





## General Rules

### Saudi Medical Licensure Examination

Congratulations to those who are a year away from MBBS/MD graduation and the ones who have already graduated! We share the excitement and pride you feel at this moment of your life. Your future career is bright and holds many opportunities. We wish you all the success in your future endeavors and dreams.

At this stage, you must take the Saudi Medical Licensure Examination (SMLE) if you want to practice in Saudi Arabia or get admitted to a postgraduate training program at the Saudi Commission for Health Specialties (SCFHS).

### What is the SMLE?

The SMLE is an exam that assesses your readiness to practice and/or proceed to postgraduate training. It consists of 300 MCQs which may include up to 20 pilot questions. It is a six-hour MCQ examination with scheduled breaks. It is divided into three sections of 100 questions each with time allocation of 120 minutes for each part. There are two scheduled breaks between section one-two and section two-three with a pool total time of 45 minutes to be divided between these two breaks based on candidate preference. These MCQs have four options from which the candidate will choose one best answer.

The examination shall contain recall questions that test knowledge and questions with scenarios that test other skills (interpretation, analysis, decision making, reasoning and problem solving).



**Note :** (See Appendix A: *for Important exam Instructions*).



## What is a test blueprint, and what is its purpose?

A test blueprint is a document that reflects the content of the SMLE. The blueprint is the plan used for “building” the SMLE. The blueprint was established by the SMLE steering committee which consists of representatives from Saudi Medical College Deans. The purpose of the blueprint is to ensure including questions related to what you are expected to know before entry into supervised clinical practice. All exam bank items are mapped with the SaudiMEDs framework.



**Note:** (See Appendix B: *for test blueprint and SaudiMEDs framework*).

## Application and Eligibility

### How to apply for the SMLE?

To apply for the SMLE, you must have a recognized primary degree (MBBS or equivalent) from an accredited health science program or commenced training in the internship year or student who is one year away from graduation.



## Applying for the SMLE

When applying for the examination, you must apply through the e-application and include the required attachments. Once your application is processed, a scheduling permit with your eligibility period will be issued. You will receive an email with instructions for accessing your permit.

After obtaining the scheduling permit, you may visit the specified website to schedule a test date. Scheduling may not be available more than three months in advance.

From the beginning of February 2019, the SMLE will be offered in 11 testing windows in Saudi Arabia and internationally. Please visit the SCFHS website for more information.



### **Important Notes:**

- Scheduling the allowed test attempts during the year is the sole responsibility of the candidate.
- SCFHS is not responsible for delaying the test attempts till the end of the year and not finding a test spot.
- Candidates can test in any SCFHS approved Prometric testing center locally and internationally as locations appear upon scheduling.
- A candidate is not allowed to sit for the test twice in the same testing window. In this instance, the result of the first dated test will be announced and the second will be considered an attempt and result invalid.
- All candidates must review the applicant guide before taking the test.

## Exam Preparation Resources

### **SMLE Mock Practice Examination:**

To experience a test that resembles the actual test blueprint and sampled from the SMLE item bank, you can apply for SMLE mock test. Please visit the SCFHS website for more information.





**Note:** (See Appendix C: *for suggested references*).

## Exam Day

### Instructions for examination day:

- You will be continuously monitored by video, physical walk-throughs and the observation window during your test. All testing sessions are video and audio recorded (if applicable).
- You must bring valid (unexpired) and acceptable ID(s) (Saudi ID, Resident ID, or Passport) and exam schedule printed out to the examination hall, and present it at the registration desk.
- Any clothing or jewelry items allowed to be worn in the test room must remain on your person at all times. Removed clothing or jewelry items must be stored in your locker.
- You may not leave the examination hall before thirty minutes have elapsed and always accompanied by an invigilator if you wish to return.
- You must conduct yourself in a civil manner at all times when on the premises of the testing center. Exhibiting abusive behavior towards the Test Center Administrator (TCA), or any other staff member of the test center, may result in legal prosecution.
- To protect the privacy of all testers, the TCA can neither confirm nor deny if any particular individual is present or scheduled at the test center.
- Repeated or lengthy departures from the test room for unscheduled breaks will be reported by the TCA.
- You must return all materials issued to you by the TCA at the end of your test.
- You are required to sign out on the test center roster each time you leave the test room. You must also sign back in and show your ID to the TCA in order to be re-admitted to the test room.
- Persons not scheduled to take a test are not permitted to wait in the test center.
- If you arrive 30 minutes after the scheduled time, you will not be allowed to enter the test hallway, and the session will be considered “No Show”.



## Prohibitions

### *Before the examination:*

- Seeking, providing, and/or obtaining unauthorized access to examination materials, providing false information or making false statements on or in connection with application forms, scheduling permits, or other exam-related documents.
- Applying for an examination for which you are not eligible.
- Communicating or attempting to communicate about specific test items, cases, answers, and/or exam results with an examiner, potential examiner, or formal or informal test developers at any time before, during, or after an examination.

### *During the examination:*

- Taking an examination for which you are not eligible
- Taking an examination for someone or engaging someone to take an examination for you giving, receiving, or obtaining unauthorized assistance during the examination or attempting to do so
- Making notes of any kind while in the secure areas of the test center, except on the writing materials provided at the test center for this purpose
- Failing to adhere to any exam policy, procedure, or rule, including instructions of TCA
- Verbal or physical harassment of test center staff or other examination staff, or other disruptive or unprofessional behavior during the registration, scheduling, or examination process



- Possessing any unauthorized materials, including photographic equipment, communication or recording devices, and cell phones, in the secure testing areas
- Any other electronic communication device, not herein mentioned, are prohibited in the examination hall irrespective if they are turned off, and no provision will be made to store them
- Communicating or attempting to communicate about specific test items, cases, and/or answers with another examinee, or formal or informal test preparation group at any time before, during, or after an examination.

*After the examination:*

- Altering or misrepresenting examination scores.
- Any reproduction by any means, including, but not limited to, reconstruction through memorization, and/or dissemination of copyrighted examination materials by any means, including the internet.
- Communicating or attempting to communicate about specific test items, cases, and/or answers with another examinee, potential examinee, or formal or informal test preparation group at any time before, during, or after an examination.
- Failure to cooperate fully in any investigation of a violation of the SCFHS rules.



## Frequently Asked Questions

### 1- How many times can I retake the SMLE?

- All eligible candidates may take SMLE up to four times a year starting from the first attempt to obtain a pass score.
- SCFHS classification and registration rules and regulations apply to candidates who fail the SMLE for two years after graduation date.
- After obtaining a pass score in the SMLE each candidate is eligible for two further attempts to improve their mark for the purpose of attaining a better opportunity for residency selection.
- After one calendar year of the second attempt mentioned above each candidate is eligible for one further attempt annually to improve their mark for the purpose of attaining a better score for residency selection.

### 2. How is the examination conducted?

SMLE is conducted using computer based testing with three sets. The testing period is 6 hours. After finishing the first set of 100 items and second set of 100 items scheduled breaks are allowed with a total of 45 minutes can be taken. Upon leaving the testing area candidates are required to sign-out and when entering again sign-in and go through security check.

### 3. How are SMLE results announced?

SMLE contains 300 multiple-choice questions with the possibility of including up to 20 unscored items. Results are not provided instantly. During the window closing period, psychometric analysis is conducted and results are announced within 2-6 weeks of the end of a test window. Two reports will be provided to every candidate, statement of results and a feedback report on performance in comparison to other test-takers.





#### 4. How is the SMLE pass score established?

The SCFHS brings together a panel of Saudi physicians to define an acceptable level of performance and establish the pass score for the SMLE through a standard setting exercise. The panel then recommends its pass score to the Central Assessment Committee (CAC) for approval.

In April 2017, the SCFHS conducted a rigorous standard setting exercise with a diverse panel of physicians. Following the standard setting exercise, the panel recommended a pass score of 560 on the reporting scale of 200-800. This pass score was reviewed and approved by the CAC.

This was applied since of June 2017. If you took the SMLE prior to June 2017, your final result remains valid as per the approved validity period.



## Appendix A: Important Instructions

### What to Expect on Test Day?

- All test centers follow the same procedures and rules, which you should get familiar with before test day.
- Testing sessions for the Saudi Licensing Examinations are monitored by test center administrators (TCA), in person and through audio and visual recording. Staff are required to report any violations of assessment bylaws or test center rules.
- You must follow instructions from TCA throughout the examinations; failure to do so may result in a finding of irregular behavior.
- TCA are not authorized to answer questions regarding registration, examination content or format, testing software, scoring, or retesting.

### Registration on Test Day

SCFHS test centers open at 7:30 a.m. If you're late more than 30 minutes from the time noted on your admission ticket or absent on test day, you will not be allowed to sit for the test and this will be considered an attempt unless an acceptable reason with required documentation is presented and accepted by the committee supervising the test as per the assessment rules and regulations.

When you arrive at the test center, you must present your scheduling permit and the required identification.

Acceptable forms of unexpired identification include:

- Passport
- National/Residence Identity Card (KSA Only)

Your name, as it appears on your scheduling permit, must match the name on your form(s) of identification exactly.

If you do not bring your scheduling permit on paper or electronically (e.g., via smartphone) and acceptable identification, you will not be admitted to the test and will be required to pay a fee to reschedule your test. Your rescheduled test date(s) must fall within your eligibility period.



During check-in, test center staff will conduct the appropriate security check before entering the testing room to confirm that you have no prohibited items.

You will be asked to repeat this process each time you return to the testing room after a break. Additionally, your photo ID and fingerprint may be scanned electronically and you must sign the test center log.

Before you enter the test room, TCA will give you laminated writing surfaces, erasers and markers to use for making notes and/or calculations during the testing session. They should be used only at your assigned testing station.

You must return laminated writing surfaces\e-tablets to test center staff at the end of the testing session. Do NOT write on anything other than the laminated writing surface\e-tablets (e.g., your hand, other body part, tissue, etc.). Failure to comply may result in a finding of irregular behavior.

TCA will escort you to your assigned testing station and provide brief instructions on use of the computer equipment. A brief tutorial is available before each examination.

Your test session is scheduled for a fixed amount of time and the computer keeps track of the time allocated for each block and for breaks.

Once you begin a testing block, the block time continues to run even if you leave the testing room (e.g., for a personal emergency).

If you leave during the block without permission from test proctor, the test center will file a report of the incident. Additionally, the unauthorized break screen, described in the examination tutorial, will appear on the monitor after a defined period of inactivity.

Each time you leave the testing room, you are required to sign out and sign in when you return. You must present your identification each time you sign in.



## Breaks between Test Blocks

- Each time you leave the testing room, you are required to sign out and sign in when you return. You must present your identification each time you sign in.
- If you take too much break time and exceed the allocated break time, next test block will start automatically and the excess time will be deducted from your testing time.
- Ensure you arrive 10-15 minutes before the start of your next block to allow time for sign in as the sign process may take more around 15 minutes based on testing capacity.

<b>Test</b>	<b># of Test Block(s)</b>	<b>Duration of Each Block</b>	<b>Break Time (Pool)</b>
SMLE	3	120 min	45 minutes total



## End of Test

The test session ends when you have started and exited all blocks or the total test time expires. You will receive a notice during checkout that you have appeared for the test.

After you start taking an examination, you cannot cancel or reschedule that examination. If you experience a computer issue during the test, notify test center staff immediately. The testing software is designed to restart the test at the point that it was interrupted.

You will maintain the confidentiality of the materials, including, but not limited to, the multiple-choice items. You will not reproduce or attempt to reproduce examination materials through recording, memorization, or by any other means.

You will not provide information relating to examination content to anyone who may be taking or preparing others to take the examination. This includes postings regarding examination content and/or answers on the Internet.

Test results will be available online 2-6 weeks after the testing window you are currently taking the test on.

Please visit the SCFHS website for more information.



## Appendix B: Saudi Medical Licensure Examination Blueprint

Section	Weight%
Medicine	30%
Obstetrics and Gynecology	25%
Pediatrics	25%
Surgery	20%

**Note:**

1. Blueprint distributions of the examination may differ up to +/-5% in each category
2. See the SCFHS website for the most up-to-date information
3. As a validity measure, items are further classified to ensure they sample various dimensions of care and physician activities. Definitions of these aspects can be found below.



<b>Definitions</b>	
<b>Dimensions of Care</b>	<b>Focus of care for the patient, family, community, and/or population</b>
<b>Health Promotion and Illness Prevention</b>	The process of enabling people to increase control over their health and its determinants, and thereby improve their health. Illness prevention covers measures not only to prevent the occurrence of illness, such as risk factor reduction, but also to arrest its progress and reduce its consequences once established . This includes, but is not limited to screening, periodic health exam, health maintenance, patient education and advocacy, and community and population health
<b>Acute</b>	Brief episode of illness within the time span defined by initial presentation through to transition of care. This dimension includes but is not limited to urgent, emergent, and life-threatening conditions, new conditions, and exacerbation of underlying conditions.
<b>Chronic</b>	Illness of long duration that includes but is not limited to illnesses with slow progression
<b>Psychosocial Aspects</b>	Presentations rooted in the social and psychological determinants of health and how these can impact on wellbeing or illness. The determinants include but are not limited to life challenges, income, culture, and the impact of the patient’s social and physical environment.



<b>Physician Activities</b>	<b>Reflects the scope of practice &amp; behaviors of a practicing clinician</b>
Assessment/Diagnosis	Exploration of illness and disease using clinical judgment to gather, interpret and synthesize relevant information that includes but is not limited to history taking, physical examination and investigation.
Management	Process that includes but is not limited to generating, planning, organizing safe and effective care in collaboration with patients, families, communities, populations, and other professionals (e.g., finding common ground, agreeing on problems and goals of care, time and resource management, roles to arrive at mutual decisions for treatment, working in teams).
Communication	Interactions with patients, families, caregivers, other professionals, communities and populations. Elements include but are not limited to relationship development, intraprofessional and interprofessional collaborative care, education, verbal communication (e.g. using the patient-centered interview and active listening), non-verbal and written communication, obtaining informed consent, and disclosure of patient safety incidents





## **SaudiMEDs Framework**

The SaudiMEDs framework specifies the key competencies (learning outcomes) for physicians required in medical education and practice in Saudi Arabia.

### **Theme I: Scientific Approach to Practice**

The integration and application of basic, clinical, behavioral and social science in clinical practice

**PLO1.** Integrate basic, clinical, behavioral and social sciences in medical practice

**PLO2.** Practice evidence-based health care

### **Theme II: Patient care**

The establishment and maintenance of essential clinical and interpersonal skills to demonstrate proficient assessment and delivery of patient-centered management

**PLO3.** Demonstrate the essential clinical skills

**PLO4.** Use clinical reasoning, decision making, and problem solving skills in medical practice

**PLO5.** Manage patients with life-threatening medical conditions

**PLO6.** Formulate and implement appropriate management plans for patients with common medical problems

**PLO7.** Place patients' needs and safety at the center of the care process

### **Theme III: Community oriented practice**

The health care practicing is based on an understanding of the Saudi health care system and the application of health promotion and advocacy roles for the benefit and wellbeing of individual patients, communities, and populations

**PLO8.** Adhere to the regulations of Saudi healthcare system in the Kingdom

**PLO9.** Advocate health promotion and disease prevention

### **Theme IV: Communication and Collaboration**

The effective communication with patients and their families and the practicing of collaborative care by working in partnership within a multi-professional team

**PLO10.** Effectively communicate verbally and in writing with patients, their families, colleagues, and other health professionals

**PLO11.** Practice teamwork and inter-professional collaboration

**PLO12.** Apply medical informatics in healthcare system effectively

**Theme V: Professionalism**

The commitment to deliver the highest standards of ethical and professional behavior in all aspects of health practice, and take a responsibility for own personal and professional development

**PLO13.** Demonstrate professional attitudes and ethical behaviors of physicians

**PLO14.** Apply Islamic, legal and ethical principles in professional practice

**PLO15.** Demonstrate the capacity for self-reflection and professional development

**Theme VI: Research and scholarship**

The contribution to the advancement of medical practice with the rigors of scientific research

**PLO16.** Demonstrate basic research skills

**PLO17.** Critically appraise and demonstrate scholarly activities related to health sciences research



## SMLE CONTENT OUTLINE

This outline provides a common organization of SMLE content. SMLE supervisory committee continually reviews the outline to ensure content is relevant to the practice of medicine. As practice guidelines evolve or are introduced, the content on SMLE is reviewed and modified as needed.

The examination will emphasize certain parts of the outline, and no single examination will include questions on all aspects. Questions may include content that is not included in this outline.

### MEDICINE

#### CARDIOLOGY:

TOPIC	MASTERY LEVEL
Coronary Artery Disease	3
Heart Failure	3
Atrial Fibrillation	2
Cardiovascular Risk Reduction	2
Valvular Heart Diseases	2
Coronary Artery Disease	3

#### PULMONARY:

TOPIC	MASTERY LEVEL
Bronchial Asthma	3
COPD	3
Lung Mass	1
Pleural Effusion	2
Pulmonary Embolism	3



## GASTROENTEROLOGY AND HEPATOLOGY:

TOPIC	MASTERY LEVEL
Peptic Ulcer Disease	3
Gerd	2
IBD	3
Celiac Disease	2
Acute Viral Hepatitis	2
Acute Non-Viral Hepatitis	2
Chronic Viral Hepatitis	3
Complications of Liver Cirrhosis	3

## NEPHROLOGY:

TOPIC	MASTERY LEVEL
Acute Kidney Injury	2
Chronic Kidney Disease	2
Hyper and Hypokalemia	3
Hypo And Hyper Natremia	3
Primary HTN	2
Secondary HTN	1

## ENDOCRINE:

TOPIC	MASTERY LEVEL
Thyroid Disorders	3
Diabetes (Diagnosis)	3
Acute Diabetic Complications	3
Chronic Diabetic Complications	2
Adrenal Disorders	1
Osteoporosis	1



## RHEUMATOLOGY:

TOPIC	MASTERY LEVEL
Rheumatoid Arthritis	2
SLE	3
Osteoarthritis	1
Gout	1
Spondyloarthropathy	1

## HEMATOLOGY:

TOPIC	MASTERY LEVEL
Iron Deficiency Anemia	3
Hemolysis	1
Thrombotic Disorders	3
Sickle Cell Disease	3
Anticoagulant Rx Management	1
Thrombocytopenia	2



## INFECTIOUS DISEASES:

TOPIC	MASTERY LEVEL
Pneumonia	3
Urinary Tract Infections	2
Tuberculosis	3
Brucellosis	1
Meningitis	2
Infective Endocarditis	2
MERS-COV, Covid-19	1
Chickenpox And Shingles	2
Sexually Transmitted Infections (including HIV)	1
Malaria and Dengue Fever	1

## NEUROLOGY:

TOPIC	MASTERY LEVEL
Ischemic Stroke	3
Hemorrhagic Stroke	1
TIA	1
Seizure Disorders	2
Multiple Sclerosis	1

## ONCOLOGY:

TOPIC	MASTERY LEVEL
Tumor Lysis Syndrome	1
Febrile Neutropenia	1



### CRITICAL CARE:

TOPIC	MASTERY LEVEL
Respiratory Failure	2
Sepsis And Septic Shock	2
Hemorrhagic Shock	1
Cardiogenic Shock	1

### GERIATRICS:

TOPIC	MASTERY LEVEL
Acute Confusional State	2
Dementia	1

### PSYCHIATRY:

TOPIC	MASTERY LEVEL
Depression	1
Side effects of medications	1
Substance abuse	1
Bipolar disorder	1
Schizophrenia	1



## PEDIATRICS

### GENERAL PEDIATRICS:

TOPIC	MASTERY LEVEL
Gastroenteritis	3
Febrile Seizure	3
Bronchial Asthma	3
Iron Deficiency Anemia	3
Bronchiolitis	33
Pneumonia	
Otitis Media	2
Cellulitis	3
Upper Respiratory Tract Infections	3
Urinary Tract Infections	3
Celiac Disease	2
Henoch Schoenlein Purpura	2
Constipation	3
Rickets	3
Hypertension	2
Well Baby	2

### AMBULATORY:

TOPIC	MASTERY LEVEL
Immunization	3
Development and Behavior	3
Squint	1
Failure to Thrive	2
Enuresis	1





### CENTRAL NERVOUS SYSTEM:

TOPIC	MASTERY LEVEL
Guillain Barre Syndrome	2
Headaches	2
Epilepsy	3
Hypotonia	2
Ataxia	2
Cerebral Palsy	2
Myasthenia Gravis	2

### CARDIOVASCULAR SYSTEM:

TOPIC	MASTERY LEVEL
Congenital heart disease	3
Heart failure	3
Syncope	2
Rheumatic heart disease	2

### RESPIRATORY SYSTEM:

TOPIC	MASTERY LEVEL
Sinusitis	2
Adenotonsillitis	3
Laryngomalacia	2
Tracheomalacia	2
Cystic Fibrosis	3
Croup	3



## GASTROINTESTINAL SYSTEM:

TOPIC	MASTERY LEVEL
Gastroesophageal Reflux	2
Congenital Gastrointestinal Anomalies	2
Peptic Ulcer Disease	2
Inflammatory Bowel Disease	3
Appendicitis	3
Intussusception	2
Chronic Liver Disease	2
Jaundice	3

## MUSCULOSKELETAL SYSTEM:

TOPIC	MASTERY LEVEL
Systemic lupus disease	3
Kawasaki Disease	2
Post infectious arthritis	2
Rheumatoid arthritis	3



## INFECTIOUS DISEASES:

TOPIC	MASTERY LEVEL
Brucella	2
Tuberculosis	3
Osteomyelitis	1
Scarlet Fever	2
Pharyngitis	3
Meningitis	3
Encephalitis	3
Septic Arthritis	1
Malaria, Enteric Fever, Leishmania, Box	1
Dengue Fever, Corona Viruses	2
CMV, EBV, HSV, HIV, Hepatitis	2
Measles, Mumps, Rubella, Pertussis	3
Parasites (Ascaris, Pinworms, Giardiasis, Amoeba)	2

## NEPHROLOGY:

TOPIC	MASTERY LEVEL
Post Streptococcal Glomerulonephritis	3
Acute and Chronic Kidney Disease	3
Nephrotic Syndrome	3
Hemolytic Uremic Syndrome	2
Renal Tubular Acidosis	2
Congenital Anomalies of Kidney and Genitourinary Tract (Polycystic Kidney Disease, Vesicourethral Reflux, Neurogenic Bladder)	2



### ACUTE CARE:

TOPIC	MASTERY LEVEL
Drug Ingestions (e.g. Iron, Acetaminophen)	3
Foreign Body Inhalation	3
Acute Respiratory Distress Syndrome	2
Shock	2
Trauma	1
Arrhythmias	1
Testicular Torsion	1

### HEMATOLOGY/ONCOLOGY:

TOPIC	MASTERY LEVEL
Immune Thrombocytopenic Purpura	3
Hemolytic Anemias	3
Hemoglobinopathies	3
Leukemia	2
Lymphoma	2
Retinoblastoma	2
Wilm's Tumor	2
Neuroblastoma	2
Nephroblastoma	2



## NEONATOLOGY:

TOPIC	MASTERY LEVEL
Transient Tachypnea of the Newborn	3
Intrauterine Growth Retardation	2
Hemorrhagic Diseases of Newborn	1
Infant of Diabetic Mother	2
Meconium Aspiration	2
Prematurity	2

## ENDOCRINOLOGY:

TOPIC	MASTERY LEVEL
Diabetes Mellitus	3
Thyroid Disorders	2
Diabetes Insipidus	1
Panhypopituitarism	2
Growth and Growth Disorder	1
Ambiguous Genitalia	2
Adrenal Disorders	3

## GENETIC/METABOLIC:

TOPIC	MASTERY LEVEL
Inborn Errors of Metabolism	2
Hypoglycemia	3
Dysmorphology	2



## ALLERGY/IMMUNOLOGY:

TOPIC	MASTERY LEVEL
Primary Immunodeficiency	2
Atopy	3

## OBSTETRICS AND GYNECOLOGY

### GENERAL OBSTETRICS:

TOPIC	MASTERY LEVEL
History & Examination	3
Preeclampsia-Eclampsia	3
Third Trimester Bleeding	3
Preterm Labor	3
Preterm Rupture of Membranes	3
Postpartum Hemorrhage	3
Maternal-Fetal Physiology	3
Preconception Care	3
Antepartum Care	2
Intrapartum Care	2
Postpartum Care	2
Intrapartum Fetal Surveillance	2
Postpartum Infection	2
Post-Term Pregnancy	2
Fetal Growth Abnormalities	2
Legal and Ethics Issues in Obstetrics	2



## GENERAL GYNECOLOGY:

TOPIC	MASTERY LEVEL
History and Examination	3
Ectopic Pregnancy	3
Spontaneous Abortion	3
Normal and Abnormal Uterine Bleeding	3
Dysmenorrhea	3
Uterine Leiomyomas	3
Family Planning	2
Endometriosis	2
Chronic Pelvic Pain	2
Puberty	2
Amenorrhea	2
Premenstrual Syndrome and Premenstrual Dysphoric Disorder	2
Legal and Ethics Issues in Gynecology	2



## SUBSPECIALTY:

TOPIC	MASTERY LEVEL
Pap Smear & DNA Probe & Culture	3
Sexually Transmitted Infections and Urinary Tract Infection	3
Medical and Surgical Complications of Pregnancy	2
Alloimmunization	2
Multifetal Gestation	2
Fetal Death	2
Obstetrics Procedures	2
Hirsutism and Virilization	2
Menopause	2
Infertility	2
Gestational Trophoblastic Neoplasia	2
Cervical Disease and Neoplasia	2
Endometrial Hyperplasia and Carcinoma	2
Ovarian Neoplasms	2
Pelvic Organ Prolapse and Urinary Incontinence	1





## SURGERY

### BASIC PRINCIPLES:

TOPIC	MASTERY LEVEL
Surgical Infection and Antibiotics: Systemic Inflammatory Response	2
Surgical Infection and Antibiotics: Surgical Site Infection and Prevention	3
Surgical Infection and Antibiotics: Infections of the Skin and Soft Tissue	3
Anesthesia and Pain Management: Preoperative Evaluation	1
Anesthesia and Pain Management: Local and Regional Anesthesia	3
Wound Care: Wound Healing	1
Wound Care: Wound Dressing	2
Post-Operative Complications: Postoperative Care	3
Post-Operative Complications: Postoperative Fever	3
Post-Operative Complications: Thromboembolism	3
Fluids, Electrolytes and Nutrition: Electrolytes and Acid Base Abnormalities	3
Fluids, Electrolytes and Nutrition: Nutrition in Surgical Patient	1



## GENERAL SURGERY:

TOPIC	MASTERY LEVEL
Breast: Breast Mass Approach	3
Breast: Nipple Discharge	2
Breast: Benign Breast Disorders	1
Breast: Breast Cancer Screening	3
Thyroid and Parathyroid: Neck Mass Evaluation	2
Thyroid and Parathyroid: Thyroid Nodule Approach	2
Thyroid and Parathyroid: Complications of Thyroidectomy	3
Thyroid and Parathyroid: Surgery for Hyperparathyroidism	1
GIT: GERD	2
GIT: Upper GI Bleeding	3
GIT: Peptic Ulcer Disease	3
GIT: Perforated Viscous	3
GIT: Surgical Management of Obesity	1
GIT: Bowel Obstruction	3
GIT: Lower GI Bleeding	3
GIT: Mesenteric Bowel Ischemia	3
GIT: Appendicitis	3
GIT: Colon Cancer	2
GIT: Diverticular Disease	2
GIT: Anorectal Conditions	2
Hepatobiliary: Biliary Conditions	3
Hepatobiliary: Liver Abscess	1
Hepatobiliary: Pancreatitis	2
Hernias: Inguinal Hernia	3
Hernias: Ventral Hernias	3
Subcutaneous Lesions: Necrotizing Fasciitis	3
Subcutaneous Lesions: Soft Tissue Mass	1
Vascular Surgery: Diabetic Foot	3
Vascular Surgery: Acute and Critical Limb Ischemia	3
Vascular Surgery: Compartment Syndrome	3



Vascular Surgery: Abdominal Aortic Aneurysms	1
Pediatric Surgery: Neck Mass	1
Pediatric Surgery: Pyloric Stenosis	1
Pediatric Surgery: Umbilical Hernia	1
Pediatric Surgery: Undescended Testicle	1
Pediatric Surgery: Hirschsprung Disease	1
Pediatric Surgery: Intussusception	1
Pediatric Surgery: Circumcision	1
Plastic Surgery: Hand Infections	1
Plastic Surgery: Burn	3
Plastic Surgery: Bed Sore	3

### TRAUMA AND ACUTE CARE SURGERY:

TOPIC	MASTERY LEVEL
Initial Assessment of Trauma Patient	3
Life Threatening Injuries	3
Chest Trauma	3
Shock	3
Abdominal Trauma	3
Pelvic Trauma	3
Head Trauma	3



## SUBSPECIALTIES:

TOPIC	MASTERY LEVEL
Urology: Acute Urinary Retention	1
Urology: Testicular Torsion	1
Urology: Hematuria	1
Urology: Fournier's Gangrene	1
Urology: Renal Colic	1
Neurosurgery: Cerebrovascular Diseases	1
Neurosurgery: Spinal Cord Compression	1
Orthopedics: Open Fracture Treatment	1
Orthopedics: Principles of Fracture/ Dislocation Management	1
ENT: Epistaxis	1
ENT: Foreign Body	1
Ophthalmology: Red Eye	1
Ophthalmology: Leukocornia	1
Ophthalmology: Ocular Trauma	1



## PATIENT SAFETY, PREVENTIVE MEDICINE, & ETHICS

### ETHICS:

TOPIC	MASTERY LEVEL
Informed Consent	1
DNR/DNI	2
Breaking Bad News	3
DAMA	1
Patient Privacy	3
Confidentiality	3
Conflict of Interest	3
Abuse (Spouse, Child and Elderly)	2
Sick Leave	3
Death Certificate	1
Abortion	2
Fertility Ethics	1
Bullying and Abuse	2
Communications with Peers' Patients	1



## PATIENT SAFETY:

TOPIC	MASTERY LEVEL
International Patient Safety Goals	1
Effective Communication: Communication With Patient and Family	3
Effective Communication: Inter-Professional Communication	3
Effective Communication: Patient /Community Education	2
Medications Safety	3
Surgical Safety	2
Health Care-Associated Infections	2
Clinical Privileges	3
Continues Professional Development	1
Patient Identification Errors	2
Diagnostic Errors	2
Transitions of Care Errors (Handoff, Transfer, Discharge)	2
Blood Transfusion Safety	3
Radiation Safety	3
Patient Empowerment	2
Institute of Medicine Quality Dimensions (Defines Quality, Domains of Quality)	1
Venous Thromboembolism Prophylaxis	2



**PREVENTIVE:**

TOPIC	MASTERY LEVEL
Lifestyle and Clinical Preventive Services: Preventive Cardiology	3
Lifestyle And Clinical Preventive Services: Risk Factors for NCDs, Assessment and Modifications	3
Lifestyle and Clinical Preventive Services: Disease Screening (Cancer, CVD, DM, HTN, Lipid)	3
Lifestyle and Clinical Preventive Services: Obesity	2
Lifestyle and Clinical Preventive Services: Nutrition	2
Lifestyle and Clinical Preventive Services: Exercise	3
Lifestyle and Clinical Preventive Services: Smoking	3
Lifestyle and Clinical Preventive Services: Sleep Health	2
Lifestyle and Clinical Preventive Services: Travel Health	2
Infectious Diseases: Indicators (Attack Rate, Case-Fatality Rate, Reportable Diseases)	2
Infectious Diseases: Mode of Transmission	3
Infectious Diseases: Vaccination and Prophylaxis	3
Infectious Diseases: Outbreak Investigation	2
Immunization: Child	3
Immunization: Adult	1
Immunization: Special Groups	2
Immunization: Herd Immunity	1
Epidemiology/Biostatistics: Measures of Disease Frequency (Incidence, Prevalence)	3
Epidemiology/Biostatistics: Measures of Health Status (Mortality and Morbidity Rates e.g. Maternal Mortality, Neonatal/Infant/Under-5 Mortality)	2
Epidemiology/Biostatistics: Surveillance	2
Epidemiology/Biostatistics: Levels of Prevention	2
Epidemiology/Biostatistics: Types of Study Design and Selection of Studies	3
Epidemiology/Biostatistics: Measures of Association (Relative Risk, Odds Ratio)	3



Epidemiology/Biostatistics: Principles of Screening (Validity, Test Parameters, Criteria For Screening Test)	1
Epidemiology/Biostatistics: Distribution of Data (Measures of Central Tendency and Variability)	1
Epidemiology/Biostatistics: Correlation and Regression	1
Epidemiology/Biostatistics: Interpretation of Study Results (Causality, Chance, Confounding, Bias)	2





## Appendix C: References

Section	Textbooks
Medicine	<ul style="list-style-type: none"> <li>• Yingming A. Chen, . Toronto Notes Canadian ed Edition</li> <li>• Brian R. Walker BSc MB ChB MD FRCPE FRSE FMedSci. Davidson's Principles and Practice of Medicine, 22 Edition.</li> <li>• Dennis L. Kasper M.D., Anthony S. Fauci, Stephen L. Hauser M.D, Dan L. Longo M.D, J. Larry Jameson M.D, and Joseph Loscalzo. Harrison's Principles of Internal Medicine, 19<sup>th</sup> Edition.</li> <li>• Parveen Kumar , Michael Clark. Kumar and Clark's Clinical Medicine, 9th Edition.</li> </ul>
Obstetrics and Gynecology	<ul style="list-style-type: none"> <li>• Neville F. Hacker, MD, Joseph C. Gambone, DO, MPH, Executive Editor and Calvin J. Hobel, MD, . Hacker and Moore's Essentials of Obstetrics and Gynecology.</li> <li>• Alan H. DeCherney, Lauren Nathan, T. Murphy Goodwin, Neri Laufer and Ashley S. Roman, Current Diagnosis and Treatment Obstetrics and Gynecology, 11th Edition.</li> <li>• Louise Kenny, Helen Bickerstaff and Jenny Myers, . Gynaecology by Ten Teachers, 20th Edition Value Pak.</li> <li>• Jeremy J N Oats, MBBS, DM, FRCOG, FRANZCOG and Suzanne Abraham, MSc, PhD(Med), MAPS, . Llewellyn-Jones Fundamentals of Obstetrics and Gynaecology Edition.</li> </ul>
Pediatrics	<ul style="list-style-type: none"> <li>• Daniel Bernstein , Steven P. Shelov MD, MS. Pediatrics for Medical Students.</li> <li>• Karen Marc Dante MD , Robert M. Kliegman MD . Nelson Essentials of Pediatrics, 7th Edition.</li> <li>• Tom Lissauer , Will Carroll. Illustrated Textbook of Pediatrics 5th Edition.</li> </ul>
Surgery	<ul style="list-style-type: none"> <li>• John L. Cameron , Andrew M. Cameron. Current Surgical Therapy, 12th edition, 2017.</li> <li>• Norman Williams, Christopher Bultrode and P Ronan O'Connell. Bailey and Love's Short Practice of Surgery, 26th edition, 2013.</li> <li>• The University of Cincinnati Residents and Amy Makley .The Mont Reid Surgical Handbook: Mobile Medicine Series, 7th edition, 2017</li> </ul>
Patient Safety, Preventive Medicine and Ethics	<ul style="list-style-type: none"> <li>• Walton, M. (2011). Patient Safety Curriculum Guide. Geneva: World Health Organization</li> <li>• Katz D, Jekel J, Elmore J, Wild D, Lucan S. Jekel's Epidemiology, Biostatistics, Preventive Medicine, and Public Health. 4th ed. 2013.</li> <li>• U.S. Preventive Services Task Force: Guide to Clinical Preventive Services.</li> <li>• Al kaabba F. Abdulaziz, Hussein MA Ghaiath, Kasule H. Omar SCFHS-2015, . Professionalism and Ethics Handbook for Residents Practical guide.</li> </ul>

**Note:** This list is intended for use as a study aid only. SCFHS does not intend the list to imply endorsement of these specific references, nor are the exam questions necessarily taken from these sources.