NUB Modular Program

N.M.P 2023/2024

Program Specifications for MBBCh

I. Basic information

Program Title: Bachelor of Medicine and Surgery (MBBCh)
Program Type: Single
Departments sharing in the program delivery:
Human anatomy and Embryology, Histology, Medical Physiology, Medical Biochemistry, Pathology, Medical Pharmacology, Medical Microbiology and Immunology, Parasitology, Ophthalmology, Ear-Nose-Throat, Forensic Medicine and Clinical Toxicology, Community Medicine, Pediatrics, Obstetrics and Gynecology, Psychiatry, Radiology, Internal Medicine with its subspecialties and General Surgery with its subspecialties.
Coordinator: Vice Dean of Education and Student Affairs.
Program specifications approval by: Faculty Council.
Prepared by: Ghada Anwar/Prof. of Pediatrics/ Cairo University.

II. Professional information

II-.A. 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 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.

II-B. Academic standards

- The Program competencies and courses intended learning outcome are developed according to the National Academic Reference Standards (NARS) for bachelor's degree of medicine published by the National Authority for Quality Assurance and Accreditation of Education (NAQAAE) (2017).
- General Medical Council- UK, Outcomes for graduates (Tomorrow's Doctors) 2015.

II-C. Competencies to be acquired at the end of the program:
At the end of the program, the graduate should be able demonstrate the following competencies:

Competency Area 1: The graduate as a health care provider

The graduate should provide quality, safe, patient-centered care, drawing upon his/her integrated knowledge and clinical skills, and adhering to professional values. The graduate should collect and interpret information, make clinical decisions, and carry out diagnostic and therapeutic interventions with an understanding of the limits of his/her expertise- considering the patient's circumstances and preferences as well as the availability of resources. The graduate should 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.

(Annex 1)

Competency Area 2: The graduate as a health promoter

The graduate should advocate for the development of community and individual measures which promote the state of well-being, he/she should empower individuals and communities to engage in healthy behaviors, and put his/her knowledge and skills to prevent diseases, reduce deaths and promote quality life style. The graduate should 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 should adhere to the professional and ethical codes, standards of practice, and laws governing practice. The graduate should 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 socialreligious, cultural, ethnic backgrounds, or theirspecial 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 should build his clinical practice on a base of knowledge of scientific principles and methods of basic medical and social sciences, applying this knowledge into clinical care, and using it as a foundation for clinical reasoning, care provision, further professional development and research. The graduate should 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 should work and collaborate effectively with physicians and other colleagues in the health care professions, demonstrating an awareness of and a respect for their roles in delivering safe, effective patient- and population-centered care. He/she should be committed to his/her role as a part of health care system, respecting its hierarchy and rules and using his/her administrative and leadership skills to add value to the system. The graduate should 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 should demonstrate a lifelong commitment to excellence in practice through continuous learning and professional development. He should reflect on his own performance, and plan for his own development making use of all possible learning resources. The graduate should have an inquisitive mind and adopt sound scientific research methodology to deal with practice uncertainty and knowledge gaps and to contribute to the development of his profession as well as for the purpose of his own academic development. The graduate should 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.

II-D. Program Structure and Contents

1. Program duration and phases:

- Five academic years followed by two years hospital clinical training as house officer, according to new bylaws of The Supreme Council of Higher Education.
- The five academic years formed of 10 semesters:
  - In the pre-clinical phase (2.5 years/5 semesters): The first 5 semesters are formed of 14 weeks each plus time for exams.
  - In the clinical phase (2.5 years/5 semesters): Semester 6 is formed of 15 weeks plus time for exams, Semesters 7-10 are formed of 20 weeks each plus time for exams.
  - The academic week equals 5 days and each day equals 6 teaching hours.

2. The Program's Credit Points

- The faculty adopts the credit point system of European credit transfer and accumulation system.
- Students should complete 60 points/year in the first 3 years and 64 points/year in the final 2 years with a total of 308 credit points in the five academic years.
- Each credit point equals 25 hours.

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

Phase 1 (Preclinical phase (2.5 years)						
Code	**Module**	**Weeks**	**Credit Points**	**Total hours**	**Year**	**Marks**
IHB1-1	Introduction to the human body	9	15	375	One	225
IMD2-1	Introduction of disease & medication	5	9	225	One	135
MSC3-1	Musculoskeletal system	9	14	350	One	210
HEM4-1	Hematopoietic system	5	8	200	One	120
CNS5-2	Central Nervous system	8	14	350	Two	210
RSP6-2	Respiratory system	4	7	175	Two	105
INF7-2	Infections and infectious diseases	2	3	75	Two	45
CVS8-2	Cardiovascular system	7	12	300	Two	180
REP9-2	Reproductive system	3	5	125	Two	75
URG10-2	Urogenital system	4	7	175	Two	105
DIG11-3	Digestive system	8	14	350	Three	210
END12-3	Endocrine system	3	5	125	Three	75
NUT13-3	Nutrition	3	5	125	Three	75
TRM25-1	Medical terminology	Vertical	1	25	One	15
IMM26-1	Immunology	Vertical	2	50	One	30
MOL27-3	Molecular Biology	Vertical	1	25	Three	15
ICP28-1	Introduction to clinical practice 1	Vertical	2	50	One	30
ICP28-2	Introduction to clinical practice 2	Vertical	3	75	Two	45
ICP28-3	Introduction to clinical practice 3	Vertical	2	50	Three	30
PIM29-1	Professionalism in medicine 1	Vertical	1	25	One	15
PIM29-2	Professionalism in medicine 2	Vertical	1	25	Two	15
PIM29-3	Professionalism in medicine 3	Vertical	1	25	Three	15
RES30-1	Scientific Research 1	Vertical	1	25	One	15

Phase 1 (Preclinical phase (2.5 years)						
Code	Module	Weeks	Credit Points	Total hours	Year	Marks
RES30-2	Scientific Research 2	Vertical	1	25	Two	15
RES30-3	Scientific Research 3	Vertical	1	25	Three	15
ENG111A	Aptech English 1	Vertical	1	25	One	--
ENG112A	Aptech English 2	Vertical	1	25	Two	--
ENG113A	Aptech English 3	Vertical	1	25	Three	--
CS121	Aptech Computer 1	Vertical	2	50	One	--
CS122	Aptech Computer 2	Vertical	2	50	Two	--
CS123	Aptech Computer 3	Vertical	2	50	Three	--
	Elective 1	Vertical	4	100	One	--
	Elective 2	Vertical	4	100	Two	--
	Elective 3	Vertical	4	100	Three	--
Total		70	156	3900		2025

Phase 2 (Clinical phase (2.5 years)						
Code	Name	Weeks	Credit Points	Total hours	Year	Marks
FOR14-3	Forensic medicine & clinical toxicology	5	8	200	Three	160
OPH15-3	Ophthalmology	5	8	200	Three	160
ENT16-3	Ear, nose & throat	5	8	200	Three	160
MED17-4	General and special medicine	20	30	750	Four	600
SUR18-4	General and special surgery	20	30	750	Four	600
PED19-5	Pediatrics	11	17	425	Five	340
OBG20-5	Obstetrics and gynecology	11	17	425	Five	340
PUB21-5	Public health	6	9	225	Five	180
FAM22-5	Family medicine	2	3	75	Five	60
EMR23-5	Emergency medicine and critical care	6	9	225	Five	180
PSY24-5	Psychiatry	2	3	75	Five	60
PIM29-4	Professionalism in medicine 4	Vertical	1	25	Four	20
PIM29-5	Professionalism in medicine 5	Vertical	2	50	Five	40
RES30-4	Scientific Research 4	Vertical	1	25	Four	20
RES30-5	Scientific Research 5	Vertical	2	50	Five	40
CLD31-4	Clinical diagnostics 1	Vertical	2	50	Four	40
CLD31-5	Clinical diagnostics 2	Vertical	2	50	Five	40
Total		93	152	3800		3040

4. Elective cousres are included in the program illustrated in the following table. The student should choose 3 of them throughout the years of the study and should pass the 3 courses before graduation.

Code	Course Name
ART 31	Introduction to Art
MUS 32	Introduction to Music
HOM 33	History of medicine
HLM 34	Hospital management
PHO 35	Introduction to photography
COM 36	Computer Programming
QUA 37	Quality Control
GRB 38	German Language Level1
GRA 39	German Language Level2
GRM40	German language level 3
FRE41	French language level 1
FRE42	French language level 2
FRE43	French language level 3
ARA44	Arabic language level 1

ARA45	Arabic language level 2
ARA46	Arabic language level 3
SCL47	Sculpture & drawing
PYT48	Introduction to data science for medical students
ASR50	Applied scientific research training
FLD51	Field training
SSW52	Short story writing
BBR53	Basic book review
DLG54	Diagnostics of GIT, liver & infectious diseases
GNT55	Genetics 1 (Hepatology & gastroenterology)
HIS56	Health information systems
PCC57	Patient counselling in communicable diseases
ACP58	Approach to common clinical presentations
AIH59	Artificial intelligence in healthcare
QUA60	Quality control advanced

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.

II- E. Teaching methods

The program comprises a variety of teaching methods designed to ensure qualification of the student as an efficient medical practitioner who is capable of taking responsibility for life-long learning throughout the medical career. The teaching methods used include:

- Problem-based learning: each module has a number of clinically related problems that will define the specific objectives of the module.
- Interactive lectures.
- Small group work to study the clinical problems or to work on assignments.
- Hands-on training in laboratories.
- Hands-on training in clinical skills laboratory.
- Hospital visits for training under supervision of clinical tutors.
- Self-study.
- E-learning instructions.

II-F. 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.

II-G. Program admission requirements

- Candidates must be able to satisfy the general admissions criteria of the Nahda University and the Supreme Council of Higher Universities and the Ministry of Higher Education.
- Egyptian students must achieve a score in secondary education (Thanawia Ammaa) to qualify them to enter the Nahda University, Faculty of Medicine, or to be accepted through the national office for transfer of equivalent degrees. Priority is given to students with highest Grades. Only Excellent or Very good grade levels are accepted.
- Foreign students must be accepted by the Waffedin Office in Egyptian Ministry of Higher Education and approved by their own embassy in Cairo.
- English language is mandatory for the first three years as per requirements of Al Nahda University.
- NUB is committed to developing the student knowledge and skills sets so that the graduates are job ready at graduation. NUB, in association with Aptech Learning and Training Academy Ltd., India, for the first time in academic year 2017-18, introduced accredited English courses as university requirement across all faculties. The courses are obligatory for students starting their first year at NUB, and are taught across three academic years, six semesters.

II-H. 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 a make-up exam (maximun mark = 64.9%). If she/he fails, she/he is allowed to re-enter the exam when it is held with maximum mark = 64.9%.
- Students cannot be promoted to next level within same phase with more than 22 credit points not fulfilled and cannot be promoted to clinical phase with more than 14 credit points from preclinical phase not fulfilled.
- **Requirement for graduation:**
- The student should pass all the obligatory and elective modules of the program to fulfill 308 credits points of the whole program to graduate.
- The student should complete the 2-year obligatory clinical training in the Nahda University hospital or any hospital approved by the faculty and pass the national medical licensing exam to get a practice license.

II-I 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 fulfilled.
- ***Mid-year assessment***: 30% of the total mark is awarded to the student's activity in the class as well as his/her presentations in addition to a MCQ exams and assignments. The schedule of these assessments is announced to the students at the start of each module.
- ***Final examination (written, practical, clinical):*** 70% of the total marks (40% for written exam, and 30% for practical exam). It comprises the following assessment activities:

TOOL	ILOs covered
Written exam (SAQs, MCQs, EMQs, Problem solving)	Assessment of cognitive skills (knowledge and understanding, and critical thinking skills)
OSPE/OSCE exam	Assessment of practical and clinical skills, Professional skills, and attitude.
Log book (house officer training)	Assessment of application of knowledge, critical thinking, practical and clinical skills, Professional skills, ethics, and attitude.

II-J. Grading system

Grade	Letters	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%

II-K. Evaluation of Program

The evaluators	Tools	Sample
1. Senior students	Questionnaire Meetings	Sufficient sample
2. Alumni	Questionnaire Meetings	Sufficient sample
3. Faculty Staff	Questionnaire Meetings	Sufficient sample
4. Stakeholders	Questionnaire Meetings	Sufficient sample
5. External Evaluator	Reports	Once/year
6. Internal Evaluators	Frequent report from the quality unit of the faculty	With each semester

Skills to be acquired by the students at the end of the program

	Skills
1.	Measuring body temperature
2.	Measuring pulse rate, respiratory rate and blood pressure
3.	Anthropometric Measurements and assessment of nutritional status
4.	Chest examination
5.	Heart examination
6.	Abdominal examination
7.	Locomotor system examination
8.	Nervous system examination
9.	Examination of the jugular veins
10.	Ear examination
11.	Throat examination
12.	External Eye and fundus examination
13.	Breast examination
14.	Examination of the thyroid
15.	Lymph nodes examination
16.	PV examination
17.	Assessment of uterine fundus level in pregnancy
18.	PR examination
19.	Examining lumps

	Skills
1.	Performing venipuncture and collect blood samples.
2.	Inserting a cannula into peripheral veins.
3.	Establishing peripheral intravenous access and setting up an infusion; use of infusion devices
4.	Giving intramuscular, subcutaneous, intradermal and intravenous injections.
5.	Suturing of superficial wounds.
6.	Performing cardiopulmonary resuscitation and basic life-support
7.	Performing and interpreting basic bedside laboratory tests
8.	Performing and interpreting ECG
9.	Managing an electrocardiograph (ECG) monitor
10.	Taking swabs for different diagnostic purposes
11.	Using a nebulizer for administration of inhalation therapy
12.	Performing male and female bladder catheterization
13.	Administering basic oxygen therapy
14.	Wound care and basic wound dressing
15.	Managing Blood transfusion
16.	Inserting a nasogastric tube.
17.	Administering local anesthetics
18.	Performing the procedure of normal labor

	Skills
1.	Dissecting the different parts and organs of the human body
2.	Performing Biochemical and microscopic urine and stool analysis
3.	Performing basic biochemical blood tests
4.	Preparing urine and stool specimen for microscopic examination
5.	Identification of parasites and parasitic ova under the microscope
6.	Identification of different normal tissue sections under the microscope
7.	Identification of different pathological alterations in tissue sections under the microscope
8.	Identification of gross pathological alterations in different body organ specimens
9.	Determining blood group and performing cross matching and computability tests
10.	Preparing and examining blood films and assessing hemoglobin value in a blood sample
11.	Obtaining and handling a blood sample for culture
12.	Performing and interpreting basic respiratory function tests.
13.	Identifying different bacteria and fungi under the microscope
14.	Differentiating different bacterial growth in culture

Curriculum Map

Phase	Year	First Semeter															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									Hematopoeitic System				EXAMS		
		Medical Terminology																Immunology															
		Professionalism 1																Introduction to Clinical Practice 1															
		Elective 1																Research 1															
		APTECH Computer Level 1																															
		APTECH English Level 1																															
	Year 2	CNS									Respiratory system			Infections & infectioys 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→															
																		Forensic & toxicology							Ophthalmology				ENT			
		Molecular biology																Research 3															
		Introduction to Clinical Practice 3																Professionalism 3															
		Elective 3																															
		APTECH Computer Level 3																															
		APTECH English Level 3																															

Curriculum Map

Phase	Year	First Semester/Second Semester																																
		←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																																