SAUDI BOARD RESIDENCY TRAINING PROGRAM

MEDICAL PHYSICS FOR NUCLEAR MEDICINE

Final Written Examination

Examination Format:

A Saudi board final specialty written examination shall consist of two papers each with 100-125 Single Best Answer MCQs. Up to 10% unscored items can be added for pretesting purposes.

Passing Score:

1. The passing score is 70%.
2. If the percentage of candidates passing the examination before final approval is less than 70%, the passing score must be lowered by one mark at a time aiming at achieving 70% passing rate or 65% passing score whichever comes first. Under no circumstances can the passing score be reduced below 65%.

Suggested References:

1. Cherry, S. R., Sorenson, J. A., Phelps, M. E., & ScienceDirect (Online service). (2003). Physics in nuclear medicine (Vol. 3). Saunders.
2. International Commission on Radiological Protection. (2007). Radiological protection in medicine (ICRP Publication 105). Annals of the ICRP, 37(6).
3. International Atomic Energy Agency. (2018). Radiation protection and safety in medical uses of ionizing radiation (Safety Reports Series). International Atomic Energy Agency.
4. Meghzifene, A., & Sgouros, G. (2013, May). IAEA support to medical physics in nuclear medicine. In Seminars in Nuclear Medicine (Vol. 43, No. 3, pp. 181-187). WB Saunders.
5. AlMutairi, N. (2023, March 19). Saudi Arabia. NuclearMed. Retrieved December, 2025, from https://nuclearmed.org/saudi-arabia/
6. Sandler, M. P. (Ed.). (2003). Diagnostic nuclear medicine. Lippincott Williams & Wilkins.
7. Frank, J. R., Snell, L., Sherbino, J., & Boucher, A. (2015). CanMEDS 2015. Physician competency framework series I.
8. Beal, M. D., Kinnear, J., Anderson, C. R., Martin, T. D., Wamboldt, R., & Hooper, L. (2017). The effectiveness of medical simulation in teaching medical students critical care medicine: a systematic review and meta-analysis. Simulation in Healthcare, 12(2), 104–116.
9. Cook, D. A., Erwin, P. J., & Triola, M. M. (2010). Computerized virtual patients in health professions education: a systematic review and meta-analysis. Academic Medicine, 85(10), 1589–1602.
10. Cook, D. A., Hatala, R., Brydges, R., Zendejas, B., Szostek, J. H., Wang, A. T., ... & Hamstra, S. J. (2011). Technology-enhanced simulation for health professions education: a systematic review and meta-analysis. Jama, 306(9), 978–988.
11. Lynagh, M., Burton, R., & Sanson-Fisher, R. (2007). A systematic review of medical skills laboratory training: where to from here? Medical Education, 41(9), 879–887.

12. So, H. Y., Chen, P. P., Wong, G. K. C., & Chan, T. T. N. (2019). Simulation in medical education. Journal of the Royal College of Physicians of Edinburgh, 49(1), 52–57.

Note:

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

Blueprint Outlines:

No.	Sections	Percentage
1	Dosimetry methods	10%
2	Quantities, units	10%
3	Regulations	10%
4	Non-imaging Equipment's	30%
5	Performance Testing of imaging Equipment	20%
6	Imaging Reconstruction	20%
Total		**100%**

Note:

- Blueprint distributions of the examination may differ up to +/-5% in each category.
- Percentages and content are subject to change at any time. See the SCFHS website for the most up-to-date information.
- Research, Ethics, Professionalism and Patient Safety are incorporated within various domains.