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**ACADEMIC REGULATIONS OF THE INTERNATIONAL  
SIX-YEAR SINGLE-CYCLE DEGREE PROGRAM IN MEDICINE AND SURGERY**

**Academic regulations amended by Rector's Decree No. 038/2022**

**ACADEMIC REGULATIONS OF THE INTERNATIONAL SIX-YEAR SINGLE-CYCLE DEGREE PROGRAM  
IN MEDICINE AND SURGERY  
Humanitas Medical School**

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TABLE I. Study Plan

**Art. 1**

**Scope of application**

These Regulations define the teaching activities and functioning of the six-year, single-cycle degree in Medicine and Surgery taught in English, as a part of the LM-41 Class activated by the Department of Biomedical Sciences of Humanitas University at the Humanitas Group.

This academic program coordinates its activities with those of the other degree programs set up by the department, according to the criteria and methods established by the University's Academic Regulations.

**Art. 2**

**Pedagogical foundations and definition of learning objectives**

The degree program aims to innovate the training program of doctors who will be able to continue their professional training throughout their life (*lifelong learning*), and make an active contribution to the scientific, technological, and societal changes which medicine inevitably undergoes over time. To this end, the degree program's general educational purpose is to train future physicians able to think critically, reflect, solve problems and work in teams, also from an interprofessional perspective.

The main objective of the educational approaches used is the acquisition of medical-scientific knowledge and the achievement of reasonable self-assurance, autonomy and professional awareness coupled with a deep sensitivity towards the complex human and social problem of health and disease, by the end of the degree program.

The educational approach is centered on the student and gives value to their active role in the learning pathway through teaching and learning activities which encourage self-learning and teamwork. The starting point of the learning is a comparison with experiences related to professional practice and the close connection between theory and practice, i.e., *contextualized learning*. This form of learning facilitates not only the memorization of information but also its recall in future professional practice.

The decision to offer courses and labs in English responds to the needs of an international medical course. Consequently, English becomes a way to respond to the main international teaching, training and professional needs, to guarantee collaboration and a greater attractiveness of the University's programs. However, starting from the third year, where active training requires ward attendance, knowledge of Italian will be considered a necessary prerequisite to interact with patients and/or healthcare professionals who may not speak English. In order to promote and enhance the internationalization process, agreements with foreign universities will be promoted to encourage teacher and student exchange programs .

The principles underlying the single-cycle degree program are in full compliance with the Ministerial objectives established for Class LM-41, the contents of which are fully implemented by these Regulations with particular attention to the Dublin Descriptors, which are listed in the annexes A4a and A4b1-b2 and A4c of the annual document (SUA) of the academic program.

- ◇ Knowledge and understanding;
- ◇ Applying knowledge and understanding;
- ◇ Making judgments;
- ◇ Communication skills;
- ◇ Learning skills.

The learning objectives below, which also take into consideration the indications of the Institute for International Medical Education (IIME), Task Force for Assessment, describe the knowledge, skills, abilities and behaviors that each student of the single-cycle degree in Medicine and Surgery will need to have acquired upon graduation. Therefore, these objectives are training "priorities", and are in line with the indications of the core curriculum for the degree in Medicine and Surgery established nationally by the Conference of Presidents of Italian single-cycle and second-cycle degree programs.

The degree program is aimed at training new graduates able to meet the needs of society, requiring doctors to have greater sensitivity towards social and psychological problems related to diseases, up-to-date scientific knowledge, the ability to manage a large quantity of information for diagnostic processes, and the ability to deal with the economic and managerial aspects of healthcare.

The objective of the degree program is to adequately train graduates to reach professional, decision-making, and operational autonomy, which will allow them to successfully attend post-graduate training, and take on future professional roles.

The degree program will guarantee that its students will graduate, meeting the current international quality standards, verified during the final exam.

The objectives of the degree in Medicine and Surgery are inspired by the principles illustrated below.

The student will be encouraged to focus on the human aspects of health and disease and to develop an ability to face medical problems through scientific approaches and methods. To this end, the academic program will address the issues of biomedical research, through seminars and meetings with medical researchers and doctors. The student will be able to analyze data from scientific literature critically and independently, and as a result able to choose the most appropriate and cost-effective diagnostic and therapeutic tools. Students will gain a solid experience in a clinical environment supported by a mentoring system, in order to develop reflective skills on their experience, their way of learning and interacting with patients and their families.

Students will have the opportunity to forge connections between the notions acquired in the classroom and clinical practice starting from the very first courses, thanks to an early exposure to semiological aspects, further explored over the six years to address some relevant clinical problems.

A rigorous education in lifelong learning, to be seen as a methodological and cultural *habitus*, a form of mental discipline and an indispensable quality of the medical profession, will give students the flexibility and cultural openness to cope with the complexity that characterizes modern society. This cultural openness will allow future doctors to understand the changing health needs of the population, for example, in relation to the constant increase in the number of elderly and the growth of multi-ethnic societies.

Interactive group work and synergistic team work are important steps in the training of students, in addition to readiness to take responsibility, recognize personal limits, and tolerate the stress caused by particularly serious situations.

Particular attention is paid to the awareness that a health intervention is not limited to the therapeutic act, but also, and above all, considers prevention, rehabilitation, and continuous patient education to monitor their health. Equal attention will be paid to acquiring awareness of the role that genetic, environmental and lifestyle factors have on the quality of life and on the onset and development of disease.

During the academic program, the existing individual and collective relationships between socio-economic, environmental and cultural needs will be considered. The doctor needs to act as an interface between individuals – healthy or sick -, family and social group as well as the healthcare facility.

Through a multitude of training experiences, thanks to the close collaboration between the University and the clinical structures of Humanitas Group, students will be able to choose between various medical specialties and decide the one best suited to their cultural and personal characteristics.

The training is based on the criteria illustrated below.

Favouring integration between the various teaching courses, both from the same year and from different years, avoiding content overlap. The courses are planned based on a continuous collaboration and interaction between teaching staff, facilitated by the Office of Medical Education. The curricular planners will be appointed by the teaching committee and will need to adopt an interdisciplinary perspective, anticipating the problems that future doctors will be required to cope with.

As a matter of priority, the specific objectives of the basic sciences will be defined on the basis of the following criteria:

relevance of each objective within the framework of human biology;

- prerequisite of each objective with respect to specific current or foreseeable clinical themes;
- relevance for the scientific research experiences that students will be required to carry out. As matter of priority , the specific objectives of the clinical courses will be defined on the basis of the following criteria:

- epidemiological prevalence;
- urgency of intervention;
- possibility of intervention;
- severity;
- teaching and learning examples.

Furthermore, the objectives of the clinical courses are defined to gives value to:

- attendance of both medical clinic and hospital wards of Humanitas group; the relationship with the patient, also from a psychological and educational perspective.

The teaching approaches are inspired by the concept of “active learning” and favor a problem-based approach, in order to create a learning context around students which stimulates reflection not only on what they are studying, but also on their ways of learning (*metacognitive reflection*). Tutoring sessions will be available to help students develop critical and metacognitive skills, a key aspect of the teaching and learning activities.

Experience in scientific laboratories will be encouraged, depending on available resources. Students will be able to understand their organization and discover the main steps of experimental design.

General clinical training is the backbone of the student’s training. The specialized clinical disciplines will provide the nosographic and pathophysiological basis of organ pathologies, while the more general clinical phase, present in the final part of the program, will lead to a synergetic integration for a holistic approach to diseases.

The student’s clinical practice will be supported by tutors specifically trained for this purpose. On-the-job learning will be encouraged by teaching approaches which facilitate reflection on the experience (*briefing and de-briefing*) and student empowerment.

The organization, functioning and results of the degree program will be subjected to continuous quality evaluation. The evaluation process, in which both students and teaching staff will participate, involves a constant revision and continuous updating of the curriculum. The quality assessment will take place through feedback tools provided by the University Evaluation Committee.

In order to achieve its educational objectives, the degree program provides a core of 360 Credits in total, spread over a six-year course, of which 60 of these are to be acquired in learning activities aimed at developing specific professional skills. Eight credits can be acquired through elective activities and 18 credits with thesis preparation.

The degree program comprises no more than 36 integrated courses.

### **Art. 3**

#### **Admission to the single-cycle degree program**

1. Candidates who have a secondary school diploma or another qualification obtained abroad, recognized as suitable, may be admitted to the degree in Medicine and Surgery.

2. Access to the degree program is programmed at a national level in accordance with Law no. 264 of 2.8.1999. The number of admissible students is defined annually by a Decree of the Ministry of University and Research (MUR), considering the teaching and learning potential declared by the University on the basis of the resources and teaching and clinical facilities available, as well as the needs declared by the Lombardy Region and by the competent Ministry regarding the need for health personnel of the relevant professional profile.

The admission test is prepared annually by the University according to the methods and timing indicated by the call for admissions, published on the University website, in compliance with current legislation.

### **Art. 4**

#### **University Credits (CFU)**

1. A University Credit (CFU) is the unit of measurement of the study workload, including individual study, required of the student for the completion of each teaching and learning activity defined by the academic program to obtain the degree qualification.

2. Each credit corresponds to a 25-hour student workload, of which at least 50% must be individual study, except in cases where the learning activities are of a highly practical or experimental nature.

3. Each credit assigned to the various learning activities can correspond to:

- a) 6 hours dedicated to problem-based learning activities - PBL, the remaining 19 hours to individual study;
- b) 12 hours dedicated to lectures or equivalent teaching activities; the remaining 13 hours for individual study;
- c) 16 hours dedicated to practical activities or equivalent theoretical-practical activities, the remaining 9 to study and individual re-elaboration;
- d) 25 hours dedicated to theoretical-practical teaching activities under the guidance of a member of the teaching staff for professionalizing courses;
- e) 20 hours dedicated to the attendance of assessed clinical training in order to obtain the license to practice;
- f) 20 hours of theoretical and practical teaching to prepare for the final exam.

4. The credits corresponding to each course are acquired by students in one of the following ways:

- a) Passing of the relative exam for curricular courses with the passing of the relative exam;
- b) Obtaining of pass result from the teaching staff member in charge of the activity for elective and professionalizing activities.

5. Consistency between the credits assigned to the learning activities and the specific learning objectives is ascertained by the joint teacher-student committee.

**Art. 5****Academic program**

1. The academic program of the degree in Medicine and Surgery taught English, approved in accordance with current legislation and issued by a Rector's Decree, is an integral part of the HUMANITAS UNIVERSITY academic regulations. These regulations are referred to for the purpose of assigning objectives and credits to individual courses.
2. The list of courses that make up the curriculum to achieve the degree in Medicine and Surgery taught in English, the number of credits, and an indication of the scientific-disciplinary sectors that contribute to their development are shown in Table I, which is an integral part of these regulations.

**Art. 6****Teaching and learning methods and activities**

The teaching and learning methods used in the academic program consist of:

## a) formal teaching

- lectures: these consist in the presentation, by a member of the teaching staff, of contents considered essential for the acquisition of basic knowledge relating to a particular discipline.
- seminars: teaching and learning activities carried out by experts or by course lecturers in which specific topics or research topics are explored, also in a multidisciplinary manner.

## b) non-formal teaching:

interactive teaching and learning activities, aimed at group work and coordinated by a tutor, whose task is to facilitate the acquisition of knowledge, skills, and behavioral models. Learning occurs mainly through problem solving activities which activate the necessary skills, and decision-making, as well as through the direct and personal participation (gestural and relational) in practical activities.

The non-formal teaching and learning activities include:

- **Problem Based Learning and Problem Solving (PBL and PS).** This is a learning method based on the analysis of a case/problem freely drawn from concrete experience, which is discussed and analyzed in a small group under the guidance of a tutor. The aim is to develop the knowledge necessary to focus on the proposed problem and search for any missing information to understand/solve it by consulting bibliographic sources (on paper and online) and/or experts. In its advanced version (problem-solving), the goal is to use information to solve the problem.
- **Discussion of clinical cases/case studies.** This is a small group discussion of the clinical case of a patient encountered in clinical practice. The clinical case may be presented by the students or the tutor. The methodology of the discussion of clinical cases aims to develop analysis and reflection skills starting from situations with the same degree of complexity that the participants will face in their own professional practice.
- **Case method.** This is a learning method based on an ad hoc problem case, which is used to allow students to analyze, understand and explain the situation using all the information in their possession. In planning the module, the case method is usually placed at the end of the teaching module.
- **Concept maps.** The concept map is a learning strategy which, through a graphic construction, allows students to represent the cognitive path with which they build their knowledge around a topic, linking concepts and ideas together.
- **Skill Lab.** The skill lab offers a safe, organized environment which aims to ensure the learning of specific maneuvers (for example: semiotic maneuvers for physical examination) through the use of mannequins or by performing maneuvers among peers.
- **History taking lab.** This lab makes use of simulated patients who have been trained by means of an ad hoc script to simulate the symptoms related to a pathology and the experience of illness. The lab methodology allows students to try out and learn the techniques and method for taking anamneses.
- **Briefing and Debriefing.** The briefing takes place before the clinical experience and serves to guide the student towards an experience that is suitable for carrying out and circumscribing subjective and objective risks. The debriefing is a structured reflection which follows the experiential phase in the field and aims to offer a space for re-elaboration and analysis of the experience from both cognitive and emotional points of view. The pedagogical principle of reference is *reflective learning*.

- **Formative feedback sessions.** Feedback is a structured, formative moment in which the student receives an evaluation by a tutor, aimed at defining in detail which aspects relating to clinical performance need to be consolidated and how to improve.
- **Reflective writing.** This is a training tool that uses writing as a strategy with which students can reflect on the cognitive, emotional and learning aspects of their experience in the field. Its purpose is to bring out the subjective learning which represents the generic skills essential for future professional practice.
- **Portfolio.** The portfolio is a dossier in which students document the experiences that attest to their learning process. The documents in the portfolio may include feedback participation in research projects and/or protocols, certificates of attendance at training/refresher courses, etc. The documents in the portfolio are selected by the students, also based on the learning objectives.
- **Medical humanities.** This introduces the humanities into medical curricula. The Humanities, i.e. literature, cinematography, painting, but also oral or written illness narratives or descriptions of professional experiences, allow students to develop the ability to listen and understand the meaning behind a patient's experience of illness, as well as to reflect on the behavior used in professional practice.

The types of training activities include courses, professionalizing activities, elective activities, and learning activities for preparation of the final exam.

a) Courses.

1. The majority of the courses are integrated, namely, made up of different subjects, which contribute to the reaching of the general objectives. These courses are held by one or more members of the teaching staff, according to the specific objectives assigned to each course. The teaching staff who contribute to each course are identified annually according to procedures indicated by the Department of Biomedical Sciences. A coordinator is appointed from among the course teachers, designated annually by the competent teaching committee.
2. The specific objectives of the individual courses are illustrated in the syllabus (exam programs) presented annually by the teaching staff of each course by the start date of enrollment in the new academic year.
3. The courses give rise to a single exam even if organized over several semesters and/or held by several members of the teaching staff.

b) Professionalizing activities.

Students are required to acquire specific skills in the field of internal medicine, general surgery, pediatrics, obstetrics and gynecology, as well as medical-surgical specialties, at the facilities identified by the competent academic bodies, for a total number of 60 Credits. The professionalizing activity is supervised by one or more tutors and aims at gaining progressive autonomy, simulating future professional practice.

The clinical competence acquired through the professionalizing activities is evaluated by means of an Objective Structured Clinical Examination (OSCE) and portfolio activities.

The function of the tutor for the performance of professionalizing activities can also be entrusted to non-university personnel with recognized qualifications in the specific training sector, according to the recruitment methods envisaged by the University's regulations (Open Faculty).

The list of professionalizing objectives to be obtained during the study pathway is outlined in a specific document created by the Office for Medical Education, and approved by the teaching committee.

c) Elective activities.

To be admitted to the final exam for graduation, the student must have acquired 8 Credits in the context of freely chosen learning activities (electives).

Elective activities can consist of:

- Clinical training (annual, summer and semester based)
- Seminars

These activities are regulated by a document approved by the competent academic bodies.

d) Learning activities for the preparation of the final exam (thesis).

1. To be admitted to sit the final exam, the student must have prepared a degree thesis in an original way under the guidance and responsibility of a member of staff of the academic program as supervisor. This activity is defined as a “degree internship”.
2. The student can undertake a degree internship at any department of the University or other affiliated structures. The degree internship can also take place at non-affiliated structures under the responsibility of the supervising member of staff and subject to the authorization of the competent teaching committee.

## **Art. 7**

### **Assessed clinical practice in order to obtain a license to practise the medical profession**

#### General rules

As required by Art. 3 of the Ministerial Decree of 9 May 2018 no. 58; Art. 102 of Legislative Decree no. 18 of 17 March 2020; Ministerial Decree no. 8 of 2 April 2020; from art. 6, paragraph 2 of Legislative Decree no. 22 of 8 April 2020; Ministerial Decree no. 12 of 9 April 2020; and the Rector’s Decree no. 68/2020, the assessed clinical training:

- is aimed at ascertaining students’ abilities in terms of knowing what to do and knowing how to be a doctor, which consists in applying biomedical and clinical knowledge to medical practice, in solving questions of professional and medical ethics, in demonstrating an aptitude to solve clinical problems pertaining to the areas of medicine and surgery and related specialties, laboratory and instrumental diagnostics and public health, and in applying the principles of effective communication;
- The assessed clinical training placement lasts a total of three months, is completed no earlier than the fifth year of the course, and only if the student has successfully passed all the exams relating to the first four years of the course, as envisaged by the degree program, and organized according to the program and the academic regulations;
- It takes place for the number of hours corresponding to at least 5 Credits per month (each credit reserved for the internship must correspond to at least 20 hours of professionalizing activities and no more than 5 hours of individual study), and is divided into the following periods, even if not consecutive: one month in the surgical area, one month in the medical area, one month in the specific field of general medicine, the latter to be carried out no earlier than the sixth year of the course at the surgery of a general practitioner. The 15 credits reserved for assessed clinical training activities are part of the 60 credits dedicated to professionalizing activities;
- The certification of attendance and the evaluation of the clinical training periods are carried out under the direct responsibility and by a member of the University’s teaching staff or the medical director responsible for the facility attended by the trainee, and by the general practitioner, who jointly issue a formal certificate of attendance. If the students has demonstrated the required skills, a pass evaluation is registered in a logbook, which is divided into a descriptive part of the activities carried out and an evaluation part of the skills demonstrated;
- Students are considered to have passed only in the event of achieving a pass evaluation for each of the three periods.

### **Professional skills to be achieved by the end of the clinical training placement**

1 a) At the end of the medical and surgical placements, the student must have achieved the following professional skills, in two specific areas:

Implementing best practices of the doctor-patient relationship (interview, report, information, clarity, acquisition of consent)
Possessing the ability to collect a medical history and perform a physical examination in an outpatient setting
Being acquainted with and knowing how to apply clinical reasoning: the ability to identify priority, secondary or urgent problems, and the ability to propose diagnostic hypotheses and identify diagnostic tests with greater sensitivity and specificity to confirm or not confirm hypotheses
Being able to interpret laboratory tests
Being able to interpret imaging reports
Being able to focus on decision-making processes relating to pharmacological and non-pharmacological treatments
Being able to fill in admission/discharge reports of hospitalization and able to fill out the discharge letter
Being able to assess the appropriateness of hospitalization and indicate rehabilitation or protected hospitalization paths at other structures
Being able to explain the reason for hospitalization in the case of any chronic conditions, other criticalities and fragility of the patients
Being able to indicate prevention and health education actions
Demonstrating knowledge and awareness of the organization of the National and Regional Health Services
Respecting the start and end times of a shift, dressing appropriately for the role, ensuring the necessary equipment for work
Demonstrating knowledge and awareness of the ward (or consultation room) rules
Interacting correctly with the medical, nursing and technical staff of the ward
Demonstrating knowledge and awareness of the various roles and tasks of team members
Demonstrating a proactive attitude (asking questions, offering to carry out activities)

2 By the end of the clinical training placement with the General Practitioner, the student must have developed the following professional skill

Implementing the best practices of the doctor-patient relationship, knowing how to manage reception and structure consultations (interview, report, information, clarity, acquisition of consent)
Being able to collect a medical history and perform a physical examination in an outpatient and domestic setting
Being acquainted and knowing how to apply clinical reasoning: being able to identify the reasons behind a request for help and the nature and priority of the problem
Being able to assess emergencies and identify the need for hospitalization
Being able to present diagnostic hypotheses and to identify the first level diagnostic tests with greater sensitivity and specificity to confirm or not the hypotheses
Being able to interpret laboratory tests
Being able to interpret imaging test reports
Focusing on the decision-making processes relating to the prescription of a correct treatment and requests for specialist advice
Being able to carry out control activities on the patient's adherence to therapy and plan monitoring and follow-up
Being aware of the problems of the multi-drug chronic patients with comorbidities in multi-drug therapy
Demonstrating knowledge of the organization of the National and Regional Health Services and of the main bureaucratic and prescriptive rules
Being able to use computerized medical records and be acquainted with the information systems of the National and Regional Health Services

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Being able to indicate actions of prevention, health promotion, and correct lifestyles
Respecting the start and end times of a shift, following dressing appropriately for the role, ensuring the necessary equipment for work
Demonstrating knowledge and awareness of the rules of organization and operation of a medical clinic
Interacting correctly with the secretarial and nursing staff of the clinic of the general practitioner
Demonstrating a proactive and collaborative attitude (asking questions, offering to carry out activities)

#### Specific rules

A clinical training placement in the medical or surgical area can also be carried out in more than one Operating Unit within affiliated hospitals. In such a case, each tutor of the various Operating Units will issue a brief evaluation of the candidate, from which the overall evaluation by the coordinator of the medical and/or surgical area will derive. The clinical training with a general practitioner will take place at the doctors' practice identified by the relevant Order/Orders of Doctors and Dentists and assigned to students by the Student Office. The general practitioner will express the overall evaluation of the candidate.

The assessed clinical training can also be carried out in periods when no lectures are scheduled (generally January, February, June, July, August, and September).

#### Measures for Implementation

Attendance of assessed clinical training begins upon presentation of a specific request, filled in by the student, to be delivered to the Student Office for the Degree in Medicine and Surgery. The student must attach a copy of a valid identity document and self-certification of having passed all exams up to the fourth year of the course. The Student Office will check the authenticity of the declarations contained in the requests, in accordance with current legislation.

The student will be assigned to the medical and surgical departments and the general practitioner whose clinic the student will attend on the basis of the degree programs of the fifth and sixth year of the course.

The student will be given, in sequence, three logbooks: one for attendance in the medical area, one for attendance in the surgical area, one for attendance at the surgery of a general practitioner affiliated with the Italian National Health Service (SSN).

The student must note the days and times of attendance in the logbook, describing the activities carried out, and include a reflection on what has been done and observed. The logbook will be countersigned by the department tutor and the coordinator. Students will declare that they have received an ongoing assessment from the tutor on the progress of the clinical training placement, by signing the appropriate space in the logbook.

The ward tutor will inform students on the outcome of attendance, highlighting, above all, any non-positive feedback, so that they can improve in the subsequent monthly period. The coordinator of the medical or surgical area, identified by the teaching committee of the single-cycle degree program, after examining the intermediate evaluation of the other tutors, will formulate a final pass or fail evaluation, communicating the overall evaluation to the student on the monthly clinical training carried out. In the event of a non-pass evaluation, the student will be required to repeat the clinical training and receive a new evaluation for the new month.

The coordinator will keep the logbook containing the student's log, the intermediate evaluation and the final overall evaluation; the coordinator will ensure that this document is sent to the Student Office. After receiving the three logbooks referring to the three areas of the assessed clinical training and having verified that the three-monthly periods have been completed, the Student Office will add them to the student's record.

The teaching committee of the degree in Medicine and Surgery will annually appoint the tutors who will be tasked with certifying the clinical training in the medical and surgical areas. General practitioners affiliated with the Italian National Health Service (SSN) will be identified in accordance with the Order of Doctors, on the basis of specific agreements stipulated between the Order of Doctors and the University.

For assessed clinical training, the credits for the professionalizing activities of the "Patient Management" course of the fifth and sixth years and of the Emergencies Course of the sixth year are valid, without prejudice to the provisions of Articles 1 and 4 of Ministerial Decree no. 12 of April 9, 2020.

The Departments of the Medical and Surgical Areas, as well as the General Practitioners to whom the individual students will be assigned, will be indicated directly by the Student Office, based on the availability of the Operating Unit and General Practitioners who will also be indicated by the Provincial Order of Surgeons and Dentists competent for the area.

#### Transitional Rules

As expressly provided for by Rector's Decree 68/2020, the 15 Credits used for the purposes of the assessed clinical training, for students enrolled in the 2020-2021 academic year, are expressly identified within the program. On a transitional basis, the professional credits used by students enrolled on previous years are included in the integrated courses of the medical and surgical disciplines present in the integrated courses of the fifth and sixth year of the course. The credits for activities chosen by the student may also be used.

The credits used have a double value: the activities connected to them do not therefore need to be repeated twice (i.e. once for the integrated course and once for the assessed clinical training). It is understood that students outside the prescribed course timeframe, who apply to carry out the assessed practical training, having already taken the exams to which the credits for professionalizing activities with a double value, need to repeat the activities in the medical and surgical areas for the number of hours envisaged by the assessed clinical training.

#### **Art. 8**

##### **Planning and procedures for the assignment of teaching hours and duties**

1. Every year, the teaching committee defines and presents to the Department, by the deadlines set by the University Regulations, a planning document which defines, on the basis of the study plan attached to these regulations:
  - a) the teaching assignments allocated to the teaching members of the University, and any requests to allocate supplementary teaching assignments and contracts to be reserved for hospital and external staff;
  - b) a calendar of teaching and learning activities and exam sessions.

#### **Art. 9**

##### **Teaching Committee**

1. Coordination of the activities which form part of the international degree in Medicine and Surgery is assigned to a specific teaching committee. The composition, tasks and operating methods of the committee are defined in these regulations, in compliance with the provisions contained in the University regulations.
2. The head of the degree program is appointed pursuant to Article 11 of the Statute by the Rector, on a proposal of the director of the relevant department, subject to authorization by the Board of Directors.  
head of the degree program who represents the degree program institutionally, supervises and coordinates the activities of the teaching committee and convenes it for both ordinary and extraordinary sessions.
3. The head of the degree may appoint an assistant head, chosen from among the faculty making up the teaching committee, who will assist him/her with the relevant roles and duties should he/she be unavailable. The duration of the mandate of the assistant head coincides with that of the mandate of the head of department.
4. On a proposal of the head of department, the teaching committee may set up specific commissions to support it.

#### **Art. 10**

##### **Compulsory attendance**

1. Students are required to attend the teaching and learning activities included in the study plan. Attendance of the individual courses is verified by the teaching staff by adopting assessment procedures established by the University. Attendance must not be less than 75% of the teaching and learning activities. A certificate of attendance for compulsory teaching activities is necessary for the student to take the relevant exam.
2. At the end of each semester, the Student Office will communicate electronically the names of students, who have not met with the attendance percentage required to register for the exam, to the responsible member of the teaching staff. If a student does not meet attendance requirements for more than one course, the situation will be directly managed by the head of the degree program who will discuss it with the teaching committee during the first official meeting.

The responsible member of the teaching staff decides together with other colleagues who teach on the course, and also on the basis of the number of absences, whether the student can catch up by means of alternative methods, to be defined for each case, and communicated to the student. If the teacher considers that attendance cannot be caught up, he/she will ask the head of the degree program to inform the teaching committee.

While waiting for the decisions of the teachers and/or the teaching committee, such students cannot enroll for the exams.

The teaching committee may decide that a student, who has not obtained the attendance certificate for each course in a given year, can be enrolled as a repeat student of that year, even if the year is already full, with the obligation to attend the courses for which he/she has not obtained the certificate. If the course runs for more than one semester, the percentage of attendance is applied to the entire course.

3. Students admitted to the first year of the course through the rolling ranking list for the admissions test will have attendance of the first semester courses validated until the enrolment date.
4. It is possible to request a total or partial exemption from attendance for serious and documented family or health problems, certified by a recognized healthcare system structure. A request for exemption must be submitted promptly to the Student Office.
5. The teaching committee can request a commission to be specially formed to manage the abovementioned points.

**Art. 11**

**Prerequisites and transition to subsequent years**

1. In order to guarantee a progressive and balanced cultural growth of the student, the following courses must be passed:

Exam/s:	Year of program	Semester	Students are required to pass the following exams:	Year of program	Semester
Molecular Medicine & Computational Biology	2	I	The Cell: Molecules and Processes	1	II
Body at Work 1 Body at Work 2	2	I	Building Bodies: from gametes to organs	1	I
			Principles of the living matter	1	I
		II	Body architecture	1	II
			The Cell: Functions and control	1	II
			The Cell: Molecules and Processes	1	II
Mechanisms of diseases I	2	I	Principles of the living matter	1	I
			The Cell: Molecules and Processes	1	II
			The Cell: Functions and control	1	II
			Building bodies: from gametes to organs	1	I
			Body architecture	1	II
Mechanisms of diseases II	2	II	Mechanisms of diseases I	2	I
Pathology and diagnostics	3	I	Mechanisms of diseases II	2	II
			Molecular medicine and computational biology	2	I
Cardiovascular Diseases	3	annual (II sem.exam)	Mechanisms of diseases II	2	II
Nephrology & Urology	3	I	Mechanisms of diseases II	2	II
Respiratory Diseases	3	II	Mechanisms of diseases II	2	II
Communication skills	3	II	Being a medical doctor	1	annual (II sem.exam)
Gastroenterology	4	I	Pathology & Diagnostics	3	I
			Pharmacology	3	annual (II sem.exam)
			General surgery	3	I
Endocrinology	4	I	Pathology & Diagnostics	3	I
			Pharmacology	3	annual (II sem.exam)
			General surgery	3	I
Bones and Joints	4	I	General surgery	3	I
			Pathology & Diagnostics	3	I
			Pharmacology	3	annual (II sem.exam)
Clinical Immunology and Dermatology	4	I	Pathology & Diagnostics	3	I
			Pharmacology	3	annual (II sem.exam)
Infectious diseases	4	II	Pharmacology	3	annual (II sem.exam)
			Pathology & Diagnostics	3	I
Public Health	4	II	Biostatistics	4	I
Clinical Neuroscience	5	I	Head and neck	3	II
			Pharmacology	3	annual (II sem.exam)

			Pathology & Diagnostics	3	I
			General surgery	3	I
Mental health	5	I	Pharmacology	3	annual (II sem.exam)
			Pathology & Diagnostics	3	I
Pediatrics	5	II	Infectious Diseases	4	II
			Cardiovascular Diseases	3	annual (II sem.exam)
			Nephrology & Urology	3	I
			Respiratory diseases	3	II
			Gastroenterology	4	I
			Endocrinology	4	I
Obstetrics and Gynecology	5	II	General surgery	3	II
			Pharmacology	3	annual (II sem.exam)
			Pathology & Diagnostics	3	I
Blood diseases	5	II	Pathology & Diagnostics	3	II
			Pharmacology	3	annual (II sem.exam)
Clinical and molecular oncology	5	II	Informatics and data science	4	II
			Pathology & Diagnostics	3	I
			Public Health	4	II
			Pharmacology	3	annual (II sem.exam)
Patient management Emergencies	6	I	Cardiovascular Diseases	3	annual (II sem.exam)
			Nephrology & Urology	3	I
			Respiratory diseases	3	II
			Gastroenterology	4	I
			Endocrinology	4	I
			Public Health	4	II
			Clinical Immunology and Dermatology	4	II
			Infectious Diseases	4	II
			Bone and Joint Diseases	4	I
			Clinical neuroscience	5	I
			Mental Health	5	I
			Blood diseases	5	II
			Communication skills	3	II
			Clinical and Molecular Oncology	5	II
			Bone and Joint Diseases	4	I
Obstetrics and Gynecology	5	II			

2. Students can enrol on the third year only if Body at work 1 and Body at work 2 exams and the required exams have been passed.

If a student obtains the regular course attendance certificate provided for in the study plan, but has not passed the exams listed in the table above at the end of the autumn session, he/she will be enrolled as a repeat student for the entire following academic year with no obligation to attend.

**Art. 12****Assessment of learning**

1. In compliance with current legislation and the academic program of the single-cycle degree program, the total number of examinations cannot exceed that of official courses and cannot in any case be greater than 36 in the six years of the program.

2. To take exams and other tests to verify learning, the student must be up to date with the payment of fees and contributions, must have passed the preparatory exams, and be in possession of all the certificates of attendance. It is not permitted to repeat an exam that has already been passed, even in the case of learning activities validated by a previous academic career.

Violation of the contents of point 2 will result in the cancellation of the exams with a Rector's Decree.

3. The dates of the exams are fixed and communicated to the students at least 60 days prior to the exam date. Exam dates within exam sessions must be at least 2 weeks apart. In order to allow students to take full advantage of the exam session, any overlapping of dates between exams of the same course year is avoided.

4. Assessment of learning can take place in the following ways:

- Continuous assessment tests: these are exclusively intended to detect the effectiveness of the learning and teaching processes in relation to specific contents. When implemented, there is no registered mark, they are not mandatory, and are scheduled for the purpose of self-assessment of individual preparation and monitoring of the progress of the course by the teaching staff;

- Optional tests: such tests are optional and carried out during the examination period, but not registered. These tests verify the preparation of the program at the end of one or more semesters in the courses lasting one year or longer; the result is noted in a special register and – if passed – a new assessment in the final examination is not required. However, the student must demonstrate knowledge of the topics of the optional test by referring to them during any relevant exam. The test is considered valid until the end of the academic year in which it was taken;

- End-of-course exams: these are aimed at assessing the achievement of course objectives and the degree of individual preparation of the students and therefore have a registered mark. Coherence between the exams and the learning objectives of the course, and between the exam modality and the teaching methodologies will be ensured.

Cognitive learning objectives will be assessed through written and oral exams.

5. Clinical and relational skills will be assessed through OSCE (Objective Structure Clinical Examination), and portfolio activities. For students within the prescribed study timeframe, the end-of-course exams take place after the conclusion of the relative courses in periods defined annually by the teaching committee.

6. For students who are outside the prescribed course timeframe, exam sessions can also be set during the periods reserved for teaching and learning activities.

7. To pass an exam, it is necessary to achieve a minimum score of 18. Any attribution of *cum laude* or a special mention, in addition to the maximum score of 30, is subject to a unanimous evaluation by the exam commission.

8. The exam commissions are appointed by the Department Director, on the nomination of the head of the teaching committee. The exam commissions are made up of at least two teaching staff members.

### Art. 13

#### Final Examination for graduation

1. The final examination focuses on the discussion of a thesis prepared in an original way by the student under the guidance of a supervisor and a co-supervisor. In exceptional circumstances, the teaching committee may authorize the guidance under just one supervisor.

2. Eligibility to take the final examination is subject to successful completion of all the exams required by the study plan for a total of 342 Credits.

3. The final degree average is weighted. The calculation is based on the credits acquired with the exams bearing a numerical mark, using the following formula:

average out of 30: sum of the marks multiplied by the respective credits

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sum of credits envisaged for the exams that contribute to the average

average out of 110: the result of the weighted average out of 30 x 110

\_\_\_\_\_

30

4. The degree mark, expressed in one hundred and tenths, is determined by:

- a) grade at graduation session (average out of 110)
- b) the mark assigned by the degree commission.

5. The maximum score that can be awarded by the degree commission, in addition to the average presentation grade, is 10 points, of which:

A maximum of seven points are given, according to the type of thesis.

Research thesis (max 7 points);

Compilation thesis (max 2 points)

A maximum of three points are given, according to the following criteria:

1 point if the final exam is completed by the end of Year 6 (this includes the March degree session of the following year)

1 point if there are five or more *cum laude* in the list of exams taken).

2 points if an 'excellent' evaluation has been obtained at the end of the professionalizing activities, and 1 point for a 'very good' evaluation.

6. The possible attribution of *cum laude* or a special mention in addition to the maximum score of 110 is awarded only to those candidates whose average grade is at least 102 and can reach a total of 112, on summing up the abovementioned points.

7. Candidates with an average of at least 105 or more and who reach a total of 115 on summing up the abovementioned points will obtain a distinction alongside *cum laude*.

Eighteen credits can be acquired by passing the final examination.

### Art. 14

#### Guidance, tutoring, and support for students

1. Tutoring is a support activity for students who may encounter difficulties during their study pathway. The tutoring service is available for all students enrolled on the one-cycle degree programme in Medicine and Surgery.

Tutoring is aimed at:

- a) supporting students in organizing their study program (information and clarifications on exam programs, choice of exam sessions, information on preparatory courses);
- b) supporting students in the preparation of particular exams (advice on study methods, contact with teaching staff who can help and suggest study resources);
- c) guiding students in choosing their thesis topic;
- d) directing students to the counselling service;

2. 1<sup>st</sup> and 2<sup>nd</sup> level professors and researchers appointed by the teaching committee carry out tutoring activities. The ratio of tutors is established according to the number of students.

During the years of clinical training, tutoring activities are also held by the Office for Medical Education.

Academic staff members who hold the office of Rector, Vice-Rector, Department Director, Head of the Teaching Committee, member of the Academic Senate and of the University's Board of Directors may be exempted from tutoring.

**Art. 15**

**Periods of study and/or medical training abroad**

1. The teaching committee of the degree program encourages students to acquire experience abroad. To this end, it promotes the signing of agreements with foreign universities, in collaboration with the Department and the University.
2. Students who take advantage of EU mobility programs are allowed to attend courses abroad for up to a maximum of two semesters, starting from their second year.
3. In accordance with current procedures, students wishing to take advantage of this opportunity must submit a request to the appropriate commission of the degree program indicating the study plan they intend to carry out at the foreign university (*learning agreement*). For the purposes of accepting requests, the procedures and criteria established at University and Department levels apply.
4. The learning activities carried out abroad within the framework of student mobility programs of the European Union and the related credits are fully or partially recognized for the purpose of obtaining the single-cycle degree in accordance with the provisions of the European Credit Transfer System (ECTS). The conversion to thirtieths of the marks obtained in exams taken abroad is carried out according to the following table:

ITALY	18	19	20	21	22	23	24	25	26	27	28	29	30	Cum laude	
Austria	4			3			2			1			-		
Belgium	10	11		12		13	14		15	16	17		18-20		
Denmark	6	7		8	9		10		11	12		13			
Estonia	E/1	D/2			C/3			B/4			A/5			-	
Finland	0.75	0.92	1.08	1.25	1.42	1.58	1.75	1.92	2.08	2.25	2.42	2.58	2.75	3	
France	10	11			12		13		14		15		16-20		
Germany	4.9	4.7-4.8		4.4- 4.6	4.1- 4.3	4-4+	3.6- 3.9	3.1- 3.5	3-3+	2.6- 2.9	2.1- 2.5	2-2+	1.6- 1.9	1.1- 1.5	1-1+
Greece	5	6		7			8			9			9.5	10	
Ireland	40	42	44	46	48	50	52	55	58	61	64	68	70	71-100	
Iceland	5			6			7			8			9	10	
Norway	4	3.75		3.5			3.25			2.5		2	1.5	1	
The Netherlands	5.5	6		6.5		7		7.5		8		8.5	9	10	
Poland	3-3	3+/3.5			4			4+/4.5			5			-	
Portugal	10	11		12	13	14	15	16	17		18		19	20	
The UK (cents)	40	42	44	46	48	50	52	55	58	61	64	67	70	71-100	
The UK (sixteenths)	4	5		6		7	8	9	10	11	12	13	14	15-16	
Romania	5	6			7			8			9			10	
Slovenia	6	7			8			9			10			-	
Spain	5	5.1-5.5	5.6-6	6.1- 6.3	6.4- 6.5	6.6- 6.7	6.8- 6.9	7	7.1- 7.5	7.6-8	8.1- 8.5	8.6- 9.5	9.6- 10	10+	
Spain	Aprobado o Suficiente							Notable			Sobresaliente		Matricula		

(judgements)													de Honor	
Sweden	G (Odkaend)	G (Odkaend)+			G (Odkaend) ++			Val G (Odkaend)			Val G (Odkaend)+			-
Switzerland	4				4.5				5		5.5		6	
Hungary	2	3			4			4.5			5		-	
U.S.A	D-	D	D+	C-	C	C+	B-	B	B+	A-	A		A+	
ECTS grade system	E	D			C			B			A		-	
ECTS (judgements)	Sufficient						Satisfactory			Good		Very Good		Excellent
<b>ITALY</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>Cum laude</b>

5. Students can apply for recognition of a period abroad as an elective activity, prior to approval of the head of the teaching committee.

6. During periods abroad, duly authorized pursuant to this Article, students are exempted from obligatory attendance to the teaching activities of the degree program.

#### Art. 16

##### Enrollment on single course modules and exams taken by external students

1. Students enrolled on degree programs at HUMANITAS UNIVERSITY are allowed to sit exams from other Humanitas degree programs as long as these exams are not already included in their study plan.

The University also allows those interested and in possession of a qualification that allows access to the University to enroll on single course modules.

2. The teaching committee annually defines the availability for enrollment on single course modules. The characteristics of the degree program of the degree in Medicine and Surgery requires compulsory attendance of teaching activities which may be of a theoretical, practical or tutorial nature (lab exercises, exercises in small groups, clinical activities). External applications may be accepted only after an accurate assessment of the availability of the clinical and laboratory facilities necessary for such courses, according to the minimum requirements when planning access to the degree program, and guaranteeing the needs of the enrolled students..

#### Art. 17

##### Repeat students and students outside the prescribed course timeframe

1. According to the provisions of Article 10 of these regulations, students who have not passed their exams, explicitly required for the transition to the next year of the course, or have not complied with the obligations to attend courses, will be enrolled as repeat students. Enrollment as a repeat student lasts for the entire academic year and will be modified from the academic year when their position is regularized.

2. Students outside the prescribed course timeframe are those who have obtained all the relative certificates of attendance, but have not obtained a qualification within the prescribed time.

#### Art. 18

##### Loss of student status

1. Students who fail to pass exams for eight consecutive academic years or who interrupt or suspend their studies for a period of more than eight academic years, lose their student status.

Students who have lost their student status can enroll again on the degree program in Medicine and Surgery after resitting the admission test. The teaching committee proceeds, at the request of the interested party, to recognize credits acquired in their previous academic career after verifying their non-obsolence.

2. Students who have passed all their exams except for their final examination will not lose their student status.

**Art. 19**

**Validity of former study credits**

1. The credits obtained by passing exams are subjected to a verification of non-obsolescence after five years or less from their acquisition, based on the course and the change in its content .
2. Students who undergo the verification of the credits referred to in point 1 are sent a written communication by the Student Office indicating the methods and timing of such verification.

**Art. 20**

**Recognition of studies completed on other degree programs**

1. Studies completed on other degree programs of Humanitas University or other universities, and the credits obtained, are recognized by the teaching committee, which may make use of a special commission, after examination of the previous curriculum. In the validation proposal, if the criteria established for the transition to subsequent years are respected pursuant to Art. 10 of these regulations, the commission indicates the validated exams and the year of the course which the student may be admitted to.

**Art. 21**

**Quality assurance process of teaching and learning**

The main processes and procedures of the quality assurance system in which the academic program bodies are involved are:

- 1) Design of a new degree program and review and monitoring of an existing degree program
  - 2) Completion of the Annual Document (SUA)- degree program
  - 3) Process of self-evaluation and evaluation of the degree program
- Use and dissemination of annual questionnaires
  - Use and dissemination of the annual review report
  - Joint teacher-student committee activities, including the use and dissemination of the annual report

4) Syllabus compilation process and its publishing

As part of the quality assurance process, each academic program board appoints a review group within the teaching committee, which is responsible for drafting the annual monitoring form and the annual review report. The annual monitoring form consists of a brief critical comment on the quantitative indicators, calculated by National Agency for the Evaluation of the University System and Research (ANVUR), concerning student careers, attractiveness and internationalization, graduate employment rate, quantity and quality of teaching staff and graduate satisfaction.

The annual review report (conducted at least every five years) contains an in-depth self evaluation of the academic program's overall performance, based on all the relevant elements of analysis. In this report the academic program board identifies and analyses the most relevant problems and challenges, also proposing solutions to be implemented in the following review cycle. The review group chaired by the president or the coordinator of the academic program bodies are responsible for the design, management and continuous improvement of the degree program. They act under the control of the University QA system, annually defining the objectives, actions to be taken, and the verification of the results achieved. Each review group includes a student representative. The quality assurance process of the degree program's teaching and learning activities is described in the university quality assurance document.

**Art. 22**

**Teacher development**

As the teaching staff need to constantly update their pedagogical training, the teaching committee of the degree program, promotes teacher training activities and encourages any personal initiatives of individual teaching staff.

A system of continuous teacher training for teaching staff and tutors will be promoted, and opportunities for reflection and study will be organized, which will focus in particular on the following topics:

- planning of teaching and learning contents in relation to the learning objectives;
- interactive teaching methods designed to support experiential learning;
- evaluation tools.

Study plan

Year of program	Period available	Course/Integrated course title	Tot. CREDITS CFU	SSD MODULES	CFU SSD/module	Areas	
I	I sem.	PRINCIPLES OF THE LIVING MATTER	9	FIS/07 Medical Physics	3	General disciplines for the training of a doctor	
				BIO/10 Chemistry	6	Structure, function and metabolism of molecules of biological interest	
		BUILDING BODIES	12	BIO/17 Histology	6	Interdisciplinary Clinical Education and Evidence-Based Medicine	
				BIO/16 Anatomy	5	Human morphology	
				BIO/17 Cytology	1	Interdisciplinary Clinical Education and Evidence-Based Medicine	
		BEING A MEDICAL DOCTOR	3	MED/02 History of Medicine	1	Scientific English, language, computer and relational skills, medical pedagogy, advanced and remote information and communication technologies	
				M-FIL/03 Bioethics	1	Similar/Additional	
				M-PED/01 Pedagogy	1	Scientific English, language, computer and relational skills, medical pedagogy, advanced and remote information and communication technologies	
		II sem.	THE CELL: MOLECULES AND PROCESSES	6	BIO/13 Applied biology	6	General disciplines for the training of a doctor
	BODY ARCHITECTURE		11	BIO/16 Anatomy	10	Human morphology	
				MED/36 Radiology	1	Interdisciplinary Clinical Education and Evidence-Based Medicine	
	THE CELL: FUNCTIONS AND CONTROL		9	BIO/10 Biochemistry	6	Structure, function and metabolism of molecules of biological interest	
				BIO/09 Human Physiology	3	Integrated biological functions of human organs, systems and apparati	
	BEING A MEDICAL DOCTOR		3	M-PED/01 Pedagogy	1	Scientific English, language, computer and relational skills, medical pedagogy, advanced and remote information and communication technologies	
				M-PSI/01 General Psychology	1	General disciplines for the training of a doctor	
		M-PSI/08 Clinical Psychology		1	Clinic of medical-surgical specialties		
	Professionalizing activities 1st year	3	Professionalizing activities	3	Clinical training placement		
	II	I sem.	BODY AT WORK 1	12	BIO/09 Human physiology	5	Integrated biological functions of human organs, systems and apparati
					BIO/10 Biochemistry	2	Structure, function and metabolism of molecules of biological interest
BIO/16 Neuroanatomy					3	Human morphology	
FIS/07 Medical physics					2	General disciplines for the training of a doctor	
MOLECULAR MEDICINE AND COMPUTATIONAL BIOLOGY		8	MED/03 Genetics	4	3 General disciplines for the training of a doctor 1 Similar/additional		
			BIO/11 Molecular biology	4	Similar/additional		
MECHANISM OF DISEASES I		9	MED/04 General Pathology and immunology	6	General and molecular pathology, immunopathology, general pathophysiology, microbiology and parasitology		

			<u>MED/07 Microbiology</u>	<u>3</u>	<u>General and molecular pathology, immunopathology, general pathophysiology, microbiology and parasitology</u>	
II sem.	<u>MECHANISM OF DISEASES II</u>	<u>10</u>	<u>MED/04 General Pathology and immunology</u>	<u>7</u>	<u>General and molecular pathology, immunopathology, general pathophysiology, microbiology and parasitology</u>	
			<u>MED/07 Microbiology</u>	<u>3</u>	<u>General and molecular pathology, immunopathology, general pathophysiology, microbiology and parasitology</u>	
	<u>BODY AT WORK 2</u>	<u>13</u>	<u>BIO/09 Human physiology</u>	<u>8</u>	<u>Integrated biological functions of human organs, systems and apparati</u>	
			<u>BIO/16 Anatomy</u>	<u>1</u>	<u>Human morphology</u>	
			<u>BIO/10 Biochemistry</u>	<u>3</u>	<u>Structure, function and metabolism of molecules of biological interest</u>	
		<u>FIS/07 Medical physics</u>	<u>1</u>	<u>General disciplines for the training of a doctor</u>		
<u>Annual</u>	<u>Professionalizing activities 2nd year</u>	<u>2</u>	<u>Professionalizing activities</u>	<u>2</u>	<u>Clinical training placement</u>	
III	I sem.	<u>PATHOLOGY AND DIAGNOSTICS</u>	<u>BIO/12 Clinical Biochemistry</u>	<u>2</u>	<u>Laboratory medicine and integrated diagnostics</u>	
			<u>MED/08 Pathology</u>	<u>4</u>	<u>2 Pathophysiology, clinical methodology, clinical preparatory and medical-surgical systematics</u> <u>2 Anatomopathological disciplines and anatomo-clinical correlations</u>	
			<u>MED/36 Radiology</u>	<u>2</u>	<u>1 Radiological and radiotherapy disciplines</u> <u>1 Similar/additional</u>	
			<u>MED/05 Clinical Pathology</u>	<u>1</u>	<u>Laboratory medicine and integrated diagnostics</u>	
		<u>PHARMACOLOGY</u>	<u>4</u>	<u>BIO/14 Pharmacology</u>	<u>4</u>	<u>Pharmacology, toxicology and principles of medical therapy</u>
		<u>CARDIOVASCULAR DISEASES</u>	<u>6</u>	<u>MED/22 Vascular surgery</u>	<u>1</u>	<u>Clinic of medical-surgical specialties</u>
				<u>MED/11 Cardiovascular diseases</u>	<u>3</u>	<u>Pathophysiology, clinical methodology, clinical preparatory and medical-surgical systematics</u>
				<u>MED/08 Pathology</u>	<u>1</u>	<u>Anatomopathological disciplines and anatomo-clinical correlations</u>
				<u>MED/36 Radiology</u>	<u>1</u>	<u>Radiological and radiotherapy disciplines</u>
		<u>NEPHROLOGY AND UROLOGY</u>	<u>7</u>	<u>MED/14 Nephrology</u>	<u>4</u>	<u>Clinic of medical-surgical specialties</u>
	<u>MED/24 Urology</u>			<u>1</u>	<u>Pathophysiology, clinical methodology, clinical preparatory and medical-surgical systematics</u>	
	<u>MED/08 Pathology</u>			<u>1</u>	<u>Anatomopathological disciplines and anatomo-clinical correlations</u>	
	<u>MED/36 Radiology</u>			<u>1</u>	<u>Radiological and radiotherapy disciplines</u>	
		<u>GENERAL SURGERY</u>	<u>3</u>	<u>MED/18 General Surgery</u>	<u>3</u>	<u>2 Pathophysiology, clinical methodology, clinical preparatory and medical-surgical systematics</u> <u>1 General medical and surgical clinic</u>
	II sem.	<u>HEAD AND NECK</u>	<u>6</u>	<u>MED/28 Odontostomatological</u>	<u>2</u>	<u>Medical-surgical clinic of the sense organs</u>

			<u>Diseases</u>			
			<u>MED/31 Otorhinolaryngologica I Diseases</u>	<u>2</u>	<u>Medical-surgical clinic of the sense organs</u>	
			<u>MED/30 Ophthalmological Diseases</u>	<u>2</u>	<u>Medical-surgical clinic of the sense organs</u>	
			<u>MED/10 Respiratory Diseases</u>	<u>4</u>	<u>Pathophysiology, clinical methodology, clinical preparatory and medical- surgical systematics</u>	
		<u>7</u>	<u>MED/21 Thoracic surgery</u>	<u>1</u>	<u>Clinic of medical-surgical specialties</u>	
			<u>MED/08 Pathology</u>	<u>1</u>	<u>Anatomopathological disciplines and anatomo- clinical correlations Discipline</u>	
			<u>MED/36 Radiology</u>	<u>1</u>	<u>Radiological and radiotherapy disciplines</u>	
		<u>4</u>	<u>BIO/14 Pharmacology</u>	<u>4</u>	<u>1 Pharmacology, toxicology and principles of medical therapy 3 Medical-surgical emergencies</u>	
			<u>M-PSI/01 General Psychology</u>	<u>2</u>	<u>General disciplines for the training of a doctor</u>	
		<u>5</u>	<u>M-PSI/08 Clinical Psychology</u>	<u>3</u>	<u>Clinic of medical-surgical specialties</u>	
			<u>MED/11 Cardiovascular diseases</u>	<u>2</u>	<u>Pathophysiology, clinical methodology, clinical preparatory and medical- surgical systematics</u>	
	<u>Annual</u>	<u>12</u>	<u>Professionalizing Activities</u>	<u>12</u>	<u>Clinical training</u>	
<u>IV</u>	<u>I sem.</u>	<u>8</u>	<u>MED/12 Gastroenterology</u>	<u>5</u>	<u>1 Pathophysiology, clinical methodology, clinical preparatory and medical- surgical systematics 4 Clinic of medical-surgical specialties</u>	
			<u>MED/08 Pathology</u>	<u>1</u>	<u>Interdisciplinary Clinical Education and Evidence-Based Medicine</u>	
			<u>MED/36 Radiology</u>	<u>1</u>	<u>Radiological and radiotherapy disciplines</u>	
			<u>MED/18 General Surgery</u>	<u>1</u>	<u>Pathophysiology, clinical methodology, clinical preparatory and medical- surgical systematics</u>	
		<u>6</u>	<u>MED/13 Endocrinology</u>	<u>4</u>	<u>2 Clinic of medical-surgical specialties 2 Motor activity and wellness medicine</u>	
			<u>MED/08 Pathology</u>	<u>1</u>	<u>Interdisciplinary Clinical Education and Evidence-Based Medicine</u>	
			<u>MED/36 Radiology</u>	<u>1</u>	<u>Radiological and radiotherapy disciplines</u>	
		<u>6</u>	<u>MED/33 Orthopedics</u>	<u>4</u>	<u>Medical-surgical clinic of the locomotor system</u>	
			<u>MED/34 Rehabilitation Medicine</u>	<u>1</u>	<u>Medical-surgical clinic of the locomotor system</u>	
			<u>MED/36 Radiology</u>	<u>1</u>	<u>Similar/additional</u>	
		<u>4</u>	<u>MED/01 Biostatistics</u>	<u>4</u>	<u>Scientific English, language, computer and relational skills, medical pedagogy, advanced and remote information and communication technologies</u>	
		<u>II sem.</u>	<u>4</u>	<u>MED/16 Reumatology</u>	<u>2</u>	<u>Clinic of medical-surgical specialties</u>
				<u>MED/35 Dermatology</u>	<u>2</u>	<u>Interdisciplinary Clinical</u>

					<u>Education and Evidence-Based Medicine</u>	
		<u>INFECTIOUS DISEASES</u>	<u>6</u>	<u>MED/07 Clinical Microbiology</u>	<u>1</u>	<u>Laboratory medicine and integrated diagnostics</u>
				<u>MED/17 Infectious diseases</u>	<u>5</u>	<u>Interdisciplinary Clinical Education and Evidence-Based Medicine</u>
		<u>PUBLIC HEALTH AND ENVIRONMENTAL MEDICINE</u>	<u>11</u>	<u>MED/44 Occupational Medicine</u>	<u>4</u>	<u>Interdisciplinary Clinical Education and Evidence-Based Medicine</u>
				<u>MED/42 Public Health</u>	<u>5</u>	<u>Medicine and public health and work environments and forensic sciences</u>
				<u>SECS-P/06 Applied economics</u>	<u>2</u>	<u>Humanities, health policy and health management</u>
		<u>INFORMATICS AND DATA SCIENCE</u>	<u>4</u>	<u>INF/01 Informatics</u>	<u>2</u>	<u>Scientific English, language, computer and relational skills, medical pedagogy, advanced and remote information and communication technologies</u>
				<u>BIO/11 Computational biology</u>	<u>2</u>	<u>Similar/additional</u>
	<u>Annual</u>	<u>Professionalizing Activities 4th year</u>	<u>13</u>	<u>Professionalizing Activities</u>	<u>13</u>	<u>Clinical training</u>
<u>V</u>	<u>I sem.</u>	<u>CLINICAL NEUROSCIENCE</u>	<u>9</u>	<u>MED/26 Neurology</u>	<u>5</u>	<u>Neurological disciplines</u>
				<u>MED/27 Neurosurgery</u>	<u>1</u>	<u>Neurological disciplines</u>
				<u>MED/37 Neuroradiology</u>	<u>1</u>	<u>Neurological disciplines</u>
				<u>BIO/16 Neuroanatomy</u>	<u>1</u>	<u>Human morphology</u>
				<u>BIO/09 Neurophysiology</u>	<u>1</u>	<u>Integrated biological functions of human organs, systems and apparati</u>
		<u>MENTAL HEALTH</u>	<u>7</u>	<u>MED/25 Psychiatry</u>	<u>4</u>	<u>Psychiatric Clinic and Behavioral Disciplines</u>
				<u>M-PSI/08 Clinical psychology</u>	<u>1</u>	<u>Psychiatric Clinic and Behavioral Disciplines</u>
				<u>BIO/14 Pharmacology</u>	<u>2</u>	<u>Interdisciplinary Clinical Education and Evidence-Based Medicine</u>
		<u>PATIENT MANAGEMENT</u>	<u>6</u>	<u>MED/09 Internal Medicine</u>	<u>3</u>	<u>General medical and surgical clinic</u>
				<u>MED/18 General surgery</u>	<u>2</u>	<u>General medical and surgical clinic</u>
	<u>MED/34 Rehabilitation Medicine</u>			<u>1</u>	<u>Community Medicine</u>	
	<u>II sem.</u>	<u>PATIENT MANAGEMENT</u>	<u>5</u>	<u>MED/09 Internal medicine</u>	<u>3</u>	<u>General medical and surgical clinic</u>
				<u>MED/18 General surgery</u>	<u>2</u>	<u>General medical and surgical clinic</u>
		<u>PEDIATRICS</u>	<u>6</u>	<u>MED/38 Pediatrics</u>	<u>5</u>	<u>Pediatric disciplines</u>
				<u>MED/39 Infant Neuropsychiatry</u>	<u>1</u>	<u>Pediatric disciplines</u>
		<u>OBSTETRICS AND GYNECOLOGY</u>	<u>5</u>	<u>MED/40 Obstetrics and Gynecology</u>	<u>5</u>	<u>Obstetric-gynecological disciplines, reproductive medicine and medical sexology</u>
		<u>BLOOD DISEASES</u>	<u>6</u>	<u>MED/15 Blood Diseases</u>	<u>4</u>	<u>Clinic of medical-surgical specialties</u>
				<u>MED/08 Pathology</u>	<u>1</u>	<u>Anatomopathological disciplines and anatomoclinical correlations</u>
				<u>MED/36 Radiology and Radiotherapy</u>	<u>1</u>	<u>Similar/additional</u>
		<u>CLINICAL AND MOLECULAR ONCOLOGY</u>	<u>5</u>	<u>MED/06 Medical Oncology</u>	<u>4</u>	<u>Pathophysiology, clinical methodology, clinical preparatory and medical-surgical systematics</u>
<u>MED/36 Radiology and Radiotherapy</u>				<u>1</u>	<u>Interdisciplinary Clinical Education and Evidence-Based Medicine</u>	
	<u>Annual</u>	<u>Professionalizing</u>	<u>20</u>	<u>Professionalizing Activities</u>	<u>10</u>	<u>Clinical training</u>

	<u>Annual</u>	<u>Activities 5th year</u>		<u>Assessed Clinical training</u>	<u>10</u>	<u>Additional activities</u>
<u>VI</u>	<u>I sem.</u>	<u>EMERGENCIES</u>	<u>4</u>	<u>MED/18 General Surgery</u>	<u>1</u>	<u>General medical and surgical clinic</u>
				<u>MED/09 Internal Medicine</u>	<u>1</u>	<u>General medical and surgical clinic</u>
				<u>MED/41 Anesthesiology</u>	<u>2</u>	<u>Medical-surgical emergencies</u>
		<u>FORENSIC MEDICINE AND BIOETHICS</u>	<u>4</u>	<u>M-FIL/03 Bioethics</u>	<u>1</u>	<u>Similar/additional</u>
				<u>MED/43 Forensic Medicine</u>	<u>3</u>	<u>Medicine and public health and work environments and forensic sciences</u>
		<u>PATIENT MANAGEMENT</u>	<u>10</u>	<u>MED/01 Clinical epidemiology and applied biostatistics (Biostatistics)</u>	<u>2</u>	<u>Scientific English, language, computer and relational skills, medical pedagogy, advanced and remote information and communication technologies</u>
				<u>MED/09 Internal Medicine</u>	<u>4</u>	<u>2 General medical and surgical clinic</u> <u>1 Pharmacology, toxicology and principles of medical therapy</u> <u>1 Community medicine</u>
				<u>MED/18 General Surgery</u>	<u>3</u>	<u>General medical and surgical clinic</u>
				<u>MED/41 Anesthesiology</u>	<u>1</u>	<u>Medical-surgical emergencies</u>
		<u>Professionalizing Activities 6th year</u>	<u>10</u>	<u>Professionalizing Activities</u>	<u>5</u>	<u>Clinical training</u>
<u>Assessed Clinical training</u>	<u>5</u>			<u>Assessed Clinical training for a license to practice the medical profession</u>		
<u>I-VI</u>	<u>-</u>	<u>Elective courses</u>	<u>8</u>	<u>-</u>	<u>-</u>	<u>Chosen by the student</u>
<u>VI</u>	<u>-</u>	<u>Final exam</u>	<u>18</u>	<u>-</u>	<u>-</u>	<u>Final Exam</u>



