



# **CURRICULUM FRAMEWORK**

## **MEDICAL DOCTOR PROGRAM**

***PROGRAM CODE: [7720101]***

**Applicable for cohort 2025 - 2031 from Academic Year 2025 - 2026**

*(Decision 453/2025/QD-VUNI, dated August 11, 2025 by the Provost of VinUniversity)*

**This Curriculum Framework has been reviewed and validated by  
The University of Pennsylvania**



## Table of Contents

<b>1. VINUNI GENERIC GRADUATE ATTRIBUTES .....</b>	<b>2</b>
<b>2. PROGRAM OVERVIEW .....</b>	<b>2</b>
<b>2.1. Program Description .....</b>	<b>2</b>
<b>2.2. Program Mission and Vision .....</b>	<b>2</b>
<b>2.3. Professional Competency Standards .....</b>	<b>3</b>
<b>2.4. Program Educational Objectives .....</b>	<b>3</b>
<b>2.5. Program Learning Outcomes (PLOs).....</b>	<b>4</b>
<b>3. CURRICULUM STRUCTURE .....</b>	<b>6</b>
<b>3.1. Curriculum Composition .....</b>	<b>6</b>
<b>3.2. Courses and Credit Distribution by Courses .....</b>	<b>7</b>
<b>3.3. MD Curriculum Roadmap .....</b>	<b>18</b>
<b>4. COURSE DESCRIPTIONS .....</b>	<b>19</b>
<b>4.1. VinCore .....</b>	<b>19</b>
<b>4.1.1. VinCore Courses.....</b>	<b>19</b>
<b>4.1.2. VinCore from Major .....</b>	<b>24</b>
<b>4.2. Professional Education.....</b>	<b>26</b>
<b>4.2.1. Basic Sciences.....</b>	<b>26</b>
<b>4.2.2. Pre-clinical Courses.....</b>	<b>26</b>
<b>4.2.3. Clinical Courses .....</b>	<b>33</b>
<b>4.2.4. Elective Courses.....</b>	<b>38</b>
<b>4.2.5. Graduation Module .....</b>	<b>44</b>

## 1. VINUNI GENERIC GRADUATE ATTRIBUTES

Generic graduate attributes are a set of skills, attributes, and values that all learners should achieve regardless of discipline or field of study; should be measurable and broad. The five Generic Graduate Attributes for VinUni, framed around the EXCEL Model, are listed as below:

- E: Empathy – The ability to understand what someone else might be thinking or feeling, without judgment, and the desire to help to make a better world.
- X: Exceptional Ability – Exceptional capabilities and competencies that are proven determinants of future success.
- C: Creativity – The ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions and turning imaginative, new ideas into reality.
- E: Entrepreneurial Spirit – The way of thinking that enables people to seek challenges, be resilient in overcoming them, make informed and quick decisions, accept responsibility, adapt and persist in the face of adversity, and create value and impact in the society.
- L: Leadership Mindset – The ability to influence and motivate people to maximize their efforts towards achieving a common goal.

## 2. PROGRAM OVERVIEW

### 2.1. Program Description

<b>Name of the degree</b>	Doctor of Medicine
<b>Name of the program</b>	Medical Doctor Program
<b>Program Code</b>	7720101
<b>Length of Program</b>	6 years
<b>Mode of Delivery</b>	Full-time
<b>Language of Delivery</b>	English
<b>Total credits</b>	228 credits
<b>Home College</b>	College of Health Sciences

### 2.2. Program Mission and Vision

**Mission:** Our mission is to develop excellent, professional, dedicated, compassionate physicians, committed to lifelong learning, innovation, scholarship, and leadership to address society's diverse and evolving healthcare needs to the highest standard.

**Vision:** To be an excellent internationally recognized medical program through quality education, transformative research, and improving population health and well-being.

## 2.3. Professional Competency Standards

Competency standards that help the school measure the values, attributes, skills, and knowledge of our medical students have been developed and are spread out over 6 major domains. Our curriculum will ensure that students achieve competencies of the six domains as follows:

- **DOMAIN 1: COMPETENCE IN PROFESSIONAL PRACTICE**  
General practitioners shall have a professional practicing manner according to moral and legal standards and shall respect the variety of culture.
- **DOMAIN 2: COMPETENCE IN APPLICATION OF MEDICAL KNOWLEDGE**  
General practitioners shall have ability to apply the knowledge about basic science and basic medicine, pathology, and social and medical studies as the rationale for identifying, explaining, and resolving the problems and transmit to individuals, groups of individuals and community about health conditions.
- **DOMAIN 3: COMPETENCE IN MEDICAL CARE**  
General practitioners shall have the ability to resolve a normal demand for medical care safely, promptly, economically, and effectively depending on scientific evidence and conform to the real conditions.
- **DOMAIN 4: COMPETENCE IN COMMUNICATION AND COOPERATION**  
General practitioners shall have the ability to communicate effectively with patients and their family, their colleagues, and the community.
- **DOMAIN 5: PRACTICE-BASED LEARNING AND IMPROVEMENT**  
Requires General Practitioners demonstrate their care of patients, locate, and appraise scientific evidence, and to continuously improve patient care based on constant self-evaluation and lifelong learning.
- **DOMAIN 6: SYSTEMS-BASED PRACTICE**  
Requires General practitioners to demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

## 2.4. Program Educational Objectives

*The Medical Doctor Program is aimed to produce graduates who are able to:*

1. Practice medicine with compliance to the national ethical standards and legal requirements, demonstrating proficiency in clinical skills and knowledge to provide safe, effective, and compassionate patient care.
2. Engage in continuous professional development and reflective practice, collaborating effectively within interprofessional teams to improve patient outcomes and healthcare systems.
3. Exhibit leadership and an entrepreneurial mindset, utilizing evidence-based practices and state-of-the-art technology to drive innovation and improvements in healthcare delivery both locally and globally.

## 2.5. Program Learning Outcomes (PLOs)

*At the end of the program, a student is able to:*

PROGRAM LEARNING OUTCOMES (PLOs)	PERFORMANCE INDICATORS (PIs)
<b>I. KNOWLEDGE</b>	
<b>I.1. General Knowledge</b>	
<b>PLO 1: Apply</b> foundational knowledge of politics, law, arts, humanities, sustainability, cross-cultural understanding, and globalization to personal and professional development as well as to innovation.	<b>PI 1.1: Apply</b> foundational knowledge of politics, law and regulations to personal and professional development.
	<b>PI 1.2: Apply</b> foundational knowledge of sustainability, cross-cultures, and globalization towards innovation in emerging local and global challenges.
	<b>PI 1.3: Apply</b> foundational knowledge of the arts and humanities to personal and professional development.
<b>I.2. Professional Knowledge</b>	
<b>PLO 2: Systematize</b> knowledge in biomedical, clinical, epidemiological and social-behavioral sciences into clinical practice and research.	<b>PI 2.1: Appraise</b> knowledge of the biomedical sciences in clinical practice decision-making.
	<b>PI 2.2: Recommend</b> appropriate steps in clinical practice decision-making using evidence-based approaches.
	<b>PI 2.3: Appraise</b> epidemiological principles in clinical practice and research.
	<b>PI 2.4: Integrate</b> social-behavioral science insights into clinical practice and research.
<b>PLO 3: Develop</b> evidence-based approaches for the diagnosis, management, and prevention of health conditions, as well as for continuous improvement into clinical practice.	<b>PI 3.1: Diagnose</b> health conditions accurately using evidence-based approaches.
	<b>PI 3.2: Manage</b> health conditions effectively using evidence-based approaches.
	<b>PI 3.3: Design</b> health promotion strategies using evidence-based approaches.
	<b>PI 3.4: Formulate</b> continuous improvement plans in clinical practice using evidence-based approaches.
<b>II. SKILLS</b>	
<b>II. 1. Professional Skills</b>	
<b>PLO 4 [Clinical Skills]: Master</b> history-taking, physical examination, procedural skills, clinical reasoning, interpretation of diagnostic tests, and healthcare management.	<b>PI 4.1: Adapt</b> history-taking skills to ensure accurate and comprehensive clinical evaluation.
	<b>PI 4.2: Adapt</b> physical examination skills to ensure accurate and comprehensive clinical evaluation.
	<b>PI 4.3: Perform</b> basic/essential procedure skills relevant to patient care correctly and safely.
	<b>PI 4.4: Originate</b> clinical reasoning in patient care through the synthesis of history-taking, physical examination findings, and interpretation of diagnostic tests.
	<b>PI 4.5: Customize</b> healthcare management plan through clinical reasoning from the synthesis of clinical data.
<b>PLO 5 [Patient Management Skills]: Formulate</b> safe, time-efficient, cost-	<b>PI 5.1: Formulate</b> safe decisions in health care through understanding of patient safety standards.

effective, and patient-centered decisions in health care.	<b>PI 5.2: Construct</b> time-efficient decisions to optimize patient care through the principle of medical prioritization.
	<b>PI 5.3: Construct</b> cost-effective decisions to optimize patient care through understanding of available resources.
	<b>PI 5.4: Formulate</b> patient-centered decisions in health care through effective communication and upholding respect for patient autonomy.
<b>PLO 6 [Research Skills]: Create</b> research and a plan addressing healthcare-related questions in clinical and/or public health practice.	<b>PI 6.1: Appraise</b> scientific literature in healthcare-related questions.
	<b>PI 6.2: Create a</b> research protocol to answer healthcare-related questions.
	<b>PI 6.3: Combine</b> data collection and analysis skills in research implementation.
	<b>PI 6.4: Create</b> a plan for improved clinical and/or public health practices based on scientific literature.
<b>II.2. General Skills</b>	
<b>PLO 7 [Teamwork and Leadership Skills, Communication Skills]: Demonstrate</b> effective communication and collaboration with colleagues, interprofessional team members, patients, and their families grounded in mutual respect, empathy, integrity, and honesty.	<b>PI 7.1: Demonstrate</b> leadership skills including oversight in an interprofessional teams.
	<b>PI 7.2: Demonstrate</b> collaborative skills with interprofessional team members to enhance patient safety and quality improvement.
	<b>PI 7.3: Demonstrate effective</b> communication skills with patients and families, fostering an environment of mutual respect, empathy, integrity and honesty in healthcare delivery.
<b>III. ATTITUDE</b>	
<b>PLO 8 [Ethics, Responsibility]: Adhere</b> to the ethical and professional standards and legal regulations in the practice of medicine.	<b>8.1. Adhere</b> to professional standards in clinical practice.
	<b>8.2. Adhere</b> to legal regulations in medical practice.
	<b>8.3. Display</b> the values of diversity, equity, inclusion, and anti-racism into personal and professional conduct.
	<b>8.4: Advocate</b> for individuals, patients, healthcare systems, and/or communities based on social, cultural, and/or contextual factors toward improved healthcare outcomes.
<b>PLO 9 [Life-long Learning]: Integrate</b> reflective practices and self-evaluation in personal and professional development.	<b>9.1:</b> Continuously <b>engage</b> in reflection-in-actionself reflection toward identification of personal strengths and areas for professional improvement and a commitment to lifelong learning.
	<b>9.2: Formulate</b> personal development plans based on reflective practices and self-evaluation toward personal and professional development
<b>PLO 10 [Entrepreneurship and Leadership Mindset]: Demonstrate</b> entrepreneurial and leadership mindsets in professional development and in healthcare settings.	<b>10.1: Demonstrate</b> entrepreneurial and leadership mindsets in professional development.
	<b>10.2: Demonstrate</b> entrepreneurial and leadership mindsets in healthcare settings.

### 3. CURRICULUM STRUCTURE

#### 3.1. Curriculum Composition

No	Curriculum Composition	Total	Credit		Credit Distribution (%/Total Credits)
			T	P	
<b>1</b>	<b>VinCore</b>	<b>35</b>	<b>31</b>	<b>4</b>	<b>15%</b>
1.1	VinCore <sup>#</sup>	25	25	0	<b>11%</b>
1.2	VinCore from Major	10	6	4	<b>4%</b>
<b>2</b>	<b>Professional Education</b>	<b>193</b>	<b>75.5</b>	<b>117.5</b>	<b>85%</b>
2.1	Basic Sciences	8.5	6.5	2	<b>4%</b>
2.2	Pre-clinical Courses	75.5	41	34.5	<b>33%</b>
2.3	Clinical Courses	94	26	68	<b>41%</b>
2.4	Elective Courses	11	0	11	<b>5%</b>
2.5	Graduation Module	4	2	2	<b>2%</b>
<b>Total</b>		<b>228</b>	<b>106.5</b>	<b>121.5</b>	<b>100%</b>

*#: VinCore courses comprise of both credited and non-credited courses*

***Important Note:***

- The Vincore Program has been issued along with the Decision No. 342a/2025/QĐ-VUNI dated June 20, 2025.
- International students are exempted from National Defense Education. However, they are still required to take ideology courses, including: History of the Communist Party, Ho Chi Minh Ideology, Scientific Socialism, Marxism-Leninism Political Economy, Marxism-Leninism Philosophy (In line with Decision No. 494/QĐ-TTg, issued on June 24, 2002, by the Prime Minister).

### 3.2. Courses and Credit Distribution by Courses

VINCORE								
No	Theme	Course code	Courses / Educational Units	Total	Credit		Grading system*	Pre-requisite(s)
					T	P		
VinCore Courses								
1	Integrated Vietnam Studies	HASS1010	Marxism-Leninism Philosophy (Philosophy, Science and Society)	3	3	0	L	
2		HASS1020	Marxism-Leninism Political Economy (Global Political Economy)	2	2	0	L	
3		HASS1030	Scientific Socialism (Politics and Social Change)	2	2	0	L	
4		HASS1050	History of the Communist Party (Vietnam History and Culture I)	2	2	0	L	
5		HASS1041/42	Ho Chi Minh Ideology (Vietnam History and Culture II)	2	2	0	L	
6	Enterprise and Innovation	ENTR1022	Agile Innovation and Entrepreneurship	2	2	0	L	
7		IDEA1010/11/12/X	Big Ideas: X (The IDEA1010/11/12 series, titled 'Big Ideas (X)' will have its course code and title defined each semester, allowing the course content to align with the key themes and innovative design concepts)	2	2	0	L	
8	Working with Others	ENGL1030	Academic and Professional Writing	2	2	0	L	
9	Leadership Mindset	LEAD1031	Leadership and Teambuilding Bootcamp	2	2	0	P/F	
10	Working with the Brain	THINK1010	Critical and Creative Thinking	2	2	0	L	
11	Working with Technology	CECS1031	Computational Thinking	2	2	0	L	
12	Civic Responsibility	LAW1010	Introduction to Law	2	2	0	L	
13		VCOR1030	National Defense Education (for Vietnamese citizens only)	Non-credit			P/F	



14	Working with the Self	VCOR1012A/B	OASIS (Orientation, Advising, Skills, Identity & Diversity and Spirit of Pay-it-Forward)				L	
15		VCOR1021	Healthy Lifestyle 1				P/F	
16		VCOR1022	Healthy Lifestyle 2				P/F	
17	Community Service Learning	COSL1010	Community Service Learning				P/F	
Total				25	25	0		
VinCore from Major								
18	Ethics	NURS3240	Healthcare Ethics	2	2	0	L	
19	Working with Technology	CHS1000	Introduction to Healthcare Informatics	2	2	0	L	
20	Working with Others	CHS1020	Introduction to Healthcare Communication	2	1	1	L	
21	Creative Arts	CHS1030	Application of the Arts for Therapy and Wellbeing	2	1	1	L	
22	Sustainability and Global Citizenship	MEDI7021	Scholarly Project	2	0	2	L	MEDI3071
Total				10	6	4		
PROFESSIONAL EDUCATION								
No	Year	Course code	Courses / Educational Units	Total	Credit		Grading system*	Pre-requisite
					T	P		
Basic Sciences								
23	Year 1	BIOL1013	Human Biology	3	2	1	L	
24	Year 1	PHYS1012	Biophysics	3	2.5	0.5	L	
25	Year 1	CHEM1022	Medical Chemistry	2.5	2	0.5	L	
Total				8.5	6.5	2		

<i>Pre-clinical Courses</i>								
<b>26</b>	Year 1	MEDI1011	Introduction to Professionalism in Medicine	1	0	1	L	
<b>27</b>	Year 1	MEDI1071	Medical Biochemistry	3	2	1	L	
<b>28</b>	Year 1	MEDI3050	Nutrition and Food Hygiene	1.5	1	0.5	L	
<b>29</b>	Year 2	MEDI1050	Human Body Structure and Functions 1	7	4	3	L	BIOL1013, PHYS1012, CHEM1021, MEDI1071, MEDI3050
<b>30</b>	Year 2	MEDI1060	Human Body Structure and Functions 2	7	3	4	L	BIOL1013, PHYS1012, CHEM1021, MEDI1071, MEDI3051
<b>31</b>	Year 2	MEDI1081	Medical Genetics	3	2	1	L	BIOL1013, PHYS1012, CHEM1021, MEDI1071, MEDI3052
<b>32</b>	Year 2	MEDI2010	Immunology	3	2	1	L	BIOL1013, PHYS1012, CHEM1021, MEDI1071, MEDI3053
<b>33</b>	Year 2	MEDI2020	Microbiology/Parasitology	4	3	1	L	BIOL1013, PHYS1012, CHEM1021, MEDI1071, MEDI3054
<b>34</b>	Year 2	MEDI1021A/B	Fundamentals of Population & Health Research 1	3	2	1	L	CHS1000
<b>35</b>	Year 2	MEDI2110A/B	Introduction to Clinical Medicine 1	2	0	2	P/F	
<b>36</b>	Year 3		Mechanisms of Disease and principles of Therapeutic Interventions (MDpTI)	2	1	1	L	MEDI1050, MEDI1060, MEDI1081, MEDI2010, MEDI2020
<b>37</b>	Year 3		Rheumatology/Musculoskeletal	2	1	1	L	MEDI1050, MEDI1060, MEDI1081, MEDI2010, MEDI2020

<b>38</b>	Year 3	MEDI2040	Hematology/Oncology	3	2	1	L	MEDI1050, MEDI1060, MEDI1081, MEDI2010, MEDI2020
<b>39</b>	Year 3	MEDI2050	Neuromuscular/Psychiatry	4	2	2	L	MEDI1050, MEDI1060, MEDI1081, MEDI2010, MEDI2020
<b>40</b>	Year 3	MEDI2060	Endocrine/Reproduction	3	2	1	L	MEDI1050, MEDI1060, MEDI1081, MEDI2010, MEDI2020
<b>41</b>	Year 3	MEDI2070	Gastrointestinal/Nutrition	3	2	1	L	MEDI1050, MEDI1060, MEDI1081, MEDI2010, MEDI2020
<b>42</b>	Year 3	MEDI2080	Cardiology	3	2	1	L	MEDI1050, MEDI1060, MEDI1081, MEDI2010, MEDI2020
<b>43</b>	Year 3	MEDI2090	Dermatology	2	1	1	L	MEDI1050, MEDI1060, MEDI1081, MEDI2010, MEDI2020
<b>44</b>	Year 3	MEDI2100	Pulmonary	4	2	2	L	MEDI1050, MEDI1060, MEDI1081, MEDI2010, MEDI2020
<b>45</b>	Year 3	MEDI3020	Renal/Electrolyte Metabolism/Urology	3	2	1	L	MEDI1050, MEDI1060, MEDI1081, MEDI2010, MEDI2020
<b>46</b>	Year 3	MEDI3031	Infectious Disease/HIV/Parasitology	2	1	1	L	MEDI1050, MEDI1060, MEDI1081, MEDI2010, MEDI2020
<b>47</b>	Year 3	MEDI3071	Fundamentals of Population & Health Research 2	2	1	1	L	MEDI1021A/B
<b>48</b>	Year 4	MEDI3080	Fundamentals of Population & Health Research 3	2	1	1	L	MEDI1021A/B

49	Year 3	MEDI3010A/B	Introduction to Clinical Medicine 2	2	0	2	P/F	MEDI2110A/B
50	Year 4	MEDI1035	Health Education and Promotion	4	2	2	P/F	
Total				75.5	41	34.5		
Clinical Courses								
51	Year 4	MEDI4000	Transition to Clinical Training	4	2	2	L	MDpTI, Rheumatology/Musculoskeletal, MEDI2040, MEDI2050, MEDI2060, MEDI2070, MEDI2080, MEDI2090, MEDI2100, MEDI3031
52	Year 4	MEDI3090	Internal Medicine 1	8	2	6	L	MDpTI, Rheumatology/Musculoskeletal, MEDI2040, MEDI2050, MEDI2060, MEDI2070, MEDI2080, MEDI2090, MEDI2100, MEDI3031
53	Year 4	MEDI4020	Surgery 1	8	2	6	L	MDpTI, Rheumatology/Musculoskeletal, MEDI2040, MEDI2050, MEDI2060, MEDI2070, MEDI2080, MEDI2090, MEDI2100, MEDI3031
54	Year 4	MEDI4040	Obstetrics and Gynecology 1	4	1	3	L	MDpTI, Rheumatology/Musculoskeletal, MEDI2040, MEDI2050, MEDI2060, MEDI2070, MEDI2080, MEDI2090, MEDI2100, MEDI3031

<b>55</b>	Year 4	MEDI4060	Pediatrics 1	4	1	3	L	MDpTI, Rheumatology/Musculoskel etal, MEDI2040, MEDI2050, MEDI2060, MEDI2070, MEDI2080, MEDI2090, MEDI2100, MEDI3031
<b>56</b>	Year 4	MEDI5070	Neurology	4	1	3	L	MDpTI, Rheumatology/Musculoskel etal, MEDI2040, MEDI2050, MEDI2060, MEDI2070, MEDI2080, MEDI2090, MEDI2100, MEDI3031
<b>57</b>	Year 4	MEDI5080	Psychiatry	4	1	3	L	MDpTI, Rheumatology/Musculoskel etal, MEDI2040, MEDI2050, MEDI2060, MEDI2070, MEDI2080, MEDI2090, MEDI2100, MEDI3031
<b>58</b>	Year 4	MEDI4011A/B	Introduction to Clinical Medicine 3	2	0	2	P/F	MEDI3010A/B
<b>59</b>	Year 5	MEDI5011A/B	Introduction to Clinical Medicine 4	2	0	2	P/F	MEDI4011A/B
<b>60</b>	Year 5	MEDI4080	Infectious Disease	4	1	3	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
<b>61</b>	Year 5	MEDI4090	Traditional Medicine	2	1	1	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
<b>62</b>	Year 5	MEDI5010	Tuberculosis	2	1	1	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080

<b>63</b>	Year 5	MEDI5050	Dermatology	2	1	1	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
<b>64</b>	Year 5	MEDI5090	Oncology/Hematology	4	1	3	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
<b>65</b>	Year 5	MEDI6010	Community Medicine/Family Practice	6	2	4	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
<b>66</b>	Year 5	MEDI6020	Emergency Medicine	2	1	1	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
<b>67</b>	Year 6	MEDI4010	Internal Medicine 2	8	2	6	L	MEDI4080, MEDI4090, MEDI5010, MEDI5050, MEDI5090, MEDI6010, MEDI6020, Elective Courses
<b>68</b>	Year 6	MEDI4030	Surgery and Surgical Specialties 2	8	2	6	L	MEDI4080, MEDI4090, MEDI5010, MEDI5050, MEDI5090, MEDI6010, MEDI6020, Elective Courses
<b>69</b>	Year 6	MEDI4050	Obstetrics and Gynecology 2	8	2	6	L	MEDI4080, MEDI4090, MEDI5010, MEDI5050, MEDI5090, MEDI6010, MEDI6020, Elective Courses
<b>70</b>	Year 6	MEDI4070	Pediatrics 2	8	2	6	L	MEDI4080, MEDI4090, MEDI5010, MEDI5050, MEDI5090, MEDI6010, MEDI6020, Elective Courses
<b>Total</b>				<b>94</b>	<b>26</b>	<b>68</b>		

<i>Elective Courses (students select 11 credits, at least 1 course which has 3 credits) **</i>								
71	Year 5	MEDI5020	Dental Stomatology Elective	2	0	2	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
72	Year 5	MEDI5030	Ear - Nose - Throat (ENT) Elective	2	0	2	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
73	Year 5	MEDI5040	Ophthalmology Elective	2	0	2	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
74	Year 5	MEDI5060	Introduction to Rehabilitation Elective	2	0	2	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
75	Year 5	MEDI6070	Forensic Medicine Elective	2	0	2	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
76	Year 5	MEDI6080	Radiology/ Nuclear Medicine Elective	2	0	2	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
77	Year 5	MEDI6101	Anesthesia Elective	2	0	2	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
78	Year 5	MEDI4390	Palliative Care Elective	2	0	2	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080

<b>79</b>	Year 5	MEDI6340	Sleep Medicine Elective	2	0	2	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
<b>80</b>	Year 5	MEDI6110	Urology Elective	2	0	2	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
<b>81</b>	Year 5	MEDI6410	Neurosurgery Elective	2	0	2	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
<b>82</b>	Year 5	MEDI6510	Plastic Surgery Elective	2	0	2	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
<b>83</b>	Year 5		Medical Genetics and Genomics Elective	2	0	2	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
<b>84</b>	Year 5	MEDI6011	Mental Health Elective (outpatient)	4	0	4	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
<b>85</b>	Year 5	MEDI4061	Pediatrics Elective (outpatient)	4	0	4	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
<b>86</b>	Year 5	MEDI5110	OB-GYN Elective (outpatient)	4	0	4	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080



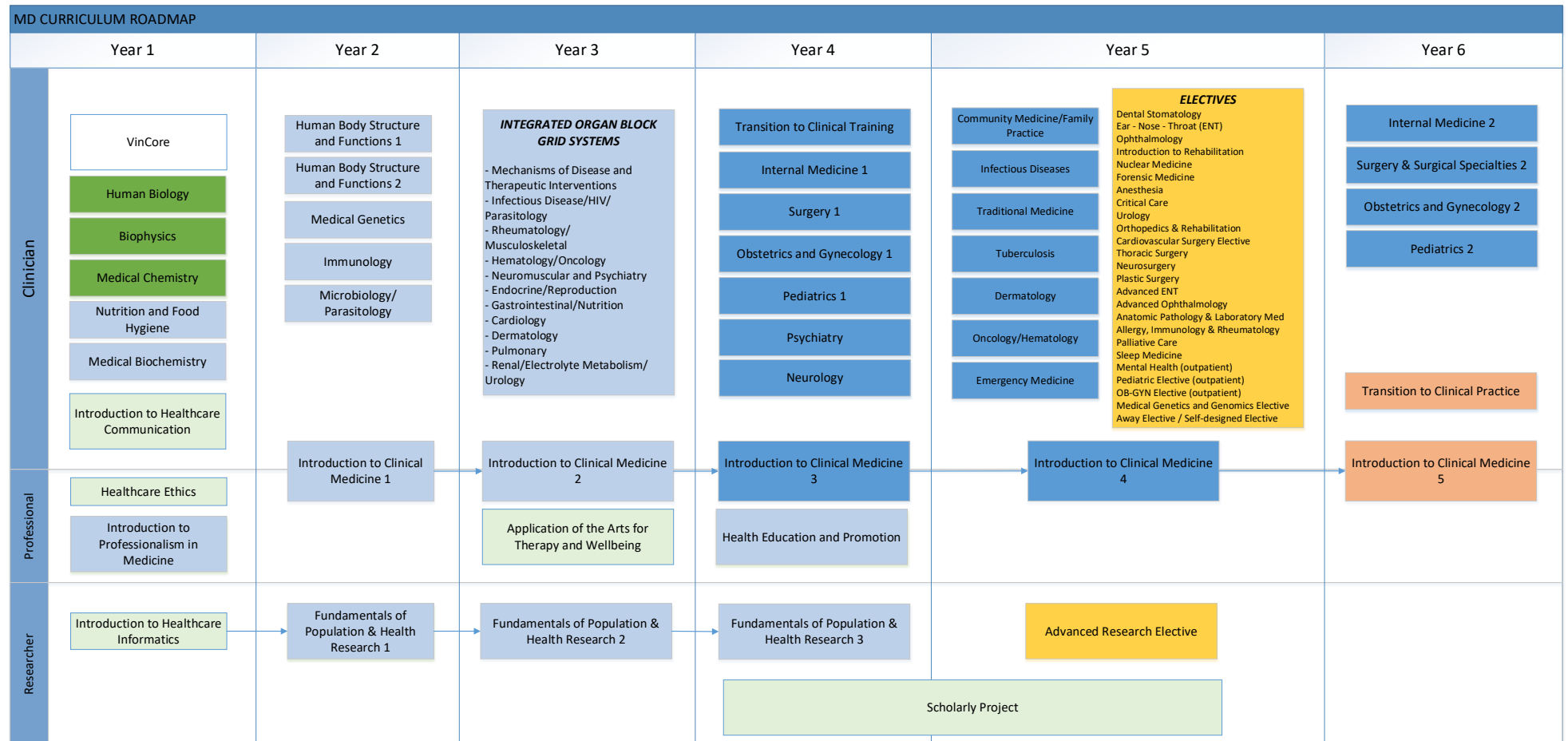
<b>87</b>	Year 5	MEDI6210	Orthopedics & Rehabilitation Elective	4	0	4	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
<b>88</b>	Year 5	MEDI6310	Cardiovascular Surgery Elective	4	0	4	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
<b>89</b>	Year 5	MEDI6151	Thoracic Surgery Elective	4	0	4	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
<b>90</b>	Year 5	MEDI6022	Critical Care Elective	3	0	3	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
<b>91</b>	Year 5	MEDI6611	Advanced ENT Elective	3	0	3	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
<b>92</b>	Year 5	MEDI6711	Advanced Ophthalmology Elective	3	0	3	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
<b>93</b>	Year 5	MEDI6811	Anatomic Pathology & Laboratory Medicine Elective	3	0	3	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
<b>94</b>	Year 5	MEDI6911	Allergy, Immunology & Rheumatology Elective	3	0	3	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080

95	Year 5	MEDI7000/ MEDI7001	Away/Self-designed Elective	2 or 4	0	2 or 4	L	MEDI4000, MEDI3090, MEDI4020, MEDI4040, MEDI4060, MEDI5070, MEDI5080
96	Year 5	MEDI7032/ MEDI7033/ MEDI7034	Advanced Research Elective	2 to 4	0	2 to 4	L	MEDI1021A/B
Total				11	0	11		
Graduation Module								
97	Year 6	MEDI6030	Transition to Clinical Practice	2	2	0	L	MEDI4080, MEDI4090, MEDI5010, MEDI5050, MEDI5090, MEDI6010, MEDI6020, Elective Courses
98	Year 6	MEDI6011A/B	Introduction to Clinical Medicine 5	2	0	2	L	MEDI5011A/B
Total				4	2	2		
GRAND TOTAL				228	106.5	121.5		

\* L: Letter grade, P/F: Pass/Fail

\*\* Students can select elective courses based on the offerings for the semester or academic year, respectively.

### 3.3. MD Curriculum Roadmap



\*Note: White box: VinCore, Light Green box: VinCore from Major, Green box: Basic Sciences, Light Blue box: Pre-clinical Courses, Dark Blue box: Clinical Courses, Yellow box: Elective Courses, Orange box: Graduation Module.

## **4. COURSE DESCRIPTIONS**

### **4.1. VinCore**

#### **4.1.1. VinCore Courses**

##### **Marxism-Leninism Philosophy (Philosophy, Science and Society)**

*3 credits*

On successful completion of this course, students will be able to:

1. Understand the basic philosophical foundations of Marxism-Leninism, including dialectical materialism and historical materialism
2. Explain its significance in the development of Vietnam's state ideology and relevance to other areas of society including history, politics, and economics
3. Know that Vietnamese philosophy features elements of syncretism and be able to describe those elements (e.g., Marxism-Leninism, Confucianism, Buddhism, Daoism, etc.)
4. Describe, evaluate, and compare different answers to foundational philosophical questions such as "what exists?", "what is knowledge?", and "what is right and wrong?"
5. Understand and assess different approaches to the nature of science and scientific progress

##### **Marxism-Leninism Political Economy (Global Political Economy)**

*2 credits*

On successful completion of this course, students will be able to:

1. Demonstrate an understanding of the complexity of how the world is interconnected through the political economy.
2. Develop an informed understanding of conceptual terms and theoretical approaches used in understanding the global economy.
3. Understand the transformation of Vietnam in the context of the global political economy.
4. Cultivate a critical-minded awareness of major trends in the global political economy.
5. Acquire an informed understanding of the rise of China and India and the resulting impacts on Vietnam, ASEAN, and the world.

##### **Scientific Socialism (Politics and Social Change)**

*2 credits*

On successful completion of this course, students will be able to:

1. Describe and explain the concepts of politics and social change in Vietnam and around the region and acquire some lexicon of the subject.
2. Understand how politics and political systems are key to socio-economic developments, including but not limited to the Marxist-Leninist views.
3. Understand the ways politics affects economic management, and help determine national success

4. Compare Vietnam's national development with national efforts elsewhere in Asia.

### **History of the Communist Party (Vietnam History and Culture I)**

*2 credits*

On successful completion of this course, students will be able to:

1. Know the major events, persons, and historical conditions that led to the creation and development of the Vietnamese Communist Party
2. Critically review historical artifacts, including textual documents, art, literature, archeology, and accounts of informants.
3. Grasp the historical factors and precedents that relate to contemporary issues and gain the ability to apply historical and cultural knowledge to understanding and analyzing contemporary problems
4. Present historical evidence-based arguments
5. Explore multiple perspectives about the past, especially the past as understood from the vantage of former historical actors.

### **Ho Chi Minh Ideology (Vietnam History and Culture II)**

*2 credits*

On successful completion of this course, students will be able to:

1. Know the major events, persons, and historical conditions the led to the creation and development of Ho Chi Minh Ideology and engage Ho Chi Minh Ideology as both a historical and living body of thought.
2. Consider the ongoing transformation of Ho Chi Minh thought and its significance in history and for Vietnam's future.
3. Critically review historical artifacts, including textual documents, art, literature, archeology, and accounts of informants, and grasp the historical factors and precedents that relate to contemporary issues
4. Gain the ability to apply historical and cultural knowledge to understanding and analyzing contemporary problems
5. Present historical evidence-based arguments and conduct probing discussions about challenging historical subjects
6. Explore multiple perspectives about the past, especially the past as understood from the vantage of former historical actors.

### **Agile Innovation and Entrepreneurship**

*2 credits*

On successful completion of this course, students will be able to:

1. Explain how an entrepreneurial mindset supports and accelerates innovation and growth in the contexts of businesses, industries, and countries.

2. Evaluate the multifaceted nature of entrepreneurship in Vietnam and internationally, and how it impacts the economy, society, and environment. Have access to insights on VinGroup's governance principles (the 6 Hóá).
3. Recommend strategies to evaluate the entrepreneurial mindset, values, and behaviors, and to further develop the entrepreneurial mindset, both individually and organizationally.
4. Grow your own entrepreneurial mindset and innovation-related skills, including identifying and evaluating opportunities, taking calculated risks, solving problems creatively, communicating effectively, and influencing stakeholder groups.
5. Demonstrate the ability to work productively in teams to collaboratively explore opportunities, generate ideas, and find and communicate solutions to a predefined challenge during the course hackathon.

### **Big Ideas: X**

*2 credits*

On successful completion of this course, students will be able to:

1. Describe and explain a “big idea”, which may be a new solution to a problem, a disrupting technology, or an innovative method or way of doing things
2. Identify the implications of a big idea for everyday life or a professional setting
3. Develop a strategy for using a big idea to improve an existing approach or create a new application
4. Evaluate the application of a big idea, including an assessment of its positive impacts, negative impacts, and mitigating strategies for the theme of the year

### **Academic and Professional Writing**

*2 credits*

On successful completion of this unit, students will be able to:

1. Identify and explain core attitudes, values, and practices of academic culture and how academic writing reflects these.
2. Reflect critically on the differences between academic and opinion writing and apply this understanding in the composition of academic essays, including referencing, quoting, and paraphrasing.
3. Evaluate the differences between academic and professional writing in terms of style, purpose, target audience, and techniques.
4. Develop your clear, concise, and well-structured writing skills, focusing on the most critical documents and situations in academic and professional work such as academic essays, newspaper articles, business reports, proposals, speeches.
5. Use AI to develop, enhance, and revise writing in both academic and professional contexts.

## **Leadership and Teambuilding Boot Camp**

*2 credits*

On successful completion of this course, students will be able to:

1. Define foundational concepts of leadership traits, leadership styles, values, and trends, and their applications to real-life situations, especially in a turbulent world.
2. Describe and evaluate the differences and similarities between management and leadership, and their application in an organizational setting.
3. Evaluate the multifaceted nature of leadership in Vietnam and internationally, and their impact on work environments, particularly in a VUCA context. Have access to insights on Vingroup's mission, vision, and core values.
4. Develop your own leadership mindset by setting a vision, developing self-awareness, understanding others' perspectives, understanding situational contexts, communicating effectively, and making informed decisions. setting a vision, accepting accountability, understanding self and others' limits, inspiring and motivating others, and creating the collaborative conditions for success
5. Apply basic leadership values and skills through action-based learning, and building self, interpersonal, and team leadership during the leadership bootcamp.

## **Critical and Creative Thinking**

*2 credits*

On successful completion of this course, students will be able to:

1. Appreciate the purpose and importance of creative and critical thinking.
2. Identify, develop, and criticize claims and arguments in accordance with principles of logical reasoning and scientific evidence.
3. Apply creative and critical thinking with supporting tools and techniques for problem solving.
4. Embed creative and critical thinking in workplace idea generation.
5. Build foundations for enhancing individual and team effectiveness.

## **Computational Thinking**

*2 credits*

On successful completion of this course, students will be able to:

1. Identify and analyse problems from life and business in order to determine computational solutions.
2. Break down problems into logical steps and data requirements.
3. Use basic data structures and algorithms for problem-solving.
4. Design simple algorithms and computational models.
5. Implement solutions using basic programming skills.
6. Evaluate and optimize computational solutions.

## **Introduction to Law**

*2 credits*

On successful completion of this course, students will be able to:

1. Explain the history, contemporary nature, and purpose of the Vietnamese legal system, including its key institutions, doctrines, and principles.
2. Describe and evaluate key differences and similarities between legal system management in Vietnam and internationally.
3. Understand the mechanisms of legal duty, justification of punishment, and the roles of courts and juries.
4. Apply fundamental legal rules and principles in a wide range of selected areas of the law, demonstrating critical thinking and ethical considerations.
5. Develop a mindset of compliance and appreciate the importance of adhering to legal standards in professional and personal context

## **National Defense Education (*for Vietnamese citizens only*)**

*Compulsory, Non-credit*

On successful completion of this course, students will be able to:

1. Understand and articulate knowledge of the National Defense and Security policies of the Communist Party of Vietnam.
2. Understand basic concepts of national defence and security work.
3. Understand and practice the fundamental rules and disciplinary regulations in military organizations.
4. Practice the fundamental techniques and tactics of infantry combat

## **OASIS (Orientation, Advising, Skills, Identity & Diversity and Spirit of Pay-it-Forward)**

*Compulsory, Non-credit*

On successful completion of this course, students will be able to:

1. Cultivate self-leadership, enhancing self-confidence, self-esteem, self-determination, and self-control.
2. Self- acquire and apply college readiness skills, life-long learning, effectively adapting to academic, social, and personal challenges of university life.
3. Self- develop essential career skills, preparing for personal and professional success.
4. Embrace community involvement by actively participating in community service, demonstrating a commitment to positive societal impact and a pay-it-forward spirit.
5. Regularly reflect on personal growth and practice self-leadership throughout your university life, from the initial enrollment CV to the Individual Development Plan (IDP) and the pre-graduation CV, ensuring ongoing development and readiness for life after graduation.



## **Healthy Lifestyle 1, 2**

*Compulsory, Non-credit*

On successful completion of this course, students will be able to:

1. Understand the important principles of a healthy lifestyle, including balanced nutrition, regular physical activity, and mental well-being.
2. Understand your health, and develop your health strategies, including techniques for managing stress effectively and maintaining a balanced life.
3. Engage in self-discipline for nutrition, exercise, and rest, and actively participate in various physical and mental well-being clubs at the university.
4. Recognize the impact of lifestyle choices on long-term health and well-being and make informed decisions to enhance your quality of life.
5. Be motivated to promote well-being within communities through various means such as research, awareness campaigns, and participation in health clubs.

## **Community Service Learning**

*Compulsory, Non-credit*

On successful completion of this course, students will be able to:

1. Define and understand the essential components of service learning, including benefits, impact, and key attributes.
2. Critically reflect on social issues and UNESCO's sustainable development goals (SDGs) with reference to a planned service project.
3. Plan and implement a service project in accordance with local laws and regulations.
4. Reflect on the outcomes of that service project and how it could have been improved.
5. Develop sensitivity and empathy to local community members.

### **4.1.2. VinCore from Major**

## **Healthcare Ethics**

*2 credits*

Healthcare Ethics is a course designed to help students develop a foundational understanding of ethical principles and their application in medical practice, research, and health policy. Through case-based discussions and critical reflection, students will explore core values such as respect for patients, beneficence, non-maleficence, justice, honesty, and transparency. The course also emphasizes the identification of unethical practices, analysis of moral dilemmas using ethical theories, and consideration of religious perspectives in patient care and decision-making.

## **Introduction to Healthcare Informatics**

*2 credits*

Introduction to Health Informatics is an interdisciplinary course that combines knowledge of information sciences and medical sciences to optimize the use and application of medical data across the spectrum from individuals to populations. It provides basic knowledge of health information systems, data gathering, and management, applied to scientific research, medical analysis and statistics to support treatment plan establishment and evidence-based decision-making. Students will be introduced basic skills to apply medical software/systems on the activities related to healthcare management and operations.

## **Introduction to Healthcare Communication**

*2 credits*

This course provides students with a foundational understanding of effective interpersonal and professional communication in healthcare settings. Students will explore the principles of communication, focusing on building rapport, active listening, and conveying empathy in healthcare settings.

## **Application of the Arts for Therapy and Wellbeing**

*2 credits*

By fostering empathy and compassion, the course explores how creative art practices can be applied therapeutically to support emotional health, personal growth, and resilience. Participants will develop innovative approaches to enhance mental health and address societal challenges through the arts.

## **Scholarly Project**

*2 credits*

The Scholarly Project courses offer students the chance to work on a research project, which may involve basic, clinical, or library research. The project culminates in a report that includes the background, research questions, methodology, results, and a discussion/conclusion.

## **4.2. Professional Education**

### **4.2.1. Basic Sciences**

#### **Human Biology**

*3 credits*

Human Biology is a compulsory subject for the first-year medical students. It covers basic biological principles as well as introductory concepts of molecular biology and human physiology to prepare students for the career development in medicine.

#### **Biophysics**

*3 credits*

Biophysics is a compulsory course for first-year medical students. This course provides fundamental knowledge about Physics and Biophysics which covers five main topics in Physics such as: Mechanics, Thermodynamics, Electromagnetics, Optics and Nuclear Physics. In both theory and practice/ laboratory portion, the course is designed so as the student can understand the involvement of physics in many areas of biology, and medicine in both basic understanding of process/ function as well as in experimental techniques.

#### **Medical Chemistry**

*2.5 credits*

Medical Chemistry is a compulsory course for the first-year medical students. It combines basic chemistry: generalization of atoms, molecules and chemical bonds; inorganic substances and basic dynamic and equilibrium processes; important organic groups related to organisms and life; basic analytical techniques for clinical and biomedical applications.

### **4.2.2. Pre-clinical Courses**

#### **Introduction to Professionalism in Medicine**

*1 credit*

This course in year one sets the foundations of professionalism. Students, being the active learners, will identify the core components of what it means to be a professional as a medical student and a doctor in later years. These components once identified will determine the content to be learned across the six years.

## **Medical Biochemistry**

*3 credits*

Medical Biochemistry is designed to provide the medical student with an overview of the basic functional principles of biochemistry. This course covers the biochemical pathways, cellular signaling, and communications systems that regulate metabolic processes. It builds on these fundamental principles by providing an integrated approach that correlates with case presentations to explore how defects in the metabolic pathways alter the physiology of the cell and how disease ensues.

## **Nutrition and Food Hygiene**

*1.5 credits*

Nutrition and Food Hygiene is a subject for second year medical students. It provides fundamental knowledge and practical skills to engage healthy nutrition planning and food hygiene management to promote nutrition and health of individuals and communities.

## **Human Body Structure and Functions 1**

*7 credits*

These are sequential courses that integrate gross and embryologic anatomy of the human body, principles of physiology with the structure and function of cells and tissues. Imaging anatomy in radiology is also included. The courses are organized into units based upon the body systems and emphasize the clinical anatomy essential to the practice of medicine, physiologic processes in the human body. The courses include lectures, laboratories, and case studies.

## **Human Body Structure and Functions 2**

*7 credits*

These are sequential courses that integrate gross and embryologic anatomy of the human body, principles of physiology with the structure and function of cells and tissues. Imaging anatomy in radiology is also included. The courses are organized into units based upon the body systems and emphasize the clinical anatomy essential to the practice of medicine, physiologic processes in the human body. The courses include lectures, laboratories, and case studies.

## **Medical Genetics**

*3 credits*

Medical Genetics is designed to introduce the medical student to the fundamental concepts and techniques of modern human genetics and genomics. This course provides a basic introduction to the structure and function of genes and the general organization of the Human Genome. The course will also cover key

concepts of gene regulation and epigenetics in normal cells. This is followed by content about chromosomes and chromosomal abnormalities as they relate to disease. The second half of the course is used to highlight the clinical significance and translation of key genetic concepts.

### **Immunology**

*3 credits*

Immunology is designed to teach the medical student about the cellular and molecular basis of immune-mediated host defenses to invading microbes. This course provides a basic introduction to the general organization and functional principles of host defense elements. It builds on these fundamental principles covered by providing an integrated approach that correlates with case presentations to highlight the clinical significance and translation of key immunological concepts.

### **Microbiology/Parasitology**

*4 credits*

Microbiology/Parasitology is designed to introduce the medical student to the fundamental principles of microbiology and parasitology. This course provides an overview of microbiology and covers basic bacteriology, virology, mycology, and parasitology. Throughout the second semester, an integrated approach with case discussions highlights the role of host defenses and correlates organisms with disease presentations.

### **Mechanisms of Disease and principles of Therapeutic Interventions**

*2 credits*

The Mechanisms of Disease and Therapeutic Interventions block provides an overview of essential concepts incorporated into each organ system block. This course has three major components: overview of cellular and tissue responses to injury; general pathology and pharmacological principles; and diagnostic and therapeutic approaches related to disease mechanisms and treatment strategies.

### **Infectious Disease/HIV/Parasitology**

*2 credits*

The Infectious Diseases/HIV/Parasitology block focuses on various types of infections. Following a review of the different classes of organisms causing disease/disorder, this course provides an integrated approach that correlates basic pathogenetic and pathophysiologic principles with the diagnostic, clinical, and therapeutic aspects of infectious and parasitic diseases.

## **Rheumatology/Musculoskeletal**

*2 credits*

The Rheumatology/Musculoskeletal course focuses on various musculoskeletal disorders and rheumatologic conditions. Following a review of the different types of musculoskeletal diseases, this course provides an integrated approach that correlates basic pathogenetic and pathophysiologic principles with the diagnostic, clinical, and therapeutic aspects of musculoskeletal and rheumatologic disorders.

## **Hematology/Oncology**

*3 credits*

The Hematology/Oncology block focuses on various elements of the blood, bone marrow, and lymphatic system as well as general concepts in oncology. This course has two components: an overview of cancer biology and management, followed by coverage of the cellular elements of blood and the diseases/disorders affecting each of those elements.

## **Neuromuscular/Psychiatry**

*4 credits*

The Neuromuscular/Psychiatry block focuses on the nervous system as well as mental health and behavioral health diseases/disorders. Following a review of the normal structure and function of the nervous system, this course provides an integrated approach that correlates basic pathogenetic and pathophysiologic principles with the diagnostic, clinical, and therapeutic aspects of diseases/disorders affecting the neuromuscular system.

## **Endocrine/Reproduction**

*3 credits*

The Endocrine/Reproduction block focuses on various hormones that affect metabolism, growth and development, sexual function, and reproduction as well as the reproductive system. Following a review of the normal structure and function of the endocrine and reproductive systems, this course provides an integrated approach that correlates basic pathogenetic and pathophysiologic principles with the diagnostic, clinical, and therapeutic aspects of diseases/disorders affecting the endocrine and reproductive systems.

## **Gastrointestinal/Nutrition**

*3 credits*

The Gastrointestinal/Nutrition block focuses on the digestive system and the absorption of various nutrients. Following a review of the normal structure and function of the gastrointestinal system, this course provides an integrated approach that correlates basic pathogenetic and pathophysiologic principles with the diagnostic, clinical, and therapeutic aspects of diseases/disorders affecting the gastrointestinal system.

## **Cardiology**

*3 credits*

The Cardiology block focuses on the heart and circulatory system. Following a review of the normal structure and function of the cardiovascular system, this course provides an integrated approach that correlates basic pathogenetic and pathophysiologic principles with the diagnostic, clinical, and therapeutic aspects of diseases/disorders affecting the cardiovascular system.

## **Dermatology**

*2 credits*

The Dermatology block focuses on the skin, hair, and nails. Following a review of the normal structure and function of the skin, this course provides an integrated approach that correlates basic pathogenetic and pathophysiologic principles with the diagnostic, clinical, and therapeutic aspects of diseases/disorders affecting the skin and its appendages.

## **Pulmonary**

*4 credits*

The Pulmonary block is an integrated course that focuses on the respiratory tract. Following a review of the normal structure and function of the respiratory system, this course provides an integrated approach that correlates basic pathogenetic and pathophysiologic principles with the diagnostic, clinical, and therapeutic aspects of diseases/disorders affecting the respiratory system.

## **Renal/Electrolyte Metabolism/Urology**

*3 credits*

The Renal/Electrolyte Metabolism/Urology block focuses on the kidneys and genitourinary system. This course has two major components: a review of the normal structure and function of the kidney along with an overview of fluid, electrolyte, and acid-base physiology and diseases/ disorders; and an integrated

approach correlating basic pathogenetic and pathophysiologic principles with diagnostic, clinical, and therapeutic aspects of diseases/disorders affecting the urinary tract.

### **Fundamentals of Population & Health Research 1**

*(Introduction to Epidemiology and Public Health)*

*3 credits*

This course introduces the basic concepts and inferential methods of biostatistics and epidemiology. It is designed to enable the medical student to gain foundational knowledge within these fields and apply basic principles as relevant to medicine. This course will also cover topics in demography, research methods and ethics as well as critical reading, interpretation, and analysis of medical literature.

### **Fundamentals of Population & Health Research 2**

*(Health Economics, Health Systems, Policy, and Law)*

*2 credits*

Health Economics - Health System and Policy and Law course includes concepts and applications of principles in health system operation. It introduces the organizational models and facilitators of healthcare systems, specifically the functions and responsibilities of institutions and networks in the Vietnamese health promotion and services delivery system.

This course also provides basic concepts of health economics and development, the use of economic evidence in health planning, priority setting, medical decision making, and sustaining the health financing system. This will also enable students to deepen understandings of policy development and legal infrastructures in the Vietnamese health sector, and its implications in maximizing the system efficiency and quality as well as population health outcomes.

### **Fundamentals of Population & Health Research 3**

*(Healthcare Quality Improvement, Patient Safety, and Evidence Based Medicine)*

*2 credits*

This course is a unique course of VinUni which introduces key concepts and principles of health quality improvement and patient safety, methods for evaluating and monitoring quality and outcomes of health services and the applications of guidelines towards international goals in patient safety. This course will prepare students with understanding of hospital environment and regulations to provide high quality and effective medical services that helps them maximize clinical learning outcomes in senior years.



## **Introduction to Clinical Medicine 1**

*2 credits*

Introduction to Clinical Medicine 1 is a practical course focusing on developing both clinical and interpersonal abilities. Throughout this course, students will be able to learn the principles of patient history-taking and physical examinations techniques. Additionally, students will learn the art of empathetic, culturally sensitive patient communication. This course is a gateway to enable students to become a well-rounded, compassionate healthcare provider.

This course has two components: (1) communication skills and (2) physical examination skills.

This is a practical course in the six-year MD program. It is integral for the students to have hands-on experience of familiarizing with the basic communication and physical examination skills in different clinical encounters.

## **Introduction to Clinical Medicine 2**

*2 credits*

Introduction to Clinical Medicine 2 is a practical course focusing on developing both clinical and interpersonal skills. Throughout this course, students will be able to practice the principles of patient history-taking and physical examinations techniques in a more comprehensive manner. Additionally, students will practice the art of empathetic, culturally sensitive patient communication. This course is a gateway to enable students to become a well-rounded, compassionate healthcare provider.

This course covers 4 important clinical skills: (1) history taking skills, (2) physical examination skills, (3) communication and interpersonal skills, (4) clinical reasoning skills.

This is a practical course in the six-year MD program. It is integral for the students to have hands-on experience of discovering normal and abnormal signs of the patients.

## **Health Education and Promotion**

*4 credits*

This course introduces students to essential concepts, models, and strategies in health education and health promotion. It aims to develop students' abilities to effectively promote health and support behavioral change in individuals and communities. The course emphasizes experiential learning through extended fieldwork, health campaigns, and community-based projects. Students will explore how to engage communities, address health inequalities, and work across sectors to foster ownership and empowerment. Through hands-on learning, students will develop and implement health education and promotion activities in real-world settings such as clinics, schools, and local organizations.

### **4.2.3. Clinical Courses**

#### **Transition to Clinical Training**

*4 credits*

Transition to Clinical Training (TCT) is a 4-week course that bridges the gap between preclinical and clinical years in undergraduate medical education. It prepares students for clerkship rotations by providing essential skills, core knowledge, and understanding. The course includes Introduction to Clinical Medicine (ICM), focusing on clinical skills; Hospital Preparation (HP), covering the clinical practice environment; and Differential Diagnosis (DDX), emphasizing symptom-based diagnosis. TCT ensures students are equipped for clinical training and delivering quality patient care for the upcoming clerkship period.

#### **Internal Medicine 1**

*8 credits*

Internal Medicine 1 is a clinical rotation that focuses on health and illness in adult patients. Rotation objectives include observational and supervised direct care of internal medicine patients in hospital and outpatient settings, with emphasis on acquisition of information from history and physical examination, case presentation, integration and interpretation of clinical information, clinical reasoning and diagnostic and therapeutic options.

#### **Internal Medicine 2**

*8 credits*

Internal Medicine 2 is an advanced clinical rotation that builds upon the internal medicine clinical experience during fourth year. Rotation objectives include clinical care of internal medicine patients in both inpatient and outpatient settings; provision of graduated levels of independence and responsibility compared to the fourth-year internal medicine rotation; development of skills in internal medicine procedures; and application of knowledge and skills learned from prior rotations, research and medical practice principles and interprofessional education training to promote competent practice in internal medicine.

#### **Surgery 1**

*8 credits*

Surgery 1 is a clinical rotation that focuses on the use of procedural techniques to treat illness and improve health. Rotation objectives include observational and supervised direct care of surgical patients in hospital and outpatient settings, with emphasis on diagnostic evaluation of potential surgical problems, preoperative evaluation, participation in surgical procedures and postoperative care.

## **Surgery and Surgical Specialties 2**

*8 credits*

Surgery and Surgical Specialties 2 is an advanced clinical rotation that builds upon the surgery clinical experiences during fourth year. Rotation objectives include clinical care of patients in both inpatient and outpatient settings, provision of graduated levels of independence and responsibility compared to the fourth-year surgery rotation; development of skills in basic surgical procedures; and application of knowledge and skills learned from prior rotations, research, and medical practice principles, and interprofessional education training to promote competent practice in surgery and surgical specialties.

## **Obstetrics and Gynecology 1**

*4 credits*

Obstetrics and Gynecology 1 is a clinical rotation dealing with health and illness in women, focusing on the reproductive system. Rotation objectives include observational and supervised direct care of women throughout pregnancy, including labor and delivery; skill development in pelvic and breast examinations; and observational and supervised direct care of women with disorders of the breast and the female reproductive system.

## **Obstetrics and Gynecology 2**

*8 credits*

Obstetrics and Gynecology 2 is an advanced clinical rotation that builds upon the obstetrics and gynecology clinical experiences during fourth year. Rotation objectives include: clinical care of women in both inpatient and outpatient settings, provision of graduated levels of independence and responsibility compared to the fourth-year obstetrics and gynecology rotation; active participation in labor and delivery; development of skills in basic obstetrics and gynecology procedures; and application of knowledge and skills learned from prior rotations, research and medical practice principles, and interprofessional education training to promote competent practice.

## **Pediatrics 1**

*4 credits*

Pediatrics 1 is a clinical rotation that focuses on health and illness in infants, children, and adolescents. Rotation objectives include observational and supervised direct care of pediatric patients in hospital and outpatient settings, with emphasis on normal development, prevention and health maintenance, acquisition of information from history and physical examination, case presentation, integration and interpretation of clinical information and diagnostic and therapeutic decision-making.

## **Pediatrics 2**

*8 credits*

Pediatrics 2 is an advanced clinical rotation that builds upon the pediatrics clinical experience during fourth year. Rotation objectives include clinical care of children in both inpatient and outpatient settings; provision of graduated levels of independence and responsibility compared to the fourth-year pediatrics rotation; development of skills in pediatric procedures; and application of knowledge and skills learned from prior rotations, research, and medical practice principles and interprofessional education training to promote competent practice in pediatrics.

## **Neurology**

*4 credits*

Neurology is a clinical rotation that focuses on diagnosis and management of diseases of the nervous system. Rotation objectives include observational and supervised direct care of patients with disorders of the nervous system, and skill development in the neurologic examination and the sampling of cerebrospinal fluid by lumbar puncture.

## **Psychiatry**

*4 credits*

Psychiatry is a clinical rotation that focuses on mental and behavioral health. Rotation objectives include observational and supervised direct care of patients with behavioral and mental health disorders, with a focus on diagnostic evaluation and management, including pharmacologic management.

## **Introduction to Clinical Medicine 3**

*2 credits*

The Introduction to Clinical Medicine 3 (ICM3) module is a continuum of the ICM 1 and 2 modules. In this module, students will attend the simulation center on Fridays during the Academic Day to learn common medical procedural skills that Year 4 clerkship medical students should know. The simulation center provides a controlled and immersive environment to learn and practice these crucial procedural skills. The teaching and learning approach combine hands-on experience, technology, and feedback to prepare you better, the future medical professionals for the complexities of healthcare settings.

## **Introduction to Clinical Medicine 4**

*2 credits*

This course has two components: (1) advanced communication skills and (2) advanced clinical procedures. This is a practical course in the six-year MD program. It is integral for the students to have hands-on experience of familiarizing with the advanced clinical skills in different clinical encounters and

explore the broader implications of communication in healthcare. This course will help to develop students' ability to integrate cultural and scientific knowledge from their local context and apply the knowledge to the global community, fostering a holistic approach to patient care. Students will be taught the diverse meanings of health, illness, and medical practices across different cultures and countries, enhancing the cultural competence of healthcare professionals. This course is integral in preparing students for the complexities of clinical practice to ensure that they are adept in effective communication and culturally competent care, with a strong focus on bridging cultural gaps through empathy and understanding.

### **Infectious Disease**

*4 credits*

This clinical clerkship builds on preclinical Microbiology knowledge, focusing on the clinical aspects of infectious diseases. Students will practice patient assessment, interpret culture results, and apply antibacterial, antiviral, and antifungal therapies through case-based discussions. The “Accessible Antibiotics” lecture series on Canvas is a required prerequisite and provides the foundation for didactic sessions. The rotation aims to strengthen diagnostic reasoning and treatment decision-making in infectious disease care.

### **Traditional Medicine**

*2 credits*

Traditional Medicine is a core Year 5 clinical rotation that introduces students to the principles and applications of traditional healing practices. The course covers basic diagnostic methods and treatments, including herbal, pharmacological, and non-pharmacological approaches such as acupuncture, cupping, and moxibustion. Students will develop differential diagnosis skills and explore the integration of traditional and Western medicine through clinical practice, didactic sessions, and field visits, with a focus on the role of traditional medicine in Vietnam’s healthcare system.

### **Tuberculosis**

*2 credits*

This course provides an overview of the diagnosis, treatment, and prevention of tuberculosis. Students will learn to take patient histories, perform physical exams, understand TB pathophysiology, and recognize both pulmonary and extrapulmonary TB presentations. The course includes two main components: didactic sessions and clinical practice.

**Dermatology**

*2 credits*

This course introduces students to the diagnosis and management of common skin, hair, nail, and gland disorders. It covers neoplastic, inflammatory, autoimmune, and systemic-related dermatologic conditions through clinical exposure and guided learning.

**Oncology/Hematology**

*4 credits*

The course provides students with clinical exposure to the diagnosis and management of cancer and blood disorders. Students will engage in both observation and supervised patient care, focusing on diagnostic workup, disease staging, and the use of genetic markers in treatment planning. The rotation also introduces therapeutic approaches including surgery, chemotherapy, radiation, immunotherapy, and targeted therapies.

**Community Medicine/Family Practice**

*6 credits*

This rotation emphasizes primary care in community settings. Students will participate in both observation and supervised patient care, focusing on common outpatient conditions, health promotion, disease prevention, and continuity of care across all age groups.

**Emergency Medicine**

*2 credits*

This course provides an overview of the clinical presentation, initial diagnosis, and early management of common life-threatening emergencies encountered in adult patients in the Emergency Department and Intensive Care Unit.

#### **4.2.4. Elective Courses**

##### **Dental Stomatology Elective**

*2 credits*

This course equips primary care providers with essential knowledge on the connection between oral health and overall health. Through brief online modules, it explores how medical conditions and medications impact oral health and highlights the importance of integrating oral health assessments and referrals into routine care. Learners will gain skills in identifying common oral conditions such as dental caries, periodontal disease, and oral cancers, with a focus on improving interdisciplinary care and reducing healthcare disparities.

##### **Ear - Nose - Throat (ENT) Elective**

*2 credits*

This elective course in Ear, Nose, and Throat (ENT) is designed for fifth-year MD students to deepen their knowledge and skills in diagnosing, treating, and managing disorders of the ear, nose, throat, head, and neck. Building upon the foundational concepts learned in earlier years of medical school, this course focuses on enhancing clinical expertise in the ENT specialty. Students will gain hands-on experience in advanced diagnostic and treatment techniques, preparing them for future clinical practice.

##### **Ophthalmology Elective**

*2 credits*

This course provides a thorough introduction to essential ophthalmic topics, covering eye anatomy, refractive errors, cataracts, and ocular emergencies. Participants will learn how to perform detailed ocular histories and examinations, identify signs of systemic diseases, and understand the importance of timely referrals. By the end of the course, attendees will be proficient in diagnosing and managing both common and critical eye conditions, improving their clinical skills and patient care.

##### **Introduction to Rehabilitation Elective**

*2 credits*

This course focuses on providing comprehensive care for individuals with disabilities, improving their independence and quality of life. Students will gain hands-on experience in managing conditions like spinal cord injuries, brain injuries, strokes, and orthopedic issues through direct care and supervised observation. The curriculum covers neurological and musculoskeletal rehabilitation, including assessment, diagnosis, management, and the psychological and social aspects of patient care. By the end of the clerkship, students will be equipped to contribute effectively to improving patients' functional independence.

### **Forensic Medicine Elective**

*2 credits*

The Forensic Medicine elective aims to introduce students to the fundamental concepts of forensic medicine and the connection between medicine and law. During this two-week course in Year 5, students will learn the basics of forensic examinations, the legal aspects of medical practice, and how to recognize physiological changes and injuries on the body before and after death. The course includes interactive presentations, reading scientific materials, group discussions, and analysis of real-life forensic cases. It is designed for students interested in understanding the practice of forensic medicine and its relationship with law.

### **Radiology/Nuclear Medicine Elective**

*2 credits*

This elective course, designed for mid-clerkship students, offers advanced opportunities to expand their knowledge and skills in radiology. Building on foundational principles, students will deepen their understanding and explore advanced radiology concepts, preparing for future practice and postgraduate training in the field. Students will be paired with a resident or faculty member during weekly rotations and participate in read-outs with attending radiologists. The course covers radiologic anatomy, appropriate study selection for disease diagnosis, and the basics of radiologic reporting and dictation. Students can also tailor rotations to specific radiology interests, such as ultrasound, mammography, interventional radiology, and nuclear medicine.

### **Anesthesia Elective**

*2 credits*

This elective course aims to introduce students to essential aspects of anesthesiology that every physician should understand. Through an intensive one-on-one experience with dedicated instructors, students will learn about preoperative evaluation, risk stratification, and surgical patient preparation. The course covers basic respiratory and cardiac physiology, the effects of anesthetic agents on the cardiovascular system, standard physiological monitoring, postoperative pain management, and basic ventilator management. This elective is open to Year 5 students and those participating in the 1-2 week(s) perioperative medicine selective during Year 6 Sub-internship in Surgery.

### **Palliative Care Elective**

*2 credits*

This elective course offers fifth-year MD students an introduction to Palliative Care Medicine. The course covers the principles and practices of caring for patients with life-limiting illnesses, focusing on managing complex symptoms like pain, providing psychosocial support, and addressing ethical issues in end-of-life care.



## **Sleep Medicine Elective**

*2 credits*

This course provides students with an introduction to the principles and practices of sleep medicine. This course covers the basics of diagnosing and treating sleep disorders, including the use of continuous positive airway pressure (CPAP) and both nonpharmacological and pharmacological treatment options. The curriculum emphasizes developing differential diagnosis skills through understanding physiology, pathophysiology, clinical symptoms, history taking, and physical examination within the context of sleep medicine.

## **Urology Elective**

*2 credits*

This elective course provides a comprehensive understanding of urological disorders, diagnostics, treatment options, and surgical techniques. This course equips students with the knowledge and skills to diagnose and manage conditions affecting the urinary tract and male reproductive system in both male and female patients across various age groups. Through direct care and supervised observation, students will learn urological techniques and interdisciplinary collaboration. The curriculum focuses on clinical symptoms, diagnosis, and management of urological cases, helping students develop skills in assessment, surgery planning, and personalized patient care. By the end of the clerkship, students will have a solid foundation in urology and be prepared to work collaboratively in multidisciplinary care teams.

## **Neurosurgery Elective**

*2 credits*

This elective course provides MD students with a comprehensive understanding of the principles and practical skills needed for diagnosing, treating, and managing neurosurgical conditions. Focusing on disorders of the brain, spinal cord, and peripheral nerves, the course combines didactic lectures, interactive discussions, case-based learning, laboratory sessions, clinical rotations, and observation of neurosurgical procedures. Students will also engage in hands-on activities, simulation exercises, and research projects related to neurosurgery.

## **Plastic Surgery Elective**

*2 credits*

This elective course offers fifth-year MD students an introduction to Plastic Surgery, focusing on both reconstructive and cosmetic procedures. The course aims to enhance students' knowledge and clinical skills in assessing, diagnosing, and managing conditions that require plastic surgical intervention. Through clinical rotations, students will gain hands-on experience and learn the principles and techniques used in plastic surgery.

## **Medical Genetics and Genomics Elective**

*2 credits*

This course bridges foundational knowledge of genetics with clinical application through immersive experiences in genetics clinics and multidisciplinary healthcare settings. Students will gain practical skills in genetic diagnostics, counselling, and personalized medicine across areas such as cancer genetics, neurogenetics, and rare disease management. The course emphasizes the growing role of genomics in modern healthcare and prepares students to integrate genetics into clinical decision-making with professionalism and ethical awareness.

## **Advanced Research Elective**

*2 to 4 credits*

This research elective involves a medical student collaborating with a faculty member on a research project. To receive credit, students must get approval for the project at least two weeks before the course start date. The proposed research electives must be reviewed and approved by the faculty course instructor and the appropriate education leader (e.g., Program Director, Chair of Academic Year, or Vice Dean for Medical Education) before being added to the student's schedule. Students are required to submit their research request via Canvas (to be updated).

## **Mental Health Elective (outpatient)**

*4 credits*

This elective course offers fifth-year MD students an in-depth exploration of Mental Health, focusing on the diagnosis, treatment, and management of psychiatric disorders in outpatient settings for adults, adolescents, and children. The course aims to enhance students' clinical skills and knowledge in mental health care, offering hands-on experience through clinical rotations, case studies, and interdisciplinary collaboration.

## **Pediatrics Elective (outpatient)**

*4 credits*

This elective course offers students a broad-based experience in caring for pediatric patients in a clinic setting, with a focus on preventive medicine, postnatal infant care, and nutrition. Under the supervision of a pediatric preceptor, students will develop clinical, procedural, and communication skills. Core topics in outpatient pediatrics will be explored through patient-centered learning and real-world clinical encounters.

### **OB-GYN Elective (outpatient)**

*4 credits*

This elective course introduces fifth-year MD students to key aspects of obstetrics and gynecology that are essential for all physicians. Through hands-on experiences with dedicated educators, students will gain knowledge and skills in performing OB-GYN examinations, understanding gynecological and obstetric ultrasound, and learning the basics of prenatal screening and diagnosis. This course also covers the principles of infertility diagnosis and treatment, including training in assisted reproductive procedures.

### **Orthopedics & Rehabilitation Elective**

*4 credits*

This elective course offers fifth-year MD students a comprehensive introduction to Orthopedics, focusing on the diagnosis, management, and treatment of musculoskeletal conditions. Students will gain hands-on clinical experience and develop skills in both surgical and non-surgical (including rehabilitation) approaches to orthopedic care.

### **Cardiovascular Surgery Elective**

*4 credits*

This elective course provides fifth-year MD students with an in-depth introduction to Cardiac and Vascular Surgery. It focuses on the diagnosis, treatment, and management of cardiovascular diseases, combining clinical rotations with exposure to specialized surgical procedures and aims to strengthen students' clinical knowledge and hands-on skills in the field of cardiovascular care.

### **Thoracic Surgery Elective**

*4 credits*

This elective course offers fifth-year MD students comprehensive exposure to Thoracic Surgery, emphasizing preoperative and postoperative care, as well as active participation in surgical procedures. Students will manage cases involving lung, mediastinal, and thyroid conditions, many of which present complex diagnostic and therapeutic challenges. The course includes faculty-led conferences and may offer opportunities for students to present clinical cases, strengthening both their clinical understanding and communication skills in thoracic surgery.

### **Critical Care Elective**

*3 credits*

This elective course offers fifth-year MD students essential exposure to Critical Care Medicine. Through hands-on experience in the ICU and related settings, students will develop skills in assessing, diagnosing,

and managing life-threatening conditions, gaining a deeper understanding of the clinical care of critically ill patients.

### **Advanced ENT Elective**

*3 credits*

This elective course provides fifth-year MD students with in-depth exposure to Otolaryngology, ideal for those pursuing the specialty or seeking to strengthen their clinical skills in ENT care. Students will engage in diagnosing and managing conditions in otology, rhinology, laryngology, and head and neck oncology through active participation in both outpatient and inpatient settings, with opportunities for procedural and operative experience.

### **Advanced Ophthalmology Elective**

*3 credits*

This elective course offers fifth-year MD students the opportunity to deepen their clinical skills in Ophthalmology, whether pursuing the specialty or exploring eye care further. The course includes exposure to subspecialties such as cornea, glaucoma, and retinal diseases. Students will actively participate in both outpatient and inpatient care, with hands-on opportunities in procedures and surgeries.

### **Anatomic Pathology & Laboratory Medicine Elective**

*3 credits*

This elective course offers mid-clerkship students a chance to deepen their understanding of pathology by building on foundational knowledge and exploring advanced concepts. It aims to refine clinical reasoning skills and support students interested in pursuing further training or a career in pathology.

### **Allergy, Immunology & Rheumatology Elective**

*3 credits*

This elective course offers students hands-on experience in diagnosing and managing common conditions in both adults and children. Students will work closely with faculty in the ambulatory clinic, participate in musculoskeletal ultrasound, attend division conferences, and engage in self-study using Osmosis. This course enhances clinical skills, critical thinking, and provides opportunities for research in immunology, preparing students for further specialization and career development in these fields.

### **Away Elective/Self-designed Elective**

*2 or 4 credits*

This elective course allows fifth-year MD students to create a personalized learning experience based on their interests and career goals. Students can explore a specific medical specialty or gain unique clinical

experiences beyond the standard curriculum, with the option to complete the elective at a global or local institution outside of VinUni and its affiliated hospitals.

#### **4.2.5. Graduation Module**

##### **Transition to Clinical Practice**

*2 credits*

This course is designed to equip medical students with essential knowledge and skills to navigate the crucial transition of medical students into competent and resilient junior doctors. Through a series of engaging workshops and discussions, students will explore key aspects of professional development, patient care, teamwork, and personal well-being in the medical field. The course integrates theoretical learning with practical insights shared by experienced residents and alumni, fostering a holistic understanding of the challenges and rewards of becoming a physician. A significant portion of the course is dedicated to reinforcing learning through structured coaching and self-revision activities focused on the systematization of biomedical, clinical, and social-behavioral sciences into clinical reasoning and application of evidence-based methodologies in diagnosis, management, and preventive care.

##### **Introduction to Clinical Medicine 5**

*2 credits*

This is part of the clinical graduation requirement in the MD program. The course focuses on preparing students for real-world clinical environments by advancing their knowledge, skills, and professional behavior. Through hands-on experiences and simulations, students will systemize medical knowledge to diagnose and manage common acute conditions, perform essential procedures accurately and in a timely manner during emergency situations, and apply patient safety principles and evidence-based practices in clinical decision-making. The course also emphasizes professionalism, ethical conduct, empathetic communication, interprofessional collaboration, and advocacy to improve patient care and healthcare system performance.