REGOLAMENTO DIDATTICO DEL CORSO DI STUDIO

MEDICINA E CHIRURGIA IN LINGUA INGLESE

CLASSE LM-41 (CICLO UNICO)

Scuola: MEDICINA E CHIRURGIA

Dipartimento: SCIENZE MEDICHE TRASLAZIONALI

Regolamento in vigore a partire dall'a.a 2024-25

ACRONIMI

CCD	Commissione di Coordinamento Didattico
CdS	Corso/i di Studio
CPDS	Commissione Paritetica Docenti-Studenti
OFA	Obblighi Formativi Aggiuntivi
SUA-CdS	Scheda Unica Annuale del Corso di Studio
RDA	Regolamento Didattico di Ateneo

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Art. 1
Oggetto

1. Il presente Regolamento disciplina gli aspetti organizzativi del Corso di Studio in MEDICINA E CHIRURGIA IN LINGUA INGLESE (classe LM-41) (nome del corso in inglese: Medicine and Surgery). Il corso si tiene in lingua inglese. Il Corso di Studio in Medicina e Chirurgia afferisce al Dipartimento di Scienze Mediche Traslazionali (DISMET). Ad esso concorrono inoltre i Dipartimenti di Neuroscienze e Scienze Riproduttive e Odontostomatologiche, Scienze Biomediche Avanzate, Sanità Pubblica, Medicina Molecolare e Biotecnologie Mediche, Medicina Clinica e Chirurgia, tutti afferenti alla Scuola di Medicina e Chirurgia, Università degli Studi di Napoli Federico II.

2. Il CdS è retto dalla Commissione di Coordinamento Didattico (CCD), ai sensi dell'Art. 4 del RDA.
   Il gruppo di Gestione della Qualità, costituito con delibera della CCD, è costituito dal Coordinatore del Corso, tre docenti, un funzionario tecnico amministrativo e da un rappresentante degli studenti. I nominativi sono indicati nella Scheda Unica Annuale del corso (SUA).
   La CCD si avvale di
   Commissione Tecnica di Programmazione didattico - pedagogica (CTP), con fini istruttori e consultivi, ai fini di: a) Fornire supporto pedagogico alle decisioni organizzative; b) Predisporre l'organizzazione e la programmazione didattica; c) Organizzare e realizzare i processi di assicurazione della qualità nell'ambito del Corso di laurea; d) Promuovere attività di aggiornamento didattico - pedagogico dei docenti. La CTP è presieduta dal Coordinatore del Corso di Laurea ed è composta da: i Coordinatori degli Insegnamenti; n. 2 Studenti; n. 1 unità di personale tecnico-amministrativo afferente all'Ufficio della didattica del DISMET e altre figure qualificate in relazione alle necessità, opportunità e risorse del CdS. I Componenti della CTP sono designati dal CCD su proposta del Coordinatore del Corso di laurea.
   Gruppo di Riesame (**GRIE**) Il Gruppo di Riesame ha il compito di redigere annualmente una Scheda di Monitoraggio Annuale (SMA) ed il Rapporto di Riesame Ciclico (RRC), in accordo con la periodicità stabilita dalle linee guida ANVUR.
   L'Attività di monitoraggio sull'offerta formativa è svolta dalla **Commissione Paritetica Docenti Studenti (CPDS)** del DISMET i cui ruoli sono incompatibili con quelli della CTP.

3. Il Regolamento è emanato in conformità alla normativa vigente in materia, allo Statuto dell'Università di Napoli Federico II e al Regolamento Didattico di Ateneo.

Art. 2
Obiettivi formativi del Corso

Ai fini del raggiungimento degli obiettivi didattici, il corso di laurea magistrale a ciclo unico prevede 360 CFU complessivi, articolati su sei anni di corso, di cui 60 da acquisire in attività formative volte alla maturazione di specifiche capacità professionali (TAF F), 8 CFU da acquisire in attività a scelta (ADE) da parte dello studente, per i quali la struttura didattica formula agli studenti un articolato e congruo numero di proposte e 18 CFU per l'elaborazione della tesi di laurea.
Il corso è organizzato in 12 semestri per un totale di 34 insegnamenti. A questi sono assegnati specifici CFU dal Consiglio della struttura didattica in osservanza di quanto previsto nella tabella delle attività formative indispensabili.

A ogni CFU corrisponde un impegno-studente di 25 ore, di cui di norma 12 ore di lezione frontale, oppure 12 ore di laboratorio o esercitazione guidata, oppure 20 ore di studio assistito all'interno della struttura didattica e del territorio nelle diverse tipologie indicate nel regolamento didattico. A ogni CFU professionalizzante corrispondono 25 ore di lavoro per studente, di cui 20 ore di attività professionalizzante con guida del docente su piccoli gruppi all'interno della struttura didattica e del territorio e 5 ore di rielaborazione individuale delle attività apprese.

La missione del Corso di Laurea Magistrale a ciclo unico in lingua inglese s'identifica con la formazione di un medico a livello professionale iniziale con una cultura biomedico-psicosociale, che possieda una visione multidisciplinare e integrata dei problemi della salute e della malattia, con un'educazione orientata alla comunità e fondamentalmente alla prevenzione della malattia e alla promozione della salute, e con una cultura umanistica nei suoi risvolti di interesse medico sia in un contesto nazionale che internazionale. Tale missione specifica risponde in maniera più adeguata alle nuove esigenze di cura e salute, in quanto centrata non soltanto sulla malattia, ma soprattutto sull'uomo ammalato, considerato nella sua globalità di soma e psiche e inserito nel contesto sociale. La formazione medica così orientata è inoltre vista come il primo segmento di un'educazione che deve durare nel tempo, e in quest'ottica sono state calibrate le conoscenze che lo studente deve acquisire in questa fase, dando giusta importanza all'autoapprendimento, alle esperienze non solo in Ospedale ma anche nel territorio, all'epidemiologia, per lo sviluppo del ragionamento clinico e della cultura della prevenzione.

Le caratteristiche qualificanti del medico che si intende formare comprendono:

1) Buona capacità al contatto umano (communication skills);
2) Capacità di autoapprendimento e di autovalutazione (continuing education);
3) Abilità ad analizzare e risolvere in piena autonomia i problemi connessi con la pratica medica insieme ad una buona pratica clinica basata sulle evidenze scientifiche (evidence based medicine);
4) Abitudine all'aggiornamento costante delle conoscenze e delle abilità, ed il possesso delle basi metodologiche e culturali atte all'acquisizione autonoma ed alla valutazione critica delle nuove conoscenze ed abilità (continuing professional development);
5) Buona pratica di lavoro interdisciplinare ed interprofessionale (interprofessional education);
6) Conoscenza approfondita dei fondamenti metodologici necessari per un corretto approccio alla ricerca scientifica in campo medico, insieme all'uso autonomo delle tecnologie informatiche.

Il progetto didattico specifico, il metodo di insegnamento

Le parole chiave del metodo didattico adottato, utili al raggiungimento delle caratteristiche qualificanti attese, prevedono l'integrazione orizzontale e verticale dei saperi, un metodo di insegnamento basato su una solida base culturale e metodologica conseguita nello studio delle discipline pre-cliniche e in seguito prevalentemente centrato sulla capacità di affrontare problemi (problem oriented learning), il contatto precoce con il paziente, una buona acquisizione dell'abilità clinica insieme ad una buona acquisizione dell'abilità al contatto umano.

E' stata quindi pianificata un'organizzazione didattica fortemente integrata, flessibile e modificabile, vero e proprio laboratorio di sperimentazione scientifica, con l'intenzione di promuovere negli studenti la capacità di acquisire conoscenze non in modo frammentario bensì integrato, e di mantenerle vive non solo a breve ma anche a più lungo termine. Lo studente è quindi considerato perno del processo formativo, sia nella progettazione didattica che nel miglioramento dell'intero curriculum, allo scopo di potenziarne l'autonomia d'iniziativa. Una solida base di conoscenza clinica è inoltre assicurata allo studente attraverso l'organizzazione di tirocini certificati basati sulla didattica tutoriale, insieme con una forte comprensione del metodo medico-scientifico e delle scienze umane.

Una vera competenza professionale si raggiunge, a nostro avviso, solo dopo una lunga consuetudine al contatto col paziente, che viene promossa sin dal primo anno di corso ed integrata alle scienze di base e cliniche, lungo tutto il loro percorso formativo attraverso un ampio utilizzo delle attività tutoriali.
Nel progetto didattico del nostro corso di laurea magistrale viene proposto il giusto equilibrio d'integrazione tra:
1) scienze di base, che debbono essere ampie e prevedere la conoscenza della biologia evoluzionistica e della complessità biologica finalizzata alla conoscenza della struttura e funzione dell'organismo umano in condizioni normali, ai fini del mantenimento delle condizioni di salute, 2) pratica medica clinica e metodologica, che deve essere particolarmente solida, attraverso un ampio utilizzo della didattica tutoriale capace di trasformare la conoscenza teorica in vissuto personale e di costruire la propria scala di valori e interessi, 3) scienze umane, che debbono costituire un bagaglio utile a raggiungere la consapevolezza dell'essere medico.
Molti dei contenuti essenziali del nostro Progetto Didattico anticipano e integrano le European specifications for global standards in medical education della World Federation on Medical Education in tema di standard internazionali di base e di sviluppo della qualità nel campo dell'educazione biomedica (WFME Office, University of Copenhagen, 2007).
Le caratteristiche peculiari del Corso di Laurea in Medicina e Chirurgia in lingua inglese finalizzate al raggiungimento degli obiettivi specifici sono così sintetizzate:
1) Nell'ambito di quanto previsto dalla legislazione vigente, la programmazione degli obiettivi, dei programmi e dell'insegnamento è multidisciplinare.
2) Il metodo d'insegnamento attuato è interattivo e multidisciplinare, con l'integrazione quotidiana di scienze di base e discipline cliniche e un precoce coinvolgimento clinico degli studenti, che vengono subito orientati ad un corretto approccio con il paziente (sin dal I anno di corso, con l'anamnesi psico-sociale al letto del paziente, e nel II anno di corso con l'acquisizione delle tecniche di BLS, come tirocinio professionalizzante organizzato come attività guidata tutoriale con certificazione del livello di abilità nel I e II anno di corso). I problemi delle scienze di base e quelli d'ambito clinico sono quindi affrontati in tutti gli anni di corso (total integration model), anche se in proporzioni diverse, ma con una visione unitaria e fortemente integrata, anche attraverso l'uso di didattica a più voci.
3) Scelta degli obiettivi specifici dei corsi di base fatta prioritariamente sulla rilevanza di ciascun obiettivo nel quadro della biologia umana, e sulla propedeuticità rispetto alle tematiche cliniche attuali o prevedibili, con particolare attenzione alla componente riguardante la metodologia scientifica.
4) Scelta degli obiettivi specifici dei corsi caratterizzanti fatta prioritariamente sulla base della prevalenza epidemiologica, dell'urgenza di intervento, della possibilità di intervento, della gravità e della esemplarità didattica. È prevista inoltre la valorizzazione della frequenza nei reparti ospedalieri e negli ambulatori delle strutture territoriali e la valorizzazione del rapporto con il paziente, anche sotto l'aspetto psicologico.
5) Il processo d'insegnamento si avvale, potenziandone l'uso, dei moderni strumenti didattici, costituiti dal sistema tutoriale, dal trigger clinico, dal problem oriented learning, dall'experiencial learning, dal problem solving, dal decision making e dall'ampio utilizzo di seminari e conferenze.
6) Sono utilizzati in maniera preponderante docenti tutori che collaborano al processo formativo dello studente con funzioni di insegnamento (tutori di area) e di supporto (tutori personali) agli studenti.
7) Particolare attenzione è posta riguardo all'acquisizione delle abilità pratiche, tramite:
A. il coinvolgimento nella pianificazione di una ricerca di base nei primi tre anni di corso;

B. l'apprendimento delle basi semeiologiche delle scienze cliniche al letto del malato e nei laboratori nel periodo intermedio (tirocinio professionalizzante organizzato come attività guidata tutoriale con certificazione del livello di abilità);
C. la frequenza delle corsie e degli ambulatori universitari e territoriali, come quelli dei Medici di Medicina Generale, per il completamento del tirocinio clinico negli ultimi anni del corso e il periodo d'internato ai fini della preparazione della tesi di laurea;
D. partecipazione a programmi di ricerca nel periodo di internato ai fini della preparazione della tesi di laurea.

8) Particolare attenzione è data all'implementazione della conoscenza della Lingua Inglese;
9) Particolare attenzione è data alle metodologie informatiche e multimediali anche attraverso esperienze di e-learning, teledidattica e telemedicina, ed al corretto uso delle fonti bibliografiche.
10) Istituzione di un corso integrato pluriennale di 'Metodologia Clinica-Scienze Umane (Metodologie)'. Tale corso accompagna lo studente lungo l'intero percorso formativo (I-VI anno).
11) Istituzione di un corso integrato di 'Medicina traslazionale' con la finalità di espandere la conoscenza dell'applicazione clinica dei risultati ottenuti dalla ricerca condotta nelle discipline di base.
12) La valutazione degli studenti avviene anche attraverso verifiche in itinere (prove di autovalutazione e colloqui intermedi), relazioni scritte degli studenti su temi assegnati, ed attraverso la valutazione del profilo complessivo elaborato in base a criteri predefiniti. Le prove d'esame possono essere articolate- oltre che nelle tradizionali modalità dell'esame orale o scritto- anche in una sequenza di items utili a verificare le conoscenze acquisite (knows e knows how) come i test a scelta multipla o le risposte brevi scritte organizzati su problemi o casi clinici a carattere interdisciplinare, seguiti da esami utili ad accertare le competenze cliniche acquisite, tipo l'Objective Structured Clinical Examination (shows how) o tipo il mini-Clinical Evaluation Exercise, il Direct Observation of Procedural Skills e l'uso del Portfolio (does). Come regola generale valida per tutti i corsi integrati, le valutazioni formali si baseranno su prove scritte eventualmente seguite da prove orali. È utilizzato, aderendo alla sperimentazione su scala nazionale, il Progress Test tipo Maastricht nella valutazione degli studenti, per valutare l'effettiva competenza raggiunta.

Art. 3
Profilo professionale e sbocchi occupazionali

Medico Chirurgo

Funzione in un contesto di lavoro: Si richiede sempre più alle Università di verificare e promuovere competenze di natura generalista (problem solving, critical thinking, ability to communicate), oltre che quelle specialistiche. Nell'ambito di queste ultime il laureato in Medicina e Chirurgia in lingua inglese deve essere dotato di solide competenze conoscitive ma anche di valide competenze operative pratiche, nonché di adeguate competenze relazionali che gli consentano di avere un rapporto corretto con il paziente e con tutti gli operatori dell'area sanitaria; capace di integrare le competenze conoscitive e relazionali acquisite e di accostarsi al paziente con un approccio olistico.
Il medico nell'esercizio della professione deve attenersi alle conoscenze scientifiche e ispirarsi ai valori etici fondamentali, assumendo come principio il rispetto della vita, della salute fisica e psichica ed il sollievo della sofferenza nel rispetto della libertà e della dignità della persona umana, senza alcuna discriminazione.
Competenze associate alla funzione: Il laureato magistrale in Medicina e Chirurgia esercita la professione medica nell'ambito delle norme e delle definizioni stabilite dall'Unione Europea. I laureati in Medicina e Chirurgia svolgono l'attività di medico – chirurgo nei vari ruoli ed ambiti professionali clinici, sanitari e biomedici.

La laurea magistrale in Medicina e Chirurgia costituisce requisito di accesso alle scuole di specializzazione di area medica. Inoltre, consente l'accesso ad altri studi di terzo ciclo quali Dottorato di ricerca e Master universitario di II livello.

Sbocchi occupazionali:
Gli sbocchi occupazionali normalmente offerti al laureato magistrale in Medicina e Chirurgia in lingua inglese sono forniti da:

- Sistema Sanitario Nazionale;
- Università e Centri di ricerca;
- Attività libero-professionale;
- Istituzioni pubbliche e private;
- Organizzazioni sanitarie e umanitarie nazionali e internazionali.

Art.4
Requisiti di ammissione e conoscenze richieste per l'accesso al Corso di Studio[1]

Possono essere ammessi al Corso di laurea magistrale a ciclo unico in Medicina e Chirurgia in lingua inglese candidati dei paesi UE e dei paesi non UE di cui all'articolo 26, della legge n. 189/2002 e i candidati dei paesi non UE residenti all'estero che siano in possesso di Diploma di Scuola media superiore o di titolo estero equipollente.
È auspicabile che lo studente che si voglia immatricolare al Corso di laurea magistrale a ciclo unico in Medicina e Chirurgia in lingua inglese sia dotato di conoscenza della lingua inglese di livello almeno intermedio, buona capacità al contatto umano, buona capacità al lavoro di gruppo, abilità a identificare, analizzare e risolvere i problemi, abilità ad acquisire autonomamente nuove conoscenze ed informazioni, buona capacità di valutazione critica (Maastricht, 1999). Oltre alle conoscenze scientifiche utili per l'arruolamento al primo anno di Corso, si auspica vi siano valide componenti motivazionali a intraprendere una carriera professionale in una dimensione sovranazionale, in coerenza con le responsabilità sociali richieste dalle Istituzioni europee e extraeuropee.

Il Corso di Laurea predisporrà speciali programmi didattici integrativi (corsi di sostegno/recupero) allo scopo di colmare eventuali lacune degli studenti.

Art.5
Modalità per l'accesso al Corso di Studio

Il numero di Studenti ammessi al Corso di laurea magistrale a ciclo unico in Medicina e Chirurgia in lingua inglese è definito in base alla programmazione nazionale e alla disponibilità di personale docente, di strutture didattiche (aule, laboratori) e di strutture assistenziali utilizzabili per la conduzione delle Attività Formative Professionalizzanti (AFP), coerentemente con le raccomandazioni dell'Advisory Committee on Medical Training dell'Unione Europea, applicando i parametri e le direttive predisposti dall'Ateneo e sentito il parere consultivo della Scuola di Medicina e Chirurgia.

Il numero programmato di accessi al primo anno di Corso è definito ai sensi della Legge 264/1999 e successive modifiche ed integrazioni. Gli argomenti della prova di ammissione sono stabiliti annualmente da apposito Decreto Ministeriale avvalendosi di Cambridge Assessment. La selezione dei candidati sarà effettuata in base alla normativa nazionale sull' ingresso ai corsi di Medicina.

[1] Artt. 7, 13, 14 del Regolamento Didattico di Ateneo.

L'esame per la selezione è definito dalla normativa nazionale e sotto il controllo regolamentare del Ministero dell'Istruzione, dell'Università e della Ricerca italiano.

Art.6
Attività didattiche e Crediti Formativi Universitari

Ogni attività formativa prescritta dall'ordinamento del CdS viene misurata in crediti formativi universitari (CFU). Ogni CFU corrisponde convenzionalmente a 25 ore di impegno formativo complessivo[2] per ciascuno studente e comprende le ore di attività didattica per lo svolgimento dell'insegnamento e le ore riservate allo studio personale o ad altre attività formative di tipo individuale.

Ai fini del raggiungimento degli obiettivi didattici, il Corso di laurea magistrale a ciclo unico prevede 360 CFU complessivi, articolati su sei anni di Corso, di cui almeno 60 da acquisire in attività formative volte alla maturazione di specifiche capacità professionali (TAF F), 8 CFU da acquisire in attività a scelta dello studente (TAF C, Attività Didattiche Elettive, ADE), 18 CFU per l'elaborazione della tesi di laurea. Per il Corso di Studio oggetto del presente Regolamento, le ore di attività didattica per lo svolgimento dell'insegnamento per ogni CFU, stabilite in relazione al tipo di attività formativa, sono le seguenti[3]:

Ogni CFU corrisponde a 25 ore di impegno dello studente di cui:

1. non più di 12.5 ore per le attività didattiche frontali (ADF, Lectures) e per le attività didattiche interattive (ADI) teorico-pratiche (Grand Rounds, Seminars, Problem Based Learning);
2. 25 ore per le attività formative professionalizzanti TAF F (AFP, Clinical and Laboratory Rotations, "Science to help patients" Case studies);
3. 16 ore per ogni CFU per le attività a scelta (ADE) (TAF C)

Le restanti ore di studio autonomo necessarie per il completamento della sua formazione (Active Learning, Communication Skills Lab, Identification of Cllinical pririties Lab, Formative Feedback, Writing a Cllinical Report/diaries, Medical Humanities).

Per le attività di Tirocinio e di preparazione della tesi, un CFU corrisponde a 25 ore di impegno formativo per ciascuno studente[4]. I "Tirocini professionalizzanti" (*Clinical Clerkships*) sono attività formative obbligatorie corrispondenti a 60 CFU (1500 ore di lavoro dello studente) distribuiti nell'arco dei sei anni e che consentono di acquisire la specifica professionalità

Per il conseguimento della Laurea abilitante sono previsti dei tirocini 15 CFU di Tirocinio Pratico-Valutativo nelle seguenti aree:

1. Area Medica (5 CFU) (Medical TPVES);
2. Area Chirurgica (5 CFU) (Surgical TPVES);
3. Area della Medicina DI BASE (5 CFU) (Generalist TPVES).

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[2] Secondo l'Art. 5, c. 1 del DM 270/2004 "Al credito formativo universitario corrispondono 25 ore di impegno complessivo per studente; con decreto ministeriale si possono motivatamente determinare variazioni in aumento o in diminuzione delle predette ore per singole classi, entro il limite del 20 per cento".

[3] Il numero di ore tiene conto delle indicazioni presenti nell'Art. 6, c. 5 del RDA: "Per ogni CFU, delle 25 ore complessive, la quota da riservare alle attività per lo svolgimento dell'insegnamento deve essere: a) compresa tra le 5 e le 10 ore per le lezioni e le esercitazioni; b) compresa tra le 5 e le 10 ore per le attività seminariali; c) compresa tra le 8 e le 12 ore per le attività di laboratorio o attività di campo. Sono, in ogni caso, fatti salvi in cui siano previste attività formative ad elevato contenuto sperimentale o pratico, diverse disposizioni di Legge o diverse determinazioni previste dai DD.MM.".

[4] Per l'attività di Tirocinio (DM interministeriale 142/1998), fatte salve ulteriori specifiche disposizioni, il numero di ore di lavoro pari a 1 CFU non possono essere inferiori a 25.

L'organizzazione dei "tirocini professionalizzanti abilitanti" sarà demandata ad apposita disciplina di dettaglio.
I CFU corrispondenti a ciascuna attività formativa sono acquisiti dallo studente con il soddisfacimento delle modalità di verifica del profitto (esame, idoneità) indicate nella Scheda relativa all'insegnamento/attività.
Per tutti gli insegnamenti integrati in più moduli, ad es. modulo 1 (1^ semestre) e modulo 2 (2^ semestre), i crediti saranno acquisiti dallo studente solo dopo il superamento dell'esame finale, nel quale lo studente dovrà avere la possibilità di sostenere contestualmente le verifiche/esami per entrambi i moduli.

Art.7
Articolazione delle modalità di insegnamento

L'attività didattica viene svolta in modalità "convenzionale".
La CCD delibera eventualmente attività didattiche offerte "on-line" in casi in cui lo studente è formalmente impossibilitato a seguire "in presenza" previa verifica della documentazione necessaria.
Informazioni dettagliate sulle modalità di svolgimento di ciascun insegnamento sono presenti nelle schede degli insegnamenti.

Art. 8
Prove di verifica delle attività formative[5]

1. La Commissione di Coordinamento Didattico, nell'ambito dei limiti normativi previsti[6], stabilisce il numero degli esami e le altre modalità di valutazione del profitto che determinano l'acquisizione dei crediti formativi universitari. Gli esami sono individuali e possono consistere in prove scritte, orali, pratiche, grafiche, tesine, colloqui o combinazioni di tali modalità.
2. Le modalità di svolgimento delle verifiche pubblicate nelle schede insegnamento e il calendario degli esami saranno resi noti agli studenti prima dell'inizio delle lezioni sul sito web del CdS[7].
3. Lo svolgimento degli esami è subordinato alla relativa prenotazione che avviene in via telematica. Qualora lo studente non abbia potuto procedere alla prenotazione per ragioni che il Presidente della Commissione considera giustificate, lo studente può essere egualmente ammesso allo svolgimento della prova d'esame, in coda agli altri studenti prenotati.
4. Prima della prova d'esame, il Presidente della Commissione accerta l'identità dello studente, che è tenuto ad esibire un documento di riconoscimento in corso di validità e munito di fotografia.

[5] Art. 22 del Regolamento Didattico di Ateneo.
[6] Ai sensi dei DD.MM. 16.3.2007 in ciascun Corso di Studio gli esami o prove di profitto previsti non possono essere più di 20 (lauree; Art. 4. c. 2), 12 (lauree magistrali; Art. 4,c. 2), 30 (lauree a ciclo unico quinquennali) o 36 (lauree a ciclo unico sessennali; Art. 4 c. 3). Ai sensi del Regolamento Didattico di Ateneo, Art.13 c. 4, per i Corsi di Laurea, "restano escluse dal conteggio le prove che costituiscono un accertamento di idoneità relativamente alle attività di cui all'Art. 10 c. 5 lettere c), d) ed e) del D.M. n. 270/2004 ivi compresa la prova finale per il conseguimento del titolo di studio". Per i Corsi di Laurea Magistrale e Magistrale a ciclo unico, invece, ai sensi del Regolamento Didattico di Ateneo, Art.14 c. 7, "restano escluse dal conteggio degli esami le prove che costituiscono un accertamento di profitto relativamente alle attività di cui all'Art. 10 c. 5 lettere d) ed e) del D.M. n. 270/2004; l'esame finale per il conseguimento della Laurea Magistrale e Magistrale a ciclo unico rientra nel computo del numero massimo di esami".
[7] Si richiama l'Art. 22 c. 8 del RDA in base al quale "il Dipartimento o la Scuola cura che le date per le verifiche di profitto siano pubblicate sul portale con congruo anticipo che di norma non può essere inferiore a 60 giorni prima dell'inizio di ciascun periodo didattico e che sia previsto un adeguato periodo di tempo per l'iscrizione all'esame che deve essere di norma obbligatoria".

5. La valutazione a seguito di esame è espressa con votazione in trentesimi, l'esame è superato con la votazione minima di diciotto trentesimi, la votazione di trenta trentesimi può essere accompagnata dalla lode per voto unanime della Commissione. La valutazione a seguito di verifiche del profitto diverse dall'esame è espressa con un giudizio di idoneità.
6. Le prove orali di esame sono pubbliche, nel rispetto della normativa vigente in materia di sicurezza. Qualora siano previste prove scritte, il candidato ha il diritto di prendere visione del/i proprio/i elaborato/i dopo la correzione.
7. Le Commissioni d'esame sono disciplinate dal Regolamento Didattico di Ateneo[8].

Art. 9
Struttura del corso e piano degli studi

1. La durata legale del Corso di Studio è di 6 anni
   Lo studente dovrà acquisire 360 CFU[9], riconducibili alle seguenti Tipologie di Attività Formative (TAF):
   A) di base,
   B) caratterizzanti,
   C) affini o integrative,
   D) scelta dello studente[10],
   E) per la prova finale,
   F) ulteriori attività formative (Attività formative professionalizzanti-CLINICAL CLERKSHIP).
2. La laurea si consegue dopo avere acquisito 360 CFU con il superamento degli esami, in numero non superiore a 36, ivi compreso l'esame finale, e lo svolgimento delle altre attività formative.
   Fatta salva diversa disposizione dell'ordinamento giuridico degli studi universitari, ai fini del conteggio si considerano gli esami sostenuti nell'ambito delle attivitàdi base, caratterizzanti e affini o integrative nonché nell'ambito delle attività autonomamente scelte dallo studente (TAF D). Gli esami o valutazioni di profitto relativi alle attività autonomamente scelte dallo studente possono essere considerate nel computo complessivo corrispondenti a una unità[11]. Restano escluse dal conteggio le prove che costituiscono un accertamento di idoneità relativamente alle attività di cui all'Art. 10 comma 5 lettere c), d) ed e) del D.M. 270/2004[12].

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[8]Si richiama l'Art. 22, c. 4 del RDA in base al quale "le Commissioni di esame e delle altre verifiche di profitto sono nominate dal Direttore del Dipartimento o dal Presidente della Scuola quando previsto dal Regolamento della stessa. È possibile delegare tale funzione al Coordinatore della CCD. Le Commissioni sono composte dal Presidente ed eventualmente da altri docenti o cultori della materia. Per gli insegnamenti attivi, il Presidente è il titolare dell'insegnamento ed in tal caso la Commissione delibera validamente anche in presenza del solo Presidente. Negli altri casi, il Presidente è un docente individuato all'atto della nomina della Commissione. Alla valutazione collegiale complessiva del profitto a conclusione di un insegnamento integrato partecipano i docenti titolari dei moduli coordinati e il Presidente è individuato all'atto della nomina della Commissione".

[9] Il numero complessivo di CFU per l'acquisizione del relativo titolo deve essere così inteso: laurea a ciclo unico sessennale, 360 CFU; laurea a ciclo unico quinquennale, 300 CFU; laurea triennale, 180 CFU; laurea magistrale, 120 CFU.

[10] Corrispondenti ad almeno 12 CFU per le lauree triennali e ad almeno 8 CFU per le lauree magistrali (Art. 4, c. 3 del D.M. 16.3.2007).

[11] Art. 4, c. 2 dell'Allegato 1 al D.M. 386/2007.

[12] Art. 10, c. 5 del D.M. 270/2004: "Oltre alle attività formative qualificanti, come previsto ai commi 1, 2 e 3, i Corsi di Studio dovranno prevedere: a) attività formative autonomamente scelte dallo studente purché coerenti con il progetto formativo [TAF D]; b) attività formative in uno o più ambiti disciplinari affini o integrativi a quelli di base e caratterizzanti, anche con riguardo alle culture di contesto e alla formazione interdisciplinare [TAF C]; c) attività formative relative alla preparazione della prova finale per il conseguimento del titolo di studio e, con riferimento alla laurea, alla verifica della conoscenza di almeno una lingua straniera oltre l'italiano [TAF E]; d) attività formative, non previste dalle lettere precedenti, volte ad acquisire ulteriori conoscenze linguistiche, nonché abilità informatiche e telematiche, relazionali, o comunque utili per l'inserimento nel mondo del lavoro, nonché attività formative volte ad

Gli insegnamenti, composti da due o più moduli, prevedono un'unica prova di verifica.

3. Per acquisire i CFU relativi alle attività a scelta autonoma, il CdS propone un'articolata serie di attività denominate ADE (Attività Didattiche Elettive) pubblicate annualmente sul sito del CdS, ferma restando la libertà di scelta dello studente tra tutti gli insegnamenti attivati presso l'Ateneo, purché coerenti con il progetto formativo. Tale coerenza viene valutata dalla Commissione di Coordinamento Didattico del CdS. Anche per l'acquisizione dei CFU relativi alle attività a scelta autonoma è richiesto il "superamento dell'esame o di altra forma di verifica del profitto" (Art. 5, c. 4 del D.M. 270/2004).
4. Il piano di studi sintetizza la struttura del corso elencando gli insegnamenti previsti suddivisi per anno di corso ed eventualmente per curriculum. Alla fine della tabella del piano di studi sono elencate le propedeuticità previste dal Corso di Studio. Il piano degli studi offerto agli studenti, con l'indicazione dei settori scientifico-disciplinari e dell'ambito di afferenza, dei crediti, della tipologia di attività didattica è riportato nell'**Allegato 1** al presente Regolamento.
5. Ai sensi dell'Art. 11, c. 4-bis del DM 270/2004, è possibile conseguire il titolo secondo un piano di studi individuale comprendente anche attività formative diverse da quelle previste dal Regolamento didattico, purché in coerenza con l'Ordinamento didattico del Corso di Studio dell'anno accademico di immatricolazione. Il Piano di Studi individuale è approvato dalla CCD.

Art. 10
Obblighi di frequenza[13]

1. In generale, la frequenza alle lezioni frontali è obbligatoria. Lo Studente che non abbia ottenuto l'attestazione di frequenza ad almeno il 70% delle ore previste per ciascun ADF/ADI non può essere ammesso a sostenere la relativa prova di profitto.
2. Qualora il docente preveda una modulazione del programma diversa tra studenti frequentanti e non frequentanti, questa è indicata nella singola Scheda Insegnamento pubblicata sulla pagina web del corso e sul sito docenti UniNA.
3. La frequenza alle attività seminariali che attribuiscono crediti formativi è obbligatoria. Le relative modalità di verifica del profitto per l'attribuzione di CFU sono di competenza della CCD.

Art. 11
Propedeuticità e conoscenze pregresse

1. Non sono previste propedeuticità in ingresso e in uscita. Ulteriori informazioni sono disponibili nelle Schedine insegnamento/attività (**Allegato 2**).

Art. 12
Calendario didattico del CdS

Il calendario didattico del CdS viene reso disponibile sul sito web del CdS con congruo anticipo rispetto all'inizio delle attività (Art. 21, c. 5 del RDA).

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agevolare le scelte professionali, mediante la conoscenza diretta del settore lavorativo cui il titolo di studio può dare accesso, tra cui, in particolare, i tirocini formativi e di orientamento di cui al decreto 25 marzo 1998, n. 142, del Ministero del lavoro [TAF F]; e) nell'ipotesi di cui all'articolo 3, comma 5, attività formative relative agli stages e ai tirocini formativi presso imprese, amministrazioni pubbliche, enti pubblici o privati ivi compresi quelli del terzo settore, ordini e collegi professionali, sulla base di apposite convenzioni".

[13] Art. 22, c. 10 del Regolamento Didattico di Ateneo.

Art. 13

Criteri per il riconoscimento dei crediti acquisiti in altri Corsi di Studio della stessa Classe[14]

Per gli studenti provenienti da Corsi di Studio della stessa Classe la Commissione di Coordinamento Didattico assicura il riconoscimento dei CFU, ove associati ad attività culturalmente compatibili con il percorso formativo, acquisiti dallo studente presso il Corso di Studio di provenienza, secondo i criteri di cui al successivo articolo 14. Il mancato riconoscimento di crediti formativi universitari deve essere adeguatamente motivato. Resta fermo che la quota di crediti formativi universitari relativi al medesimo settore scientifico-disciplinare direttamente riconosciuti allo studente, non può essere inferiore al 50% di quelli già conseguiti.

Art. 14

Criteri per ilriconoscimento dei crediti acquisiti in Corsi di Studio di diversa Classe, in corsi di studio universitari o di livello universitario, attraverso corsi singoli, presso Università telematiche e in Corsi di Studio internazionali[15]; criteri per il riconoscimento di CFU per attività extra-curriculari

1. Il riconoscimento dei crediti acquisiti in Corsi di Studio di diversa Classe, in Corsi di studio universitari o di livello universitario, attraverso corsi singoli, presso Università telematiche e in Corsi di Studio internazionali, avviene ad opera della CCD, sulla base dei seguenti criteri:
   - analisi del programma svolto;
   - valutazione della congruità dei settori scientifico disciplinari e dei contenuti delle attività formative in cui lo studente ha maturato i crediti con gli obiettivi formativi specifici del Corso di Studio e delle singole attività formative da riconoscere, perseguendo comunque la finalità di mobilità degli studenti.

   Il riconoscimento è effettuato fino a concorrenza dei crediti formativi universitari previsti dall'ordinamento didattico del Corso di Studio. Il mancato riconoscimento di crediti formativi universitari deve essere adeguatamente motivato. Ai sensi dell'Art. 5, comma 5-bis, del D.M. 270/2004, è possibile altresì l'acquisizione di crediti formativi presso altri atenei italiani sulla base di convenzioni stipulate tra le istituzioni interessate, ai sensi della normativa vigente[16].
2. L'eventuale riconoscimento di CFU relativi ad esami superati come corsi singoli potrà avvenire entro il limite di 36 CFU, ad istanza dell'interessato e in seguito all'approvazione della CCD. Il riconoscimento non potrà concorrere alla riduzione della durata legale del Corso di Studio, così come determinata dall'Art. 8, c. 2 del D.M. 270/2004, fatta eccezione per gli studenti che si iscrivono essendo già in possesso di un titolo di studio di pari livello[17].

[14] Art. 19 del Regolamento Didattico di Ateneo.
[15] Art. 19 del Regolamento Didattico di Ateneo.
[16] Art. 6, c. 9 del Regolamento Didattico di Ateneo.
[17] Art. 19, c. 4 del Regolamento Didattico di Ateneo.

3. Relativamente ai criteri per il riconoscimento di CFU per attività extra-curriculari, entro un limite massimo di 12 CFU possono essere riconosciute le seguenti attività:
    - conoscenze e abilità professionali e abilità certificate, tenendo conto della congruenza dell'attività svolta e/o dell'abilità certificata rispetto alle finalità e agli obiettivi del Corso di Studio di iscrizione nonché dell'impegno orario della durata di svolgimento;
    - conoscenze e abilità maturate in attività formative di livello post-secondario alla cui progettazione e realizzazione abbia concorso l'Università.

Art. 15
Criteri per l'iscrizione a corsi singoli di insegnamento attivati nell'ambito dei Corsi di Studio

L'iscrizione a singoli corsi di insegnamento, previsti dal Regolamento di Ateneo[18],è disciplinata dal "Regolamento di Ateneo per l'iscrizione a corsi singoli di insegnamento attivati nell'ambito dei Corsi di Studio"[19].

Art. 16
Caratteristiche e modalità di svolgimento della prova finale

Lo Studente ha a disposizione 18 crediti finalizzati alla preparazione della Tesi di Laurea Magistrale. Tale attività dello studente viene definita "Internato di Laurea"; esso dovrà essere svolto al di fuori dell'orario dedicato alle attività didattiche ufficiali.
Per essere ammesso a sostenere l'Esame di Laurea, lo Studente deve aver seguito tutti i Corsi ed avere superato i relativi esami/idoneità di profitto ed avere superato i relativi esami, inclusi quelli relativi alle attività formative a scelta dello studente (ADE), aver ottenuto i crediti delle attività formative professionalizzanti (AFP) e dei tirocini pratico-valutativi.
L'esame di Laurea verte sulla discussione di una tesi/dissertazione risultante dal lavoro personale ed originale svolto dallo studente e deve essere eseguita sotto la guida e la responsabilità di un Docente. Nella stessa seduta di Laurea subito dopo la proclamazione della Laurea in Medicina e Chirurgia, grazie alla presenza in Commissione di Laurea di un componente dell'Ordine dei Medici, il neo proclamato dottore in Medicina e Chirurgia può conseguire contestualmente l'Abilitazione all'esercizio Professionale, a condizione che abbia ricevuto giudizio positivo ai sensi del D.M. 58/2018 ai Tirocini Pratico-Valutativi.
La composizione della Commissione giudicatrice degli esami di laurea è stabilita, dal Direttore del Dipartimento di Scienze Mediche traslazionali che può a ciò delegare il Coordinatore della CCD del CdS a ciclo unico in Medicina e Chirurgia in lingua inglese.
Il voto finale di Laurea è espresso in centodecimi ed è dato dalla somma di punteggio di base, punteggio dell'esame di laurea, altri punteggi.

a) Punteggio di base: il punteggio di base deriva dalla media 'ponderata' o dalla media 'aritmetica' degli esami di profitto, in relazione alla scelta più favorevole per lo studente, moltiplicata per 110 e divisa per 30. Fino a 110.
b) Punteggio dell'esame di laurea: è attribuito sulla base dell'elaborato della tesi e dello svolgimento della prova finale (valutazione della tipologia della tesi e della qualità della ricerca, qualità della presentazione, padronanza dell'argomento ed abilità nella discussione). Fino a 7 punti.
c) Punteggio premialità: fino a 7 punti

[18] Art. 19, c. 4 del Regolamento Didattico di Ateneo.
[19] D.R. n. 348/2021.

Tipologia Premialità

- Punti 0,75 per ogni attività seminariale/congressuale deliberata dal CCD, di concerto con la Scuola, fino a un massimo di n. 2 attività (fino a max 1.5);
- Punti 0,25 per ogni ADE conseguita con votazione ottimo (fino a max 1,5)
- Punti 1,50 se sono stati acquisiti 40 CFU per numero di anni accademici ≥4 entro il 10 agosto di ogni anno;
- Punti 1,50 per laurea conseguita entro 6 anni;
- Punti 0,75 per numero di crediti acquisiti all'estero >20 oppure punti 1,50 per numero di crediti acquisiti all'estero >40;
- Punti 0,25 per ogni esame acquisito con lode (presso l'Università di Napoli Federico II) fino ad un max di punti 1,00 ;

Il voto complessivo, determinato dalla somma dei punteggi previsti dalle voci "a + b + c", è arrotondato, solamente dopo la somma finale, per eccesso o per difetto al numero intero più vicino.

Ai candidati che abbiano conseguito un punteggio finale superiore o uguale a 113 può essere attribuita la lode con parere unanime della commissione.

Art. 17
Linee guida per le attività di tirocinio e *stage*

Il Tirocinio Pratico-Valutativo) è un'attività formativa obbligatoria ai fini dell'Abilitazione all'esercizio della professione di medico-chirurgo e l'attività è volta ad accertare le capacità dello Studente relative al «saper fare e al saper essere medico». Esso si svolge per un numero di ore corrispondenti ad almeno 5 CFU per ciascuna mensilità e si articola nei seguenti periodi: un mese in Area Medica; un mese in Area Chirurgica; un mese nello specifico ambito della Medicina Generale, da svolgersi presso l'ambulatorio di un medico di Medicina Generale avente i requisiti previsti dell'articolo 27, comma 3, del Decreto Legislativo n.368/1999, sulla base di convenzioni stipulate tra l'Università e l'Ordine professionale dei Medici e Chirurghi competente per territorio.

Come previsto dal Decreto-legge 17 marzo 2020, n. 18, il conseguimento della Laurea Magistrale a Ciclo Unico abilita all'esercizio della professione di Medico-Chirurgo previa acquisizione del giudizio di idoneità del Tirocinio Pratico-Valutativo.

Le modalità di svolgimento e le caratteristiche di tirocinio pratico-valutativo sono disciplinate dalla CCD con un apposito regolamento.

Art. 18
Decadenza dalla qualità di studente[20]

Incorre nella decadenza lo studente che non abbia sostenuto esami per otto anni accademici consecutivi, a meno che il suo contratto non stabilisca condizioni diverse. In ogni caso, la decadenza va comunicata allo studente a mezzo posta elettronica certificata o altro mezzo idoneo che ne attesti la ricezione.

[20] Art. 24, c. 5 del Regolamento Didattico di Ateneo.

Art. 19
Compiti didattici, comprese le attività didattiche integrative, di orientamento e di tutorato

1. I docenti e ricercatori svolgono il carico didattico assegnato secondo quanto disposto dal Regolamento didattico di Ateneo e nel Regolamento sui compiti didattici e di servizio agli studenti dei professori e ricercatori e sulle modalità per l'autocertificazione e la verifica dell'effettivo svolgimento[21].
2. Docenti e ricercatori devono garantire almeno due ore di ricevimento ogni 15 giorni (o per appuntamento in ogni caso concesso non oltre i 15 giorni) e comunque garantire la reperibilità via posta elettronica.
3. Il servizio di tutorato ha il compito di orientare e assistere gli studenti lungo tutto il corso degli studi e di rimuovere gli ostacoli che impediscono di trarre adeguato giovamento dalla frequenza dei corsi, anche attraverso iniziative rapportate alle necessità e alle attitudini dei singoli.
4. L'Università assicura servizi e attività di orientamento, di tutorato e assistenza per l'accoglienza e il sostegno degli studenti. Tali attività sono organizzate dalle Scuole e/o dai Dipartimenti con il coordinamento dell'Ateneo, secondo quanto stabilito dal RDA nell'articolo 8.

Nel Corso di laurea magistrale a ciclo unico in Medicina e Chirurgia in lingua inglese si definiscono due distinte figure di sostegno:

a) Il Tutor. Il Tutore è un Docente del Corso di Laurea magistrale al quale ogni singolo studente è affidato all'inizio del primo anno di Corso. Egli fornisce suggerimenti e consigli inerenti alla carriera universitaria dello studente affidato, indirizzare nella maniera più congrua le aspirazioni motivazionali.
b) Il Docente di supporto per piccoli gruppi. La figura è quella del Docente-Tutore, al quale un piccolo numero di studenti è affidato per lo svolgimento delle attività didattiche interattive teorico-pratiche (ADI) e delle attività formative professionalizzanti (AFP), ove previste. Ogni Docente-Tutore è tenuto a coordinare le proprie funzioni con le attività didattiche dei corsi di insegnamento che ne condividono gli obiettivi formativi.

Art. 20
Valutazione della qualità delle attività svolte

1. La Commissione di Coordinamento Didattico attua tutte le forme di valutazione della qualità delle attività didattiche previste dalla normativa vigente secondo le indicazioni fornite dal Presidio della Qualità di Ateneo.
2. Al fine di garantire agli studenti del Corso di Studio la qualità della didattica nonché di individuare le esigenze degli studenti e di tutte le parti interessate, l'Università degli Studi di Napoli Federico II si avvale del sistema di Assicurazione Qualità (AQ)[22], sviluppato in conformità al documento "Autovalutazione, Valutazione e Accreditamento del Sistema Universitario Italiano" dell'ANVUR, utilizzando:
   - indagini sul grado di inserimento dei laureati nel mondo del lavoro e sulle esigenze post–lauream;
   - dati estratti dalla somministrazione del questionario per la valutazione della soddisfazione degli studenti per ciascun insegnamento presente nel piano di studi, con domande relative

[21] D.R. n. 2482//2020.

[22] Il sistema di Assicurazione Qualità, basato su un approccio per processi e adeguatamente documentato, è progettato in maniera tale da identificare le esigenze degli studenti e di tutte le parti interessate, per poi tradurle in requisiti che l'offerta formativa deve rispettare.

alle modalità di svolgimento del corso, al materiale didattico, ai supporti didattici, all'organizzazione, alle strutture.

I requisiti derivanti dall'analisi dei dati sulla soddisfazione degli studenti, discussi e analizzati dalla Commissione di Coordinamento Didattico e dalla Commissione Paritetica Docenti Studenti (CPDS), sono inseriti fra i dati di ingresso nel processo di progettazione del servizio e/o fra gli obiettivi della qualità.

3. L'organizzazione dell'AQ sviluppata dall'Ateneorealizza un processo di miglioramento continuo degli obiettivi e degli strumenti adeguati a raggiungerli, facendo in modo che in tutte le strutture siano attivati processi di pianificazione, monitoraggio e autovalutazione che consentano la pronta rilevazione dei problemi, il loro adeguato approfondimento e l'impostazione di possibili soluzioni.

Art. 21
Norme finali

1. Il Consiglio di Dipartimento, su proposta della Commissione di Coordinamento Didattico, sottopone all'esame del Senato Accademico eventuali proposte di modifica e/o integrazione del presente Regolamento.

Art. 22
Pubblicità ed entrata in vigore

1. Il presente Regolamento entra in vigore il giorno successivo alla pubblicazione all'Albo ufficiale dell'Università; è inoltre pubblicato sul sito d'Ateneo. Le stesse forme e modalità di pubblicità sono utilizzate per le successive modifiche e integrazioni.
2. Sono parte integrante del presente Regolamento l'Allegato 1 (Piano degli Studi), l'Allegato 2 (Schedine di Insegnamento) e l'Allegato 3 (Elenco dei SSD delle Attività Formative Affini-Integrative).

DIDACTIC REGULATIONS OF THE COURSE OF STUDY

MEDICINE AND SURGERY IN ENGLISH

CLASS LM-41 (SINGLE CYCLE)

School: MEDICINE and SURGERY

Department: TRANSLATIONAL MEDICAL SCIENCES

Didactic Regulations in force since the academic year 2024-25.

ACRONYMS

CCD Didactic Coordination Commission
CDS Course(s) of Study
CPDS Teacher-Student Joint Commission
ECTS (European Credit Transfer System)
OFA Additional Training Obligations
SUA-CdS Single Annual Form of the Study Course
RDA University Didactic Regulations
TAF Didactic Activities

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Article 1
Object

1. These Regulations govern the organizational aspects of the Course of Study in MEDICINE AND SURGERY IN ENGLISH (class LM-41) (name of the course in English: Medicine and Surgery). The course is held in English. The didactic activity is conducted in conventional mode. The Course of Study in Medicine and Surgery belongs to the Department of Translational Medical Sciences (DISMET). The Departments of Neuroscience and Reproductive and Dental Sciences, Advanced Biomedical Sciences, Public Health, Molecular Medicine and Medical Biotechnology, Clinical Medicine, and Surgery, all belonging to the School of Medicine and Surgery, University of Naples Federico II, also contribute to it.

2. The Course is governed by the Didactic Coordination Commission (CCD), pursuant to Art. 4 of the RDA.
The Quality Management group, established by resolution of the CCD, is made up of the Course Coordinator, three teachers, a technical administrative officer, and a student representative. The names are indicated in the Single Annual Form of the course (SUA).
The CCD makes use of:
Technical Commission for Didactic - Pedagogical Planning (CTP), with instructional and consultative purposes, for the purposes of a) Providing pedagogical support for organizational decisions; b) Prepare the organization and didactic programming; c) Organize and implement quality assurance processes within the degree course; d) Promote didactic and pedagogical updating activities for teachers. The CTP is chaired by the Degree Course Coordinator and is made up of the Didactic Coordinators; n. 2 Students; n. 1 unit of technical-administrative staff relating to the DISMET Didactic Office and other qualified figures in relation to the needs, opportunities, and resources of the Course. The CTP members are designated by the CCD upon proposal of the Degree Course Coordinator.
Review Group (GRIE) has the task of annually drawing up an Annual Monitoring Sheet (SMA) and the Cyclic Review Report (RRC), in accordance with the periodicity established by the ANVUR guidelines.

3. The Regulation is issued in compliance with current legislation on the matter, the Statute of the University of Naples Federico II, and the University Didactic Regulations (RDA).

Article 2
Training objectives of the Course

The single-cycle master's degree course in Medicine and Surgery in English includes 360 ECTS (European Credit Transfer System) in total, spread over six years of course.
In order to achieve the educational objectives, the single-cycle master's degree course provides a total of 360 ECTS, spread over six years of the course, of which 60 are to be acquired in training activities aimed at the maturation of specific professional skills (TAF F), 8 CFU to be acquired in activities chosen by the student (ADE), for which the teaching structure formulates a detailed and adequate number of proposals for students and 18 CFU for the preparation of the degree thesis.
The course is organized into 12 semesters and 34 integrated courses; these are assigned specific ECTS by the Council of the educational structure in compliance with the provisions of the table of essential training activities. Each ECTS corresponds to a student commitment of 25 hours, of which

normally 12 hours of frontal lessons, or 12 hours of laboratory or guided exercise, or 20 hours of assisted study within the didactic structure and the territory in the diverse types indicated in the didactic regulations. Each professionalizing ECTS corresponds to 25 hours of work per student, of which 20 hours of professionalizing activity with the teacher's guidance on small groups within the didactic structure and the territory and 5 hours of individual reworking of the activities learned.
The Council of the didactic structure determines in the 'Manifesto of studies' and reports in the 'Student Guide' the structure of the courses integrated into the semesters, the related ECTS, the 'core curriculum' and the learning objectives (including those relating to the ECTS of the professionalizing activity) specific to each integrated course, and the type of achievement tests. Proficiency tests, no more than 36 in number, are scheduled by the competent Council of the didactic structure during periods of interruption of frontal didactic activities. The profit test, successfully passed, gives the right to acquire the corresponding ECTS.
Specific mission of the single-cycle master's degree Course
The mission of the single-cycle Master's Degree Course in English is identified with the training of a doctor at an initial professional level with a biomedical-psychosocial culture, who possesses a multidisciplinary and integrated vision of health and disease problems, with an oriented to the community and fundamentally to the prevention of disease and the promotion of health, and with a humanistic culture in its implications of medical interest both in a national and international context. This specific mission responds more adequately to the new needs of care and health, as it is centered not only on the disease, but on the sick man, considered in his entirety of soma and psyche and inserted in the social context.
Medical training oriented in this way is also seen as the first segment of an education that must last over time, and from this perspective the knowledge that the student must have has been acquired in this phase, giving due importance to self-learning, to experiences not only in the hospital but also in the local area, to epidemiology, for the development of clinical reasoning and the culture of prevention.
The qualifying characteristics of the doctor you intend to train include:
1) Good ability to human contact (communication skills);
2) Self-learning and self-evaluation skills (continuing education);
3) Ability to analyze and resolve problems associated with medical practice in full autonomy together with good clinical practice based on scientific evidence (evidence-based medicine);
4) Habit of constant updating of knowledge and skills, and possession of the methodological and cultural bases suitable for the autonomous acquisition and critical evaluation of new knowledge and skills (continuing professional development);
5) Good practice of interdisciplinary and interprofessional work (interprofessional education);
6) In-depth knowledge of the methodological foundations necessary for a correct approach to scientific research in the medical field, together with the autonomous use of information technologies. The specific didactic project, the didactic method, the key words of the didactic method adopted, useful for achieving the expected qualifying characteristics, provide for the horizontal and vertical integration of knowledge, a didactic method based on a solid cultural and methodological basis achieved in study of pre-clinical disciplines and subsequently mainly centered on the ability to deal with problems (problem oriented learning), early contact with the patient, a good acquisition of clinical skills together with a good acquisition of the ability to have human contact. A highly integrated, flexible, and modifiable didactic organization was therefore planned, a true laboratory of scientific experimentation, with the intention of promoting in students the ability to acquire knowledge not in a fragmented but integrated way, and to keep it alive not only in the short but also in the longer term. The student is therefore considered the linchpin of the training process, both in educational planning and in the improvement of the entire curriculum, with the aim of enhancing his autonomy of initiative. A solid base of clinical knowledge

is also ensured for the student through the organization of certified internships based on tutorial didactic, together with a strong understanding of the medical-scientific method and the human sciences.
True professional competence is achieved only after a long habit of contact with the patient, which is promoted from the first year of the course and integrated with basic and clinical sciences, throughout their training path through extensive use of tutorial activities. In the didactic project of our master's degree course, the right balance of integration is proposed between:
1) basic sciences, which must be broad and include knowledge of evolutionary biology and biological complexity aimed at understanding the structure and function of the human organism in normal conditions, for the purposes of maintaining health conditions,
2) clinical and methodological medical practice, which must be particularly solid, through extensive use of tutorial didactic capable of transforming theoretical knowledge into personal experience and building one's own scale of values and interests, 3) human sciences, which must constitute a useful baggage to achieve awareness of being a doctor.
Essential contents of our Didactic Project, already activated in this way since the 1999-2000 academic year, anticipate and integrate the European specifications for global standards in medical education of the World Federation on Medical Education and development international standards of quality in biomedical education (WFME Office, University of Copenhagen, 2007). The peculiar characteristics of the Degree Course in Medicine and Surgery in English aimed at achieving specific objectives are summarized as follows:
1) Within the provisions of current legislation, the planning of objectives, programs and didactic is multidisciplinary.
2) The didactic method implemented is interactive and multidisciplinary, with the daily integration of basic sciences and clinical disciplines and an early clinical involvement of the students, who are immediately oriented towards a correct approach with the patient (since the first year of course, with the psycho-social anamnesis at the patient's bedside, and in the second year of the course with the acquisition of BLS techniques, as a professionalizing internship organized as a guided tutorial activity with certification of the skill level in the first and second year of the course). The problems of basic sciences and those of the clinical field are therefore addressed in all years of the course (total integration model), even if in different proportions, but with a unitary and strongly integrated vision, also using more voices.
3) Choice of the specific objectives of the basic courses made primarily on the relevance of each objective in the framework of human biology, and on its preparatory nature with respect to current or foreseeable clinical issues, with particular attention to the component concerning scientific methodology.
4) Choice of the specific objectives of the characterizing courses made primarily based on the epidemiological prevalence, the urgency of intervention, the possibility of intervention, the severity, and the didactic exemplary nature. The enhancement of attendance in hospital departments and outpatient clinics of local facilities and the enhancement of the relationship with the patient, also from a psychological point of view, are also addressed.
5) The didactic process makes use of, and enhances its use of, modern didactic tools, consisting of the tutorial system, clinical triggers, problem-oriented learning, experiential learning, problem solving, decision making and broad use of seminars and conferences.
6) Tutor teachers are used who collaborate in the student's educational process with didactic functions (area tutors) and support (personal tutors) for students.
7) Particular attention is paid to the acquisition of practical skills, through:
A. involvement in the planning of basic research in the first three years of the course,

B. learning the semiological bases of clinical sciences at the bedside and in laboratories in the intermediate period (professionalizing internship organized as a guided tutorial activity with certification of the skill level, in the third year of the course),
C. attendance at university wards and clinics (clinical internship/clinical clerkship - with certification by the tutor of the skills achieved from the 4th to the 6th year of the course) and local ones, such as those of General Practitioners (optional from the 4th year of course, compulsory in the fifth and sixth year), for the completion of the clinical internship in the last years of the course and the internship period for the preparation of the degree thesis,
D. participation in research programs during the internship period for the purposes of preparing the degree thesis.
8) Particular attention is given to the implementation of knowledge of the English language;
9) Particular attention is given to IT and multimedia methodologies also through e-learning, distance learning and telemedicine experiences, and to the correct use of bibliographic sources.
10) Establishment of a multi-year integrated course in 'Clinical Methodology-Human Sciences (Methodologies)'. This course accompanies the student throughout the entire training path (I-VI year).
11) Establishment of an integrated course in 'Translational Medicine' with the aim of expanding knowledge of the clinical application of the results obtained from research conducted in basic disciplines.
12) The evaluation of students also takes place through ongoing checks (self-evaluation tests and intermediate interviews), written reports from students on assigned topics, and through the evaluation of the overall profile developed based on predefined criteria. The exam tests can be divided - in addition to the traditional oral or written exam methods - also into a sequence of items useful for verifying the knowledge acquired (knowledge and know-how) such as multiple choice tests or short written answers organized on problems or clinical cases of an interdisciplinary nature, followed by exams useful for ascertaining the clinical skills acquired, such as the Objective Structured Clinical Examination (shows how) or such as the mini-Clinical Evaluation Exercise, the Direct Observation of Procedural Skills and the use of the Portfolio (does). As a rule, valid for all integrated courses, formal assessments will be based on written tests followed by oral tests. The Maastricht-type Progress Test is used in the evaluation of students, adhering to the experimentation on a national scale, to evaluate the actual competence achieved. To achieve the objectives described above, students will follow the study plan (Annex 1).

Article 3
Professional profile and employment opportunities

The single-cycle master's graduate in the Degree Course in Medicine and Surgery in English after having followed the training path described in the regulations aimed at fully achieving the qualifying educational objectives of the degree class and the specific objectives outlined, in complete harmony with what indicated by the WHO, intervenes in all its activities to maintain the state of health in the complete sense of complete physical, mental and social well-being and not simply the absence of disease.
The master's graduate in Medicine and Surgery is prepared to express his professional skills at the highest level compatible with the national and international structures of the place in which he finds himself operating function in a work context:
Universities are increasingly required to verify and promote skills of a generalist nature (problem solving, critical thinking, ability to communicate), as well as specialist ones.
Within the latter, the graduate in Medicine and Surgery in English must be equipped with solid cognitive skills but also with valid practical operational skills, as well as adequate relational skills

that allow him to have a correct relationship with the patient and with all healthcare workers, ability to integrate the cognitive and relational skills acquired and to approach the patient with a holistic approach.
In exercising the profession, the doctor must adhere to scientific knowledge and be inspired by fundamental ethical values, taking as a principle respect for life, physical and mental health and the relief of suffering while respecting the freedom and dignity of the human person, without discrimination of age, sex, race, religion, nationality, social condition.
Skills associated with the function:
The single-cycle graduate of the Degree Course in Medicine and Surgery in English practices the medical profession within the rules and definitions established by the European Union both nationally and internationally. Graduates in Medicine and Surgery work as surgeons in various clinical, healthcare, and biomedical roles and professional fields.
The single-cycle master's degree in medicine and surgery in English, in addition to being a requirement for access to specialization schools, second level master's degrees and doctoral courses in the biomedical area of the national territory, also allows access to post-graduate training courses. -international degrees such as "Residency programs, second level masters, PhD programs in the biomedical area", allowing full and conscious participation of the graduate in the training processes. Graduates in medicine and surgery work as surgeons in various clinical, healthcare, and biomedical roles and professional fields. The master's degree in medicine and surgery is also a requirement for access to specialization schools in the medical area.
The course prepares you for the professions of Surgeon in its various functional aspects.
employment opportunities:
The employment opportunities normally offered to single-cycle graduates in Medicine and Surgery are provided by:
− Public Health System;
− Universities and Research Centers;
− Freelance activity;
− public and private institutions;
− National and international health and humanitarian organizations.
A graduate in Medicine and Surgery has wide employment opportunities both in the national, European, and international territory.

Art.4

Admission requirements and knowledge required for access to the Course of Study

Candidates in possession of a high school diploma or equivalent foreign qualification may be admitted to the Degree Course in Medicine and Surgery "in English".
According to Italian legislation governing admission to university courses, 25 students will be admitted to the course for each academic year.* The number considers national planning, teachers, didactic and laboratory facilities and patient hospitalization facilities in ordinary and outpatient regime.
The number was also defined in accordance with the 'European Union's Advisory Committee on Medical Training' and the Committee of the School of Medicine and Surgery of the Federico II University. The admission of candidates is based on the ranking resulting from the analysis of the entrance exams.
The selection of candidates will be conducted based on national legislation on entry to medical courses. The selection exam is defined by national legislation and under the regulatory control of the Italian Ministry of Education, University and Research. The exam will take place on the same

day in all Italian state universities and on a different day from that for admission to the traditional course. It consists of 80 multiple choice questions on the following topics: logic and general knowledge, biology, chemistry, physics, and mathematics.**

* A proposal for a regulatory change is underway which modifies Framework A3.a. It is proposed to move the number of students admitted per year now present in the A3.A framework to the A3.B regulatory framework.
** A proposal for a regulatory change is underway which modifies Framework A3.a. It is proposed to move the number and type of questions now present in the A3.A framework to the A3.B regulatory framework.

Art.5
Methods for accessing the Study Course

The number of students admitted to the single-cycle master's degree course in Medicine and Surgery in English is defined on the basis of national planning and the availability of didactic staff, didactic facilities (classrooms, laboratories) and care facilities that can be used for conducting of Professional Training Activities (AFP), consistently with the recommendations of the Advisory Committee on Medical Training of the European Union, applying the parameters and directives prepared by the University and having heard the advisory opinion of the School of Medicine and Surgery.
The scheduled number of admissions to the first year of the course is defined pursuant to Law 264/1999 and subsequent amendments and additions. The topics of the admission test are established annually by a specific Ministerial Decree. The selection exam is defined by national legislation and under the regulatory control of the Ministry of University and Research.
Students admitted to the course with a grade lower than the pre-established minimum score will be assigned an additional training obligation. If a minimum threshold for admission is not established in the ministerial decree, the Degree Course will annually determine the minimum score below which the Additional Educational Obligation (OFA) will be attributed and will make it known through publication on the Portal. of the University. The assigned Additional Educational Obligation is considered fulfilled upon passing the specific verification test consisting of a written and/or oral test which will take place on the days set annually by the Study Program Council and made known through publication on the University Portal.

Art.6
Didactic activities and university training credits

Each training activity prescribed by the CdS regulations is measured in European Credit Transfer System (ECTS). Each ECTS conventionally corresponds to 25 hours of overall training commitment for each student and includes the hours of didactic activity for conducting the didactic and the hours reserved for personal study or other individual training activities. In order to achieve the educational objectives, the single-cycle master's degree course provides a total of 360 ECTS, spread over six years of the course, of which at least 60 are to be acquired in training activities aimed at developing specific professional skills (TAF F), 8 ECTS to be acquired in activities chosen by the student (TAF C, Elective Didactic Activities, ADE), 18 ECTS for the preparation of the degree thesis (Annex 1). For the Study Course covered by these Regulations, the hours of didactic activity for conducting the didactic for each ECTS, established in relation to the type of training activity, are as follows:
Each ECTS corresponds to 25 hours of student commitment of which:

1. no more than 12.5 hours for theoretical-practical frontal didactic activities (Grand Rounds, Seminars, Problem Based Learning);
2. 25 hours for TAF F professional training activities (AFP, Clinical and Laboratory Rotations, case studies);
3. 16 hours for each ECTS for elective activities (ADE) (TAF D)

For internship and thesis preparation activities, one ECTS corresponds to 25 hours of training commitment for each student. The "Professional Internships" (Clinical Clerkships) are compulsory training activities corresponding to 60 ECTS (1500 hours of student work) distributed over six years, and which allow the acquisition of specific professionalism.

To obtain the qualifying degree, 15 ECTS of Practical-Evaluative Internship are required in the following areas:
1. Medical Area (5 ECTS) (Medical TPVES);
2. Surgical Area (5 ECTS) (Surgical TPVES);
3. Area of BASIC Medicine (5 ECTS) (Generalist TPVES).

The organization of Clinical Clerkships is delegated to a specific detailed discipline which will be made known to students on the website of the course of study and of the School of Medicine and Surgery.
The ECTS corresponding to each training activity are acquired by the student by satisfying the profit verification methods (exam, suitability) indicated in the sheet relating to the didactic/activity (Annex 2).
For all courses integrated into multiple modules, e.g. module 1 (1st semester) and module 2 (2nd semester), the ECTS will be acquired by the student only after passing the final exam, in which the student must have the opportunity to take the checks/exams for both modules at the same time.

Art.7
Articulation of didactic methods

The didactic activity is conducted in conventional mode. The CCD may decide on educational activities offered "online" in cases where the student is formally unable to follow "in presence" after checking the necessary documentation.
Use of interactive didactic, small group didactic and clinical simulation experiences will be made in the provision of didactic of clinical disciplines, enhancing bibliographic updating and Evidence-Based Medical (EBM).
Detailed information on how each course is conducted can be found in the course sheets.

Article 8
Verification tests of training activities1.

The CCD, within the established regulatory limits, establishes the number of exams and the other methods of evaluating the profit that determine the acquisition of university training credits. The exams are individual and can consist of written, oral, practical, graphic tests, essays, interviews, or combinations of these methods.
2. The procedures for conducting the tests published in the didactic sheets and the exam calendar will be made known to students before the start of lessons on the CdS website.
3. The conducting of the exams is subject to the relevant booking which takes place electronically. If the student has not been able to proceed with the booking for reasons that the

President of the Commission considers justified, the student may still be admitted taking the exam, following the other booked students.

4. Before the exam, the President of the Commission ascertains the identity of the student, who is required to show a valid identification document with a photograph.

5. The evaluation following the exam is expressed with a mark out of thirty, the exam is passed with a minimum mark of eighteen/thirty, the mark of thirty/thirty may be accompanied by praise (cum laude) by unanimous vote of the Commission. The evaluation following assessments of performance other than the exam is expressed with a judgment of suitability.

6. The oral exam tests are public, in compliance with current safety regulations. If written tests are foreseen, the candidate has the right to view his/her essay(s) after correction.

7. The examination Commission are governed by the University Didactic Regulations.

8. The verification of clinical skills is included in the progress tests of the courses in which the professionalizing activity is an integral part.

Article 9
Course structure and study plan

1. The legal duration of the Study Course is 6 years

The student must acquire 360 ECTS, attributable to the following Types of Didactic Activities (TAF):

A) basic,

B) characterizing,

C) similar or integrative,

D) student choice,

E) for the final test,

F) further training activities (Professional training activities - CLINICAL CLERKSHIP).

2. The degree is achieved after having acquired 360 ECTS by passing exams, in a number not exceeding 36, including the final exam, and conducting other training activities.

Unless otherwise provided by the legal system of university studies, for the purposes of the calculation, exams taken within the scope of basic, characterizing, and similar or integrative activities as well as within the scope of activities independently chosen by the student are considered (TAF D). The exams or assessments relating to the activities independently chosen by the student can be considered corresponding to one unit in the overall calculation. The tests that constitute an assessment of suitability in relation to the activities referred to in the Art are excluded from the calculation. 10 paragraph 5 letters c), d) and e) of the Ministerial Decree. 270/2004. The courses, made up of two or more modules, require a single assessment test.

3. To acquire the ECTS relating to independently chosen activities, the Course offers a complex series of activities called ADE (Elective Didactic Activities) published annually on the Course website, without prejudice to the student's freedom of choice among all the courses activated at the University, provided they are consistent with the training project. The CCD evaluates this coherence. Even for the acquisition of ECTS relating to independently chosen activities, "passing the exam or other form of profit verification" is required (Art. 5, c. 4 of Ministerial Decree 270/2004).

4. The study plan summarizes the structure of the course by listing the courses provided divided by year of the course and by curriculum. At the end of the study plan table the preparatory requirements provided for by the Study Course are listed. The study plan offered to students, with an indication of the scientific-disciplinary sectors and the relevant field, the credits, the type of training activity (TAF) is shown in Annex 1 to these Regulations.

5. Pursuant to Art. 11, c. 4-bis of Ministerial Decree 270/2004, it is possible to obtain the qualification according to an individual study plan which also includes training activities other than those foreseen by the Educational Regulations, provided that they are consistent with the Educational Regulations of the Study Course of the academic year of registration. The individual Study Plan is approved by the CCD.

Article 10
Attendance obligations

1. Attendance at lectures is mandatory. The student who has not attended at least 70% of the hours required for each didactic activity cannot be admitted taking the relevant profit test.
2. Attendance at seminar activities that award training credits is mandatory. The relevant profit verification methods for the attribution of ECTS are the responsibility of the CCD.

Article 11
Prerequisites and previous knowledge

There are no prerequisites for entry and exit. Further information is available in the didactic/activity sheets (Annex 2).

Article 12
Course calendar

The Course calendar is made available on the Course website well in advance of the start of activities (Art. 21, c. 5 of the RDA).

Article 13
Criteria for the recognition of ECTS acquired in other study courses of the same class

For students coming from Study Courses of the same Class, the CCD ensures the recognition of the ECTS, where associated with activities culturally compatible with the educational path, acquired by the student at the Study Course of origin, according to the criteria set out in following article 14. The non-recognition of university training credits must be adequately justified. It remains understood that the portion of university training credits relating to the same scientific- disciplinary sector directly recognized to the student cannot be less than 50% of those already achieved.

Article 14
Criteria for the recognition of ECTS acquired in courses of study of different classes, in university or university level study courses, through single courses, at online universities and in international study courses; criteria for the recognition of ECTS for extra-curricular activities

1. The recognition of ECTS acquired in courses of study of different classes, in university or university level study courses, through single courses, at online universities and in international study courses, takes place by the CCD, based on the following criteria:
• analysis of the program conducted;
• evaluation of the congruity of the scientific disciplinary sectors and the contents of the training activities in which the student has earned the credits with the specific training objectives of the

Course of Study and of the individual training activities to be recognized, still pursuing the aim of student mobility.
Recognition is conducted up to the amount of university credits provided for by the educational regulations of the Course of Study. The non-recognition of university training credits must be adequately justified. Pursuant to Art. 5, paragraph 5-bis, of the Ministerial Decree. 270/2004, it is also possible to acquire training credits at other Italian universities based on agreements stipulated between the institutions involved, in accordance with current legislation.
2. Any recognition of ECTS relating to exams passed as single courses may take place within the limit of 36 ECTS, at the request of the interested party and following the approval of the CCD. The recognition cannot contribute to the reduction of the legal duration of the Study Course, as determined by the Art. 8, c. 2 of the Ministerial Decree 270/2004, except for students who enroll already in possession of a qualification of the same level.
3. Regarding the criteria for the recognition of ECTS for extra-curricular activities, the following activities can be recognized within a maximum limit of 12 ECTS:
• professional knowledge and skills and certified abilities, considering the congruence of the activity conducted and/or the certified ability with respect to the aims and objectives of the Study Course of enrollment as well as the hourly commitment of the duration of the course;
• knowledge and skills acquired in post-secondary level training activities to which the University contributed to planning and implementation.

Article 15
Criteria for enrollment in single didactic courses activated within the Study Courses

Enrollment in individual didactic courses, provided for by the University Regulations, is governed by the "University Regulations for enrollment in individual didactic courses activated within the Study Courses".

Article 16
Characteristics and methods of conducting the final exam

Graduation exam
The student will normally be able to take the degree exam no earlier than fifteen days after the last exam passed. To be admitted taking the Degree Exam, the Student must:
1. have followed all the courses and passed the relevant exams/proficiency qualifications;
2. have obtained a total of 360 ECTS spread over 6 years of the course; *
3. have delivered to the Student Secretariat Office:
a) request to the Rector at least 20 days before the graduation session;
b) a copy of the thesis at least 20 days before the graduation session. The
degree exam takes place in the months of July, October, and March.
Exceptions to these provisions, in completely exceptional cases (State exams and admission to specialization schools), may be authorized by the President of the Board of Directors after hearing the opinion of the President of the School.
The composition of the judging Commission for the degree exams is established, upon delegation from the Rector, by the President of the Council of the single-cycle master's degree course in Medicine and Surgery in English in accordance with paragraph 5 of the art. 28 of the University Didactic Regulations. The Commission is normally made up of at least 7 members chosen from among tenured professors and researchers, of which at least 4 are tenured professors. The Commissions are chaired by the President of the Council of the single-cycle master's degree course in Medicine and Surgery in English or by the most senior of the full professors present.

Procedure for conducting the final exam:
The degree exams are individual, and the grade is expressed in one hundred and tenths. The exam is passed with a minimum score of sixty-six one hundred and tenths; honors and career mentions can be awarded as shown below.
Thesis preparation
The period of preparation of the thesis (degree internship), lasting at least 2 academic years, is conducted within one of the institutional structures of the School of Medicine, under the supervision of the Tutor. The purpose of the degree internship is to give the student the opportunity to gain experience to design a research project with scientific methodology. The internship period must be proposed by the student and approved by the Director of the Department, after having consulted his colleagues, having been certain of the availability of the Tutor and of the skills achieved and of the student's "Curriculum Studiorum" (list of exams taken, eligibility, elective activities, periods of professional training activities, etc.).
For this activity, the student acquires 18 ECTS.*
Final discussion of the degree thesis and final grade
The final score of the Medicine and Surgery Degree Course, after the discussion of the thesis, will be calculated by the teachers of the judging Commission. A student who interrupts participation in courses for more than 6 consecutive years or who has not respected the mandatory attendance for more than 6 consecutive years or who has not passed exams for more than 6 consecutive academic years must be subjected to evaluation by the Didactic Commission of the degree course. The degree exam focuses on the discussion of a thesis/dissertation resulting from the personal and original work conducted by the student and must be conducted under the guidance and responsibility of a teacher. In the presentation of the degree thesis the student can use didactic means such as slides, transparencies, PPT presentations, etc., in a number not exceeding 10, to be intended as an aid for the graduating student to support a better understanding of the presentation and, therefore, they must not contain purely discursive parts but only graphs, figures, tables, etc.
By experimental thesis we mean a paper relating to experimental biological or clinical research conducted by the candidate.
By compilation dissertation/thesis we mean a paper conducted by the candidate which is a bibliographic update or a report on a clinical case.
The theses must be assigned to students:
a) at least 18 months before the graduation session for experimental theses;
b) at least six months in advance for dissertations theses;
Experimental theses must include, alongside the supervisor, a co-supervisor who must receive the thesis at least 7 days before the graduation session.

In the Graduation session immediately after the proclamation of the Degree in Medicine and Surgery, thanks to the presence in the Graduation Commission of a member of the Medical Association, the newly proclaimed Doctor of Medicine and Surgery simultaneously obtains the Qualification to practice professionally, condition that it has received a positive judgment pursuant to the Ministerial Decree. 58/2018 for Practical-Evaluative Internships.
The composition of the judging Commission for the degree exams is established by the Director of the Department of Translational Medical Sciences who can delegate this to the Coordinator of the CCD of the single-cycle Course in Medicine and Surgery in English.
The final degree grade is expressed in one hundred and tenths and is given by the sum of the basic score, degree exam score and other scores.

a) Base score: the base score derives from the 'weighted' average or the 'arithmetic' average of the exams, in relation to the most favorable choice for the student, multiplied by 110 and divided by 30: up to 110.
b) Degree exam score is assigned based on the thesis work and the performance of the final exam (evaluation of the type of thesis and the quality of the research, quality of the presentation, mastery of the topic and discussion skills): up to 7 points.
c) Reward score: up to 7 points
Reward Type
- 0.75 points for each seminar/conference activity decided by the CCD, in agreement with the school, up to a maximum of n. 2 activities (up to max 1.5);
- 0.25 points for each ADE achieved with an excellent grade (up to a max of 1.5)
- 1.50 points if 40 ECTS have been acquired for a number of academic years ≥4 by August 10th of each year;
- 1.50 points for a degree obtained within 6 years;
- 0.75 points for number of ECTS acquired abroad >20 or 1.50 points for number of credits acquired >40 achieved in ERASMUS programs;
- 0.25 points for each exam passed with praise (cum laude) at the University of Naples Federico II up to a maximum of 1.00 points;
The overall mark, determined by the sum of the scores foreseen by the items "a + b + c", is rounded up or down to the nearest whole number only after the final sum.
Candidates who have achieved a final score greater than or equal to 113 may be awarded with praise (cum laude) with the unanimous opinion of the Commission.

* A proposal to amend the regulation is underway which modifies Framework A3.A. In particular, the CORRECTION of the requirements required to access the final exam is proposed.

Article 17
Guidelines for internship and internship activities

The Practical-Evaluative Internship is a mandatory training activity for the purposes of qualifying to practice the profession of doctor-surgeon and the activity is aimed at ascertaining the student's abilities relating to "knowing how to do and knowing how to be a doctor". It takes place for a number of hours corresponding to at least 5 ECTS for each month and is divided into the following periods: one month in the Medical Area; one month in the surgical area; one month in the specific field of General Medicine, to be carried out at the clinic of a General Medicine doctor having the requirements set out in Article 27, paragraph 3, of Legislative Decree no. 368/1999, on the basis of agreements stipulated between the University and the professional association of doctors and surgeons competent for the territory.
As required by the Legislative Decree of 17 March 2020, n. 18, the achievement of the Single Cycle Master's Degree entitles you to practice the profession of Doctor-Surgeon after obtaining the suitability judgment of the Practical-Evaluative Internship.
The methods of conducting and the characteristics of the practical-evaluative internship are regulated by the CCD with a specific regulation.
To obtain the certification of suitability for the TPV, the internship booklet must be delivered to the internship tutor. All the results of the assessments will then be viewed by the Degree Course Coordinator, who will verbalize the final suitability for completing all three internship periods (TPVES Medical Area, TPVES Surgical Area, TPVES Generalist Area).

Article 18
Forfeiture of student status [1]

Students who have not taken exams for eight consecutive academic years will be forfeited unless their contract establishes different conditions. In any case, the forfeiture must be communicated to the student by certified email or other suitable means that certifies receipt.

Article 19
Didactic tasks, including supplementary didactic, orientation, and tutoring activities

Students who have not taken exams will be forfeited. 1. Professors and researchers conduct the assigned didactic load in accordance with the provisions of the University Didactic Regulations and the Regulations on the didactic and student service tasks of professors and researchers and on the methods for self-certification and verification of actual performance.
2. Teachers and researchers must guarantee at least two hours of reception every 15 days (or by appointment in any case granted no later than 15 days) and in any case guarantee availability via email.
3. The tutoring service has the task of orienting and assisting students throughout the course of their studies and of removing obstacles that prevent them from deriving adequate benefit from attending courses, also through initiatives related to the needs and aptitudes of individuals.
4. The University ensures orientation, tutoring and assistance services and activities for the reception and support of students. These activities are organized by the schools and/or Departments with the coordination of the University, as established by the RDA in article 8.
In the single-cycle master's degree course in Medicine and Surgery in English, two distinct support figures are defined:
a) The Tutor. The Tutor is a teacher of the master's degree Course to whom each individual student is entrusted at the beginning of the first year of the Course. He provides suggestions and advice relating to the university career of the entrusted student, directing motivational aspirations in the most appropriate way.
b) the second figure is that of the Teacher-Tutor, to whom a small number of students are entrusted to conduct the professional training activities (AFP) and the TPV. In fact, at every stage of the internship the student is required to operate under the direct supervision of an AFP tutor (internship tutor or clinical tutor), even during the performance of the professional activity for which the latter is responsible. Under no circumstances is it permitted for a student intern to function as a substitute for permanent staff.

Article 20
Evaluation of the quality of the activities carried out

1. The CCD implements all forms of quality assessment of didactic activities provided for by current legislation according to the indications provided by the University Quality Assurance.
2. To guarantee the quality of didactic to the students of the Course of Study as well as to identify the needs of the students and all interested parties, the University of Naples Federico II makes use of the Quality Assurance (QA) system, developed in accordance with the ANVUR document "Self-assessment, Evaluation and Accreditation of the Italian University System", using:
- surveys on the degree of insertion of graduates into the world of work and post-graduation needs;

[1] Art. 24, c. 5 del Regolamento Didattico di Ateneo.

• data extracted from the administration of the questionnaire to evaluate student satisfaction for each course in the study plan, with questions relating to the methods of conducting the course, the didactic materials, the didactic aids, the organization, the structures.
The requirements deriving from the analysis of data on student satisfaction, discussed and analyzed by the CCD and the Joint Teachers-Students Commission (CPDS), are included among the input data in the service design process and/or among the objectives of quality.
3. The QA organization developed by the University implements a process of continuous improvement of the objectives and the appropriate tools to achieve them, ensuring that planning, monitoring, and self-assessment processes are activated in all structures that allow the prompt detection of problems, their adequate investigation, and the formulation of workable solutions.

Article 21
Final rules

The Department Council, upon proposal of the CCD, submits any proposals for amendments and/or additions to these Regulations for examination by the Academic Senate.

Article 22
Advertisement and entry into force

1. This Regulation comes into force on the day following its publication on the official University Noticeboard; it is also published on the University website. The same forms and methods of advertising are used for subsequent modifications and additions.
2. Annex 1 (Study Plan), Annex 2 (Didactic Plans) and Annex 3 (List of Scientific Disciplinary Sectors of Similar-Supplementary Training Activities) are an integral part of this Regulation

ALLEGATO 1

REGOLAMENTO DIDATTICO DEL CORSO DI STUDIO

MEDICINE AND SURGERY

CLASSE LM-41 (ciclo unico)

Scuola: MEDICINA E CHIRURGIA

Dipartimento: SCIENZE MEDICHE TRASLAZIONALI

Regolamento in vigore a partire dall'a.a. 2024-2025

PIANO DEGLI STUDI

LEGENDA

Tipologia di Attività Formativa (TAF):
A = Base
B = Caratterizzanti
C = Affini o integrativi
D = Attività a scelta
E = Prova finale e conoscenze linguistiche
F = Ulteriori attività formative

Denominazione dell'insegnamento	Modulo (CFU)	Semestre	SSD (assegnazione crediti)	Ambito Disciplinare	Tipologia Attività (TAF)
PRIMO ANNO					
Basis of Clinical Medicine (esame integrato annuale da 15 CFU)	Modulo 1 (9)	1	MED/43 (2) M-PSI/08 (1) L-LIN/12 (2) MED/09 (1) MED/09 (2) MED/18 (1)	FORM.CLIN.INT. FISIOP.MET. ING.SC.AB.INF. FISIOP.MET. MED.ATTIV.MOT. EMERM.MC.	B B B B B B
Chemistry and propedeutical biochemistry	Unico (7)	1	BIO/10 (7)	STRUTT.FUNZ.MET.	A
Physics in Medicine	Unico (5)	1	FIS/07 (5)	DISC.GEN.FORM.	A
Medical Statistics and Informatics	Unico (5)	1	MED/01 (4) INF/01 (1)	ING.SC.AB.INF. ING.SC.AB.INF.	B B
Molecular and Cellular Biology	Unico (8)	2	BIO/13 (5) BIO/11 (3)	DISC.GEN.FORM. STRUTT.FUNZ.MET.	A A
Human and Medical Genetics	Unico (6+1) (combinato con attività professionalizzanti)	2	BIO/13 (2) MED/03 (4) Attività professionalizzanti (1)	DISC.GEN.FORM. DISC.GEN.FORM.	A A F
Human histology and Embriology	Unico (6)	2	BIO/17 (6)	MORF.UM.	A
Basis of Clinical Medicine (esame integrato annuale da 15 CFU)	Modulo 2 (6)	2	MED/09 (1) MED/09 (1) MED/09 (1) MED/26 (1) L-LIN/12 (2)	CLIN.GEN.MC. MED. COMUNITA' FORM.CLIN.INT. DISC.NEUROL. ING.SC.AB.INF.	B B B B B
Attività a scelta dello studente (ADE)	2	2			D
	Totale Primo anno (55)				

Denominazione dell'insegnamento	Modulo (CFU)	Semestre	SSD (assegnazione crediti)	Ambito Disciplinare	Tipologia Attività (TAF)
SECONDO ANNO					
Human Anatomy (esame integrato annuale da 12 CFU)	Modulo 1 (4)	1	BIO/16 (4)	MORF.UM.	A
Human Physiology (esame integrato annuale da 15 CFU)	Modulo 1 (8)	1	BIO/09 (8)	FUNZ.BIOL.	A
Human Biochemistry	Unico (9)	2	BIO/10 (9)	STRUTT.FUNZ.MET.	A
Human Anatomy (esame integrato annuale da 12 CFU)	Modulo 2 (8)	2	BIO/16 (8)	MORF.UM.	A
Human Physiology (esame integrato annuale da 15 CFU)	Modulo 2 – (combinato con attività professionalizzanti) (6+1)	2	BIO/09 (6) Attività professionalizzanti (1)	FUNZ.BIOL.	A F
Microbiology and Immunology	Unico (7)	2	MED/07 (3) MED/04 (4)	PAT.GEN. PAT.GEN.	B B
Attività a scelta dello studente (ADE)	1	2			D
	Totale Secondo anno (44)				

Denominazione dell'insegnamento	Modulo (CFU)	Semestre	SSD (assegnazione crediti)	Ambito Disciplinare	Tipologia Attività (TAF)
TERZO ANNO					
General Pathology and Physiopathology (esame annuale integrato da 13 CFU)	Modulo 1 - (combinato con attività professionalizzanti) (7 + 1)	1	MED/04 (7) Attività professionalizzanti (1)	PAT.GEN.	B F
Medical-surgical clinical methodology (esame annuale integrato da 19 CFU)	Modulo 1 (combinato con attività professionalizzanti) (6 + 3)	1	MED/09 (3) MED/18 (1) MED/42 (1) M-PSI/08 (1) Attività professionalizzanti (3)	FISIOP.MET. FISIOP.MET. MED.SAN.PUBBL. FISIOP. MET.	B B B B F
Hygiene and community medicine	Unico (combinato con attività professionalizzanti) (5 + 3)	1	MED/42 (3) MED/42 (2) Attività professionalizzanti (3)	S.UM.POL. MED.SAN.PUBBL.	B B F
General Pathology and Physiopathology (esame annuale integrato da 13 CFU)	Modulo 2 - (5)	2	MED/04 (5)	PAT.GEN.	B
Medical-surgical clinical methodology (esame annuale integrato da 19 CFU)	Modulo 2 – (combinato con attività professionalizzanti (6 + 4)	2	MED/09 (3) MED/18 (2) MED/45 (1) Attività professionalizzanti (4)	FISIOP.MET. FISIOP.MET. AFF.INTEG.	B B C F
Laboratory Medicine	Unico (combinato con attività professionalizzanti) (8 +1)	2	BIO/12 (3) MED/05 (2) MED/07 (2) MED/46 (1) Attività professionalizzanti (1)	MED.LAB. MED.LAB. MED.LAB. AFF.INTEG.	B B B C F
Attività a scelta dello studente (ADE)	1	2	Attività a scelta dello studente (ADE)		D
	Totale Terzo anno (50)				

Denominazione dell'insegnamento	Modulo (CFU)	Semestre	SSD (assegnazione crediti)	Ambito Disciplinare	Tipologia Attività (TAF)
QUARTO ANNO					
Medical Pharmacology and Toxicology (esame integrato annuale da 11 CFU)	Modulo 1 (5)	1	BIO/14 (5)	FARMAC.TOSS.	B
Pathological Anatomy and Histology (esame integrato annuale da 12 CFU)	Modulo 1- Quadri morfologici e Tecniche di Laboratorio (5)	1	MED/08 (5)	D. ANAT.PAT.	B
Clinical Immunology and Allergology, Cutaneous and Venereal Diseases, Plastic surgery	Unico (combinato con attività professionalizzanti) (7 + 2)	1	MED/09 (1) MED/09 (2) MED/35 (3) MED/19 (1) Attività professionalizzanti (2)	MED.COMUNITA' CLIN.GEN.MC. CLIN.SP.MC. CLIN.SP.MC.	B B B F
Endocrine and gastrointestinal diseases	Unico (combinato con attività professionalizzanti) (10 + 2)	1	MED/13 (4) MED/12 (3) MED/12 (1) MED/18 (2) Attività professionalizzanti (2)	FORM.CLIN.INT CLIN. SPMC. FISIOP.MET. AFF.INTEG.	B B B C F
Medical Pharmacology and Toxicology (esame integrato annuale da 11 CFU)	Modulo 2 (combinato con attività professionalizzanti) (5+ 1)	2	BIO/14 (3) BIO/14 (2) Attività professionalizzanti (1)	FARMAC.TOSS. FORM.CLIN.INT.	B B B F
Pathological Anatomy and Histology (esame integrato annuale da 12 CFU)	Modulo 2 – (combinato con attività professionalizzanti) (6 + 1)	2	MED/08 (3) MED/08 (3) Attività professionalizzanti (1)	D. ANAT.PAT. AFF.INTEG.	B C F
Nephrology and Urology	Unico (combinato con attività professionalizzanti) (5 + 2)	2	MED/14 (3) MED/24 (2) Attività professionalizzanti (2)	CLIN.SP.MC. FORM.CLIN.INT.	B B F
Respiratory and Cardiovascular Diseases	Unico (combinato con attività professionalizzanti) 9 + 2	2	MED/11 (3) MED/10 (2) MED/10 (1) MED/22 (1) MED/23 (1)	CLIN.SP.MC. FORM.CLIN.INT. MED.ATTIV.MOT. CLIN. SP.MC. CLIN.SP.MC.	B B B B B

			MED/21 (1) Attività professionalizzanti (2)	CLIN.SP.MC.	B F
Attività a scelta dello studente (ADE)	1	2	Attività a scelta dello studente (ADE)		D
Preparation of Thesis	4	2			E
	Totale Quarto anno (67)				

Denominazione dell'insegnamento	Modulo (CFU)	Semestre	SSD (assegnazione crediti)	Ambito Disciplinare	Tipologia Attività (TAF)
QUINTO ANNO					
Head and neck and sensory organs diseases	Unico (combinato con attività professionalizzanti) (8 + 1)	1	MED/30 (3) MED/31 (2) MED/32 (1) MED/28 (1) MED/29 (1) Attività professionalizzanti (1)	CLIN.MC.O.S. CLIN.MC.O.S. CLIN.MC.O.S. CLIN.MC.O.S. CLIN.SP.MC.	B B B B B F
Rheumatology and degenerative-malformative diseases of locomotor system	Unico (combinato con attività professionalizzanti) (6 +1)	1	MED/16 (3) MED/33 (2) MED/34 (1) Attività professionalizzanti (1)	FORM.CLIN.INT. CLIN.MC.LOC. CLIN.MC.LOC.	B B B F
Oncological and hematological diseases	Unico (combinato con attività professionalizzanti) (10 + 2)	1	MED/06 (4) MED/15 (2) MED/15 (2) MED/18 (1) MED/36 (1) Attività professionalizzanti (2)	FORM.CLIN.INT. CLIN.SP.MC. FISIOP.MET. CLIN.GEN.MC. AFF.INTEG.	B B B C F
Diagnostic Imaging and Radiotherapy	Unico (combinato con attività professionalizzanti) (6 + 1)	1	MED/36 (5) MED/36 (1) Attività professionalizzanti (1)	DISC.RAD.RTER. AFF.INTEG.	B C F
Forensic and Occupational Medicine	Unico (combinato con attività professionalizzanti) (5 + 1)	2	MED/43 (3) MED/44 (2) Attività professionalizzanti (1)	MED.SAN.PUBBL. MED.SAN.PUBBL.	B B F
Neurology and Psychiatry	Unico (combinato con attività professionalizzanti) (10 + 1)	2	MED/26 (3) MED/25 (4) MED/37 (1) MED/27 (1) M-PSI/08 (1) Attività professionalizzanti (1)	DISC.NEUROL. CLIN.PSI.DISC.C. DISC.NEUROL. DISC.NEUROL. CLIN.PSI.DISC.C.	B B B B B F
Infectious Diseases	Unico (combinato con attività professionalizzanti) (5 + 1)	2	MED/17 (3) MED/17 (1) MED/07 (1) Attività professionalizzanti (1)	CLIN.SP.MC. FORM.CLIN.INT. FORM.CLIN.INT.	B B B F

Translational Medicine	Unico (combinato con attività professionalizzanti) (7 + 3)	2	MED/09 (2) MED/03 (1) MED/05 (1) MED/38 (1) Attività professionalizzanti (3)	AFF.INTEG. AFF.INTEG. MED.LAB. DISC.PED.	C C B B F
Attività a scelta dello studente (ADE)	1	2	Attività a scelta dello studente (ADE)		D
Preparation of Thesis	4	2			E
	Totale Quinto Anno (71)				

Denominazione dell'insegnamento	Modulo (CFU)	Semestre	SSD (assegnazione crediti)	Ambito Disciplinare	Tipologia Attività (TAF)
SESTO ANNO					
Pediatrics	Unico (combinato con attività professionalizzanti) (7 + 3)	1	MED/38 (5) MED/39 (1) MED/20 (1) Attività professionalizzanti (3)	DISC.PED. DISC.PED. DISC.PED.	B B B F
Clinical Medicine	Unico (combinato con attività professionalizzanti) (7 + 1)	1	MED/09 (7) Attività professionalizzanti (1)	CLIN.GEN.MC.	B F
General Surgery	Unico (combinato con attività professionalizzanti) (7 + 1)	1	MED/18 (7) Attività professionalizzanti (1)	CLIN.GEN.MC.	B F
Tirocinio Pratico-valutativo	5	1			F
Attività a scelta dello studente (ADE)	2	1	Attività a scelta dello studente (ADE)		D
Medical and Surgical Emergencies	Unico (combinato con attività professionalizzanti) (10 + 2)	1	MED/09 (2) MED/41 (4) MED/18 (2) MED/11 (1) MED/33 (1) Attività professionalizzanti (2)	EMERM.MC. EMERM.MC. EMERM.MC. EMERM.MC. EMERM.MC.	B B B B B F
Gynecology and Obstetrics	Unico (combinato con attività professionalizzanti) (5 + 3)	2	MED/40 (5) Attività professionalizzanti (3)	DISC.OSTETR.	B F
Preparation of Thesis	10	2			E
Tirocinio Pratico-valutativo	10	2			F
	Totale sesto anno (73)				

Nota
Tutti gli insegnamenti di TAF A – TAF B – TAF C sono obbligatori

Legenda Ambiti Disciplinari

STRUTT.FUNZ.MET. = Struttura, funzione e metabolismo delle molecole di interesse biologico
DISC.GEN.FORM. = Discipline generali per la formazione del medico
MORF.UM. = Morfologia umana
FUNZ.BIOL. = Funzioni biologiche integrate di organi, sistemi ed apparati umani
PAT.GEN. = Patologia generale, molecolare, immunopatologia, fisiopatologia generale, microbiologia e parassitologia
MED.SAN.PUBBL. = Medicina e sanità pubblica e degli ambienti di lavoro e scienze medico0-legali
S.UM.POL. = Scienze umane, politiche della salute e management sanitario
ING.SC.AB.INF. = Inglese scientifico, e abilità linguistiche, informatiche e relazionali, pedagogia medica, tecnologie avanzate, e a distanza di informazione e comunicazione
FARMAC.TOSS. = Farmacologia, tossicologia e principi di terapia medica
FORM.CLIN. INT. = Formazione clinica interdisciplinare e medicina basata sulle evidenze
MED.ATTIV.MOT. = Medicina delle attività motorie e del benessere
DISC.NEUROL. = Discipline neurologiche
FISIOP. MET. = Fisiopatologia, metodologia clinica, propedeutica clinica e sistematica medico-chirurgica
MED.SAN.PUBBL. = Medicina e sanità pubblica e degli ambienti di lavoro e scienze medico-legali
D.ANAT.PAT. = Discipline anatomo-patologiche e correlazioni anatomo-cliniche
MED.LAB. = Medicina di laboratorio e diagnostica integrate
MED.COMUNITA' = Medicina di comunità
CLIN.SP.MC. = Clinica delle specialità medico-chirurgiche
CLIN.MC.LOC. = Clinica medico-chirurgica dell'apparato locomotore
CLIN.MC.O.S. = Clinica medico-chirurgica degli organi di senso
DISC.RAD.RTER. = Discipline Radiologiche e radioterapiche
CLIN.PSI.DISC.C.= Clinica psichiatrica e discipline di comportamento
CLIN.GEN.MC. = Clinica generale medica e chirurgica
DISC.OSTETR. = Discipline ostetrico-ginecologiche, medicina della riproduzione e sessuologia medica
DISC.PED. = Discipline Pediatriche
EMERM.MC. = Emergenze medico-chirurgiche

Elenco delle propedeuticità
Non sono previste propedeuticità

ANNEX 2.1 (TAF A-B-C)

DEGREE PROGRAM DIDACTIC REGULATIONS

MEDICINE AND SURGERY

CLASS LM-41 (single-cycle)

School: MEDICINE and SURGERY

Department: TRASLATIONAL MEDICAL SCIENCES

Didactic Regulations in force since the academic year 2024-25

<table>
<tr><td colspan="2">Integrated Course of

BASIS OF CLINICAL MEDICINE
(MODULE 1 AND 2)</td><td>Teaching Language:
ENGLISH</td></tr>
<tr><td colspan="2">SSD (Subject Areas):
MED/43
M-PSI/08
MED/09
MED/18
MED/26
L-LIN/12</td><td>ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):
2
1
6
1
1
4</td></tr>
<tr><td>Course year: 1st year</td><td colspan="2">Type of Educational Activity: B</td></tr>
<tr><td colspan="3">Teaching Methods:
In-person</td></tr>
<tr><td colspan="3">Contents extracted from the SSD declaratory consistent with the training objectives of the course:
Bioethics/Forensic Medicine (MED/43)
The course provides students with knowledge needed to:
1) know ethical and historical issues of medicine and obtain the ability to communicate with patient and his family, clearly and humanly.
2) be able to recognize and to face ethical issues of daily medical practice;
3) understand the respect for fundamental rights of patient, especially information and self-determination.
Clinical Psychology (M-PSI/08)
1) Students will be introduced to the following issues: Clinical Psychology and Medical Practice; Personality and individual differences, social bases of behavior, cognitive-affective variables of behavior, Existential-Phenomenological Psychology and Medical Practice; Values Based Practice.
2) Students will acquire knowledge of Existential-Phenomenological Psychology as a useful methodology for describing and ordering first person experience of illness in order to improve their own clinical/relational skills.
3) Students will be introduced to the Values Based Practice.
Such different topics may allow the student to grasp the complex and intertwining different psychological dimensions related to the patients' illness experience and doctor-patient relationship as the core element in the ethical principles of medicine.
Internal Medicine (MED/09)
The course provides students with knowledge of:
1) The evolution of medical teaching;
3) Patient Care;
3) Practice-Based Learning and Improvement;
4) Interpersonal and Communication Skills;
5) Professionalism;
6) Systems-Based Practice;</td></tr>
</table>

7) Sport medicine: To provide the basis for the physiology the biology and the metabolism of the human movement, the impact of movement on physiology and disease, the basis for the prescription of physical activity for human conditions.

General Surgery (MED/18)

The course provides students with knowledge needed to:

1) enter the clinical scenario of General Surgery;

2) acquire basic concepts of the evolution of General Surgery;

3) be informed on the modern technological armamentarium of General Surgery.

Neurology (MED/26)

healthcare activities congruous in the field of the pathophysiology of diseases of the central and peripheral nervous system, of functional and instrumental semiotics, clinical methodology and therapy in neurology; specific fields of expertise are clinical neurobiology, neurophysiopathology, clinical neuropsychology and rehabilitation in neurology.

English language (L-lin/12)

The course provides students with knowledge needed to:

To get B1 level by studying the language and Translation-English Language, focuses on the linguistic and metalinguistic analysis of the English language in its various diachronic and synchronic parameters, in its phonological, morphological, lexical, syntactic, textual, discursive, pragmatic and stylistic as well as in its various types of register relating to oral, written and multimodal communication in social, institutional, cultural and literary contexts.

Objectives:

The course delivers ability and tools needed to apply knowledge in practice, favoring the ability to use methodological tools to provide valid clinical assistance and to empathize with patients and their families when they are at their most vulnerable and in need of understanding.

Through the theoretical and practical notions provided from the course, students should develop critical thinking skills and should be capable to autonomously deepen their knowledge and keep up to date of most prevalent diseases.

At the end of the course, students should fluently discuss all the learned notions, using the most appropriate terminology and should also be capable to communicate, with a simple but comprehensive and accurate language, the main information's derived from the course.

No propaedeuticities

Types of examinations and other tests:

Written and oral

Integrated Course of **CHEMISTRY AND PROPEDEUTIC BIOCHEMISTRY**	**Teaching Language:** **ENGLISH**
SSD (Subject Areas): BIO/10	**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 7
Course year: 1st year	**Type of Educational Activity: A**
Teaching Methods: In-person	
Contents extracted from the SSD declaratory consistent with the training objectives of the course: General and Inorganic Chemistry: 1. Atomic structure and electronegativity 2. Chemical bonds 3. Concept of mol 4. Inorganic compounds 5. Chemical transformations and related energetics 6. Properties of water and aqueous solutions 7. Redox reactions Organic Chemistry: 1. Backbone of organic compounds 2. Simple organic molecules 3. Classes of organic molecules Introduction to Biochemistry: 1. Biological molecules and macromolecules: Amino acids and Proteins 2. Biological molecules and macromolecules: Carbohydrates 3. Biological molecules and macromolecules: Lipids 4. Biological molecules and macromolecules: Nucleotides and Nucleic Acids	
Objectives: The student should be capable of recognizing the structure of the most important biological compounds and discussing their reactivity; transferring the knowledge acquired on the chemical behaviour of acids and alkalis in aqueous solutions to the biological systems; applying the notion of thermodynamic equilibrium to the biochemical transformations; recognizing the functional groups in various compounds, as well as discussing the properties of the most important (macro)molecules.	
No propaedeuticities	
Types of examinations and other tests: written and oral	

Integrated Course of **PHYSICS IN MEDICINE**		**Teaching Language:** **ENGLISH**
SSD (Subject Areas): FIS/07		**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 5
Course year: 1st year	**Type of Educational Activity: A**	
Teaching Methods: In-person		
Contents extracted from the SSD declaratory consistent with the training objectives of the course: The course provides students with knowledge needed to: determine and interpret the physical quantities at the basis of biochemical transformations through thermodynamics principles; apply the perfect gas laws to breathing mechanisms.; analyze and justify phenomena related to surface tension through the exerted inter-molecular forces in solids and liquids; interpret the dynamics of blood circulation and breathing system in terms of models based on hydrodynamics laws; explain wave properties and features. utilize them to understand and interpret the functions of listening system and vision; describe how optical devices work. describe electric and magnetic phenomena and understand their relation with electrophysiology and biomedical instrumentation; describe ionizing radiations and illustrate methods for their generation and attenuation.		
Objectives: Students are expected to know and interpret fundamental Physics laws, to illustrate and explain these laws within their natural frame, and to provide examples of these laws taken from Life Sciences, thus demonstrating the capability to correctly determine the physical mechanisms at the basis of the proposed phenomena.		
No propaedeuticities		
Types of examinations and other tests: written and oral		

Integrated Course of **MEDICAL STATISTICS AND INFORMATICS**		**Teaching Language:** **ENGLISH**
SSD (Subject Areas): MED/01 INF/01		**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 4 1
Course year: 1st year	**Type of Educational Activity: A**	
Teaching Methods: In-person		
Contents extracted from the SSD declaratory consistent with the training objectives of the course: *Medical statistics (MED-01)* The course provides students with knowledge needed: To study the scientific method and approach, the quantitative paradigm of evidence based medicine, study design; introduction to measure theory, graphical and tabular data representations, measures of central tendency and dispersion, introduction to probability theory, measures of diagnostic accuracy (sensitivity, specificity, auc, ppv, npv) measures of association (or, rr); introduction to statistical inference (concepts of population, random sample, sampling theory and sampling distributions; hypothesis testing (probabilistic structure of a statistical test, power and significance of a test, criteria to obtain the best decision rule, p-value). *Informatics (Inf-01)* The course provides students with knowledge needed: To brings together skills and research areas specific to computer science and information theory, placed at the basis of the IT approach to the study of problems and, jointly, of planning, production and use of information systems for innovation in society.		
Objectives: The student must be able to formulate an elementary statistical research plan concerning a clinical trial and/or an observational study through, in the first case, the calculation of the sample size and the definition of strategies of randomization and of the statistical plan, and, in the second, of the tools to limit the phenomenon of confounding. They will need to be able to perform descriptive statistics and use elementary statistical tests with the aid of software.		
No propaedeuticities		
Types of examinations and other tests: written and oral		

Integrated Course of **MOLECULAR AND CELLULAR BIOLOGY**		**Teaching Language:** **ENGLISH**
SSD (Subject Areas): BIO/13 BIO/11		**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 5 3
Course year: 1st year	**Type of Educational Activity: A**	
Teaching Methods: In-person		
Contents extracted from the SSD declaratory consistent with the training objectives of the course: The course provides students with knowledge needed to: *BIO/13 (Applied Biology)* Biological membranes. Transport across cell membranes; Biological macromolecules, nucleic acids structure and DNA topology. Genomic organization. Chromatin structure; Molecular mechanism of DNA replication. DNA synthesis, DNA repair and DNA recombination; DNA transcription in eukaryotes. Transcripts maturation and modification. Protein synthesis; Physico-chemical principles of vital processes. The role of mitochondria in the maintenance of cell homeostasis; Biogenesis and maintenance of cellular compartments. Regulation of vescicular traffic of proteins. Molecular mechanisms of exocytosis and endocytosis. *BIO/11 (Molecular Biology)* The cell cycle: sequential events in the cell cycle and its regulation. Apoptosis. The cytoskeleton. Molecular motors. Cell motility. The mechanics of cell division. The mitosis. Life cycles involving sexual reproduction. The meiosis. Cells and their environment: intercellular junctions and extracellular matrix. Stem cells and their application in biomedicine. The acquisition of the differentiated state. Master genes in the early stages of embryonic development in mammals.		
Objectives: The aim of the Course is the understanding of the biological mechanisms that underlie cellular functions. In particular, the student must learn the link between subcellular components and cellular functions, and the molecular mechanisms that regulate and determine proper cellular functioning. Students will also be able to understand the link with the pathogenesis of human diseases when the physiological mechanisms regulating cellular homeostasis are perturbed and/or lost.		
No propaedeuticities		
Types of examinations and other tests: Written and oral		

Integrated Course of **HUMAN AND MEDICAL GENETICS**		**Teaching Language:** **ENGLISH**
SSD (Subject Areas): MED/03 BIO/13 CLINICAL CLERKSHIPS		**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 4 2 1
Course year: 1st year	**Type of Educational Activity: A, F**	
Teaching Methods: In-person		
Contents extracted from the SSD declaratory consistent with the training objectives of the course: *Medical Genetics (MED03)* The course provides students with knowledge needed to: Mendelian transmission of hereditary characteristics. Alleles and loci. Dominant and recessive disorders. Homozygosity and heterozygosity. The analysis of family trees. Examples of the most common autosomal dominant, recessive and X-linked genetic diseases. Factors affecting the expression of genes (modifier genes, imprinting, etc.). Penetrance and variable expressivity. The mitochondrial transmission. Anticipation and imprinting in genetic diseases. Calculation of the genetic risk for Mendelian traits. Mutations: different typology and effect of mutations. Haploinsufficiency. International nomenclature of mutations. DNA polymorphism. *Applied Biology (BIO13)* Meiosis (Gametogenesis in males and females) – Chromosomes structure. Karyotype – Techniques for standard and molecular cytogenetic analyses - CGH array. Quantitative chromosomal disorders – Euploidy and aneuploidy – Trisomy disorders in humans. Trisomy 21, 18, 13, aneuploidies of sexual chromosomes, Turner and Klinefelter. Microdeletions syndromes. Techniques to detect chromosomal abnormalities.		
Objectives: Students will be provided with the basic knowledge to enable them to understand the mechanisms underlying monogenic and complex genetic diseases. At the end of the course the student should be capable to a) recognize a genetic disease; b) recommend the most appropriate tests to establish the diagnosis; c) suggest the most appropriate therapeutic approach or direct the patient to the appropriate specialist; d) coordinate and manage the different medical specialists needed for the management of genetic disorders with multisystemic involvement; e) prevent the complication and advice the families on risk factors and reproductive risks.		
No propaedeuticities		
Types of examinations and other tests: Written and oral		

Integrated Course of **HUMAN HISTOLOGY AND EMBRYOLOGY**	**Teaching Language:** **ENGLISH**
SSD (Subject Areas): BIO/17	**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 6
Course year: 1st year	**Type of Educa1tional Activity: A**

Teaching Methods:
In-person

Contents extracted from the SSD declaratory consistent with the training objectives of the course:
BIO/17 (Hystology)

- Identify various cellular organelles by relative size and morphology, as seen with light and electron microscopy.
- Gain the ability to correctly interpret data from both light and electron micrographs.
- Identify the morphological features of the human four primary tissues and recognize their interplay in forming organs.
- Describe the histology of the cyclic changes in the human male and female reproductive systems and know the cellular and tissue basis of the human reproduction mechanisms.
- Understand the different stages of human embryonic development and the relevance of relationships between embryology and medical practice.
- Focus on the relevance of cellular and histological structures as basis of organism normal functioning, and as target of variations that can lead to the disease.

Objectives:
The student would be able to:
1. know the morphology of cells, tissues and their classifications
2. know the main relationships between the structure and the functions
3. identify cytotypes and differentiated tissues by using specific morphological methods
4. discuss the role of tissues in the formation of complex structures

No propaedeuticities

Types of examinations and other tests:
Written and oral

Integrated Course of **HUMAN ANATOMY** **(MODULE 1 AND 2)**	**Teaching Language:** **ENGLISH**
SSD (Subject Areas): BIO/16	**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 12
Course year: 2nd year	**Type of Educational Activity: A**
Teaching Methods: In-person	
Contents extracted from the SSD declaratory consistent with the training objectives of the course: *BIO/16 (Human Anatomy)* regions of human body; anatomical terminology, position and planes; skeletal, articular and muscular systems (axial and appendicular skeleton, joints, muscles); peripheral nervous system (nerve fibers, spinal nerves, ganglia and plexuses); topographic anatomy of mediastinum; heart and pericardium; vascular system (arteries, veins, lymphatic trunks and ducts); lymphoid organs (macroscopic and microscopic anatomy of thymus, spleen and lymph node; regional lymph nodes)	
Objectives: Module 1: Students will gain the ability to appreciate and describe the three-dimensional and multi-level complexity of human body, to describe the topography, vascularization, innervation, and structure of organs using the correct international anatomical terminology, to understand and appreciate the inextricable link between normal structure and function of human organs and systems. Module 2: The student will know the official anatomical terminology and normal human anatomy at the macroscopic and microscopic level and will understand the relationships between organs and between organ systems at different levels of organization.	
No propaedeuticities	
Types of examinations and other tests: Written and Oral	

Integrated Course of **HUMAN PHYSIOLOGY (MODULE 1 AND 2)**		**Teaching Language:** **ENGLISH**
SSD (Subject Areas): BIO/09 CLINICAL CLERKSHIPS		**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 14 1
Course year: 2nd year	**Type of Educational Activity: A, F**	
Teaching Methods: In-person		
Contents extracted from the SSD declaratory consistent with the training objectives of the course: *BIO/09 (human physiology)* Structure and functions of biological membranes and ion channels; cellular physiology of skeletal, smooth, and cardiac muscles; electrical activity of the hearth; pulmonary circulation. respiratory mechanics: mechanisms of urine formation		
Objectives: Module 1: The student will acquire knowledge relating to cellular and molecular physiology, muscular, cardiovascular, respiratory, and renal physiology and must be able to understand the mechanisms underlying complex homeostatic functions such as blood pressure control, hydro-electrolytic balance and pH control. Module 2: The study of the organs functions and their relationships' life, starting from the knowledge of the the whole nervous system to arrive at the knowledge of the functioning of the endocrine and gastrointestinal systems; the study of motor control and sensitivity; the study of the general mechanisms of regulation of the superior integrated functions in physiological conditions; the application of the general principles of physics, biophysics, chemistry, mathematics, statistics and biomedical technologies to the functional study of the nervous system, the endocrine system and gastrointestinal system.		
No propaedeuticities		
Types of examinations and other tests: Written and oral		

Integrated Course of **HUMAN BIOCHEMISTRY**	**Teaching Language:** **ENGLISH**
SSD (Subject Areas): BIO/10	**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 9
Course year: 2nd year	**Type of Educational Activity: A**
Teaching Methods: In-person	
Contents extracted from the SSD declaratory consistent with the training objectives of the course: *BIO/10 (Biochemistry)* Enzymes: Water-soluble Vitamins and coenzymes. Principles of cellular metabolism and bioenergetic . Carbohydrate metabolism: Lipid metabolism: Fat-soluble vitamins; Protein metabolism. Nucleotide metabolism: de novo synthesis and salvage pathways; catabolism of purine and pyrimidine nucleotides. Oxygen transport: hemoglobin and myoglobin. Bioenergetic and electron transport mechanisms; oxidative phosphorylation. Biochemistry of tumor cells. Reactive oxygen species and molecular basis of aging. Hormone biochemistry. Integration of metabolism-tissue-specific metabolisms. Biochemistry of the blood and coagulation proteins. Iron and heme metabolisms. Main methodologies for the study of the biochemical/molecular bases of human pathologies.	
Objectives: The student must demonstrate knowledge and understanding of the biochemical and molecular mechanisms of metabolism. He must demonstrate that she/he knows how to deal with even complex discussions on topics concerning metabolic regulation, starting from the notions learned on biochemical processes. She/he must also know the tools and basic methodologies needed to study metabolism and its defects.	
No propaedeuticities	
Types of examinations and other tests: Written and oral	

Integrated Course of **MICROBIOLOGY AND IMMUNOLOGY**		Teaching Language: **ENGLISH**
SSD (Subject Areas): MED/07 MED/04		**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 3 4
Course year: 2nd year 2nd semester	**Type of Educational Activity: B**	
Teaching Methods: In-person		
Contents extracted from the SSD declaratory consistent with the training objectives of the course: *Microbiology (MED/07)* Classify pathogenic microrganisms and get familiar with differences in the genetic and functional organization of different pathogenic bacteria and viruses; to identify the causative agents of an infection; how infections can be eradicated by antibacterial and antiviral drugs; how infections could be prevented by vaccination *Immunology (MED/04)* A view of cellular and molecular components of immune system and of the way they orchestrate pathogen control and physiological homeostasis maintenance: the molecular and cellular components of the immune system and the regulatory networks they organize; the interaction between human tissues and microbial components and the way we recognize and counteract infections; the main pathological alterations of immune cells and the way they mediate diseases.		
Objectives: The main aim of the Microbiology-Immunology Course is to pursue the knowledge of the infectious world and of the way the human organism reacts to it by the immune system.		
No propaedeuticities		
Types of examinations and other tests: Written and oral		

Integrated Course of **GENERAL PATHOLOGY AND PHYSIOPATHOLOGY (MODULE 1 AND 2)**		**TeachingLanguage:** **ENGLISH**
SSD (Subject Areas): MED/04 Clinical Clerkships		**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 12 1
Course year:3rd year	**Type of Educational Activity: B, F**	
Teaching Methods: In-person		
Contents extracted from the SSD declaratory consistent with the training objectives of the course: *MED/04 (General Pathology)* Concepts of general etiology and pathogenesis; Acute inflammation; Chronic inflammation; mechanisms of cell damage and tissue degeneration; cellular adaptations; neurodegenerative diseases; connective tissue diseases; mitochondrial diseases; molecular pathology of signal transduction. benign and malignant tumors.		
Objectives: Module 1: The student will be able to address: the etiology underlying most important human diseases;the molecular pathogenesis underlying most important human diseases; the major clinical presentations of most important human diseases and link the molecular and cellular alterations to morphology (histopathology) and to the clinical phenotype. Module 2: The student will be able to address: the main alterations in the function of organs and systems. The course will address how genetic, inflammatory, degenerative and proliferative alterations are translated into functional and morphological alterations. The student will learn the etiological factors and pathogenetic mechanisms, at the cellular and molecular level, underlying main diseases of the metabolism, and of the various organs and systems.		
No propaedeuticities		
Types of examinations and other tests: Ongoing test		

Integrated Course of **MEDICAL, SURGICAL AND CLINICAL METHODOLOGY (MODULE 1 AND 2)**	**TeachingLanguage:** **ENGLISH**
SSD (Subject Areas): MED/09 MED/18 MED/42 MED/45 M-PSI/08 Clinical Clerkships	**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 6 3 1 1 (C) 1 7
Course year: 3rd year	**Type of Educational Activity: B, C, F**

Teaching Methods:
In-person

Contents extracted from the SSD declaratory consistent with the training objectives of the course:
The course provides students with knowledge needed to the general understanding of medical care, surgical interventions, and the systematic approach to clinical practice.
Internal Medicine (MED/09)
family and personal anamnesis; detection and interpretation of cardiovascular symptoms detection and interpretation of abdominal symptoms; pathophysiology of several symptoms; examination of cardiovascular system; examination of abdomen; evaluation of wounds and skin lesions; diagnostic evaluation of hernia; diagnostic evaluation of breast; diagnostic evaluation of thyroid nodules; role of clinical epidemiology in clinical practice: rates, proportions, indices; sensibility, specificity, positive and negative predictive values of clinical symptoms/signs and diagnostic tests; descriptive studies, cross-sectional studies, prospective cohort studies, case control studies, time trend analysis, experimental studies
General Surgery (MED/18)
scientific and educational-training activities, as well as in related healthcare activitiessuitable in the field of pathophysiology, functional and instrumental semiotics and clinical surgerygeneral;
Hygiene (MED/42)
scientific and educational-training activitiesin the field of hygiene applied to the environment, toworkplaces, school hygiene, food and nutrition hygiene,community medicine, preventive, rehabilitative and social medicine.
Hygiene (MED/45)
recognition of the collaboration with the nursing professionals including clinical, preventive and community nursing, critical care and emergency nursing and methodology and organization of the profession.
Clinical psychology (M-PSI/08)
scientific and educational-training activities in the fieldofhealth and healthcare, psychological distress, the psychological aspects of psychopathologies.

Objectives:
Module 1: The course aims to produce well-rounded medical students who can seamlessly transition from classroom learning to practical application in clinical settings. This approach ensures that students are equipped with the knowledge, skills, and ethical foundations necessary for providing quality medical care and contributing meaningfully to the healthcare field.
Module 2: The course aims at providing students a comprehensive understanding of medical care, surgical interventions, and the systematic approach to clinical practice; The course will help understanding the basis for the collaboration between medical doctor and nurses on the management of the patient.

No propaedeuticities

Types of examinations and other tests:
Written and oral

Integrated Course of **HYGIENE AND COMMUNITY MEDICINE**		TeachingLanguage: **ENGLISH**
SSD (Subject Areas): MED/42 Clinical Clerkships		**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 5 3
Course year: 3rd year	**Type of Educational Activity: B, F**	
Teaching Methods: In-person		
Contents extracted from the SSD declaratory consistent with the training objectives of the course: *MED/42 (General and applied hygiene)* epidemiological methodology; preventive medicine; healthcare management, organization, strategic planning and business economics principles; environmental and workplace hygiene; food hygiene and nutrition; epidemiology and prophylaxis of infectious diseases; community medicine; epidemiology and prevention of chronic degenerative diseases.		
Objectives: The student should demonstrate understanding of health prevention and health promotion methods and tools for individuals and populations, considering environmental protection, gender differences, and health inequalities. The student should understand the principles of health organization, planning and management and their applications for health protection. Such tools will enable students to learn about the determinants of public health and their implications for health promotion.		
No propaedeuticities		
Types of examinations and other tests: Written and oral		

Integrated Course of **LABORATORY MEDICINE**		**TeachingLanguage:** **ENGLISH**
SSD (Subject Areas): BIO/12 MED/05 MED/07 MED/46 Clinical Clerkships		**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 3 2 2 1 (C) 1
Course year: 3rd year	**Type of Educational Activity: B, C, F**	
Teaching Methods: In-person		
Contents extracted from the SSD declaratory consistent with the training objectives of the course: The course provides students with knowledge needed to: *Clinical Biochemistry (BIO/12)* biological and biochemical parameters in biological samples as well as in vivo, also in relation to pathophysiological states and the clinical biochemistry of nutrition and motor activities, a different levels of structural organization, from single molecules to cells, tissues, organs, to the entire organism. *Clinical Pathology (MED/05)* diagnostic-clinical pathology and laboratory methodology in cytology, cytopathology, immunohematology and genetic pathology and in the application of cellular methodologies and molecular diagnostics in human pathology. *Clinical Microbiology (MED/07)* microbiology and clinical microbiology in their general and applicative aspects; the sector has expertise in the study of the cellular and molecular bases of microbial pathogenicity and interactions host-microorganism, microbial biotechnology; fields of interest are bacteriology, virology, mycology and parasitology and the diagnostic-clinical aspects of microbiological and virological analysis. *Lab Medicine technologies (MED/46)* technical laboratory sciences in medicine and specific areas of expertise general laboratory technical sciences of clinical chemistry, the technical sciences of anatomo-histopathology, of cytology and cytopathology and ultrastructural pathology, molecular medicine, applied genetics and microbiology and the methodology and organization of the profession.		
Objectives: The student must recognize and study the most important indicators and methodologies that underlie the main pathologies including metabolic, inflammatory and genetic, hereditary and acquired diseases. This knowledge will allow the student to recognize the clinical value of the main biochemical and molecular markers in relation to their use in the diagnostic, prognostic or therapeutic monitoring phase.		
No propaedeuticities		
Types of examinations and other tests: Written and oral		

Integrated Course of **MEDICAL PHARMACOLOGY AND TOXICOLOGY (MODULE 1 AND 2)**	**TeachingLanguage:** **ENGLISH**
SSD (Subject Areas): BIO/14 Clinical Clerkships	**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 10 1
Course year: 4th year	**Type of Educational Activity: B, F**

Teaching Methods:
In-person

Contents extracted from the SSD declaratory consistent with the training objectives of the course:
BIO/14 (Pharmacology)
Knowledge of the pharmacological properties of drugs capable of fighting bacterial, parasitic, viral and fungal infections, neoplastic diseases, treating diseases of the endocrine system, metabolism, the immune system, inflammation and of anemia, with the aim of making students able to identify the most appropriate drugs for the treatment of specific pathologies on the basis of their mechanism of action, pharmacokinetic properties and side effects of the drug. In this way, students will be able to lay the foundations for the formulation of a therapeutic strategy integrated with the concepts of clinical pathophysiology.

Objectives:
Module 1: The course provides students with knowledge and basic methodological tools needed to know: the general chemical characteristics of the different classes of drugs that affect their mechanism of action, elimination and toxicity, and the mechanism through which the drugs perform their effects at the cellular and molecular level; the functional changes induced by drugs in organs and/or systems, the most relevant pharmacokinetic aspects, the routes of administration and dosage, the unwanted and toxic side effects and the most common drug interactions; the relationship between the pharmacological effects of drugs used for the treatment of infections, diseases of the immune system, endocrine system and metabolism, neoplastic diseases, blood diseases and inflammatory processes and their therapeutic uses.
Module 2: Student are expected to gain a solid understanding of the core principles of pharmacology, ultimately demonstrating the ability to accurately interpret relevant texts, teaching materials, and scientific articles in the field of pharmacology that will be used during the course. At the end of the course, students are expected to be able to design a rational pharmacological therapy based on their knowledge of the pathophysiology of the disease of interest and the functional characteristics of the different classes of drugs used in that area.In addition, they must be able to evaluate the advantages and disadvantages associated with the use of different molecules belonging to distinct classes or the same pharmacological class.

No propaedeuticities

Types of examinations and other tests:
Written and oral

Integrated Course of **PATHOLOGICAL ANATOMY AND HISTOLOGY (MODULE 1 AND 2)**	**TeachingLanguage:** **ENGLISH**
SSD (Subject Areas): MED/08 MED/08 Clinical clerkship	**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 8 3 (C) 1
Course year: 4th year	**Type of Educational Activity: B, C, F**
Teaching Methods: In-person	
Contents extracted from the SSD declaratory consistent with the training objectives of the course: *MED/08 (Pathology)* Pathology ahs crucial role in defining the disease's diagnosis and prognosis; specific attention will be given to the morphology, phenotypical and molecular profile of the tumour, focusing on the role of pathologists in assessing prognostic and predictive tumour biomarkers. pathology's role in modern personalized medicine and research will be evidenced; complementary diagnostic role of histopathology and cytopathology; endocrine pathology**;** gastrointestinal and liver pathology**;** pathology of lymph nodes, bone marrow and spleen**;** skin disease**;** head and neck pathology**.**	
Objectives: Module 1: The student must be able to define the role of cyto-histology in correctly defining prognostic and therapeutic aspects of neoplastic diseases. The student must use an appropriate diagnostic strategy during the direct observation under the microscope and can sustain an interactive discussion with the teacher on images deriving from virtual cyto-histological preparations. Module 2: At the end of the course, students are expected to to know the macroscopic, microscopic and molecular features of the diseases; to integrate the information derived from morphology and molecular biology with the clinical presentation of the diseases; to know the role of anatomic pathology in defining the prognosis and therapeutic strategies.	
No propaedeuticities	
Types of examinations and other tests: Written and oral	

Integrated Course of **CLINICAL IMMUNOLOGY AND ALLERGOLOGY, CUTANEOUS AND VENEREAL DISEASES, PLASTIC SURGERY**	**TeachingLanguage:** **ENGLISH**
SSD (Subject Areas): MED/09 MED/35 MED/19 Clinical clerkships	**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 3 3 1 2
Course year: 4th year	**Type of Educational Activity: B, F**

Teaching Methods:
In-person

Contents extracted from the SSD declaratory consistent with the training objectives of the course:
The course provides students with knowledge needed to:
Internal Medicine (MED/09)
clinical and immunological features of allergic diseases: bronchial asthma, rhinitis, urticaria and angioedema, drug allergy, food allergy, systemic eosinophilia, anaphylaxis, clinical, and immunological features of rheumatoid arthritis, acute rheumatic fever, systemic lupus erythematosus, psoriatic arthritis, anti-phospholipid syndrome, immunodeficiencies, sjogren syndrome, systemic sclerosis, sarcoidosis, systemic vasculitis, polymyositis/dermatomyositis, cutaneous, and systemic drug adverse reactions.
Cutaneous and venereal diseases (MED/35)
cutaneous expression of bullous and immunological diseases, cutaneous mycosis, cutaneous parasitosis, cutaneous precancerous lesions, melanoma, epithelial neoplasms, atopic dermatitis, contact dermatitis, sexually transmitted infections, medical trichology, bacterial, and viral cutaneous infections.
Plastic surgery (MED/19)
general principles of plastic surgery, basic techniques in plastic surgery: grafts and flaps, hand, and lower limb trauma.

Objectives:
The student needs to show the ability to solve problems related to the main immune and cutaneous diseases, recognizing the clinical signs and symptoms presented and discriminating the primary from the associated conditions. The course provides the capability and tools to construct a diagnostic trajectory based on clinical manifestations and changes in laboratory and instrumental tests. Students will manage the most important dermatological lesions using photographs. Finally, moving away from the concepts he studied, the student will define the diagnostic procedures involved in early and differential diagnosis, providing basic indications on therapeutic strategies also at surgical level.

No propaedeuticities

Types of examinations and other tests:
Written and oral

Integrated Course of **ENDOCRINE AND GASTROINTESTINAL DISEASES**		TeachingLanguage: **ENGLISH**
SSD (Subject Areas): MED/13 MED/12 MED/18 Clinical clerkships		**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 4 4 2 (C) 2
Course year: 4th year	**Type of Educational Activity: B, C, F**	
Teaching Methods: In-person		
Contents extracted from the SSD declaratory consistent with the training objectives of the course: The course provides students with knowledge needed to: *Endocrinology (MED/13)* relationships between Endocrine and Metabolic disorders, Nutrition and Gastrointestinal Diseases for clinical care and practice; methods of diagnosis and treatment of: Physiopathology of pituitary and neuroendocrine diseases,; Physiopathology of thyroid, Physiopathology of parathyroids and phosphocalcic metabolism, Physiopathology of male and female gonads, Gender dysphoria, Gender medicine, Physiopathology of medullary and cortical adrenal gland, Physiopathology of obesity, metabolic diseases and diabetes, *Gastrointestinal diseases (MED/12)* Physiopathology of upper and lower gastrointestinal tract, Physiopathology of liver, biliary tract and Icterus Physiopathology of Pancreas; Tumors of gastrointestinal tract; Upper digestive tract bleeding, Lower digestive tract bleeding, *General surgery (MED/18)* Surgical treatment of endocrine diseases, Surgical treatment of gastrointestinal diseases.		
Objectives: The student needs to show the ability to understand physiology and pathophysiology of endocrine and gastrointestinal diseases**;** history and physical examination of endocrine and gastrointestinal system; detection and interpretation of endocrine and gastrointestinal symptoms**;** selection and interpretation of endocrine and gastrointestinal biochemical tests**;** selection and interpretation of imaging procedures for the diagnosis of endocrine andgastrointestinal diseases; developing skills in common endocrine and gastrointestinal procedures and dynamic testing		
No propaedeuticities		
Types of examinations and other tests: Written and oral		

Integrated Course of **NEPHROLOGY AND UROLOGY**		TeachingLanguage: **ENGLISH**
SSD (Subject Areas): MED/14 MED/24 Clinical Clerkships		**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 3 2 2
Course year: 4th year	**Type of Educational Activity: B, F**	
Teaching Methods: In-person		
Contents extracted from the SSD declaratory consistent with the training objectives of the course: Students will acquire the fundamental knowledge that will enable them to understand the underlying mechanisms ofthe nephrological and urological diseases, both malignant and non-malignant: *Nephrology (MED/14)* knowledge di symptoms, signs, lab tests and other tests in nephrology; how to collect the medical historyknowledge di diseases and syndromes in nephrology; fundamentals of therapy (non-pharmacological, pharmacological and surgical) in nephrology, including fundamentals of dialysis - knowledge of benefit/risk ratio in diagnostic procedures and treatments in nephrology; knowledge of the informed consent in nephrology *Urology (MED/24)* knowledge di symptoms, signs, lab tests and other tests in urology; how to collect the medical history in urological patients; knowledge di diseases and syndromes in urology; fundamentals of therapy (non-pharmacological, pharmacological, and surgical) in urology, including fundamentals of kidney transplant; knowledge of benefit/risk ratio in diagnostic procedures and treatments in urology; knowledge of the informed consent in urology		
Objectives: Through the theoretical and practical notions provided from the course, students should develop critical thinking skills and should be capable to autonomously deepen their knowledge and keep up to date of nephrological and urological diseases, both malignant and non-malignant. At the end of the course, students should fluently discuss all the learned notions, using the most appropriate terminology and should also be capable to communicate, with a simple but comprehensive and accurate language, the main informations about nephrological and urologicaldiseases to non-experts (i.e. patients).		
No propaedeuticities		
Types of examinations and other tests: Written and oral		

Integrated Course of **RESPIRATORY AND CARDIOVASCULAR DISEASES**		**Teaching Language:** **ENGLISH**
SSD (Subject Areas):		**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):**
MED/11		3
MED/10		3
MED/22		1
MED/23		1
MED/21		1
Clinical Clerkships		2
Course year: 4th year	**Type of Educational Activity: B, F**	

Teaching Methods:
In-person

Contents extracted from the SSD declaratory consistent with the training objectives of the course:
Students will acquire the fundamental knowledge of:
Cardiovascular diseases (MED/11)
Clinical evaluation of the cardiovascular system. Electrocardiogram (ECG). Non-invasive and invasive cardiovascular imaging tools and techniques. Acute pulmonary embolism. Hypertension. Heart failure. Rheumatic and heart valve diseases. Right ventricular heart failure. Cardiomyopathies, myocarditis and pericarditis. Infective endocarditis. Arrhythmias. Congenital heart diseases. Cardiovascular involvement in pregnancy and in systemic diseases.
Respiratory diseases (MED/10)
Acute and chronic infections of pulmonary system. Bronchiectasis. Pulmonary sarcoidosis. Pulmonary fibroses. Pulmonary vascular disease. Bronchopulmonary neoplasias. Chronic respiratory insufficiency. Acute respiratory distress syndrome in adult (ARDS). Pulmonary tubercolosis.
Vascular surgery (MED/22)
Acute thrombosis, embolism and prevention of pulmonary embolism. Arterial disease: abdominal aortic aneurysm, functional arterial disease, chronic peripheral artery disease. Venous disease: varices, thrombophlebitis, phlebothrombosis, postphlebitic syndrome.
Cardiac surgery (MED/23)
Surgical treatment of acquired cardiac disease: generic overview. Extra-corporeal circulation, devices for mechanically assisted-circulation. Surgical treatment of congenital cardiac disease: generic overview
Thoracic surgery (MED/21)
Pneumothorax. Thoracic trauma. Primary and secondary pleuric disease. Pulmonary suppuration. Diagnose, stadiation and treatment of lung cancer. Neoplasias and mediastinal syndromes.

Objectives:
Students will acquire the fundamental knowledge that will enable them to understand the pathophysiology underlying cardiovascular and respiratory diseases: to learn the clinical presentations of cardiovascular and respiratory diseases, with related diagnostic evaluation and tools to be used in order to make a correct differential diagnosis; to appraise the available therapeutic strategies (pharmacological, percutaneous and surgical) to be selected for an optimal treatment of patients with cardiovascular and respiratory disease.

No propaedeuticities

Types of examinations and other tests:
Written and oral

Integrated Course of **HEAD AND NECK AND SENSORY ORGANS DISEASES**		**Teaching Language:** **ENGLISH**
SSD (Subject Areas): MED/30 MED/31 MED/32 MED/28 MED/29 Attività professionalizzanti		**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 3 2 1 1 1 1
Course year: 5th year	**Type of Educational Activity: B, F**	
Teaching Methods: In-person		
Contents extracted from the SSD declaratory consistent with the training objectives of the course: Students will acquire the fundamental knowledge of: *Ophthalmology (MED/30)* related healthcare activities appropriate in the field of pathophysiology and clinic of diseases of the visual system with specific expertise in functional and instrumental semiotics, methodology and therapy medical and surgical in ophthalmology and neurophthalmology. *Otorhinolaryngology (MED/31)* specific expertise in functional and instrumental semiotics, methodology and medical therapy and surgery in otolaryngology and otoneuroradiology. *Audiology (MED/32)* healthcare activities appropriate in the field of pathophysiology and clinic of auditory communication in adult age with specific fields of expertise and research: functional and instrumental semiotics, methodology, therapy and rehabilitation in audiology and phoniatry. *Odontostomatology (MED/28)* healthcare activities consistent in the field of pathophysiology and clinic of diseases of the odontostomatological system in dentistry and preventive and community dentistry with specific expertise in the fields of oral surgery, restorative dentistry, orthodontics, clinical gnathology, pedodontics, periodontics and implantology. *Maxillo-facial Surgery (MED/29)* related healthcare activities suitable in the field of maxillofacial and odontostomatological surgery with expertise in pathophysiology and clinical experience in maxillofacial surgery and surgical methodologies advanced, microsurgical in the maxillofacial reconstructive field.		
Objectives: The student must demonstrate knowledge and understanding of the problems related to head & neck pathology. He must prove that he knows how to elaborate discussions concerning the discipline starting from the notions learned concerning the physical aspects. The training course of the course aims to provide the basic knowledge and methodological tools needed to analyze head & neck pathology.		
No propaedeuticities		
Types of examinations and other tests: Written and oral		

Integrated Course of **RHEUMATOLOGY AND DEGENERATIVE- MALFORMATIVE DISEASES OF LOCOMOTOR SYSTEM**	**Teaching Language:** **ENGLISH**
SSD (Subject Areas): MED/16 MED/33 MED/34 Clinical Clerkships	**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 3 2 1 1
Course year: 5th year	**Type of Educational Activity: B, F**

Teaching Methods:
In-person

Contents extracted from the SSD declaratory consistent with the training objectives of the course:
Students will acquire the fundamental knowledge of:
Rheumatology (MED/16)
healthcare activitiesappropriate in the field of pathophysiology and clinic of rheumatic diseases; the sector has expertise in functional and instrumental semiotics, in clinical methodology and in the therapy of rheumatological pathology.
Locomotor System Diseases (MED/33)
healthcare activities appropriate in the field of pathophysiology and medical and surgical therapy (corrective-conservative, reconstructive and replacement) of diseases of the musculoskeletal system in pediatric and adult age with specific fields of competence in functional and instrumental semiotics, in methodology and therapy in orthopedics, in hand surgery and traumatology including sports traumatology.
Physical Medicine and Rehabilitation (MED/34)
healthcare activities appropriate in the field of physical medicine and rehabilitation in children and adults and in physical activities, with particular and specific expertise in physiatry and motor rehabilitation, physiotherapy and kinesitherapy.

Objectives:
The course provides skills and tools necessary to apply knowledge in practice, enabling the student to use basic methodological tools in rheumatology and musculoskeletal diseases. The student should be able to apply the knowledge in practice to solve problems and organize the management of patients in different clinical settings.

No propaedeuticities

Types of examinations and other tests:
Written and oral

Integrated Course of **ONCOLOGICAL AND HAEMATOLOGICAL DISEASES**		**TeachingLanguage:** **ENGLISH**
SSD (Subject Areas): MED/06 MED/15 MED/18 MED/36 Clinical Clerkships		**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 4 4 1 1 (C) 2
Course year: 5th year	**Type of Educational Activity: B, F**	

Teaching Methods:
In-person

Contents extracted from the SSD declaratory consistent with the training objectives of the course:
Students will acquire the fundamental knowledge of:
Medical oncology (MED/06)
Epidemiology and prevention: risk factors; hereditary and sporadic cancer; primary and secondary cancer prevention; general aspects of tumour biology; diagnosis and staging of solid tumours; predictive and prognostic factors; response evaluation criteria; principles of anti-tumour therapy: general aspects, main objectives and techniques of surgical, radiation and systemic therapies; combinatorial treatments; emergencies in oncology; supportive care; anti-tumour drugs; etiopathogenesis, clinical presentation, diagnosis and therapy of the main solid tumours; principles and aims of palliative therapies in oncology.
Hematological disease (MED/15)
General aspects of hemopoiesis and diagnostic approach to blood and hemostasis disorders inherited and acquired anemias: molecular mechanisms, pathogenesis, clinical picture and principles of therapy; acute and chronic leukemias and myeloproliferative neoplasms; lymphoproliferative disorders and plasma cell neoplasms; autologous and allogeneic stem cell transplant and the molecular principles of the modern immunotherapies; principles and aims of palliative therapies in blood neoplastic disorders; inherited and acquired thrombocytopathies and thrombocytopenias; inherited and acquired coagulation disorders. thrombophilia and arterial and venous thromboembolisms
General surgery (MED/18)
All surgical practices involved in the therapeutic management of onco-haematological diseases
Imaging diagnostic and therapy (MED/36)
All diagnostic practices involved in the assessment onco-haematological diseases

Objectives:
Students will acquire the fundamental knowledge that will enable them to understand the underlying mechanisms of the oncological and haematological diseases, both malignant and non-malignant. The student must, at the end of the course: 1. know the etiopathogenesis underlying the different systemic diseases; 2. connect morphological aspects to cellular and molecular changes; 3. Recognize direct and indirect symptoms; 4. establish the diagnostic and therapeutic development of the different pathologies 5. establish basic indications of the therapeutic strategy (ex: medical or surgical therapy).

No propaedeuticities

Types of examinations and other tests:
Written and oral

Integrated Course of **DIAGNOSTIC IMAGING AND RADIOTHERAPY**		TeachingLanguage: **ENGLISH**
SSD (Subject Areas): MED/36 MED/36 Clinical Clerkships		**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 5 1 (C) 1
Course year: 5th year	**Type of Educational Activity: B, C, F**	
Teaching Methods: In-person		
Contents extracted from the SSD declaratory consistent with the training objectives of the course: Students will acquire the fundamental knowledge of: *MED/36 (Diagnostic imaging and rhadiotherapy)* healthcare activities appropriate in the field of diagnostic imaging and interventional radiology of organs and systems and of nuclear medicine; specific skills are general and oncological radiotherapy and anatomy clinical radiology; the sector is also interested in radiation protection, medical radiobiology andof imaging diagnostics of sports activities.		
Objectives: The student must demonstrate to be able to define the appropriate diagnostic and radiotherapeutic pathways in the various pathologies, to solve differential imaging diagnostic problems concerning the different pathological conditions. The training course is aimed at transmitting to the student the operational skills necessary to concretely apply the knowledge of the discipline and to encourage the ability to fully utilize them in clinical practice.		
No propaedeuticities		
Types of examinations and other tests: Written and oral		

Integrated Course of **FORENSIC AND OCCUPATIONAL MEDICINE**		TeachingLanguage: **ENGLISH**
SSD (Subject Areas): MED/43 MED/44 Clinical Clerkships		**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 3 2 1
Course year: 5th year	**Type of Educational Activity: B, F**	
Teaching Methods: In-person		
Contents extracted from the SSD declaratory consistent with the training objectives of the course: Students will acquire the fundamental knowledge of: *Forensic Medicine (MED/43)* legal medicine; forensic pathology; forensic traumatology; clinical forensic medicine and forensic psychiatry; forensic toxicology. *Occupational Medicine (MED/44)* occupational risk factors and related occupational diseases: physical risk factors; occupational risk factors and related occupational diseases: chemical risk factors; occupational risk factors and related occupational diseases: biological risk factors; psychosocial risk factors and mental health in the workplaces.		
Objectives: The student should acquire knowledge on the main forensic and occupational medicine issues that may arise in the medical profession and acquire skills on how to discuss and communicate these issues. The course aims to provide the student with the knowledge and basic methodological tools necessary to analyze forensic and occupational medicine issues.		
No propaedeuticities		
Types of examinations and other tests: Written and oral		

Integrated Course of **NEUROLOGY AND PSYCHIATRY**		**TeachingLanguage:** **ENGLISH**
SSD (Subject Areas): MED/26 MED/25 MED/37 MED/27 M-PSI/08 Clinical Clerkships		**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 3 4 1 1 1 1
Course year: 5th year	**Type of Educational Activity: B, F**	

Teaching Methods:
In-person

Contents extracted from the SSD declaratory consistent with the training objectives of the course:
Students will acquire the fundamental knowledge of:
Psychiatry (MED/26)
The role of Psychiatry in general medicine. Epidemiology of Psychiatric disorders. The organization of Mental Community Health system in Italy. Omics and behavior disorders research. Disorders of attention, thoughts, affective states, and emotion; Schizophrenia Spectrum disorders; The issue of the Unconscious: Psychoanalysis, Phenomenology and Cognitive Science; Major Depression and Bipolar Disorders; Anxiety disorders; Substance abuse and dual diagnosis; Obsessive compulsive and related Disorders; Translational Medicine and Precision Medicine in Psychiatry. Biological- and non-pharmacological treatments of Psychiatry disorders; Psychotherapy; Neuropsychiatric disorders
*Neurology (*MED/25)
Aphasia, agnosia apraxia; Neurological symptoms in general medicine; Cerebral vascular disorders; Spine tumors; Head and spine trauma; Peripheral nervous system disorders; Amyotrophic Lateral Sclerosis; Vegetative system disorders; Encephalitis; Endocranial Hypertension; Hydrocephalus
Clinical Psycology (M-PSI/08)
to study methods and intervention techniques which, in different operational models (individual, relational, family and group) characterize the clinical applications of psychology to different areas (people, groups, systems) for the solution of their problems.
Neuroradiology (MED/37)
healthcare activities adequate in the field of neuroradiology with specific expertise in clinical neuroradiological anatomy,in general and interventional neuroradiology and in diagnostic imaging of the nervous system.
*Neurosurgery (*MED/27)
healthcare activities suitable in the field of nervous system surgery in childhood and adulthood; are specific fields of competence in functional and instrumental semiotics, methodology and traditional and minimally invasive therapy in neurosurgery and neurotraumatology.

Objectives: The student should demonstrate appropriate knowledge of epidemiology, pathogenesis, diagnosis, differential diagnosis, clinical presentation, therapy and prevention of the major neurological and psychiatric disorders. He/she should show skills to manage clinical problems. The training course aims to provide students with the basic knowledges and methodological tools necessary to analyze and deal with neurological and psychiatric disorders.

No propaedeuticities

Types of examinations and other tests: Written and oral

Integrated Course of **INFECTIOUS DISEASES**		TeachingLanguage: **ENGLISH**
SSD (Subject Areas): MED/17 (4) MED/07 (1) Clinical Clerkships		**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 4 1 1
Course year: 5th year	**Type of Educational Activity: B, F**	
Teaching Methods: In-person		
Contents extracted from the SSD declaratory consistent with the training objectives of the course: Students will acquire the fundamental knowledge of: *Infectious diseases (MED/17)* Epidemiology, etiopathogenesis, clinical presentation, diagnosis, differential diagnosis, therapy and prophylaxis of the following infectious diseases: sepsis and endocarditis. hiv infection; acute and chronic viral hepatitis; acute intestinal infections; exanthema, enanthema, rash: differential diagnosis between infective and non-infective rashes; respiratory infections. bacterial and viral pneumonia; tropical diseases and travel medicine; bacterial, viral, fungal meningitis. viral encephalitis; pyelonephritis, cystitis, urethritis with regard to the gender medicine; leptospirosis; hospital acquired infections, with particular references to the gender medicine. infections in immunocompromised host. general therapeutic criteria for the management of these infections. invasive fungal infections: candidiasis and aspergillosis. vaccinations in chronic and frail patients. infections in pregnant women. *Clinical Microbiology (MED/07)* Cellular and molecular bases of microbial pathogenicity and interactions host-microorganism, microbial biotechnology; fields of interest are bacteriology, virology, mycology and parasitology and the diagnostic-clinical aspects of microbiological and virological analysis.		
Objectives: The aim of the course is to learn advanced knowledge regarding epidemiology, microbiology, pathogenesis, diagnosis, clinical pictures, prognostic implications, therapeutic choices, and preventive measures of the main infectious diseases of clinical interest.		
No propaedeuticities		
Types of examinations and other tests: Written and oral		

Integrated Course of **TRANSLATIONAL MEDICINE**		TeachingLanguage: **ENGLISH**
SSD (Subject Areas): MED/09 MED/03 MED/05 MED/38 Clinical Clerkships		**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 2 (C) 1 (C) 1 1 3
Course year: 5th year	**Type of Educational Activity: B, C, F**	
Teaching Methods: In-person		
Contents extracted from the SSD declaratory consistent with the training objectives of the course: Students will acquire the fundamental knowledge of: *Internal Medicine (MED/09)* cardiac function and dysfunction; cardiopulmonary interactions; vulnerability and frailty; principles of haemostasis cardiovascular prevention; cardiovascular ageing and the adrenergic system *Human Genetics (MED/03)* therapeutic approaches to genetic diseases *Clinical Pathology (MED/05)* diabetes; onco-immunology *Pediatrics (MED/38)* pediatric translational medicine; genetics in pediatric diseases.		
Objectives: Through the theoretical and practical notions provided from the course, students should develop critical thinking skills and should be capable to autonomously deepen their knowledge and be updated on the pathophysiology of major chronic diseases. At the end of the course, students should fluently discuss all the learned notions, using the most appropriate terminology and should also be capable to communicate, with a simple but comprehensive and accurate language, the main information about major chronic diseases to non-experts (i.e. patients).		
No propaedeuticities		
Types of examinations and other tests: Written and oral		

Integrated Course of **PEDIATRICS**		TeachingLanguage: **ENGLISH**
SSD (Subject Areas): MED/38 MED/39 MED/20 Clinical Clerkships		**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 5 1 1 3
Course year: 6th year	**Type of Educational Activity: B, F**	
Teaching Methods: In-person		
Contents extracted from the SSD declaratory consistent with the training objectives of the course: Students will acquire the fundamental knowledge of: *Pediatrics (*MED/38) assessing, diagnosing, and initiating management for pediatric patients; managing pediatric patients with common medical problems and advancing their care plans; consulting specialists and other health professionals, synthesizing recommendations, and integrating these into the care plan; Formulating, communicating, and implementing discharge plans for pediatric patients with common medical conditions; discussing and establishing patients' goals of care; identifying personal learning needs while caring for pediatric patients and addressing those needs; Providing and receiving handovers in transitions of care. *Pediatric Neuropsychiatry (*MED/39) healthcare activities appropriate in the field of child neuropsychiatry; semiotics are specific areas of expertise functional and instrumental, clinical methodology and therapy in neurology, neuropsychology, psychiatry, psychopathology and psychiatric, neuropsychomotor, and cognitive rehabilitation of developmental age. *Pediatric Surgery (*MED/20) healthcare activities appropriate in the field of pediatric surgery; the sector has specific expertise in pathophysiology, functional and instrumental semiotics and in traditional and minimally invasive surgical therapy of the neonatal age and pediatric.		
Objectives: The student needs to show ability to know and understand problems related to assessing, diagnosing, and managing pediatric patients with the most common disease or with complex or atypical acute medical presentations and pediatric patients with complex chronic diseases and unstable and critically ill pediatric patients.		
No propaedeuticities		
Types of examinations and other tests: Written and oral		

Integrated Course of **CLINICAL MEDICINE**		TeachingLanguage: **ENGLISH**
SSD (Subject Areas): MED/09 Clinical Clerkships		**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 7 1
Course year: 6th year	**Type of Educational Activity: B, F**	
Teaching Methods: In-person		
Contents extracted from the SSD declaratory consistent with the training objectives of the course: Students will acquire the fundamental knowledge of: *MED/09 (Internal medicine)* assessing, diagnosing, and initiating management for patients with common acute medical presentations in acute care settings; managing patients admitted to acute care settings with common medical problems and advancing their care plans; consulting specialists and other health professionals, synthesizing recommendations, and integrating these into the care plan; formulating, communicating, and implementing discharge plans for patients with common medical conditions from acute care settings; assessing and providing targeted treatment for unstable patients and consulting as needed; discussing and establishing patients' goals of care; identifying personal learning needs while caring for patients and addressing those needs f8 providing and receiving handover in transitions of care.		
Objectives: The student needs to show ability to know and understand problems related to assessing, diagnosing, and managing patients with complex or atypical acute medical presentations in patients with complex chronic diseases and in unstable and critically ill patients.		
No propaedeuticities		
Types of examinations and other tests: Written and oral		

Integrated Course of **GENERAL SURGERY**		TeachingLanguage: **ENGLISH**
SSD (Subject Areas): MED/18 Clinical Clerkships		**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 7 1
Course year: 6th year	**Type of Educational Activity: B, F**	
Teaching Methods: In-person		
Contents extracted from the SSD declaratory consistent with the training objectives of the course: Students will acquire the fundamental knowledge of: *MED/18 (General surgery)* diagnosis and therapy of pathologies of surgical relevance framed as non-specialist medical competences. Principles of surgical care, emergency and elective digestive surgical pathology, endocrine surgery. Principles of surgical endoscopy; Principles of minimally invasive approaches to surgical diseases; General principles of surgery for cancer; treatment of end-stage organ disease by organ transplantation; basics of clinical transplant immunology.		
Objectives: The student needs to show ability to know and understand problems related to assessing, diagnosing, and managing patients with acute and chronic surgical abdominal pathologies and patients with complex morbidity and surgical diseases; assessing and managing hemostasis and shock; performing basic procedures of General Surgery; assessing capacity for surgical decision-making.		
No propaedeuticities		
Types of examinations and other tests: Written and oral		

Integrated Course of **MEDICAL AND SURGICAL EMERGENCIES**	**TeachingLanguage:** **ENGLISH**
SSD (Subject Areas): MED/09 MED/41 MED/18 MED/11 MED/33 Clinical Clerkships	**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 2 4 2 1 1 2
Course year: 6th year	**Type of Educational Activity: B, F**

Teaching Methods:
In-person

Contents extracted from the SSD declaratory consistent with the training objectives of the course:
Students will acquire the fundamental knowledge of:
Internal Medicine (MED/09)
acute temperature alterations, headache and cerebrovascular accidents, syncope, hemorragic shock, anaphylactic shock, anemia in emergency, infectious diseases complications, sepsis and septic shock, thyreotoxicosis and other endocrinological emergencies, acute renal insufficiency, hypertensive crisis in pregnancy, acid-base balance and electrolytic disorders, falls, acute complications of diabetes, hepatic insufficiency, medical abdominal pain, respiratory insufficiency, acute epileptic disorders, geriatric syndromes and delirium, drug overdose, triage and emergency organization, diagnostics procedure indications.
Anesthesiology (MED/41)
emergency Room: Intra and extra-hospital Triage - Operations Centers and means of transport - BLS and PTC Orotracheal intubation - General and local anesthetics - Neuromuscular blockers - Analgesics Locoregional anesthesia techniques - Informed consent - Advanced cardiocirculatory resuscitation - Cardiovascular arrest - Septic shock - Anaphylactic shock - Acute and chronic respiratory failure - ARDS - mechanical ventilation - NIV - Coma - Hydro electrolyte balance - Nutrition - Extracorporeal purification techniques – Poisoning - Acute pain - Chronic non-cancer pain - Neuropathic pain - Therapy - Principles of Hyperbaric Therapy
General Surgery (MED/18)
acute abdomen; bowel obstruction (adhesions, hernias, volvulus, intussusception, cancer or other causes); bowel perforations (ulcers, inflammation, cancer or other causes) intestinal ischemia/infarction (decision making and surgical approach); complex hernias of the abdominal wall (massive defects, infected meshes, multiple recurrences); acute inflammatory diseases (appendicitis, gallbladder inflammation, pancreatitis and diverticulitis); upper and lower gastrointestinal bleeding. necrotizing infections of the soft tissues, such as necrotizing fasciitis.
Cardiovascular Diseases (MED/11)
acute coronary syndrome; acute heart failure; acute cardiogenic pulmonary edema; management of valve emergencies.
Locomotor System Diseases (MED/33)
fracture classification. Complications of fractures. Basic principles of fracture management. Dislocations. Spinal trauma. Initial Assessment and Management in Politrauma patients.

Objectives:
The student must demonstrate knowledge and understanding of the problems concerning medical and surgical emergencies / emergencies. The educational path of the course aims to provide students with the knowledge and methodological tools necessary to identify the diagnostic-therapeutic process of medical-surgical pathologists in urgency.

No propaedeuticities

Types of examinations and other tests:
Written and oral

Integrated Course of **GYNECOLOGY AND OBSTETRICS**		**TeachingLanguage:** **ENGLISH**
SSD (Subject Areas): MED/40 Clinical Clerkships		**ECTS (EUROPEAN CREDIT TRANSFER SYSTEM):** 5 3
Course year: 6th year	**Type of Educational Activity: B, F**	
Teaching Methods: In-person		
Contents extracted from the SSD declaratory consistent with the training objectives of the course: Students will acquire the fundamental knowledge of: *MED/40 (Gynecology and obstetrics)* menstrual-cycle influenced dysorders; family planning and contraception; sterility and assisted reproductive technologies; menopause; genitourinary disfunction; benign conditions of the uterus; gynecologic oncology: ovarian cancer, cervical cancer, endometrial cancer, uterine sarcomas, vulvar cancer; antenatal care: antenatal screening, obstetric ultrasound, cardiotocography; normal labor, delivery and postpartum; obstetric hemorrhages; obstetric complications: preterm birth, premature rupture of membranes, gestational diabetes, hypertensive disorders of pregnancy, rhesus immunization; infectious diseases in pregnancy; multiple gestation.		
Objectives: Students will acquire the fundamental knowledge that will enable them to understand the underlying mechanisms of the obstetric and gynecological disorders. The student must, at the end of the course: know the etiopathogenesis underlying the different obstetric and gynecological disorders; recognize direct and indirect symptoms; suggest the best diagnostic and therapeutic approach.		
No propaedeuticities		
Types of examinations and other tests: Written and oral		

ANNEX 2.2 (TAF F)

DEGREE PROGRAM DIDACTIC REGULATIONS

MEDICINE AND SURGERY

CLASS LM-41 (single-cycle)

School: MEDICINE and SURGERY

Department: TRASLATIONAL MEDICAL SCIENCES

Didactic Regulations in force since the academic year 2024-25

Training Activity: **CLINICAL CLERKSHIPS**	**Training Activity Language:** **ENGLISH**
Content of the activities consistent with the training objectives of the course: The "Clinical Clerkships" are medical training activities corresponding to 60 ECTS (25hours/ ECTS=1500 hours of student work) distributed over five years (from 1st to 6th year) and which allow the acquisition of specific medical expertise. The activities must be carried out personally by the student, under the direct control of a teacher/tutor. The "Clinical clerkships" are divided in n. 45 ECTS inserted in different Cours or integrated Course from 1st to 6th year and n. 15 ECTS in PRE-GRADUATION Clinical Clerkships (TPVES) in the 6th year. Specifically, according to Ministerial Decree 58/2018, n. 15 ECTS are used to perform the "PRE-GRADUATION Clinical Clerkships (TPVES)", lasting 1 month/5 ECTS, and they are divided in MEDICAL (5 ECTS), SURGICAL (5 ECTS) and GENERALIST (5 ECTS).	**ECTS (European Credit Transfer System): 60**
Course year:	**Type of Training Activity: F**
1st year	
Human and Medical Genetics	1
2nd year	
Human Physiology - module 2	1
3rd year	
General Pathology and Physiopathology – module 1	1
Medical, Surgical, Clinical methodology - module 1	3
Hygiene and Community medicine	3
Medical, Surgical, Clinical Methodology - module 2	4
Laboratory Medicine	1
4th year	
Clinical Immunology and Allergology, Cutaneous and Venereal diseases, Plastic surgery	2
Endocrine and Gastrointestinal diseases	2
Respiratory and Cardiovascular Diseases	2
Medical Pharmacology and Toxicology – module 2	1
Pathological Anatomy and Histology – module 2	1
Nephrology and Urology	2
5th year	
Head and Neck and Sensory organs diseases	1
Rheumatology and Degenerative-Malformative diseases of Locomotor system	1
Oncological and Hematological diseases	2
Imaging Diagnostics and Radiotherapy	1
Forensic and Occupational Medicine	1
Neurology and Psychiatry	1

Infectious diseases	1
Translational Medicine	3
6th year	
Clinical Medicine	1
Pediatrics	3
General Surgery	1
Gynecology and Obstetrics	3
Medical and Surgical Emergencies	2
sub-total	**45**
PRE-GRADUATION CLINICAL CLERKSHIP (TPVES) – MEDICAL	5
PRE-GRADUATION CLINICAL CLERKSHIP (TPVES) – SURGICAL	5
PRE-GRADUATION CLINICAL CLERKSHIP (TPVES) – GENERALIST	5
sub-total	**15**
TOTAL	**60**

Teaching Methods:
In person

Objectives:
Through the execution of the "Clinical Clerkships", the student should reach a level of medical skills capable of quickly entering the world of medical job. Furthermore, the execution of the PRE-GRADUATION CLINICAL CLERKSHIP (TPVES) will allow the issuing of not only the academic degree of Medical Doctor, but also the "Italian Medical Licence" to practice the medical profession.

Propaedeuticities:
PRE-GRADUATION CLINICAL CLERKSHIP (TPVES) can be carried out after having passed all the exams up to 4th year.

Types of examinations and other tests:
The ECTS corresponding to each training activity are acquired by the student by satisfying the profit verification methods indicated by the Coordinator/Tutor of the specific "Clinical clerkships"

ANNEX 3

DEGREE PROGRAM DIDACTIC REGULATIONS

MEDICINE AND SURGERY

CLASS LM-41 (single-cycle)

School: MEDICINE and SURGERY

Department: TRASLATIONAL MEDICAL SCIENCES

Didactic Regulations in force since the academic year 2024-25

LIST OF SCIENTIFIC DISCIPLINARY SECTORS OF SIMILAR OR SUPPLEMENTARY TRAINING ACTIVITIES

M-EDF/01	Metodi e didattiche delle attività motorie
M-EDF/02	Metodi e didattiche delle attività sportive
MED/03	Genetica medica
MED/08	Anatomia patologica
MED/09	Medicina interna
MED/18	Chirurgia generale
MED/33	Malattie apparato locomotore
MED/34	Medicina fisica e riabilitativa
MED/36	Diagnostica per immagini e radioterapia
MED/41	Anestesiologia
MED/45	Scienze infermieristiche generali, cliniche e pediatriche
MED/46	Scienze e tecniche di medicina di laboratorio
MED/47	Scienze infermieristiche ostetrico-ginecologiche
MED/48	Scienze infermieristiche e tecniche neuropsichiatriche e riabilitative
MED/49	Scienze e tecniche dietetiche applicate
MED/50	Scienze e tecniche mediche applicate
VET/06	Parassitologia e malattie parassitarie degli animali