FACULTY OF MEDICINE

UNDERGRADUATE STUDENTS' GUIDE

2021-2022

## WELCOME NOTE



Building of faculty of medicine is located next to the main administrative building of the university



### *Dear Students*

Congratulations, you have been accepted in Faculty of Medicine/ Nahda University (FOM/NUB). Welcome to an exciting, challenging, and life-altering experience. You have been enrolled in a rigorous academic program. We stand firmly on the belief that our program, laboratories construction, learning facilities, and teaching staff, can achieve excellence in teaching and leadership, clinical care, and research.

Our program has been revised and approved by medical education experts at Medical University of Vienna International (MUVI) as we have a partnership agreement with MUVI.

Our medical program is an integrated modular system. It is a 5 - year study followed by a 2 - year training as a house officer. It focuses on the needs of today's medical students and the requirements of tomorrow's doctors in the changing healthcare environment. The program is designed to be vertically and horizontally integrated modular teaching. There will be close professional interaction between you and faculty members through our mentorship program and it provides extensive hands-on clinical experience under supervision.

Your feedback is of great value to us. Your feedback responses will be continuously analyzed and will be considered in the reform process.

It is our hope that the time you spend with us will be an excellent educational experience for you. You will enjoy your study at FOM/NUB and your stay in the Beni Suef city.

Dean of Faculty  
**Prof Tarek Said**

Vice -Dean for education  
**Prof Dina Helmy**

## CONTENT

1	Vision and mission of FOM/NUB	5
2	Description of the curriculum	6
3	Program description	8
4	Curriculum map	24
5	Military service rules and code of conduct	28
6	About Nahda University	30
		31

## OUR VISION

The Faculty of Medicine of Al Nahda University aims to achieve a distinguished status as an institution that brings out the best medical practitioners and researchers in Egypt and the Middle East and that provides quality patient focused medical care and health services to the community.

## OUR MISSION

- 1 To graduate medical practitioners able to provide and develop health services to the community and patients, especially in Upper Egypt and capable of continuous learning and scientific research.
- 2 To graduate researchers who can address the priority problems of the society and uses the most recent scientific innovations at the level of both undergraduate and postgraduate research projects.
- 3 To graduate physicians who are committed to providing patient care consistent with the ethics of medical profession, patient safety and cost.
- 4 To graduate physicians who are able to work with the society and its leaders to identify its health related problems and contributes to solving them.

THE GATE TO  
YOUR FUTURE

FACULTY OF MEDICINE



## OUR INTEGRATED MODULAR CURRICULUM DESCRIPTION

The Nahda University's medical curriculum is designed to meet the expectations of the community and to serve as the foundation for a process of lifelong learning and professional development of its medical graduates.

Key features of our curriculum are:

- It is competency-based medical education.
- A body-system-based approach, providing a focus for students' learning.
- Integrated Modular Curriculum, it is integrated both in the vertical and the horizontal directions.
- It is a spiral curriculum, allowing topics to be revisited in more depth. In the first five semesters, the modules are 80 % basic sciences and 20% clinical sciences to allow for students' early clinical exposure. While in the last 5 semesters, the modules are 80 % clinical and 20% basic sciences.
- A wide range of educational strategies, including elements of task-based and problem-oriented learning, community-based learning, and approaches to teaching and learning that encourage the students to take increasingly more responsibility for their own learning.
- Assessment methods that emphasize the overall outcomes of the curriculum.
- The curriculum will be constantly being reviewed, refined and updated.
- The duration of the study is five years, plus 2 years preparation of the graduate for clinical practice as a house officer.

### System-based modules:

Systems-based modules run from the year1/semester 1 until Year 3/ semester one. A system based module is centred on the various organ systems of the body and is an integrated course that focuses on normal and abnormal structure, function and behaviour, basic and clinical sciences. Anatomy, physiology, pharmacology, pathology, biochemistry and histology are taught system wise (modules) in an integrated fashion. Important clinical conditions related to that particular system are also introduced at this stage so that the students can correlate clinical presentation with the pathophysiology.

### Clinical teaching modules:

These run from 3rd year/second semester to second semester/fifth year. During the clinical modules, students are expected to apply their basic learning around the clinical cases. Eighty percent of the teaching in this part is clinical based, medicine, surgery, pediatrics and gynecology & obstetrics etc. and %20 is basic sciences.

### Longitudinal modules:

These modules run ~~high~~ through different semesters, including scientific research, professionalism, clinical diagnostics & others.

### Elective courses:

Through the first three years, students study three different courses of their choice from a variety of elective modules, including multi-level languages, humanitarian subjects as well as focused medical courses

### University requirements:

NUB, in association with Aptech Learning and Training Academy Ltd., India, provide accredited English and computer courses as obligatory university requirements. The courses are studied across three academic years



## PROGRAM DESCRIPTION

### Aim of the program:

The aim of the undergraduate medical education program is to provide the graduates with general professional competencies that meet the expectations of the community and that serve as the foundation for a process of lifelong learning and professional development of the medical graduate. It provides the graduate with:

- 1 A core body of scientific knowledge, skills and attitudes essential for the practice in medicine.
- 2 Diagnostic, problem solving and decision-making skills necessary for proper evaluation and management of common diseases and emergencies.
- 3 Awareness and participation in the social and community aspects of health care.
- 4 Appropriate ethical and professional skills necessary for establishment of excellent communication with patients and colleagues.
- 5 Lifelong learning competencies necessary for continuous professional development.
- 6 Research methodology as related to medical practice.

### Academic Standards

- The Program competencies and courses intended learning outcome are developed according to the National Academic Reference Standards (NARS) for Bachelor degree of medicine published by the National Authority for Quality Assurance and Accreditation of Education (**NAQAAE**) (2017).
- The program has been revised and approved by medical education experts in **Medical University of Vienna**.

### Competencies to be acquired at the end of the program:

At the end of the program, the graduate will be able demonstrate the following competencies:

### Competency Area 1: The graduate as a health care provider

The graduate will be able to:

- 1.1. Take and record a structured, patient centered history.
- 1.2. Adopt an empathetic and holistic approach to the patients and their problems.
- 1.3. Assess the mental state of the patient.
- 1.4. Perform appropriately timed full physical examination of patients adjusted to the age, gender, and clinical presentation of the patient while being culturally sensitive.
- 1.5. Prioritize issues to be addressed in a patient encounter.
- 1.6. Select the appropriate investigations and interpret their results taking into consideration cost/effectiveness factors.
- 1.7. Recognize and respond to the complexity, uncertainty, and ambiguity inherent in medical practice.
- 1.8. Apply knowledge of the clinical and biomedical sciences relevant to the clinical problem at hand.
- 1.9. Retrieve, analyze, and evaluate relevant and current data from literature, using information technologies and library resources, in order to help solve a clinical problem based on evidence (EBM).
- 1.10. Integrate the results of history, physical and laboratory test findings into a meaningful diagnostic formulation.
- 1.11. Perform diagnostic and intervention procedures in a skillful and safe manner, adapting to unanticipated findings or changing clinical circumstances.
- 1.12. Adopt strategies and apply measures that promote patient safety.
- 1.13. Establish patient-centered management plans in partnership with the patient, his/her family and other health professionals as appropriate, using Evidence Based Medicine in management decisions.
- 1.14. Respect patients' rights and involve them and /or their families/carers in management decisions.
- 1.15. Provide the appropriate care in cases of emergency, including cardio-pulmonary resuscitation, immediate life support measures and basic first aid procedures.
- 1.16. Apply the appropriate pharmacological and non-pharmacological approaches to alleviate pain and provide palliative care for seriously ill people, aiming to relieve their suffering and improve their quality of life.
- 1.17. Contribute to the care of patients and their families at the end of life, including management of symptoms and practical issues of law and certification.

### **Competency Area 2: The graduate as a health promoter**

The graduate will be able to:

- 2.1 Identify the basic determinants of health and principles of health improvement.
- 2.2 Recognize the economic, psychological, social, and cultural factors that interfere with wellbeing.
- 2.3 Discuss the role of nutrition and physical activity in health.
- 2.4 Identify the major health risks in his/her community, including demographic, occupational and environmental risks; endemic diseases, and prevalent chronic diseases.
- 2.5 Describe the principles of disease prevention, and empower communities, specific groups or individuals by raising their awareness and building their capacity.
- 2.6 Recognize the epidemiology of common diseases within his/her community, and apply the systematic approaches useful in reducing the incidence and prevalence of those diseases.
- 2.7 Provide care for specific groups including pregnant women, newborns and infants, adolescents and the elderly.
- 2.8 Identify vulnerable individuals that may be suffering from abuse or neglect and take the proper actions to safeguard their welfare.
- 2.9 Adopt suitable measures for infection control.

### **Competency Area 3: The graduate as a professional**

The graduate will be able to:

- 3.1. Exhibit appropriate professional behaviors and relationships in all aspects of practice, demonstrating honesty, integrity, commitment, compassion, and respect.
- 3.2. Adhere to the professional standards and laws governing the practice, and abide by the national code of ethics issued by the Egyptian Medical Syndicate.
- 3.3. Respect the different cultural beliefs and values in the community they serve.
- 3.4. Treat all patients equally, and avoid stigmatizing any category regardless of their social/religious, cultural, ethnic backgrounds, or their special needs.
- 3.5. Ensure confidentiality and privacy of patients' information.
- 3.6. Recognize basics of medico-legal aspects of practice, malpractice and avoid common medical errors.
- 3.7. Recognize and manage conflicts of interest.
- 3.8. Refer patients to appropriate health facility at the appropriate stage.

- 3.9. Identify and report any unprofessional and unethical behaviors or physical or mental conditions related to himself, colleagues or any other person that might jeopardize patients' safety.

### **Competency Area 4: The graduate as a scholar and scientist**

The graduate will be able to:

- 4.1 Describe the normal structure of the body and its major organ systems and explain their functions.
- 4.2 Explain the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis.
- 4.3 Recognize and describe main developmental changes in humans and the effect of growth, development and aging on the individual and his family.
- 4.4 Explain normal human behavior and apply theoretical frameworks of psychology to interpret the varied responses of individuals, groups and societies to disease.
- 4.5 Identify various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic) of illness/disease and explain the ways in which they operate on the body (pathogenesis).
- 4.6 Describe altered structure and function of the body and its major organ systems that are seen in various diseases and conditions.
- 4.7 Describe drug actions: therapeutics and pharmacokinetics; side effects and interactions, including multiple treatments, long term conditions and non-prescribed medication; and effects on the population.
- 4.8 Demonstrate basic sciences specific practical skills and procedures relevant to future practice, recognizing their scientific basis, and interpret common diagnostic modalities, including: imaging, electrocardiograms, laboratory assays, pathologic studies, and functional assessment tests.

### **Competency Area 5: The graduate as a member of the health team and a part of the health care system**

The graduate will be able to:

- 5.1 Recognize the important role played by other health care professions in patients' management.
- 5.2 Respect colleagues and other health care professionals and work cooperatively with them, negotiating overlapping and shared responsibilities and engaging in shared decision-making for effective patient management.
- 5.3 Implement strategies to promote understanding, manage differences,



- and resolve conflicts in a manner that supports collaborative work.
- 5.4 Apply leadership skills to enhance team functioning, the learning environment, and/or the health care delivery system.
  - 5.5 Communicate effectively using a written health record, electronic medical record, or other digital technology.
  - 5.6 Evaluate his/her work and that of others using constructive feedback.
  - 5.7 Recognize own personal and professional limits and seek help from colleagues and supervisors when necessary.
  - 5.8 Apply fundamental knowledge of health economics to ensure the efficiency and effectiveness of the health care system.
  - 5.9 Use health informatics to improve the quality of patient care.
  - 5.10 Document clinical encounters in an accurate, complete, timely, and accessible manner, in compliance with regulatory and legal requirements.
  - 5.11 Improve the health service provision by applying a process of continuous quality improvement.
  - 5.12 Demonstrate accountability to patients, society, and the profession.

#### **Competency Area 6: The graduate as a lifelong learner and researcher**

The graduate will be able to:

- 6.1 Regularly reflect on and assess his/her performance using various performance indicators and information sources.
- 6.2 Develop, implement, monitor, and revise a personal learning plan to enhance professional practice
- 6.3 Identify opportunities and use various resources for learning.
- 6.4 Engage in inter-professional activities and collaborative learning to continuously improve personal practice and contribute to collective improvements in practice.
- 6.5 Recognize practice uncertainty and knowledge gaps in clinical and other professional encounters and generate focused questions that address them.
- 6.6 Effectively manage learning time and resources and set priorities.
- 6.7 Demonstrate an understanding of the scientific principles of research including its ethical aspects and scholarly inquiry and contribute to the work of a research study.
- 6.8 Critically appraise research studies and scientific papers in terms of integrity, reliability, and applicability.
- 6.9 Analyze and use numerical data including the use of basic statistical methods.

- 6.10 Summarize and present to professional and lay audiences the findings of relevant research and scholarly inquiry.
- 6.11 Identify locally prevalent health problems and use research methods and integrated project plans to improve the health outcomes of the community.

#### **Program Structure and Contents**

##### **1 Program duration:**

- Five academic years followed by two years hospital clinical training as a house officer.
- The five academic years are formed of 10 semesters over 2 phases:
  - » The pre-clinical phase (3 years/6 semesters): The first 5 semesters are formed of 14 weeks each plus 2 weeks for examinations, the 6<sup>th</sup> semester is formed of 15 weeks plus 2 weeks for examinations.
  - » The clinical phase (2 years/4 semesters): each semester is formed of 15 weeks plus 2 weeks for examination
  - » The academic week equals 5 days and each day equals 6 teaching hours.

##### **2 Program's Credit Points**

- The faculty adopts the credit point system of European credit transfer and accumulation system.
- Students should complete 60 points/year with a total of 300 credit points in the five academic years.
- Each credit point equals 25 hours, so that the student fulfills 1500 hours/year.

### 3 The program's courses: illustrated in the table below

Phase 1 (Preclinical phase (3 years))					
Code	Module	Weeks	Credit Points	Year	Marks
IHB1-1	Introduction to the human body	9	15	One	300
IMD2-1	Introduction of disease & medication	5	9	One	180
MSC3-1	Musculoskeletal system	9	14	One	280
HEM4-1	Hematopoietic system	5	8	One	160
CNS5-2	Central Nervous system	8	14	Two	280
RSP6-2	Respiratory system	4	7	Two	140
INF7-2	Infections and infectious diseases	2	3	Two	60
CVS8-2	Cardiovascular system	7	12	Two	240
REP9-2	Reproductive system	3	5	Two	100
URG10-2	Urogenital system	4	7	Two	140
DIG11-3	Digestive system	8	14	Three	280
END12-3	Endocrine system	3	5	Three	100
NUT13-3	Nutrition	3	5	Three	100
FOR14-3	Forensic medicine & clinical toxicology	5	8	Three	160
OPH15-3	Ophthalmology	5	8	Three	160
ENT16-3	Ear, nose & throat	5	8	Three	160
TRM25-1	Medical terminology	Vertical	1	One	20
IMM26-1	Immunology	Vertical	2	One	40
MOL27-3	Molecular Biology	Vertical	1	Three	20
ICP28-1	Introduction to clinical practice 1	Vertical	1	One	20
ICP28-2	Introduction to clinical practice 2	Vertical	1	Two	20
ICP28-3	Introduction to clinical practice 3	Vertical	1	Three	20
PIM29-1	Professionalism in medicine 1	Vertical	1	One	20
PIM29-2	Professionalism in medicine 2	Vertical	1	Two	20
PIM29-3	Professionalism in medicine 3	Vertical	1	Three	20
RES30-1	Scientific Research 1	Vertical	1	One	20
RES30-2	Scientific Research 2	Vertical	1	Two	20
RES30-3	Scientific Research 3	Vertical	1	Three	20
ENG111A	Aptech English 1	Vertical	2	One	--
ENG112A	Aptech English 2	Vertical	2	Two	--
ENG113A	Aptech English 3	Vertical	2	Three	--
CS121	Aptech Computer 1	Vertical	2	One	--
CS122	Aptech Computer 2	Vertical	2	Two	--
CS123	Aptech Computer 3	Vertical	2	Three	--
	Elective 1	Vertical	4	One	--
	Elective 2	Vertical	4	Two	--
	Elective 3	Vertical	4	Three	--
<b>Total</b>		<b>85</b>	<b>180</b>		<b>3100</b>

Phase 2 (Clinical phase (2 years))					
Code	Name	Weeks	Credit Points	Year	Marks
MED17-4	General and special medicine	15	28	Four	560
SUR18-4	General and special surgery	15	28	Four	560
PED19-5	Pediatrics	10	19	Five	380
OBG20-5	Obstetrics and gynecology	10	19	Five	380
PUB21-5	Public health	4	7	Five	140
FAM22-5	Family medicine	1	2	Five	40
EMR23-5	Emergency medicine and critical care	4	7	Five	140
PSY24-5	Psychiatry	1	2	Five	40
PIM29-4	Professionalism in medicine 4	Vertical	1	Four	20
PIM29-5	Professionalism in medicine 5	Vertical	1	Five	20
RES30-4	Scientific Research 4	Vertical	1	Four	20
RES30-5	Scientific Research 5	Vertical	1	Five	20
CLD31-4	Clinical diagnostics 1	Vertical	2	Four	40
CLD31-5	Clinical diagnostics 2	Vertical	2	Five	40
<b>Total</b>		<b>60</b>	<b>120</b>		<b>2400</b>



**University Requirements**  
(Pass or Fail - No marks in total summative)

Code	Course Name	Credit Points
ENG111-113	Aptech - English Levels 1-3	6
CS-121-123	Aptech - Computer Skills - Levels 1-3	6

4 Elective courses included in the program are: introduction to Art, introduction to music, health services management, history of medicine, introduction to photography, computer programming, quality control, German language 3 Levels, French Language 3 levels, & Arabic language 3 levels for non-arabic speaking students. The student should choose three of them throughout the years of the study and should pass the two courses before graduation.

Code	Course Name
ART 31	Introduction to Art
MUS 32	Introduction to Music
HOM 33	History of medicine
HLM 34	Health servicesmanagement
PHO 35	Introduction tophotography
COM 36	Computer Programming
QUA 37	Quality Control
GRB 38	German Language Level1
GRA 39	German Language Level2

## 5 ACE - Aptech Computer Education

)There is a large demand in the market place today for skilled individuals who possess the technical expertise in IT sector. In fact, the world as we know today would not exist without the help of computer and Web aided business. Realizing that, NUB introduced Aptech Computer Education into the university requirements. This is a non-credit program for NUB to be delivered across 6 semesters starting students' first academic year.

### Teaching methods

- » Problem-based learning.
- » Interactive lectures.
- » Small group work (team-based learning) to study the clinical problems or to work on assignments.
- » Hands-on training in laboratories.
- » Hands-on training in clinical skills lab.
- » Hospital visits for training under supervision of clinical tutors.
- » Self-study.
- » E-learning instructions.

### Teaching and learning facilities

- » Lecture halls.
- » Rooms for small group work.
- » Laboratories for all basic sciences requirements including labs for Biochemistry, Physiology, Pharmacology, Pathology, Histology....etc.
- » Lab. For anatomy
- » Clinical skills lab.
- » Digital library.
- » Computer lab.
- » Pathology museum.
- » E-learning instructions.

Skills lab



Lecture halls



Classrooms



Laboratories



Library



Computer lab



## Regulations for progression and program completion

- The student can sit for the final exam of each module at the end of the semester (that included the module) only after 75 % attendance of the specified educational activities of all scientific components in the module (lectures, practical, small group work, and assignment).
- If the student fails in one module, he/she will be allowed to sit for make-up exam (Max score 65% minus 1 mark). If he fails the make-up exam, he can attend the summer course and re-enter the exam (max. grade 100 %). If he fails summer course exam, he will be allowed to re-enter the exam in following semesters with max score 65% minus 1 mark
- The student should pass all modules of the first stage (first 6 semesters) to be allowed to enroll into the second clinical stage.
- Requirement for graduation:
  - » The student should pass the all the obligatory and elective modules of the program with at least 60 % of the total grades allocated for each module. He should also fulfill the university requirements.
  - » The student should complete the 2 - year clinical training in the Nahda University hospital or any hospital approved by the faculty to get practice licence.

## Methods for Assessment

- Formative assessment (ongoing Assessments): Formative assessment has the objective of corrective actions for the students' learning curve and to ensure that all specified competencies and educational objectives are attained.
- Mid-year assessments: 30% of the total mark will be awarded to the student's activity in the class as well as his/her presentations in addition to Module MCQ exams and assignments. The schedule of these assessments is announced to the students at the start of each module.
- Final examination (written, practical): 70% of the total marks (40% for written exam will be carried at the end of semester, and 30% for practical exam and will be carried at the end of module).

## Grading system

Grade	Grade	Percentage (%)
Excellent	A+	95 - 100%
	A	90 - <95%
	A-	85 - <90%
Very good	B+	80 - <85%
	B	75 - <80%
Good	C+	70 - <75%
	C	65 - <70%
Acceptable	D	60 - <65%
Failure	F*	<60%



Honoring of A-students at start of academic year

## Examination rules

- Student should attend 30 minutes early
- No papers, books, mobile phones are allowed in the exam hall; if any he will be subjected to the legal affairs of the Faculty
- All communication and/or electronic devices are not allowed
- Student should write his name, number & grade in specific location
- Answers should fill whole pages, no unused pages left before asking for another answer sheet.
- Any signs or markings of the answer papers are prohibited
- Students are not allowed to depart before half the time of exam has passed
- The course professor attends for half an hour at onset of exam
- Students are not allowed to depart, change seats, or talk
- Students are not allowed to leave or stand during the last 15 minutes
- Students deliver their papers by end of exam to controller
- Canceling the examination: The Faculty Dean can cancel the student's exam in one or more course as a penalty for misbehavior.
- Complaints: students can present complaints within two weeks after declaration of the results.
- Medical excuses
- A sick student should attend to the medical committee of the Faculty the day of the exam to be medically examined, if the committee approves his condition he can sit for the next exam & keep his grade.
- Missing an exam
- If a student fails to attend the exam for serious compelling cause, the administration can accept his excuse and postpone his exam.

- Retardation without excuse
- If no acceptable compelling cause is presented to the Faculty before missing an exam, the student will be considered as failing (very weak). If he passes the course next exam he will be given a (pass) grade
- The student is granted (pass) degree
  - » If he was previously prohibited from attending the exam.
  - » If he did not attend without submitting acceptable excuses.
  - » If he had previously failed the course exam.

### The student is awarded honor degree

- If he did not fail any course during his academic years.
- If his grades were very good or higher.

## Curriculum Map

The program's courses: illustrated in the table below

Phase	Year	First Semester																Second Semester																															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33															
Preclinical Phase	Year 1	Introduction to the human body									Introduction to disease & medication						EXAMS	Musculoskeletal system										Hematopoietic System						EXAMS															
		Medical Terminology																Immunology																															
		Professionalism 1																Introduction to Clinical Practice 1																															
																		Research 1																															
		Elective 1																																															
		APTECH Computer Level 1																																															
		APTECH English Level 1																																															
	Year 2	CNS							Respiratory system				Infections & infectious diseases	EXAMS	CVS							Reproductive system			Urogenital system						EXAMS																		
		Professionalism 2													Research 2																																		
		Introduction to Clinical Practice 2																																															
		Elective 2																																															
		APTECH Computer Level 2																																															
		APTECH English Level 2																																															
	Year 3	Digestive system							Endocrine			Nutrition			EXAMS	←Clinical Rotations→																EXAMS																	
		Molecular biology														Forensic & toxicology							Ophthalmology					ENT																					
		Introduction to Clinical Practice 3														Research 3							Professionalism 3																										
		Elective 3																																															
		APTECH Computer Level 3																																															
		APTECH English Level 3																																															



The program's courses: illustrated in the table below

		First Semester/Second Semester																																			
Phase	Year	←Clinical Rotations→																																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34		
Clinical Phase		General Medicine & Subspecialties															Exams		General Surgery & Subspecialties																	Exams	
		Scientific Research 4																																			
		Professionalism in medicine 4																																			
		Clinical Diagnostics 1																																			
		Pediatrics										Public health					Family Medicine	Exams		Obstetrics & Gynecology										Emergency medicine & critical care					Psychiatry	Exams	
		Scientific Research 5																																			
		Professionalism in medicine 5																																			
		Clinical Diagnostics 2																																			





### Military service rules for male Egyptian students:

- On faculty entry: Student should get document “2 gond” from any police headquarters “modereyat amn” and deliver it to students’ affairs office.
- On Turning 19: Student should get document “6 gond” from the police station he is affiliated to, and deliver it to students’ affairs office
- Military service is postponed until graduation or turning 28. After the age of 28, faculty registration is suspended.

### Code of conduct:

Medical students are members of the medical profession, so they are expected to display similar professional attitudes and behaviour to those of practicing physicians. It is the duty of the student to:

- 1 Show respect to other students, patients and teachers, regardless their race, religion, age, gender, or nationality.
- 2 Attend all learning sessions as required.
- 3 Work effectively in teams, respecting the contributions of all members, assuming a fair share of responsibility, and performing leadership tasks that are based on rendering service to others.
- 4 Respect the intellectual property of others and use online resources, in a manner that is consistent with that respect.
- 5 Strive for excellence with respect to acquisition of knowledge, attitudes and skills.
- 6 Demonstrate honesty and integrity in all clinical and academic aspects, including examinations, research and patient care.
- 7 Avoid private lessons totally.
- 8 Abide by the designated dress code:
  - » Student’s clothes should always be clean, neat and conservative.
  - » Recommended acceptable attire includes collared shirts, ties, trousers, skirts, blouses, sweaters and dresses.
  - » The following are NOT appropriate for the workplace (contact with patients): sweat shirts, sweat pants, shorts, leggings, halters or tank tops, workout clothes, sandals or open-toe shoes, caps or bandanas.
  - » Body or facial piercings are prohibited other than ears and those required by a student’s religious or cultural beliefs.

- » All forms of revealing clothes should be strongly avoided; such as shorts, transparent or tight fitting items.
- » Clothing worn by the student should provide mechanical safety of the student and patients (i.e. no redundant items of clothing externally that may hamper movement or subject the person to danger when working with certain equipment or be a source of infection transfer). Thus, ties if worn by men should be well tucked in the shirt or coat; similarly long wide veils should be also well concealed by the white coat or well tucked into the blouse.
- » Clean, white coats must be worn within the hospital wards and labs with the student’s name badge and university identification visible at all times.
- » If safety clothing or equipment is deemed necessary by the department, such clothing or equipment should be furnished by that department.
- » Student’s hands must be clean with trimmed nails (only medical gloves are allowed when dealing with patients).

## About Nahda University

Nahda University in Benisuif (NUB) was established in 2006 to offer premium education services in Upper Egypt. NUB is the first private university in Upper Egypt, and offers affordable undergraduate programs in the fields of Medicine, Pharmacy, Dentistry, Engineering, Media, Computer Science, and Marketing.

It provides high quality education to its graduates to compete in science and work, and to play a leading and enlightening role in the renaissance of society, by providing excellent educational, research and community services. NUB is distinguished in its performance, occupies a high position in the best universities. It facilitates all scientific, cultural, and social activities to students. NUB provides its students with state-of-the-art education tools and prepares them for their mission. Eighty-four percent of university's graduates find job opportunities within 6 months of graduation.



*The partnership agreement between NUB and MUVI in presence of:*

The Minister of higher education  
Prof. Khaled Abdel Ghaffar

The Chairman of Board of Trustees  
Engineer Mohamed El Rashidi

The President of the University  
Prof. Hossam Eldin Elsayed Elmalahi

## About Beni Suef City

Beni Suef governorate is located right in the center of Egypt. This busy region has a population of more than 2,000 per square kilometer. Beni Suef is the capital and the main city of this governorate. Beni Suef is located on the west bank of the Nile.

The Meidum Pyramid, built for Pharaoh Huni, the last ruler of the Third dynasty, is one of the most famous places to see in Beni Suef.

### Meidum Pyramid

This ancient pyramid complex has been excavated at different times by various different Egyptologists. It is believed that the Meidum Pyramid was constructed for Pharaoh Huni, the last ruler of the Third dynasty. This pyramid has an unusual shape, which is believed to be the result of two unplanned expansions. After the collapse of the most of this pyramid complex, there is now only a large pyramid and a few mud-built Mastabas. A mastaba is a flat-roofed, rectangular building, made of mud-bricks and its outward walls were built in a sloping style.



### Beni Suef museum

The first floor of the museum is devoted to Pharaonic items such as statues, canopic jars and sarcophagi and various Graeco-Roman items. Most of these items came from nearby Abusir and Heracleopolis Magna. The second floor is devoted to Coptic and Muslim monuments.



