

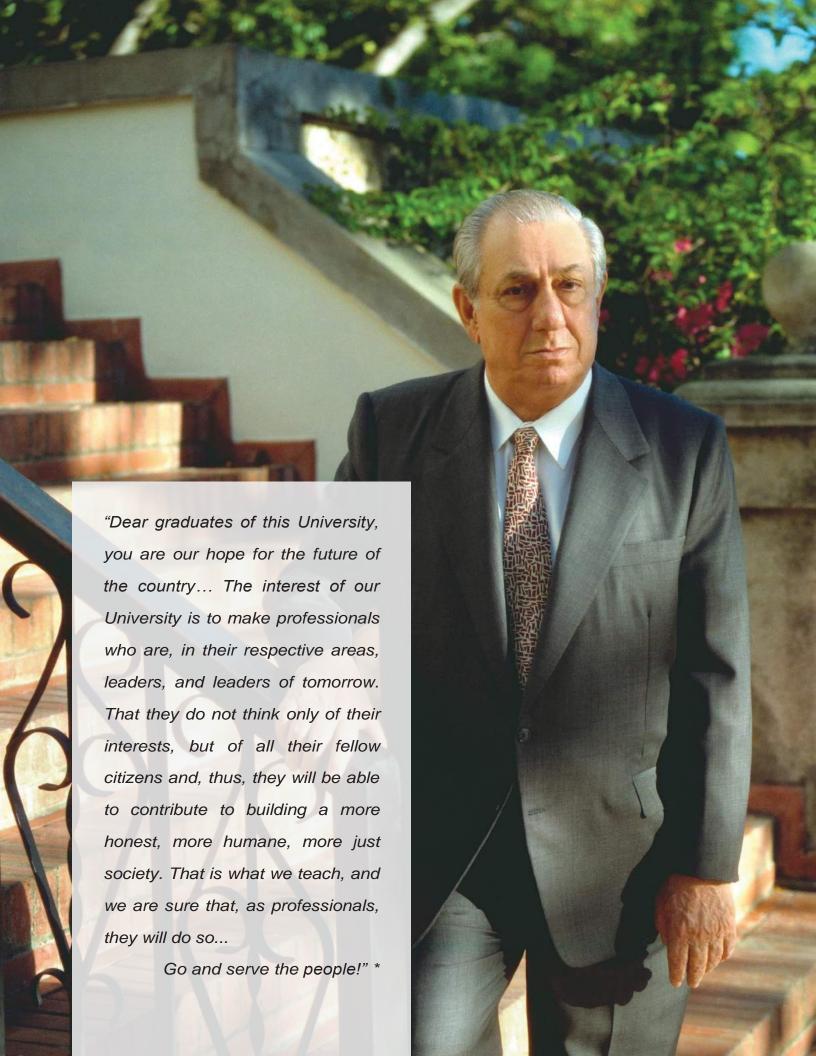




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FOREWORD

With a futuristic vision and awareness of the need to protect people that have health issues, Dr. Jorge Abraham Hazoury Bahles, a Dominican endocrinologist, diabetologist, and humanist, recognized for his social work against diabetes, founded the Iberoamerican University (UNIBE) on 12 January 1982 and was its first chancellor until 1991. His passion and tenacity continue to guide the school of Medicine in its mission to deliver high- quality medical education.

^{*} Fragment of the Chancellor Jorge Abraham Hazoury Bahles speech in the First Ordinary Graduation, October 12, 1987.



1.2 Historical Perspective

UNIBE is an academic community that promotes a transformative learning experience and creates relevant knowledge based on a model of excellence and innovation, fostering the leadership of local and global impact. The vision of the university is to be an innovative and inclusive higher education institution in continuous development that, that anticipates and acts upon the constantly changing educational needs, fostering a positive impact on society.

The UNIBE School of Medicine was founded in 1982, the same year the University was founded. It was one of the first academic programs offered by the University, which now also offers 15 undergraduate programs and over 30 graduate programs in different academic fields, including law, engineering, education, arts, business, behavioral and health sciences.



The School has always distinguished itself for its adherence to new paradigms in the learning models applied to medical education. Our program has undergone many innovative changes to integrate basic and clinical sciences, incorporate learner-centered teaching methods, and foster the development of students' skills through the use of standardized patients and simulation.

UNIBE's academic program educates physicians who respond to national and international requirements; who are committed to offer quality care and to act efficiently and compassionately in a variety of medical care settings, with an emphasison primary care.

1.3 Mission, vision, and values of the School of Medicine

Mission

To develop medical professionals with updated knowledge and skills required to respond to the health needs of society, promoting a comprehensive, humane, ethical, and innovative approach, developing their leadership skills, critical attitude, and commitment to research and continuing education.

Vision

To be the leading school in the Dominican Republic in training and insertion of competent medical professionals, with ethical criteria, who self-manage their knowledge upkeep, with a vocation for service, social commitment and leadership in the permanent search for solutions through research and consensus.

Values

- Entrepreneurship
- Environmental sustainability
- Excellence
- Exceptional service

- Inclusion and diversity
- Integrity
- Leadership
- Social commitment

1.4 Message from the Dean

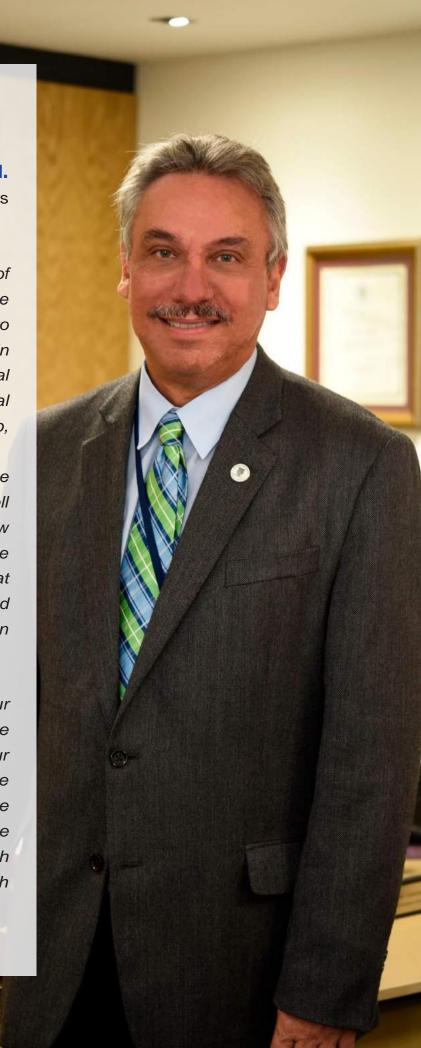
Dr. Marcos A. Nuñez C. FICS, M.Ed.

Dean of the Faculty of Health Sciences m.nunez1@unibe.edu.do

"Since the creation of the School of Medicine, our main goal has been the training of professionals committed to the care and maintenance of health in both the community and hospital environment, reinforcing institutional values and promoting leadership, research, and health promotion.

Giving our future professionals the knowledge, skills, and abilities, as well as the necessary attitudes, that allow them to be competent and competitive in any environment or situation that they have to deal with, both locally and globally, has been one of our main strength.

Another of our core strengths is our Internationalization strategies. The international agreements of our School allow our future doctors the opportunity to learn about medicine in different areas of the world and the possibility of comparing our health system and professional training with other countries."





Dra. Elizabel De León Olmeda School of Medicine Associated Dean e.deleon1@unibe.edu.do

"On behalf of all our faculty, staff and students, welcome to the UNIBE School of Medicine As Associated dean of the school, I'm proud of the rich tradition of providing practical, experience-based education that the school has upheld since its founding. The programs prepare the students to become leaders with the moral depth, compassion, and intellectual intensity necessary to meet the challenges of critical transition in society.

UNIBE School of Medicine offers unique opportunities for the students to engage in community-oriented activities, national and international clinical rotations, and Capstone experiences, which are the perfect opportunities for the students to put their education into action.

Central to the success of our students has been the decades of leadership, experiencebased knowledge that our faculty bring into the classroom.

Creativity, compassion, and leadership are the qualities that we seek most in prospective students and our faculty, our administrators, and everyone else who has a hand in making the UNIBE School of Medicine what it is today. My distinct pleasure in welcoming our new students brings with them such an exhilarating sense of promise and possibility."

1.5 Healthy Learning Environment Statement

The academic community of UNIBE assumes the responsibility of creating and maintaining a healthy learning environment characterized by integrity, inclusion, and excellence. We promote an educational climate of well-being based on respect, open communication, and collaboration among community members.

The University rejects academic dishonesty, mistreatment, harassment, and any behavior that threatens people's integrity, as established in our institutional policies and regulations. We are committed to the training of upright and ethical professionals who positively impact the lives of others.

1.6 Statement of Diverse and Equitable Learning Environments

UNIBE is committed to creating and promoting safe and equitable learning environments characterized by integrity, inclusion, diversity, and academic excellence. It fosters an equitable climate of well-being, respect, and collaboration among members of the community. We disapprove of academic dishonesty, mistreatment, harassment, discrimination, and any behavior that violates people's integrity and their fundamental rights as established in our policies, regulations, and institutional values.

We promote respect and dignified treatment for all people without distinction of their personal, social, cultural characteristics, gender, sexual orientation or race, religious or political beliefs, protecting the fundamental rights inherent to each individual under the constitution and the laws that establish that the dignity of the human being is sacred, innate and inviolable.

1.7 Approval and Accreditation

The School of Medicine is accredited by the Ministry of Higher Education, Science, and Technology of the Dominican Republic (MESCyT).

The UNIBE School of Medicine is listed in the FAIMER International Medical Education Directory (IMED), within the Educational Commission for Foreign Medical Graduates (ECFMG). The School of Medicine is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL, 32399-0400, toll-free telephone number (888) 224-6684. The School is also recognized by the Medical Board of California.

Our students and graduates are eligible to sit for the USMLE qualifying examinations; upon successful completion of these exams, they are eligible to obtain the Educational Commission Foreign Medical Graduates Certification.

1.8 Memberships

- Asociación Dominicana de Facultades y Escuelas de Medicina (Adofem)
- Federación Panamericana de Facultades y Escuelas de Medicina (Fepafem -Pafams)
- Society for Simulation in Healthcare
- AAMC-VSLO (Visiting Students Learning Opportunities)
- GEM-X® (Global Educational Exchange in Medicine and the Health Professions)
- Western Connecticut Health Network
- Quality Matters (QM)

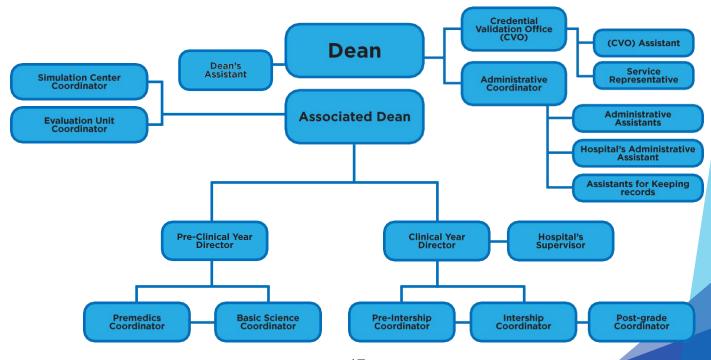
2. STRUCTURE OF THE SCHOOL OF MEDICINE

2.1 Administrative Structure

The academic management of the School of Medicine undertakes to guarantee the effective development of all the academic activities of the School, programmed every semester, through the supervision of the teaching-learning process developed during each cycle for the School of Medicine, to maintain the quality of professional training following the educational model established and provided by UNIBE.

The School of Medicine is composed of a group of outstanding professionals who are committed to developing the mission of the University and the School to ensure the best academic experience for our students. The team is led by the Dean, who is responsible for promoting and coordinating academic and administrative initiatives of the department, to comply with the objectives established for the academic programs. Among the Dean's responsibilities are to develop academic and administrative policies and procedures required to meet national and international standards, obtaining a better global positioning of the academic program through the implementation of a relevant curriculum of high academic quality.

The following is the current organizational structure of the School:



2.2 Academic Structure

The Academic Structure consists of the Curriculum Committee, the Pre-med Committee, the Pre-clinical year Committee, and the Clinical Years Committee, as well as the Admissions Committee, the Discipline Committee, the International Clinical Rotations Committee, and the Evaluation and Promotion Committee.

GOVERNANCE STRUCTURE SCHOOL OF MEDICINE

Curriculum Commitee

Pre-Med Committee Pre-Clinical Years
Committee

Clinical Years Committee

Admisions Committee

International Clinical Rotations Committee

Discipline Committee

Evaluation and Promotion Committee

221 School's Committees

2.2.1.1 Curriculum Committee

The School of Medicine Curriculum Committee supports the School of Medicine curriculum management implementation and development. The Committee's primary purpose is to continually develop into a medically pertinent curriculum, up to date, logically, and coherently. It is aligned with the highest standards of quality in medical education and continuous improvements according to trends and tendencies while ensuring compliance with the rest of the School of Medicine curriculum policies and according to UNIBE's educational model. The Committee establishes educational requirements, and approve content, ensure content integration, coordination, allocate curriculum time, specify teaching methods, select and oversee the course and clerkship coordinator, and evaluate educational outcomes.

The tasks of the Committee include the following:

- Revise and suggest initiatives for curriculum changes, ensuring an innovative structure with international applicability.
- Compose, keep track and follow up the subjects' syllabi regarding
 prerequisites, achieve the expected competencies, content, teaching resources
 selection, methodological strategy formulation, evaluation, and control, while
 ensuring full compliance with all items proposed in each Syllabus.
- Assist faculty in developing courses and curricula subjects.
- Identify problems and provide solutions to situations that may limit the implementation of the Curriculum.
- Analyze the process of transition between different curriculum versions.
- Establish performance standards required for promotion and graduation.
- Advise the Dean of the School of Medicine on resources required to support the Curriculum.

The permanent Curriculum Committee is integrated by:

- 1. Faculty member's representatives (Can include course/clerkship coordinator)
- 2. Pre-medical Cycle Coordinator
- 3. Basic Science Cycle Coordinator
- 4. Pre-Internship Coordinator
- 5. Internship Coordinator
- 6. Students representatives
- 7. Simulation Center Coordinator
- 8. Library Director

2.2.1.2 Admission Committee

The appropriate selection of medical students at UNIBE is defined by institutional procedures and criteria approved by the Admissions Committee. The Committee is charged with the responsibility of selecting, evaluating, and admitting to the School of Medicine the most academically, experimentally, and personally qualified candidates. To accomplish this task, each committee member is expected to participate in an Admissions Committee meeting, as requested by the Admission office.

For the process to be effective and for the Committee to function in the best interests of both the School and the applicants who have chosen to apply to our institution, the Committee members actively participate, work together as a highly functional group. The Committee has a balanced representation of faculty members from each cycle reflecting the School diversity to avoid possible conflict of interest.

The Admission Committee works with the Institutional Admission Office using the student's credentials and the interview process results to make the selection. The interview is conducted by a group of interviewers composed of a faculty member, a student representative, and other academic community members. They complete interview reports for each candidate, subsequently, the admission committee meets

to decide which applicants will be offered acceptance. These meetings consist of a presentation of each applicant's background and qualifications, a discussion of each applicant's documentation and/or results as well as the content of the interview, each member of the committee will formally vote to accept, reject, or hold.

2.2.1.3 Discipline Committee

The UNIBE School of Medicine expects all academic community members to adhere to the high standards of behavior during all professional and patient care activities at the School and all its academic affiliates. All students must uphold the standards of the medical profession. These standards include, but are not limited to, being respectful of patients, staff, members of the faculty, their peers, and the community, being aware of how their conduct may affect others, and conducting themselves with honesty and integrity in all interactions. The School's Disciplinary Committee members include a representative of the Office of Student Affairs, a Faculty member, and a student representative.

It is the Disciplinary Committee of the School's responsibility to hear and decide regarding the accusations formulated against any member of the student body for disciplinary acts committed during University life. These acts are categorized within the Academic Regulations in a descriptive but not limited way, and their relevant sanctions.

As a general rule, faculty or any other academic community member who have reason to believe that a student has violated the disciplinary code shall inform the student and the deanship of student's affair office, and the cycle coordinator of the suspected violation and document the student's response.

The report should include the evidence on which the faculty member relied and the student's response to the charges. The Disciplinary Committee has the first-grade

jurisdiction over the decisions presented for review that have been made by a Faculty member or any other members of the academic community. Committee members may: question any witness, request that additional witnesses or information be obtained, and rely on facts or information based on the records of the University.

The Discipline Committee informs the School of Medicine Dean and the students, the final decisions and recommendations. A student may appeal the decision to the Dean of the School of Medicine and may further appeal to the University Vice-Chancellor if not satisfied with the outcome.

All faculty, staff, and students are expected to model the behavioral attributes of responsibility, empathy, service excellence, problem-solving and continuous improvement, efficiency, cultural competency, and teamwork.

22.1.4 International Clinical Rotations Committee

This Committee evaluates each request and verifies compliance with the established requirements to applications for international clinical rotations requests. Is composed of the Internship Coordinator, Director of the clinical year, Director of the Credential Validation office, representing the Student Affairs Office. It is responsible for evaluating each student's request and verifying compliance with the established requirements, according to the affiliated hospital's criteria eligibility such as GPA, USMLE passing score, not disciplinary actions, and hospital available places. If the hospital has limited places, applications will be processed in the order they are received. The final decision of the International Rotations Committee is informed to the Dean of the School of Medicine, the Curriculum Committee, and the student.

221.5 Students Promotion and Evaluation Committee

The School of Medicine's Student Promotion and Evaluation Committee has the responsibility to ensure that recipients of the M.D. degree possess the knowledge, skills, and attitudes necessary for each cycle promotion and graduation.

This committee is composed of Pre-Medical, Basic Science faculty, Clinical faculty. Besides meeting regularly three times each academic year, this committee will meet as necessary to evaluate academic and professional issues related to student's performance, recommending promotion, probation, or dismissal based on scholastic performance, professional behavior, and adherence to the Honor Code. After reviewing the student's academic records and certifying that those eligible have met the requirements for the cycle promotion or the Doctor of Medicine degree, the SPEC is charged with making the appropriate recommendations to the vice-chancellor office and registration office.

3. ADMISSION PROCESS

3.1 Applicant's Profile

The applicants for the School of Medicine must show basic knowledge and skills in the area of sciences; in addition to language proficiency, and logical and critical thinking skills.

From the research perspective, the candidate needs to be familiarized with Information Technology/Communication tools. Language skills are also highly appreciated features.

Furthermore, the candidate must show commitment to being part of a comprehensive educational training; must show capacity for the self-management of learning, a service-oriented demeanor must be evident, high sensitivity and empathy prompted to teamwork, discretion and sobriety, and ethical and moral principles as part of the values describing the applicant's personality.

3.2 Admission Requirements

- UNIBE Application for Admission Form (printable version available on our Website: https://admisiones.unibe.edu.do/Cuenta/es-DO/Crear_cuenta.
- Consent for Release of Academic Information Form (printable version available on our Website: https://www.unibe.edu.do/wpcontent/uploads/2019/05/Consent-for-Release-of-Information-Form.pdf.
- Four (4) photos (2"x2").
- Original Birth Certificate notarized by the Department of State/APOSTILLE in the Country of Origin.
- Photocopy of Passport notarized by the Department of State/APOSTILLE in the Country of Origin (biographical information/picture page(s) only).

- Identification Record Request / Background Check mailed directly by the FBI to our mailing address (for applicants from the Continental United States ONLY).
 To apply, visit the following site: https://www.fbi.gov/services/cjis/identity-history-summary-checks. For residents from PUERTO RICO and OTHER COUNTRIES: Police Record. This document is valid for 6 months from the date of issue.
- UNIBE Health Certificate (printable version available on our website: https://www.unibe.edu.do/wp-content/uploads/2019/05/health.pdf.
 This document isvalid for six months from the date of issue.
- Hepatitis B Vaccine Record 3 Doses (applicants who have not been fully or partially vaccinated against Hepatitis B must contact our Admission Office for further instructions).
- Two (2) Official Transcripts one (1) notarized by the Department of State/ APOSTILLE; one (1) mailed directly by each College and/or University attended to our Mailing Address;
- One official academic program of every class approved (ONLY for students seeking to transfer credits) please read below (note I).
- Two (2) High School Transcripts: one (1) notarized by the Department of State/ APOSTILLE; one (1) mailed directly by the School to our Mailing Address; (for all applicants without a bachelor's degree)
- One (1) Official 6th-8th grade School Transcript notarized by the Department of State/APOSTILLE; (note H); (for all applicants without a bachelor's degree)
- Photocopy of High School Diploma notarized by the Department of State/ APOSTILLE in the Country of Origin (only for students without a Bachelor's Degree) (note F).

- Personal Essay (Why do I want to become a Medical Doctor?).
- Three (3) Letters of Recommendation printed on official letterhead and mailed directly by recommenders to our Mailing Address (from 2 professors and 1 professional in the Medical Field).
- Official admission test result (POMA, SAT, ACT, MCAT, according on applicant status)
- Official TOEFL Scores to determine the level of English proficiency (for applicants from non-English speaking countries ONLY).
- One (1) set of Credential Evaluation (course-by-course evaluation with GPA) for all credits earned at institutions outside the United States (refer to INTERNATIONAL STUDIES EVALUATIONS, for a complete list of acceptable evaluation agencies).
- US\$200 non-refundable Application Fee Money Order (personal checks not accepted).

Please take into consideration that:

- **a.** All documents must be original with a translation into Spanish.
- **b.** If you need more information on how or where to obtain the Apostille, please refer to http://www.hcch.net/index_en.php?act=conventions.authorities&cid=41
- **c.** You need to have a minimum of 9 transferable credits to apply as a transfer student.
- d. Students who have a Bachelor's Degree but do not meet all UNIBE Pre-Med

requirements must complete the missing credits either at the institution of origin, at UNIBE, or another accredited pre-med level institution before entering the Medical Program.

- e. It should be understood that all original documents submitted become University property and will not be returned to the student. These documents will be handled confidentially and used exclusively by the Admissions Department.
- **f.** In case you completed high school in a country other than the Dominican Republic, you must notarize your high school transcript with the Apostille from the Department of State in your country and the Ministry of Education in the Dominican Republic. This requirement only applies to students from high school and for students without a Bachelor's Degree.
- g. Students seeking admission notarize their university and/or college transcript with the Apostille from their Department of State and submit them to the Ministry of Higher Education in the Dominican Republic. This only applies once your admission application has been approved.
- h. Notarizing your 6th-8th grade school transcript with the Apostille is a mandatory requirement of the Ministry of Education in the Dominican Republic to validate the High School Diploma.
- i. Our institution requires that every transfer student must submit the academic programs of all classes approved in the University or Collegethat have attended.
- **j.** The Admissions Committee may only evaluate and review complete applications containing all required documents. It is the responsibility of the applicant to ensure the entire application is received by the posted deadlines.

You can send all required documents to our PO Box address in Pennsylvania: PO BOX 111209 Naples, FL 34108

3.3 Admission Process

Medical School's admission involves a multi-stage process that includes an initial application, admission test, and an interview. Each aspiring applicant to the School of Medicine is required to register through the online admissions portal on the university's website with their email and general data. The process and documentation required for each candidate must be completed within the deadlines established by the University for each academic period https://www.unibe.edu.do/admisiones/programas-degrado/requisitos-para-admisiones/.

Both local and international candidates must submit their complete documentation to the Registrar's Office. In-person and mailed original documentation is accepted.

Once the application is received, the UNIBE Admission's Office reviews and revise the application materials to see if the following criteria have been met:

After receiving the verified application materials, the applicant will be contacted by the Admission's Office via email or phone for verification of their credentials and schedule to take the POMA (by its acronym in Spanish) offered by the National Department of Higher Education, Science and Technology (MESCyT). The students must seat to take the exam at UNIBE's Admissions Office.

Students must submit his/her POMA, SAT, or MCAT scores. Students applying to the English academic program, who are from a non-English speaking country must submit TOEFL scores as well.

A second documentation review is performed by the UNIBE Admission's Office to offer a formal semi-structured interview to the candidates.

Applicants that are selected for an interview are notified by email or phone call or email with further details regarding the interview.

Selected applicants are interviewed by faculty members, student representatives, and members of the academic community. After interviews are completed, the Admission Committee meets to decide which applicants will be offered acceptance.



3.4 Financial Aid Information

The institutional financial Aid Office offers multiple financial aid options available for all medical students at UNIBE.

Students interested in financial aid must submit a request. A financial aid officer assigned as student advisor will provide orientations regarding their graduate aggregate maximum amounts, eligibility periods, payment options, requirements, academic

4. EDUCATIONAL PROGRAM

4.1 UNIBE Educational Model and UNIBE Virtual Model

UNIBE has been characterized as an avant-garde institution; it has assumed enthusiasm and responsibility for the new challenges of Higher Education. That is why in 2002, a process of Institutional reform began to define and implement an updated, pertinent educational project focused on learning and promoting the development of competencies, the formation of critical awareness, and the promotion of Responsible leadership committed to society.

In this scenario, the commitment to institutionalize the Educational Model was assumed, the foundations and curricular structures were updated, and the regulations and academic policies of the University; to guarantee the coherence between the pedagogical principles and the teaching practice in all the careers of the Universidad Iberoamericana.

Years after the implementation of the UNIBE Educational Model (MEU), it was necessary to review and update the bases of said Educational Model, which have cemented our work, allowing us to position ourselves in the first places of the national Higher Education system; more importantly, among our graduates, whose professional performance shows the highest levels of satisfaction with the quality and relevance of the training received.

Once again, the University revisited the Pedagogical Model and created its Virtual Pedagogical Model during the pandemic. The UNIBE Virtual Model is based on UNIBE's Educational Model (MEU) pedagogical principles: meaningful learning, self-management of the learning process, collaborative learning, and transformative learning. The courses are designed using a Pedagogical Form, based on the course's syllabus, which includes a schedule with the activities, evaluation details, and delivery dates. Students can access through the virtual platform the following materials and

activities: Course learning guide, Schedule of activities, Forums, and discussions. The synchronous method occurs in life and in real-time through video conferencing. Blackboard Collaborate is the official platform for synchronous and asynchronous activities using its schedule for the academic period.

The asynchronous provides students the flexibility to learn on their schedule, instead of a mandatory class time. At their own pace and does not depend on meeting a schedule to access resources and assignments.

4.2 Academic Calendar: Link

The UNIBE Academic Calendar is available at:

https://www.unibe.edu.do/fechas-de-calendario/

4.3 Academic Program

The academic program follows both the guidelines of the Ministry of Higher Education Science and Technology (MESCYT), specifically the "Standards for the Approval, Regulation, and Accreditation of Medical Schools in the Dominican Republic", as well as institutional guidelines. The program also takes into account the international standards of reference for the medical profession.

The curricular structure revolves around the contents, competencies, teaching, and learning and assessment methods. The academic program is divided into three cycles: Premedical, Basic Sciences, and Clinical Sciences, with a total of sixteen semesters, allowing students to develop competencies through a coherent and coordinated structure.

Premedical Cycle (the first four semesters and what we define as 1st year)
where the students acquire fundamental knowledge of basic and social sciences
required to be prepared for the Basic Sciences Cycle.

- 2. Basic Sciences Cycle (semester 5 to 10, corresponding to the 2nd year), this cycle includes courses separated by disciplines and some integrated courses, all aligned by organ-system. The clinical skills course provides student opportunities to interact with simulated patients to ensure the best practices with real patients.
- Clinical Sciences Cycle (6 semesters) has two periods of three semesters, each one
- **a.** Pre-internship (4th year) corresponding to the 11th, 12th, and 13th semesters of the program where students perform the core clinical rotations: Internal Medicine, Pediatrics, Surgery, and Obstetrics & Gynecology. Also, courses on Psychiatry, Family Medicine, Emergency, Dermatology, and Physical Medicine and Rehabilitation.
- b. Internship (5th year) corresponds to semesters 14th, 15th, and 16th of the academic program, where students perform advanced clinical rotations on Internal Medicine, Pediatrics, Surgery and Traumatology, Obstetrics & Gynecology, Psychiatry, and Family Medicine. Also included Final Project I and Final Project II, where students make and present a research project.

4.4 Clinical Skills and Simulation

UNIBE's Simulation Center is the first center of its kind established in the Dominican Republic. This center enables students to develop and improve clinical skills and diagnostic reasoning, promoting patient safety, and quality care.

The center has simulation rooms, equipped with organ models, low and high-fidelity patient simulators, computers, and equipment that allow students to practice a variety of procedures. The center is wired for audio and video for faculty to assess students' performance and provide feedback during debriefing sessions.

A Standardized Patients (SP) Program complements the experiential learning

component of the curriculum. Five rooms are available and fully trained personnel allow students to practice and enhance their interpersonal and communication skills, clinical reasoning, perform a physical examination, and provide counseling to patients.

4.5 The Curriculum

The School of Medicine has an updated and integrated curriculum following national and international requirements, which guarantees the correct acquisition and application of knowledge, the humanization of health services, and the optimal use of time during medical training. It groups closely related subjects, emphasizing the acquisition of clinical skills (know-how) with case studies, problem-based learning, anatomical models, standardized patients, and hybrid simulation, more than the previous curriculum.

The curriculum developed for the academic program of medicine is predated by a scientific process of knowledge construction, through exploration and investigation from diverse sources of epistemological, psycho-pedagogical, and social-cultural nature. The School of Medicine secures a constant update of the curriculum in conformity with the tendencies and advances developed in the medical field.

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	ELECTIVE					M14242
	ENGLISH I					M14250/M14260
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띪		M14240	Σ		_	
EST						M14540/M14550
6th SEMESTER			ottu 			M14540/M14550
돮		M14245	Σ U N			M14570/M14580
w W			Nu para			M14570/M14580
		M14241	2			M14540/M14550 /M14560/M14570 /M14580
띮		M14260				/M14580
7th SEMESTER						
SEM		M14250/M14260				
7th		M14250/M14260				
ı,		M14230/M14250				
		/M14260				

PREMEDICAL CYCLE COURSE SEQUENCE

		Semester	Healthy Lifestyle	Cultural and global context	Values and human behavior
			(College Orientation	1
				Sports or Culture	
		I		World History	
PRE CLINICA YEARS	. PREMEDICAL STUDIES	11		Social So	riences I
				Social Si	Dieffices i
		III			Behavioural Sciences I Behavioural Sciences II
		IV			
				Social So	ciences II

Logical Reasoning and research	Scientific foundation of medicine	Communication Skills	Clinical Skills	System Based Practice	Expands learning opportunities or Customizable activities
	Biolo	ogy I			Elective
	Made and the				
	Mathemathics I	Shamiatri I			
	General C	Chemistry I Language and Literature I English I			
	Biolo	ogy II			
Basic P	Physics I				
		Language and Literature II			
Mathem	nathics II				
		English II			
(General Chemistry				
		English III			
Basic P	hysics II				Elective
Organic C	hemistry I				
					Elective
Scientific Research Metthodology	Profesion	al English			Elective
Organic Chemistry II					
Introduction to Anatomy and Phisiology					

COURSE DESCRIPTION

FIRST SEMESTER

BIOLOGY 1

Code: CGB 110

Pre-requisites: None

Total Credits: 4

Hours of Theory: 3/week
Hours of Practice: 3/week

Description:

Biology I is a theory and practice subject offered during the first semester of the

medical career. This course offers the student the basic knowledge, skills, and abilities that allow the performance in subjects of superior levels of the career. It consists of units that cover, in general terms, life's characteristics and organization, the flow of energy inthe living systems, reproduction, and embryonic development.

COLLEGE ORIENTATION

Code: CGC-100

Prerequisites: None

Total Credits: 2

Theory Hours: 2/week
Hours of Practice: 0

Description:

In this subject students will have of the students, of the abilities and the opportunity to learn about the to improve academic performance.

processes of the university, its service organizations as well as norms, rules, and laws that govern the University and that allow good connivance and a sense of belonging in favor of the academic community of the university. Also, it promotes the development, on the part of the students, of the abilities and tools to improve academic performance.

SPORTS OR CULTURE

Code: CGC-110

Pre-requisites: None

Total Credits. 1

Theory Hours: 0

Practice Hours: 2/week

Description:

In the Sports and Culture course, students will have the opportunity to put their skills and acquire new ones,

about the sporting aspects and physical activity, allowing you to create or improve a physiological basis (physical health) higher quality through sports together. Also include developing intellectuality throughartandculture, usingactivities that stimulate creativity and expressiveness. The combination of these two aspects will pave the way to get a professional with a full and self-realized personality.

In the course students should choose according to their interests and physical conditions of these subjects:

COURSE	DESCRIPTION
CGD015	CHESS-BASKETBALL
CGD016	CHESS-TABLE TENNIS
CGD017	BASKETBALL-THEATRE
CGD018	PERSONAL DEFENSE-MUSIC
CGD019	GYM-RIDGE
CGD020	GYM-DANCE
CGD021	GYM-MUSIC
CGD022	GYM-THEATRE
CGD023	TENNIS-RIDGE
CGD024	TENNIS -THEATRE
CGD025	TABLE TENNIS-RIDGE
CGD026	TABLE TENNIS -DANCE
CGD027	TABLE TENNIS -MUSIC
CGD028	TABLE TENNIS -THEATRE
CGD029	VOLLEYBALL -THEATRE

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Code: CGE-111

Prerequisites: None

Total Credits. 4

Theory Hours: 3/week
Practice Hours: 2/week

Description:

This is a subject with a theory and

practice character. It is intended to

achieve the improvement of skills of oral and written understanding and expression in different registers of language. The course promotes reading and analysis of contemporary texts to encourage discussion and promote the acquisition of the values of the institution.

MATHEMATICS I

Code: CGM-140

Prerequisites: None

Total Credits. 4

Theory Hours: 3/week
Practice Hours: 2/week

Description:

This course contains various topics that provide a general overview and basic use of mathematics as an auxiliary science of others and as an independent science. By learning these topics, the participants improve their ability to apply mathematics to other areas, to reason and think.

It continues with the treatment of

expressions with exponents (scientific

notation) and radicals; the subject of factoring polynomials and algebra work; rational expressions, equations, and inequalities. The course ends with an introduction to analytic geometry and a good introduction to the study of the analysis of functions.

It will be developed using exposure, brainstorming, teamwork, problem-solving, among others, and maximizing the virtual platform with content, practices, special exercises, and any task that may be relevant to the scope objectives.

GENERAL CHEMISTRY I

Code: CGQ-100

Prerequisites: None

Total Credits. 4

Theory Hours: 3/week
Practice Hours: 3/week

Description:

Chemistry I is a theory-practice subject to provide students with the fundamental notions of chemical concepts that will serve as a base to understand the processes related to the changes experienced by matter. The content is organized commencing with

the importance of Chemistry, the scientific method, and the measurement systems, then continuing with atoms, links, compounds, equations, laws, and finally the physical state of matter, solutions, and colloids. During the development of this subject not only concepts are analyzed but also the historical contexts of the different findings and their social implications in the manner in which they have been used; and thus, it may be possible to appreciate the significance which the development of Chemistry has for humanity.

ELECTIVE

Code: ELG-201

Prerequisites: None

Total Credits. 3

Theory Hours: 3/week

Practice Hours: 0

Description:

Regarding electives, this will depend on what the University has to offer at the

time, as a bank of elective subjects.

ENGLISH I

Code: ING-110

Prerequisites: None

Total Credits. 3

Theory Hours: 3/week

Practice Hours: 0

with greater speed in their surroundings or your workplace, required to get a better job or get a job for those who do not have it.

This course is for students interested in learning and consolidate their knowledge of English as a second language, developing their intercultural communicative competence dynamically, taking into account all the four language content and skills while discovering the richness of the English-speaking world through their cultures in a way real and fun.

Description:

English I seeks to lay the foundations for optimal development of learning this as a second language, both for students who already have a basic level of it, as for those who decide to initiate studies of the language; considering that will increase their knowledge and develop

SECOND SEMESTER

BIOLOGY II

Code: CGB-111

Prerequisites: CGB-110

Total Credits. 4

Theory Hours: 3/week
Practice Hours: 3/week

Description:

Cellular and Molecular Biology has the purpose of offering the student the knowledge regarding the organization

of a cell, the structures, and functions that integrate the same with a modern focus at a molecular level. Students may relate the different structures and cellular functions with many human problems that may be attributed to the alteration of the activities at a cellular and molecular level and recognize the importance of the basic investigation to understand and treat the major part of these problems.

This course will supply the basic knowledge, abilities, and skills to allow

better performance at superior levels of the career.

LANGUAGE AND LITERATURE II

Code: CGE-112

Pre-requisites: CGE-111

Total Credits. 4

Theory Hours: 3/week
Practice Hours: 2/week

Description:

This subject has a theory-practice character seeking to orient the student on the comprehension, production of complex texts in its organization aswell as like contents. It pretends that students secure their comprehensive and expressive competencies of texts in a variety of genders and communicative situations about the academic, cultural, social, and professional life.

The goal is that students value the language as a fundamental tool for the expression of thought.

BASIC PHYSICS I

Code: CGF-100

Prerequisites: CGM-140

Total Credits. 4

Theory Hours: 3/week
Practice Hours: 2/week

The course contents are focused on various topics related to the field of medical sciences with the objective that the concepts discussed, can have the best advantage for students and thereby create greater interest in the subject. Since we have a program that can become extensive, joined this time

Description:

We start with an introduction to physics where we create the base to absorb more advanced topics. We will address various issues related to the study of measuring systems, kinematics, dynamics, work, energy, and fluid mechanics.

available, how will develop contentexplanatory so demonstrative. We will also make use of the exploratory manner wherever possible. For which the course has an experimental phase that takes place in the laboratory where each week an experiment related to the content of the subject of the class is done.

MATHEMATICS II

Code: CGM-150

Prerequisites: CGM-140

Total Credits. 4

Theory Hours: 3/week
Practice Hours: 2/week

Description:

Mathematics II course is a continuation of Mathematics I. Its purpose is to provide students with the skills, abilities, and knowledge required to take courses in the area of mathematics, such as calculus, analytic geometry, mathematical finance, and other related areas as physics and statistics, among others.

Topics of study include functions and graphs, exponential, logarithmic and trigonometric, combinatorial analysis, vectors and matrices, and some notions of analytical geometry.

This subject will be developed through teacher presentations, debates among students, classroom dynamics, aimed at maintaining the active role of them and facilitate learning activities.

GENERAL CHEMISTRY II

Code: CGQ-101

Prerequisites: CGQ-100

Total Credits. 4

Theory Hours: 3/week
Practice Hours: 3/week

Description:

General Chemistry II as a continuation of the course General Chemistry I

comprising learning theoretical and physicochemical properties of matter, which subsequently will be of particular importance in key areas of medicine, such as biochemistry (carbohydrates, lipids, and proteins), physiology (acids, bases, and salts) and pharmacology (alcohols, aldehydes, ketones, acids, esters, amines, amides), among others.

WORLD HISTORY

Code: CGS-100

Prerequisites: None

Total Credits. 3

Theory Hours: 3/week

Practice Hours: 0

Description:

Universal History forms a part of the theory disciplines of the General and

Basic Cycle which is common in different careers of UNIBE. It is conceived as a global and analytic synthesis of the principal political, economic, and social processes of Universal History, which contributes towards the critical comprehension of the contemporary world reality.

ENGLISH II

Code: ING-120

Prerequisites: ING-110

Total Credits. 3

Theory Hours: 3/week

Practice Hours: 0

Description:

This course is for students interested in learning and consolidate their knowledge of English as a second language, developing their intercultural communicative competence dynamically, taking into account all the four language content and skills while discovering the richness of the English-speaking world through their cultures in a way real and fun.

This course helps students to express themselves using English with more reliability and will also serve to assess the English in the actual social, academic, and professional environment.

THIRD SEMESTER

BASIC PHYSICS II

Code: CGF-101

Prerequisites: CGF-100

Total Credits. 4

Theory Hours: 3/week
Practice Hours: 2/week

Description:

Initially, we will be in contact with the aspects dealing with electricity, beginning with the theme of electrical discharges, power, and electrical fields. We shall also approach the concepts of electric power, capacity, electric current, electric resistance, among others.

After referring to the electrical aspects, we will continue with the electromagnets, always trying to give to the themes discussed an inclination towards the application of health.

Another theme included in this subject is optics, where we shall refer to the concepts of refraction, reflection, lenses, mirrors, and others.

ORGANIC CHEMISTRY I

Code: CGQ-200

Prerequisites: CGQ-101

Total Credits, 4

Theory Hours: 3/week
Practice Hours: 3/week

Description:

In this signature that is offered to medical students and Dentistry Students during the third four-month period of their careers, the emphasis is made on the chemical fundaments that allow understanding the structure and reaction mechanisms of organic molecules that constitute living entities as well as the incidence of these compounds in the industry and the environment.

This course begins with a detailed study

regarding the molecular structures, methods of purification of organic substance, and continues with the characteristics of carbon and its different hybridizations, and ends by deepening in the particularities of hydrocarbons, aliphatic, cyclic, and aromatics.

SOCIAL SCIENCES I

Code: CGS-150

Prerequisites: None

Total Credits. 4

Theory Hours: 4/week

Practice Hours: 0

Description:

This will depend on what the University has to offer at the time, as a bank that

offers Social Sciences subjects.

ELECTIVE

Code: ELG-202

Prerequisites: None

Total Credits, 3

Theory Hours: 3/week

Practice Hours: 0

Description:

Regarding electives, this will depend on what the University has to offer at the

time, as a bank of elective subjects.

ELECTIVE

Code: ELG-203

Prerequisites: None

Total Credits, 3

Theory Hours: 3/week

Practice Hours: 0

Description:

Regarding electives, this will depend on what the University has to offer at the time, as a bank of elective subjects.

ENGLISH III

Code: ING-130

Prerequisites: ING-120

Total Credits. 3

Theory Hours: 3/week

Practice Hours: 0

Description:

This course is for students interested in learning and consolidate their knowledge of English as a second language, developing their intercultural communicative competence dynamically, taking into account all the four language content and skills while discovering the

richness of the English-speaking world through their cultures in a way real and fun, in turn opening the doors in a globalized world.

Considering that every professional should have a level of competence that allows you to cope, both within the everyday aspects and performing more complex tasks in their work and academic life, the graduate of UNIBEN must

reach the level of Effective Operational Proficiency -level C1 of English and preferably another foreign language. But developing the knowledge and skills to act effectively or to communicate in another language, which is not the mother tongue requires a certain study and practice each communication skills: reading, writing, speaking, and listening next to learning grammar and vocabulary

BEHAVIORAL SCIENCES I

Code: SI2-125

Prerequisites: None

Total Credits. 4

Theory Hours: 4/week

Practice Hours: 0

Description:

This will depend on what the University has to offer at the time, as a bank that offers behavioral Sciences subjects.

FOURTH SEMESTER

SCIENTIFIC RESEARCH METHODOLOGY

Code: CGC-210

Prerequisites: --

Total Credits. 3

Theory Hours: 3/week

Practice Hours: 0

this discipline theory and practice aspects of the investigation were used and it contributed towards the formation of a reflexive, critical, creative, and innovative thought of students in such a manner as to prepare them for the performance of their research work.

Description:

Scientific research is a key discipline in the university career of learners. Through

ORGANIC CHEMISTRY II

Code: CGQ-201

Prerequisites: CGQ-200

Total Credits: 4

Theory Hours: 3/week
Practice Hours: 3/week

Description:

Organic Chemistry II is very necessary to understand Biochemistry and Physiology. This subject studies in detail the physical, chemical, and environmental contamination characteristics of the

different functional groups: alcohol, aldehydes, ketones, ethers, acids, esters, amines, and amides, as well as structures, obtainment reactions, and the chemical behavior of carbohydrates, proteins, and lipids.

SOCIAL SCIENCES II

Code: CGS-160

Prerequisites: CGS-150

Total Credits. 4

Theory Hours: 4/week

Practice Hours: 0

Description:

This will depend on what the University has to offer at the time, as a bank that offers Social Sciences subjects.

ELECTIVE

Code: ELG-204

Prerequisites: None

Total Credits, 3

Theory Hours: 3/week

Practice Hours: 0

Description:

Regarding electives, this will depend on what the University has to offer at the time, as a bank of elective subjects.

INTRODUCTION TO ANATOMY AND PHYSIOLOGY

Code: M14-290

Prerequisites: CGB-111

Total Credits, 3

Theory Hours: 3/week

Practice Hours: 0

future doctor; it's based on a detailed study of the body's topography, the interrelation of different organs because of their function, and the anatomic and physiologic relation between them.

This course contains only theory that includes the generalities of all the organ systems, and also other detailed aspects of each system.

Description:

Anatomy is the science that studies the morphology of the human body, this course is the structural basis for the

PROFESSIONAL ENGLISH

Code: M14-700

Prerequisites: ING-130

Total Credits. 3

Theory Hours: 2/week

Practice Hours: 2/week

Description:

obligatory in the career. Its purpose is to train students to learn and understand the language for the publication of scientific basic technical terms of the profession, developing abilities of aural and written

comprehension with emphasis on the This subject, Professional English, is importance of reading literature within its area of knowledge in the selected articles.

BEHAVIORAL SCIENCES II

Code: SI2-126

Prerequisites: SI2-125

Total Credits. 4

Theory Hours: 4/week

Practice Hours: 0

Description:

This will depend on what the University has to offer at the time, as a bank that offers behavioral Sciences subjects.

BASIC SCIENCES CYCLE COURSE SEQUENCE

				Semester	Healthy Lifestyle	Cultural and global context	Values and human behaviour
						History of	medicine
				V			
			VI				
	PRE CLINICAL YEARS	BASIC S	CIENCES	VII			
				VIII			
				IX			
							Ethical an
				Х			Luncaran

Logical Reasoning and research	Scientific foundation of medicine	Communication Skills	Clinical Skills	System Based Practice	Expands learning oportunities or Customizable activities	
	Histo	logy				
Clinical C	Genetics					
		Clinical Skills I				
	to research in hea	Ith sciences				
Clinical						
E	Biochemistry and H					
	Human Pl					
Biostatistics and Epidemiology Clinical Psychology						
Clinical						
	Neuroso	ciences				
Introduction to	o Pharmacology a	nd Toxicology				
Intro	oduction to Pathol	ogy				
Introduction to	o Microbiology and	d Immunology				
Public Hea	alth and Preventive	Medicine			Professional Elective	
	t I (Nervous systen I, Cardivoascular, I Syste	Respiratory and Ga				
Physical D	iagnosis I					
Clinical N						
Tropical I						
Systems Block II						
Physical Di						
d Legal aspects of	d Legal aspects of Medicine					
	Clinical Research					

COURSE DESCRIPTION

FIFTH SEMESTER

HISTORY OF MEDICINE

Code: M14-200

Prerequisites: Pre-Med

Total Credits. 1

Theory Hours: 1/week

Practice Hours: 0

Description:

This course covers the historical evolution of the main health problems affecting the

world. Students will evaluate, from a critical perspective, the different solutions to health problems in the past, as well as causes of health problems today. It is aimed at the history of medicine, not only as biological science but also as a social science emphasizing the social role of doctors.

EMBRYOLOGY AND HUMAN ANATOMY

Code: M14-210

Prerequisites: Pre-med

Total Credits. 12

Theory Hours: 9/week
Practice Hours: 6/week

Description:

The purpose of this course is to integrate the basic concepts of anatomy and

human embryology so that students can conceptualize the three-dimensional structure and organization of the human body. Students will integrate knowledge about embryonic development and organ development, which will form the basis for understanding the macroscopic structure of the organs and the organization and functioning of the human body.

HISTOLOGY

Code: M14-220

Prerequisites: Pre-med

Total Credits. 4

Theory Hours: 3 / week
Practice Hours: 2 / week

Description:

This course aims to provide students basic knowledge of cell biology and microscopic anatomy. It is offered along with Anatomy and Embryology. This

course includes the teaching of the basic knowledge needed to understand the relationship between function and structure in the human body at the cellular and molecular levels. The knowledge gained in this course will help students in their ability to integrate and correlate the biochemistry, physiology, and molecular biological processes to which the student will be exposed during their medical careers.

CLINICAL GENETICS

Code: M14-230

Prerequisites: Pre-med

Total Credits. 3

Theory Hours: 2/ week
Practice Hours: 2 / week

Description:

Genetics is a rapidly advancing field of medicine. After many years of advancement in sciences, it is now recognized that genetic mechanisms play a fundamental role in the pathogenesis

and treatment of diseases. This course is designed to provide an overview of human genetics concepts and clinical disorders that have a genetic component. The course seeks to teach the students how to apply their knowledge of the principles of human genetics to a variety of clinical problems. It surveys many clinical and basic science areas including cytogenetic, molecular genetics, biochemical genetics, population genetics, and medical genetics.

CLINICAL SKILLS I

Code: M14-240

Prerequisites: Pre-med

Total Credits. 2

Theory Hours: 1 / week
Practice Hours: 2 / week

Description:

This is the first of three courses designed to prepare medical students for the doctor-patient relationship. Through lectures, small group discussions, roleplaying activities, and standardized patient activities students will develop the basic communications skill required for clinical care, including history-taking skills. Also, the basic concepts of the physician-patient relationship will be emphasized including professionalism in medicine and ethical conduct.

INTRODUCTION TO RESEARCH IN HEALTH SCIENCES

Code: M14-245

Prerequisites: Pre-med

Total Credits, 3

Theory Hours: 3/week

Practice Hours: 0

Description:

This course introduces the students to the scientific, statistical, policies, and ethical aspects of clinical trials research. The course will provide a comprehensive overview of the design and analysis of clinical trials, including first-in-human studies (dose-finding, safety, and proof of concept). During the semester, students can handle the fundamental concepts for an application in their professional area by using the scientific method and biostatistics through the design of research studies. Emphasis is placed on the importance of research to the profession for the advancement of its the development of more effective and reliable techniques. Furthermore, the

course was designed to use PBL courses that stimulate critical reasoning. It is offered in a small group setting. The first seven weeks are dedicated to teaching, practice, and examine general concepts of Evidence-Based Medicine through the different types of research methods. The practice of these concepts will be carried out with clinical cases, designed by the ideals, validation of procedures, as well as faculty. The last 8 weeks will be for the application of EBM to clinical cases using PBL methodology.

SIXTH SEMESTER

CLINICAL SKILLS II

Code: M14-241

Prerequisites: M14-240

Total Credits, 2

Theory Hours: 1/week Practice Hours: 2/week

Description:

This is the second of a series of three courses designed to prepare medical students for the doctor-patient relationship. Through lectures, small

group discussions, role-playing activities, standardized patient and activities students will develop the physical examination skills required for performing a complete, head-to-toe physical exam (except for the Neurological Physical Exam) in children, adults, and geriatric patients. History taking skills and basic communication skills learned in the first course will be reviewed.

BIOCHEMISTRY AND HUMAN METABOLISM

Code: M14-250

Prerequisites: M14-230

Total Credits. 4

Theory Hours: 3/week Practice Hours: 3/week

Description:

Biochemistry is a science that arises from the combination of three pure sciences: biology, physics, and chemistry. Through this course, students know and understand the chemical structure of compounds related to vital processes and

and function of proteins, carbohydrates, lipids, nucleic acids, and other molecules.

This course has an extensive relationship with other sciences: molecular and cellular biology, organic chemistry, and physiology. With this course, students will be introduced to the study at the

the relationship between the structure molecular level of the biomolecules that make up the cell and its metabolic transformations. Also, the students get a basic understanding of the human metabolism functioning to interpret life activities and understand normal and pathological states. It includes both theoretical and practical classes.

HUMAN PHYSIOLOGY

Code: M14-260

Prerequisites: M14-210, M14-220

Total Credits, 10

Theory Hours: 8/week Practice Hours: 4/week

Description:

This course covers all the basic concepts and contents of human physiology. The

course represents the foundation from which courses such as pathophysiology, pathology, and pharmacology will buildthe knowledge and skills. All human body systems will be discussed in a clinically relevant perspective and all previous courses taken will serve as pre-requisites for this course.

BIOSTATISTICS AND GENERAL EPIDEMIOLOGY

Code: M14-270

Prerequisites: M14-245

Total Credits, 5

Theory Hours: 4/week Practice Hours: 3/week

Description:

This course introduces the medical student to the quantitative concepts needed in medical practice to critically evaluate the medical literature and make informed decisions. To this end, the basic concepts of biostatistics and the introductory concepts of study designs will also be covered.

CLINICAL PSYCHOLOGY

Code: M14-280

Prerequisites: Pre-med

Total Credits. 4

Theory Hours: 4/week

Practice Hours: 0

Description:

Clinical Psychology course will introduce studentstothestudyofclinicalpsychology, concepts, methods, techniques, and trends. This course will

address the general aspects of the illnesses will be studied DSM; etiology, profession, the role played in society and treatment - This course offers prospective health systems, and its importance in doctors theoretical tools to discriminate society. This course will also clarify the against different mental disorders and differences between this and other disciplines dedicated to mental health service. Also, the taxonomies of mental

professional competency to identify them.

SEVENTH SEMESTER

CLINICAL SKILLS III AND LIFE SUPPORT

Code: M14-242

Prerequisites: M14-241

Total Credits: 2

Theory Hours: 1/week Practice Hours: 2/week

Description:

This is the last of a series of three courses designed to prepare medical students for the doctor-patient relationship. Advanced concepts of communication and history taking skills will be review and introduced

such as cultural competency, adolescent and elderly interview, difficult patients interview, changes of lifestyle interview, and team communication skills. Universal precautions and professionalism themes will also be covered. In addition to this, the complete physical exam including the mental status and neurological physical exam will be reviewed along with the complete history taking skills. It also includes general principles of basic life support

NEUROSCIENCES

Code: M14-310

Prerequisites: M14-260

Total Credits: 8

Theory Hours: 7/week Practice Hours: 3/week

Description:

The purpose of this course is to integrate basic concepts of neuroanatomy, neurophysiology, introductory and concepts of clinical neuropathology. Students will be required to integrate knowledge about embryological development and organ development; structural organization and the nervous system function in wellness and disease.

INTRODUCTION TO PHARMACOLOGY AND TOXICOLOGY

Code: M14-320

Prerequisites: M14-250/M14-260

Total Credits: 4

Theory Hours: 3/week
Practice Hours: 2/week

Description:

The purpose of this course is to introduce medical students to the basic principles of pharmacodynamics and pharmacokinetics which are clinically

relevant, including individual human factors that may alter these processes such as age, sex, and disease. Students will learn about the general principles of autacoids, antimicrobials, antineoplastic drugs, immunosuppressive drugs, and drugs that affect the autonomic nervous system. Finally, basic toxicology concepts will be discussed including the most common clinical presentations of intoxication states and their antidotes.

INTRODUCTION TO PATHOLOGY

Code: M14-330

Prerequisites: M14-250/M14-260

Total Credits: 5

Theory Hours: 4/week
Practice Hours: 2/week

Description:

This course introduces concepts that form the basis of pathology and pathophysiology of diseases. Concepts include cellular adaptations to damage; inflammation and its mediators, reparative processes, homeostasis, regeneration, tumors, and their differentiation.

INTRODUCTION TO MICROBIOLOGY AND IMMUNOLOGY

Code: M14-340

Prerequisites: M14-230, M14-250 / M14-

260

Total Credits: 7

Theory Hours: 6/week
Practice Hours: 3/week

Description:

In this course, the students will learn the classification of microbes, the structure,

metabolism, genetics, pathogenesis and clinical presentation, epidemiology, and diagnostics of bacteria, viruses, fungi, and parasites. Microbes associated with specific diseases will be discussed in the systems blocks. During this course, the students will also learn the basic concepts of the human body's immunological responses.

EIGHTH SEMESTER

PROFESSIONAL ELECTIVE

Code: ELE-500

Prerequisites: None

Total Credits: 3

Theory Hours: 3/week

Practice Hours: 0

Description:

The Professional Elective subject has the objective to offer students the possibility of selecting a subject of interest in their area and allow them to deeply immerse themselves into the professional field. The subject is offered following the needs of The Dominican Republic reality and the student's interests.

PUBLIC HEALTH AND PREVENTIVE MEDICINE

Code: M14-350

Prerequisites: M1-270 y M14-340

Total Credits: 3

Theory Hours: 2/week
Practice Hours: 2/week

Description:

This course aims at providing basic knowledge about Public Health and Health Systems as part of the medical competencies required by UNIBE. Students will discuss health systems and disease prevention from local and global perspectives.

SYSTEMS BLOCK I

Code: M1-360

Prerequisites: M14-280/M14-310/M14-

320/M14-330/M14-340

Total Credits: 9

Theory Hours: 8/week
Practice Hours: 2/week

Description:

This course integrates clinical epidemiology, microbiology, clinical pathology, pathological anatomy, physiopathology, and therapeutics of each of the human systems. The courses are designed based on the main

health problems that must be mastered by students from UNIBE's School of Medicine. In this first part, the following systems will be discussed: Nervous System and Introduction to Psychiatry, Immunological, cardiovascular, respiratory, and gastrointestinal systems. For each system, students will learn about their most common conditions (emphasizing on pattern recognition), pathology, and physiopathology, their most common clinical representation, prevention, and first-line treatment.

PHYSICAL DIAGNOSIS I

Code: M14-370

Prerequisites: M14-242

Total Credits: 3

Theory Hours: 2/week
Practice Hours: 3/week
Clinical Rotation: 15 hours

Description:

The Physical Diagnosis I will be highly integrated into the courses Systems Blocks I. Throughout the course the pertinent history and physical exam of the systems discussed will be reviewed with

a pathological perspective, emphasizing the most common clinical presentations, pertinent positive and negative findings, and their associated differential diagnosis. The main objective of this course is that students apply their clinical reasoning skills and develop pattern recognition. Students will practice how to write the history of a patient and how to perform a physical examination on at least one adult patient and one pediatric patient for each of the main systems.

CLINICAL NUTRITION

Code: M14-380

Prerequisites: M14-250 / M14-260

Total Credits: 2

Theory Hours: 2/week

Practice Hours: 0

Description:

Clinical Nutrition describes the fundamental aspects of maintaining health. During the development of this course the student will obtain and utilize the indicators used to assess nutritional status at the individual and collective level, at different stages of life and in healthy individuals or patients;

for the diagnosis of most common health problems related to food and nutrition: deficit (malnutrition), excess (Obesity, Metabolic Syndrome) and eating disorders (bulimia, anorexia, etc.). His surveillance, treatment, prevention, control, and rehabilitation.

This course makes a special emphasis on the nutritional management of hospitalized patients, the doctor-patient relationship, and respect for the food culture, communication skills, nutritional education, and the social and economic impact of nutritional problems.

NINTH SEMESTER

TROPICAL MEDICINE AND GLOBAL HEALTH

Code: M14-355

Prerequisites: M14-340/M14-350

Total Credits: 3

Theory Hours: 3/week

Practice Hours: 0

Description:

This course provides medical students with the required basic concepts

about tropical diseases, as well as the fundamental practical aspects concerning the epidemiology, diagnosis, treatment, prevention, and control of such diseases. Students will learn about the factors limiting the endemic and epidemic nature of these tropical diseases (climate conditions, habits, customs, hygiene, and the country's health condition).

SYSTEMS BLOCK II

Code: M14-361

Prerequisites: M14-360

Total Credits: 9

Theory Hours: 8/week
Practice Hours: 2/week

Description:

This course integrates clinical epidemiology, microbiology, clinical pathology, pathological anatomy, physiopathology, and therapeutics of each of the human systems. The courses are designed based on the main

health problems that must be mastered by students, from UNIBE's School of Medicine. In this third part, the following systems will be discussed: Hematologic, Integumentary, Musculoskeletal, Renal, Reproductive and endocrine systems. For each system, students will learn about their most common conditions (emphasizing on pattern recognition), pathology, and physiopathology, their most common clinical representation, prevention, and first-line treatment.

PHYSICAL DIAGNOSIS II

Code: M14-371

Prerequisites: M1-370

Total Credits: 3

Theory Hours: 2/week
Practice Hours: 3/week
Clinical Rotation: 15 hours

Description:

The physical Diagnosis II will be highly integrated into the courses Systems Blocks II. Throughout the course the pertinent history and physical examination of the systems discussed will be viewed from a pathological perspective, emphasizing the most common clinical presentations,

pertinent positive and negative findings, and their associated differential diagnosis. The course focuses on teaching students how to apply their clinical reasoning skills and develop pattern recognition. Students will practice how to write the

history of a patient and perform a physical examination on at least one adult patient and one pediatric patient for each of the main systems in their simulation rotations before the exposure of real patients.

TENTH SEMESTER

ETHICAL AND LEGAL ASPECTS OF MEDICINE

Code: M14-390

Prerequisites: None

Total Credits: 4

Theory Hours: 4/week

Practice Hours: 0

Description:

During this course, students will be able to apply their knowledge of humanities by discussing the fundamental concepts related to bioethics. Through films and clinical cases, students will be encouraged to discuss conflicts. Using case discussions, small groups, and individual presentations, students will analyze and discuss medical ethics issues from a legal perspective including informed consent, confidentiality, ethical conduct, terminal patient's care

CLINICAL RESEARCH

Code: M14-395

Prerequisites: M14-270

Total Credits: 2

Theory Hours: 1/week
Practice Hours: 2week

Description:

This course is imparted at the end of the Basic Sciences cycle so that students

can handle the fundamental concepts for application in their professional area, the scientific method, and biostatistics through the design of research studies. During the semester students will complete a research proposal that should be developed during the cycle of Clinical Sciences.

INTEGRATED BASIC SCIENCES COURSE

Code: M14-400

Prerequisites: M14-361/M14-371/M14-380

Total Credits: 10

Theory Hours: 8/week
Practice Hours: 4/week

Description:

This course is intended to complete an intensive and integrated review of basic sciences from a clinical perspective to

prepare students for their clinical years and help them succeed on their license exams. It includes anatomy, histology, embryology, physiology, biochemistry, genetics, behavioral science, pathology, microbiology and parasitology, immunology, pharmacology, and therapeutics. Self-study is a key element of this course's methodology.

CLINICAL SCIENCES CYCLE COURSE SEQUENCE

			Semester	Healthy Lifestyle	Cultural and global context	Values and human behavior	
			XI				
			Internal Medicine I (Cardiology				
					Internal Me	dicine II (Haemato	
		PRE -					
		INTERNSHIP					
CLINICAL	CLINICAL SCIENCES	XIII	VIII				
YEARS							
			XIV				
		INTERNSHIP	XV			C	
			XVI			Prim	

Logical Reasoning and research	Scientific foundation of medicine	Communication Skills	Clinical Skills	System Based Practice	Expands learning opportunities or Customizable activities
Psych	niatry				
				Health services management	
, Neumology, Infed	ctious diseases, Ne	ephrology and End	ocrinology)		
logy/Oncology, Rh	eumatology, Neuro	ology and Gastroer	nterology)		
Surgery (General S	Surgery, Anesthesi	ology, Imaging II)			
Emergency M					
Derma					
Family M					
Obstetrics and	Profession alElective				
Pediatrics and					
Surgery a	nd Traumatology I	nternship			
Psychiatry					
Pediatrics					
obstetrics and Gy					
Internal Medici					
ray care and Fami	ly Medicine Interns	ship			
	Final Project II				

COURSE DESCRIPTION

ELEVENTH SEMESTER

PSYCHIATRY

Code: M14-430

Prerequisites: Basic Sciences courses

Total Credits: 3

Theory Hours: 2/week
Practice Hours: 2/week
Hospital rotation: 1 week

Description:

Through this course, students will learn and understand the mental illnesses most frequent and personality disorders, during infancy, adult or old age, and will be capable to establish their diagnosis, manner of prevention, and indicated treatment.

During the development of the contents students will familiarize themselves with the Classification of Mental Illnesses of the American Psychiatric Association (DSM-5) and the existing different means of approach: hospital Psychiatry, primary attention or ambulatory, and in the community or communal or community psychiatry. This course has a relation with the previous courses of Clinical Psychology and Psychopathology.

HEALTH SERVICES MANAGEMENT

Code: M14-440

Prerequisites: Basic Sciences courses

Total Credits: 4

Theory Hours: 4/week

Practice Hours: 0

Description:

Health Services Management, as well as Public Health, Epidemiology, and Preventive Medicine is envisioned to help students strengthen those competencies that will allow them to understand the importance of managing the resources

allotted to the health sector and identify the most cost-effective interventions. This will contribute to giving a more integrated and thorough perspective on the curriculum. During the course, students will discuss and understand general aspects related to health management, fundamentals of sanitary management, quality of health care, optimization of resources, human resources, contraction of human resources, and planning as a management tool.

INTERNAL MEDICINE I

Code: M14-452

Prerequisites: Basic Sciences courses

Total Credits: 12

Theory Hours: 8/week
Practice Hours: 8/week
Hospital rotation: 6 weeks

Description:

This course proposes to offer students' knowledge of internal medicine through the concepts of Cardiology, Pneumology, Infectious Disease, Nephrology, and Endocrinology, aiming to train the student to be capable of integrating past acquired knowledge in Systems Block and Physical diagnosis, to transfer, analyze and apply

this knowledge to the different clinical presentations and develop patterns of illnesses that later will be recognized to diagnose and treat. Includes studies of images required for internal medicine. It is complemented with hospital rotations in different sub-specialties composing it and is concurrently offered with Family Medicine.

INTERNAL MEDICINE II

Code: M14-453

Prerequisites: Basic Sciences courses

Total Credits: 12

Theory Hours: 8/week
Practice Hours: 8/week
Hospital rotation: 6 weeks

Description:

This course proposes to offer students' knowledge of internal medicine through the concepts of Gastroenterology, Neurology, Rheumatology, and Hematology/Oncology, aiming to train

the student to be capable of integrating past acquired knowledge in Systems Block and Physical diagnosis, to transfer, analyze and apply this knowledge to the different presentations clinical and develop patterns of illnesses that later will be recognized to diagnose and treat. Includes studies of images required for internal medicine. It is complemented with hospital rotations in different subcomposing specialties it and concurrently offered with Family Medicine.

TWELFTH SEMESTER

SURGERY

Code: M14-460

Prerequisites: M14-460

Total Credits: 10

Theory Hours: 7/week
Practice Hours: 6/week
Hospital rotation: 4 weeks

Description:

This course offers students the most relevant knowledge of General Surgery, anesthesiology, and the study of images required to diagnose and evaluate surgical pathologies. This course is complemented with hospital rotations and simulated practices for the different sub-specialties composing it.

EMERGENCY MEDICINE AND SURGICAL SPECIALTIES

Code: M14-461

Prerequisites: M14-452-M14-453

Total Credits: 10

Theory Hours: 7/week
Practice Hours: 6/week
Hospital rotation: 4 weeks

Description:

This course offers students the most relevant knowledge of emergency medicine and Surgery Subspecialties. Include Orthopedics and Traumatology, Neurosurgery, Vascular Surgery, Urology, Ophthalmology, and Otorhinolaryngology. This course is complemented with hospital rotations and simulated practices for the different sub-specialties composing it.

DERMATOLOGY

Code: M14-462

Prerequisites: Basic Sciences courses

Total Credits: 3

Theory Hours: 2/week
Practice Hours: 2/week
Hospital rotation: 2 weeks

Description:

Dermatology is a course that offers students the knowledge, abilities, and skills necessary for the solution of specific health problems that have a priority inour country, such as the lesions of the skin, mucous membrane, including those of sexual transmission.

During development, the student familiarizes with the clinical and surgical aspects of the area, identifies the group

of illnesses that are most common, those that originate from the skin as well asof systematic origin, and will recognize the importance of prevention methods. Through the direct exploration of the patient and the analysis of signs and clinical symptoms and semiological findings the student may distinguish abnormality, established probable diagnostic, recognizes the necessary identifies laboratory tests, and the treatment indicated.

Has an ample relation with immunology and allergy, microbiology, parasitology in general and in particular, mycology, genetics, cytopathology and histopathology, pharmacology, internal medicine, and surgery.

FAMILY MEDICINE

Code: M14-470

Prerequisites: Basic Sciences courses

Total Credits: 6

Theory Hours: 4/week
Practice Hours: 4/week
Hospital rotation: 2 weeks

Description:

During the development of this course, the students consolidate their bio-psychosocial focus of the healthprocess of illness and will be capableto offer efficient clinical attention and the rapeutic response to the prevailing health problems, taking into account the risk factors of the individual related to the

style of life of the patient's surroundings. Through the analysis of its contents: Principles of family medicine, types of family and vital family cycle, tools ofthe family doctor, among other things; recognizes the importance of being an interlocutor between the Health System and the individual and the community, capable of translating the health needs to the everyday language, facilitatingan auto-responsibility in the care and maintenance of health.

It is related to internal medicine and preventive medicine and primary attention.

THIRTEENTH SEMESTER

PROFESSIONAL ELECTIVE

I NOT ESSIONAL LEECTIVE

Prerequisites: None

Total Credits: 3

Code: ELE-510

Theory Hours: 3/week

Practice Hours: 0

Description:

The Professional Elective course has the objective to offer students the possibility of selecting a course of interest in his area and allowing deep penetration into the professional field, permitting a concentration. This course is offered following the necessities of Dominican reality and the interests of the students.

OBSTETRICS AND GYNECOLOGY

Code: M14-510

Prerequisites: M14-460/M14-461

Total Credits: 8

Theory Hours: 5/week

Practice Hours: 6/week

Hospital rotation: 7 weeks (+90 hours of

service)

Description:

Obstetrics and Gynecology provide the student with knowledge, strategies, and techniques that are necessary for the performance of women's primary doctors when women so require. During this course, the physiological and pathological mechanisms of human reproduction will be comprehended: gestation physiology, child delivery, and puerperium, pathological deviations; physiology, and pathology of the feminine genital tract organs and mammary gland.

Clinical skills will be developed for the gynecology-obstetric evaluation, the identification of diagnostic criteria, and the application of basic therapeutic in the problems of the most prevailing reproductive health, integrating the scientific fundaments with the direct exploration of the patient. Also, the student will become familiarized with the activities of the area, especially the prenatal check-up and follow-up of labor work before childbirth.

PEDIATRICS AND NEONATOLOGY

Code: M14-511

Prerequisites: M14-452/M14-453

Total Credits: 12

Theory Hours: 8/week
Practice Hours: 8/week

Hospital rotation: 7 weeks (+90 hours of

service)

Description:

Pediatrics is one of the basic areas for the training of a general medical that has the responsibility of taking care of the mother before and after conception, to get the conception of a child (a) healthy (a) care for and maintain your physical health mental, through a follow programmed This course provides the student with knowledge, strategies, and techniques

that will allow him to offer assistance to an individual during the initial stages of life (childhood and adolescence), with a bio-psychosocial perspective and utilizing health primary attention as a strategy to guarantee prevention, opportune diagnosis, and efficient treatment.

This program includes the most important aspects of the newborn, its growth and infantile development; the physiopathological, diagnostics, and therapeutic processes of the principal illnesses that affect this stage of life and its integral approach; the interventions of promotion and prevention, projecting breastfeeding, nutrition, and immunizations.

PHYSICAL MEDICINE AND REHABILITATION

Code: M14-530

Prerequisites: Basic Sciences courses

Total Credits: 2

Theory Hours: 2/week

Practice Hours: 0

Description:

Physical Medicine and Rehabilitation is the medical specialty, which concerns the assessment, diagnosis, prevention, and treatment of patients with disabilities, aimed at facilitating, maintain or restore the highest degree of functional capacity and independence possible.

In the same they are considered a set of social, educational, and professional measures to reintegrate the patient with disabled, contributing to the strengthening of the new bio-psycho-social approach of the health-disease process.

During the development of content, the student familiarizes with the necessary scientific and technological basesfor assessment, diagnosis, care, and treatment of orthopedic injuries (skeletal muscle), rheumatologic, neurological, respiratory, or cardiac that most often require rehabilitation; the same will be classified according to intensity and type of therapy recommended for each case.

FOURTEENTH SEMESTER

SURGERY AND TRAUMATOLOGY INTERNSHIP

Code: M14-540

Prerequisites: Pre-Internships courses

Total Credits: 18
Theory Hours: 0

Practice Hours: 36/week
Hospital rotation: 10 weeks

Description:

Through the direct exploration with patients, the student will integrate the knowledge acquired in previous years to apply these in the handling of the principal problems of health that require surgical treatment.

The internship cycle deals in general and specialized surgical areas, including Orthopedics and Traumatology. During emergency practice, operating room,

hospitalization, and consultation pavilion, the intern doctors will strengthen their capabilities which will allow them tomake a surgical medical diagnosis of sick patients under his charge, indicate the necessary diagnostic tests, and plan adequate treatments. Besides, the doctor will acquire some of the basic manualskills that are necessary to performas an assistant in operating theatres, perform some of the procedures such as suturing traumatic or surgical wounds, indicate pre-operative treatments, and recognize post-operatory complications. Likewise, will be of he capable resolving traumatology emergencies at a primary level, identify complications of acute lesions, and refer them on time.

PSYCHIATRY INTERNSHIP

Code: M14-550

Prerequisites: Pre-Internships courses

Total Credits: 6
Theory Hours: 0

Practice Hours: 12/week
Hospital rotation: 6 weeks

Description:

During this internship cycle, the student will integrate all the knowledge acquired

during the previous years. Throughout this rotation, in the mental health unit, the student will strengthen the competencies that will allow him(her) to recognize the principal alterations of mental health and the personality of the individual, establish diagnosis according to classification, identify prevention strategies, and the indicated treatment.

FINAL PROJECT I

Code: M14-560

Prerequisites: Pre-Internships courses

Total Credits: 4

Theory Hours: 2/week
Practice Hours: 4/week

Description:

Upon completing the Plan of Studies, the student will realize a final project called Professional Work, focused on the solution of one health problem previously identified and prioritized.

Through the signatures, Final Project,

I and II, the student will strengthen

competencies that are necessary to recognize and adequately delimitate problems and formulate and execute a project by utilizing scientific methods based on information obtained and correlated from different sources.

Includes recognizing and properly define the research problem, choose the type of study and analysis techniques best suited to design data collection sheets, work schedules, and budget management.

FIFTEENTH SEMESTER

PEDIATRICS INTERNSHIP

Code: M14-570

Prerequisites: -- M14-540/M14-550

Total Credits: 14
Theory Hours: 0

Practice Hours: 28/week
Hospital rotation: 8 weeks

Description:

Pediatrics is one of the basics areas for a medical career, during which students should deepen their knowledge and skills acquired in previous years to provide comprehensive care for children (as) and adolescents, including the promotion of health, prevention, control, and diagnosis and treatment opportune of diseases pediatric ages. All this through permanent contact with the different stages of their integral growth and development.

To achieve these objectives, the student will use the tools learned, a c h i e v i n g a good clinical history and good physical examination, which should allow reaching а possible diagnosis, diagnosis test decision and therapeuticdecision, empirical or not, and especially its prevention. Integrate theoretical knowledge practical and solutions to the most common health problems of the country and from any geographic area in the world.

During this stage should perform and accurately interpret the procedures more used in pediatrics: assessment of growth and development (anthropometry); body surface determination and calculation of solutions and drugs; Ophthalmoscopy and otoscope,

and intravenous routes channeling; cardiopulmonary resuscitation; lumbar puncture, thoracentesis; immunizations; cardiovascular resuscitation, mechanical ventilation, image interpretation most commonly used, asepsis practices, bioethics, and research among others.

GYNECOLOGY-OBSTETRICS INTERNSHIP

venipuncture

Code: M14-580

Prerequisites: M14-540/M14-550

Total Credits: 14
Theory Hours: 0

Practice Hours: 28/week
Hospital rotation: 8 weeks

taking blood pressure,

Description:

In this internship cycle, the student deepens his (her) fundamental knowledge of Gynecology and Obstetrics allowing the said student to offer integral attention to women, especially through the prenatal check-up and delivery, identifying the risks of the mother-infant health.

During the emergency practice, labor hospitalization room. room, and consultation, the intern doctor will strengthen his(her) competencies to allow him(her) to identify the diagnostic criteria and the application of basic therapeutics in the most prevailing reproductive health problems. Also, the student will acquire basic manual skills that are necessary to realize some of the basic procedures: taking vaginal cytology, vaginal speculum, vaginal tact, obstetric maneuvering, auscultation fetal cardiac focus, breast examination, monitoring of obstetrical delivery in low-risk patients and family planning, among others.

SIXTEENTH SEMESTER

INTERNAL MEDICINE INTERNSHIP

Code: M14-610

Prerequisites: M14-570/M14-580

Total Credits: 21
Theory Hours: 0

Practice Hours: 42/week
Hospital rotation: 12 weeks

Description:

During this rotation, the student strengthens his knowledge, abilities, and skills to deal with the principal health problems affecting adults, recognizing their signs and symptoms, indicating and interpreting the means of diagnostics available, and offering opportune and efficient treatment, taking into account

the protocols of updated management and prioritizing the methods directed to prevention and control.

Through the direct exploration of the users, the intern doctors will improve their capabilities that are necessary to realize and correctly interpret the most commonly used procedures in clinical: Electrocardiogram, taking arterial blood pressure, ophthalmoscopy and otoscopy, puncture and endovenous venous canalization; cardiopulmonary resuscitation maneuvering, use of fluids replenishment and electrolytes, among others.

PRIMARY CARE AND FAMILY MEDICINE INTERNSHIP

Code: M14-620

Prerequisites M14-570/M14-580

Total Credits: 6
Theory Hours: 0

Practice Hours: 12/week
Hospital rotation: 8 weeks

Description:

In this internship cycle, students offer assistance to the users of a Primary Attention Center and will develop promotion and health prevention activities, using a family health approach and bio-psychosocial concept of health-disease and rehabilitation.

During this course students will strengthen their knowledge, abilities, and skills that may allow them to offer integral medical attention, social and communitarian, identifying the risk factors of theindividual related to their lifestyle and surroundings, providing an opportune and efficient treatment, and using all the opportunities for the prevention and education of health; with a command of the interventions included in the BasicPlan of Health of the Dominican Social Security System.

FINAL PROJECT II

Code: M14-660

Prerequisites: M14-540/M14-550/M14-

560/ M14-570/M14-580

Total Credits: 4
Theory Hours: 0

Practice Hours: 8/week

Description:

This course is taken during the last semester of the career and should be selected only when you are completing the total of the Curriculum course. Through the course, the students develop the research proposal, previously designed in the course of Final Project I and in the end, they present solutions to the problem identified and previously defined.

			Semester	Healthy Lifestyle	Cultural and global context	Values and human behavior
					College Orientation	1
					Sports or Culture	
			I		World History	
	PRE CLINICAL PREMEDICAL STUDIES YEARS	PREMEDICAL STUDIES	II		Social So	ciences I
		III			Behavioral Sciences I	
		IV			Behavioral Sciences II	
					Social So	riences II
					200101 00	

Logical Reasoning and research	Scientific foundation of medicine	Communication Skills	Clinical Skills	System Based Practice	Expands learning opportunities or Customizable activities
	Biolo	ogy I			Elective
	Mathemathics I				
	General C	hamistry I			
	Contrar o	Language and Literature I English I			
	Piolo	ogy II			
Basic P		уу п			
240.01	1,70.00	Language and Literature II			
Mathem	athics II				
		English II			
0	Seneral Chemistry I				
		English III			
Basic Pl	hysics II				Elective
Organic C	hemistry I				
					Elective
Scientific Research Methodology		nal English			Elective
Organic Chemistry II					
Introduction	n to Anatomy and	Physiology			
minodactio	in to Anatomy and	Tryslology			

			Semester	Healthy Lifestyle	Cultural and global context	Values and human behavior
					History of	medicine
			V			
			VI			
PRE			VII			
CLINICAL	BASIC S	BASIC SCIENCES				
			VIII			
			VIII			
			IX			
						Ethical a
			Х			

	Logical Reasoning and research	Scientific foundation of medicine	Communication Skills	Clinical Skills	System Based Practice	Expands learning opportunities or Customizable activities	
		Embryology and	Human Anatomy				
		Histo	logy				
	Clinical C	Genetics					
			Clinical Skills I				
	Introduction	to research in hea	Ith sciences				
	Clinical						
	E	Biochemistry and H					
		Human Pl					
	Biostatistics and	d Epidemiology	Clinical Psychology				
	Clinical	Skills III and Life S	, ,,				
	Cililical	Neuroso					
	Introduction to	o Pharmacology a					
		oduction to Pathol					
		o Microbiology and					
						Professional	
	Public Hea	alth and Preventive	Medicine			Elective	
	Systems Block Immunologica						
	Physical D	iagnosis I					
	Clinical N						
	Tropical I						
	Systems Block II						
Physical Diagnosis II							
а	nd Legal aspects of	of Medicine					
		Clinical Research					

			Semester	Healthy Lifestyle	Cultural and global context	Values and human behavior
			ΧI			
						dicine I (Cardiolo
					Internal Me	dicine II (Haema
	CLINICAL SCIENCES	PRE -				
		INTERNSHIP	XII			
CLINICAL			XIII			
YEARS						
		INTERNSHIP	XIV			
			XV			
			XVI			
						Pr

l	Logical Reasoning and research	Scientific foundation of medicine	Communication Skills	Clinical Skills	System Based Practice	Expands learning opportunities or Customizable activities	
a					Health services management		
У	, Neumology, Infe	ctious diseases, No	ephrology and End	ocrinology)			
to	logy/Oncology, Rh	neumatology, Neuro	ology and Gastroer	nterology)			
	Surgery (General S						
	Obstetrics and Gynecology						
	Pediatrics and						
	Psychiatry						
	Pediatrics						
C	Obstetrics and Gyn						
	Internal Medic						
m	ary care and Fami						

4.6 Community Engaged Learning

During their training, UNIBE medical students have several opportunities to participate in service-learning and Community Service activities to develop empathy and altruism. They can participate in formal activities within the courses and voluntarily through the Community Service Department of UNIBE or activities coordinated by student groups.

In collaboration with the Community Service Department, the School of Medicine develops activities to motivate the interested student's group to exchange personal and professional experiences regarding culture, research, and academics. Promoting social responsibility and service to their communities such as activities of promotion and health education, community medical services, identifying finding solutions for environmental risks, blood donation services, scholar deworming, and supplement with micronutrients among others.

Community service offers medical students a chance to renew their vision by providing opportunities to pursue old interests in a medical context and, through service, gaining the chance to confirm those clinical interests and personalized their vision of doctoring.



5. GRADUATE PROFILE

5.1 Graduate Profile

Every medical student who graduates from UNIBE School of Medicine will exhibit the following profile:

• Values, attitudes, behavior, and professional ethics

Ethical behavior and professionalism are essential factors in the practice of medicine. This includes not only knowledge and medical skills, but also a commitment to always demonstrate honesty, respect, integrity, empathy, and compassion.

• Scientific Medicine Basis

The graduate possesses a strong scientific foundation of medical knowledge, demonstrating abilities to apply biomedical, clinical, epidemiological, and social-behavioral sciences to patient care.

• Communication Skills

Graduates exhibit effective interpersonal and communication skills that allow them to create environments characterized by the adequate exchange of information and collaboration with patients and their families, members of the health care team, and colleagues.

• Information Management

Graduates exhibit effective interpersonal and communication skills that allow them to create environments characterized by the adequate exchange of information and collaboration with patients and their families, members of the health care team, and colleagues.

Clinical Skills

Physicians should be able to diagnose and manage patients effectively and efficiently.

To achieve this, they must be able to manage patients in an effective, efficient, and ethical manner, including the promotion of health and the prevention of illnesses, always evaluating health problems, and counseling patients taking into account physical, psychological, social, and cultural factors.

• Public Health and Health Systems

Graduates should be able to understand their role in the promotion, prevention, and preservation of the community's health. They should recognize the principles of the health care system, as well as their financial aspects and legislative fundaments.

Critical Thinking and Research

A good medical practice requires the ability to think scientifically and use the scientific method. Physicians should demonstrate a critical approach, constructive skepticism, creativity, and attitude oriented towards research in all professional activities as well as identifying, formulating, and resolving the problems of patients by using scientific thinking based on the information obtained and correlated from different sources.

5.2 Occupational Field

The graduates of the UNIBE School of Medicine, have opportunities to be inserted in the following occupational fields:

- Comprehensive Health Care
- Organizational Leading Role & Management
- Teaching / Academic Career
- Health Policies, Plans, and Programs Design
- Research

5.3 Alumni Association

The Circle of Graduates of UNIBE (CEU) groups together the graduates of the undergraduate, the postgraduate, and technical level of UNIBE. This circle has been

operating since 2002 with the institutional support of UNIBE and at the initiative of a group of restless graduates who sought to keep in constant contact with their alma mater, and currently has over 4,600 graduates of the UNIBE Medical Program. The CEU has as administrative dependencies the Office of Graduates and the Job and Internship Exchange, with its offices located in the Casona de UNIBE first floor, which offers services from 9:00 am to 5:00 pm.

6. INFRASTRUCTURE AND RESOURCES

Modern infrastructure, classrooms, labs, and Library guarantee the effective implementation of the School's educational model, which is focused on active learning. The School of Medicine has access to the following facilities:

- Library
- Video-conference rooms
- Supply Store
- Students lounge
- Faculty lounge
- Copy Services
- Auditorium

- Cafeterias
- Gym
- Infirmary
- Kaplan Center
- Sports Courts
- Meeting Rooms



The Library

The Learning and Research Resources Center's (CRAI) mission is to manage innovative information resources and services that add value to learning and knowledge, contributing to academic achievement scientific objectives. It is the benchmark in information resources and services relevant to the learning, teaching, and research activities of the academic community of UNIBE, standing out for its transformative contribution to the Dominican university system.

The CRAI guarantees the continuous development of an essential collection of first-rate bibliographic resources pertinent to the curricular and research activities carried out in the School of Medicine. Apart from the catalog of recent publications in print format, this collection includes various e-textbook platforms from prestigious academic publishers that specialize in the area of Health and Biomedicine such as Wolters Kluwer Health, Elsevier, McGraw-Hill, Thieme, Wiley, among others, a service that offers access to the full text of hundreds of peer-reviewed scientific journals (Elsev Freedom Collection); and a robust set of referential and full-text databases, such as MEDLINE Complete (the leading full-text database of top medical journals), Dynamed Plus, Scientific & Medical ART Imagebase, and MedicLatina.

Similarly, the CRAI organizes and facilitates access to other sources of scientific information of proven quality produced by scholarly publishers, professional and scientific associations, and international organizations that are freely available online.



6. POLICIES AND ACADEMIC REGULATIONS

The Medical Program is governed by the University
Academic Regulations, which can be found at
https://www.unibe.edu.do/files/enlace-1-unibe_
academic_regulations.pdf



7.1 Curricular Policies

- Students must approve all Pre-med courses and obtain a cumulative grade point average (GPA) of 2.5 to be promoted to Basic Sciences
- Foreign students must take Spanish as extra-curricular language courses during the first
- Students must have approved all Basic Science subjects before entering the Clinical Sciences (Pre-Internship), including the levels of extracurricular languages.
- Commencing in the Clinical Sciences, the instruction language will be in Spanish. (11th semester on)
- Students must have approved all the Pre-Internship courses before commencing the internship. Students of international track modality are also required to approve the USMLE Step I before the internship selection process.
- The students who participate in the international track modality must have approved USMLE Step II (CS and CK) as a requisite for graduation. To request graduation candidates must submit official transcripts of both exams.

72 Leave of absence regulation

Some medical students need to interrupt their medical education to accommodate educational goals or particular circumstances. A leave of absence is when a student is not taking part in the UNIBE's School of Medicine's required educational program. Knowing how to handle a leave of absence is important, so carefully consider that: All leaves of absence must be approved by the Dean and explained in the Medical Students Performance Evaluation (MSPE). According to the school rules and regulations, students can request two periods of Leave of absence but cannot exceed two semesters outside the institution.

Procedure for request:



While on LOA:

- Students cannot participate in pre-clerkship electives or clinical activities.
- Students cannot serve in elected or leadership positions within student government or officially recognized student groups.
- Students cannot serve as a representative of the school.
- Students cannot make use of University facilities and services.
- · Students must continue to check their school email.
- For more information about Title IV funds please visit: https://ifap.ed.gov/sites/ default/files/attachments/2020-07/2021FSAHbkVol5Master.pdf

8. AFFILIATED INSTITUTIONS AND INTERNATIONAL OPPORTUNITIES

The Clinical rotations are carried out in health institutions of the third level of care, specialized and considered University Teaching Hospitals, for having post-degree programs and primary care centers recognized by the Ministry of Higher Education Science and Technology of the Dominican Republic.

All centers have a variety of patients in sufficient quantity to achieve the academic objectives; the number of outpatients, emergency visits, and hospitalizations in each area of rotation; which exceeds the number of observations established by the program. They also have the procedures they must observe and perform; they have Imaging, Clinical Laboratory, and pathological anatomy services.

Within the hospitals stand out the specialized generals ranging from 90 to 250 beds, and up to 15,000 admitted per year, with about 1 million consultations; pediatric centers with more than 300 beds and about 200,000 consultations; maternity hospitals with more than 200 beds and between 25,000 and 50,000 patients per year. The first level centers belonging to the Regional Metropolitan Health attend between 5000 and 30,000 patients.

Local Affiliated Hospitals 2020

- Hospital Escuela Dr. Abraham Hazoury Bahlés (antiguo Instituto Nacional de Diabetes, Endocrinología y Nutrición – INDEN)
- Hospital General de la Plaza de la Salud
- · Ciudad Sanitaria Dr. Luis E. Aybar
- Instituto Dominicano de Cardiología
- Instituto Dermatológico Dominicano y Cirugía de la Piel Dr. Humberto Bogaert
 Díaz
- Hospital Central de las Fuerzas Armadas
- Hospital Docente Dr. Francisco Moscoso Puello
- Hospital Universitario Maternidad Nuestra Señora de la Altagracia

- Hospital de la Mujer Dominicana Dra. Evangelina Rodríguez
- Centro de Diagnóstico, Medicina Avanzada y Telemedicina (CEDIMAT)
- Hospital Traumatológico Dr. Ney Arias Lora
- Hospital Infantil Dr. Robert Reid Cabral
- · Hospital Dr. Salvador B. Gautier
- Hospital General Dr. Vinicio Calventi

The local first level of attention or Primary Care Centers

- Sub-Centro Díaz Piñeyro, Ensanche La Altagracia de Herrera
- Centro de Primer Nivel (CPN) El Caliche de los Ríos Los Ríos.
- Centro de Primer Nivel Alcarrizos II 2 Los Alcarrizos 2
- Centro de Primer Nivel Hato Nuevo CEA
 C/ San Rafael, entrando por la cervecería Brahma.
- Centro de Primer Nivel Plan de Emergencia
 C/ Primera Obras Públicas, Los Alcarrizos.
- Sub-Centro de Salud Matahambre
 C/Interior A#13 Sector de Mata Hambre.
- Centro de Primer Nivel Los Girasoles II
 C/María de Toledo #28 Los Girasoles.
- Centro de Primer Nivel Los Praditos
 C/ Heriberto Núñez #1.
- Centro de Primer Nivel 30 de Mayo
 C/Luperón, Barrio 30 de Mayo. Politécnico.
- Hospital Municipal Los Girasoles
 Av. Monumental esq. República de Colombia.

c) International Affiliated Hospitals, 2020

UNIBE takes into account the international projection that it promotes through its different academic offers, through agreements with foreign institutions that have comparable educational experiences and equivalent evaluation methods to achieve the same educational objectives in the context of the mission of the School of Medicine, which is to develop a professional with updated knowledge and the competencies required to respond to the health needs of society, promoting a comprehensive, humane, ethical and innovative approach, developing their leadership skills, critical attitude, and commitment to research and continuing education.

UNIBE has signed collaboration agreements that define the responsibilities of each of the parties related to the educational program. The students of the Internship Cycle have the opportunity to carry out part of their clinical rotations in hospitals abroad.

PUERTO RICO

- 1. Hospital Interamericano de Medicina Avanzada, HIMA (San Pablo, Caguas).
- 2. Mayagüez Medical Center Dr. Ramón E. Betances (Mayagüez).
- 3. Hospital Comunitario Buen Samaritano (Aguadilla).
- 4. Hospital La Concepción (San Germán).
- 5. Hospital Menonita Guayama (Antiguo Episcopal San Lucas) (Guayama).
- 6. Hospital Pavia Yauco (antes Metropolitano Dr. Tito Mattei) (Yauco).

CUBA

Universidad de Ciencias Médicas – Ciego de Avila.

Afiliados:

- 7. Hospital Provincial Dr. Antonio Luaces Iraola.
- 8. Hospital General Roberto Rodríguez.
- 9. Hospital Provincial Psiquiátrico.

ESTADOS UNIDOS

- 10. Larkin Community Hospital, Florida.
- 11. Mayo Clinic, Jacksonville, Florida.
- 12. University of Texas-Southwestern Medical Center, Dallas, Texas.
- 13. Cincinnati Children's Hospital, Ohio.
- 14. Colquitt Regional Medical Center, Moultrie, GA.

Affiliated through Florida International University (FIU):

- **15.** Coral Gables Hospital.
- 16. Hialeah Hospital.
- 17. Kendall Regional Hospital.
- 18. North Shore Medical Center.
- 19. Southern Winds Hospital.
- 20. Westchester General Hospital.

Affiliated through NYCSPREP:

- 21. Hoboken University Medical Center (HUMC).
- 22. Bayonne Medical Center (BMC).
- 23. Christ Hospital.
- **24.** Bergen Regional Medical Center (BRMC).
- 25. Hudson Regional Hospital (before Meadowlands Hospital).
- 26. St Joseph's Medical Center, Yonkers, NY.



9. RESEARCH OPPORTUNITIES

The School of Medicine has researched at the heart of its curriculum that includes courses such as Research Methodology, Introduction to research in health sciences, Biostatistics and General Epidemiology, Public Health and Preventive Medicine, Clinical Research, and Ethical and Legal Aspects of Medicine, Final Project I, and II. Thecourse activities are interconnected longitudinally throughout the academic program. Research-based on ethical principles, team and meaningful work is promoted, where space for creativity and innovation is allowed. Students progressively prepare to create a final research project that they present at the end of the academic program.

The students have the opportunity to participate in the Research Track program, which reinforces ethical principles through programming and resources made available by the Research Ethics Committee. Resources are available freely through online university domains, and training programs are available and designed with School of Medicine personnel to ensure training needs. Programming ranges from lectures to practical research experiences. Also, students must submit research proposals to the Student Ethics Committee before conducting research, and as such, all student research experiences are course to ethical oversight.

Our medical research institute, the Institute for Tropical Medicine and Global Health include translational research approaches that seek to provide vulnerable communities with responses to health care risks, especially in our arbovirus and HIV research program. It has also has been able to apply research findings to community-based interventions to prevent new HIV infections and work with the community management to reduce the diseases transmitted by vectors. The Institute has also taken a leading role during the COVID pandemic.

Furthermore, students can enroll in the research volunteer program. This program allows students to participate in the field through data collection, instrument application, coding, and statistical analysis, and practical experiences in teacher-led

research. Most of the projects in which students participate are financially supported by entities outside the university, frequently international institutions, allowing them to work on projects with expert scientists from foreign universities. Students can also opt for positions as research assistants. These positions are competitive and correspond to research projects carried out through grants, in and out the University for Research Purposes. Faculties are encouraged to include students in this type of project since national science and technology funds require students as research assistants in projects funded by the Dominican state.

UNIBE has a competitive seed fund. At the announcement, students can participate as research assistants of faculties. Since 2016, the UNIBE seed funds have incorporated a student category to opt for these funds as a student-research, also the institution has a program for young researchers or junior researchers. These positions were created to offer meritorious students the opportunity to continue their research experiences after completing their academic program. Junior researchers work directly under a principal investigator who provides support and mentoring.

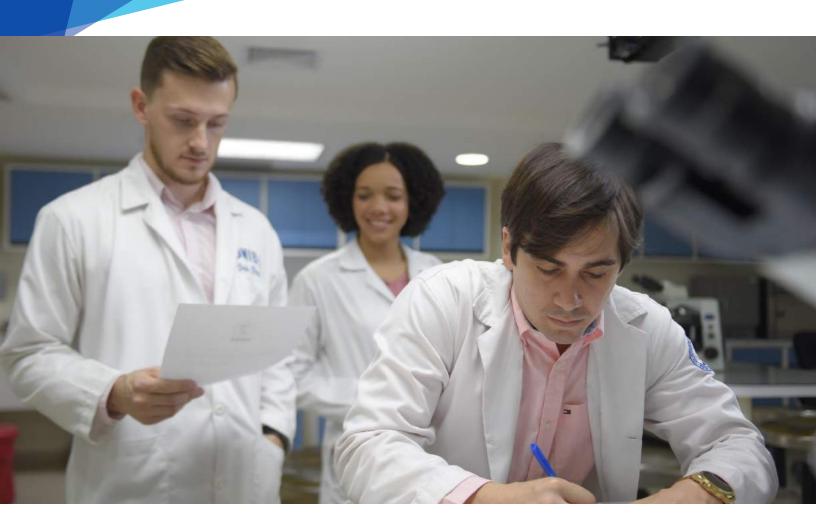


10. STUDENT LIFE



10.1 Student Affairs Office

The staff in charge of guidance and counseling of the Student Affairs Office attend to the students' academic and psychological needs and contribute to promoting a holistic environment that benefits students' integral, intellectual, and emotional development. Currently, the team has six professionals trained in education and psychology, with specialties in psychological evaluation and diagnosis, attention to specific needs for educational support, bilingual education, psychotherapy intervention, cognitive behavioral therapy, crisis and trauma intervention, and other specialties to address student's needs.



10.2 Student Group of Interests and Associations

Currently, the school of medicine has twenty-five active interest groups such as surgery, dermatology, cardiology, emergency medicine, ob-gyn, trauma. These are (is some) of the created, developed, and run by students. Faculty advisors guide all groups, specialists in their area of interest who guarantee these extracurricular activities benefit our students.

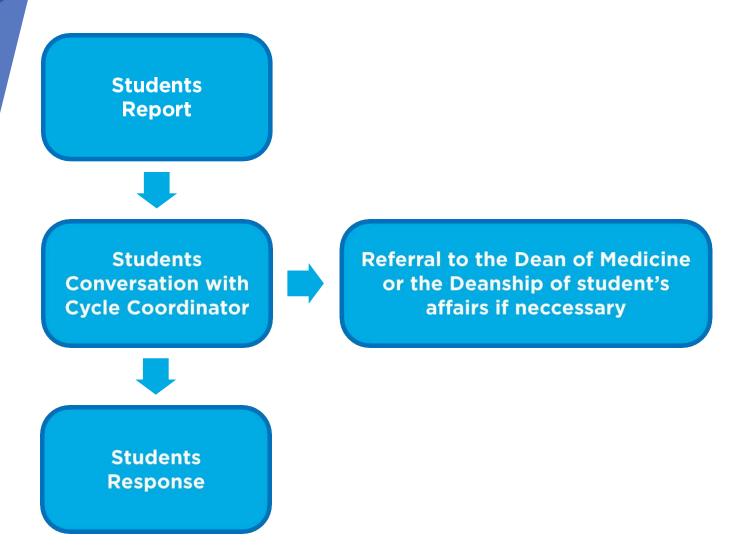
Our School of Medicine Student Association (AEME) has the mission to represent medical students and the aim to involve students in community service and extracurricular activities to promote awareness and knowledge, creating extracurricular activities that foster an ideal environment of motivation and high achievement. Additionally, they also strive to safeguard the rights of the students before the university authorities.

10.3 Management of Student's Complaints

UNIBE demonstrates its commitment to maintaining an environment of mutual respect between students, faculty, and peers. To guarantee a practical student's complaints UNIBE Academic Regulations report establishes in the Title VII, article 9, regarding complaint and claims: Through the institutional website using the confidential tool students can report adverse situations or using other options through ordinary academic channels, in the School of Medicine Cycle coordinators offices or Office of Student Affairs. The student will render a detailed claim and indicate his/her expectations from the school on that issue. Past three (3) days from the date of submission, the school will render a formal response to the student's complaint in writing. They may be received by the Academic Director/School's Dean if they are referred by their Academic Students Affairs Coordinator in case they want to appeal. Students have the right to appeal the final decision; in this case, the dean of students' affairs is responsible for addressing their requests, protecting them from retaliation during and after the processes.



Procedure for Response



10.4 Student Guidance and Counseling Services

The Student Affairs Office coordinates this unit. It is responsible for providing emotional and psycho-pedagogical assistance to the entire student body to favor and provide the development of skills and strategies for proper university life performance.

Also, it provides attention to all needs related to the student's academic performance and vocational choice.

- · Academic and vocational guidance
- Study habits and learning strategies
- GPA calculation and projection
- Assistance with academic problems

- · Administration of admission tests
- Orientation to students in test and/or academic withdrawal
- Assistance to students with their vocational decision and career change orientation
- Assistance to students in the readmission process
- Support and academic follow-up for students with scholarships
- Supervision of student groups

Counseling

- Academic orientation
- Guidance for time management, anxiety, and stress
- Individual or group interventions on emotional issues
- Follow-up of students referred by other departments, schools, and/or
 Disciplinary Council
- Communication of the decision of the Disciplinary Council to the student and assistance with the student's handling of it
- Planning and execution of workshops and activities related to issues of relevance to the well-being and emotional and psychological balance of the student
- Support groups
- Accompaniment and follow-up of students enrolled in the Unit of Specific
 Needs for Educational Support
- Conflict Mediation

10.5 Credential Validation Office

The Credentials Validation Unit of the UNIBE School of Medicine is responsible for validating the medical education credentials of students and graduates of the Medicine program for the bodies that regulate the practice of medicine at the local and international level, academic institutions, and employers at the general level.

This unit also offers students counseling for career opportunities in medicine to help them choose their area of expertise based on their preferences and abilities. Counseling begins in the first semester College Orientation Class. In that semester, all students receive recommendations on medical education credentials and their importance, and the opportunity to meet with the team of the Credential Validation Unit through individual interviews at any time during their academic life at UNIBE to create a route or timeline for achieving the student's goals. Individualized counseling includes advising the student to create a portfolio of credentials focused on their interest of specialty, nationally or internationally type of medical residency program, or graduate programs. This counseling begins in the orientation week for new students.

The Credentials Validation Unit develops throughout the year a program of activities, conferences, and workshops designed to offer students information about the Credentials, requirements, and current regulations for medical specialties according to the territories of their preferences, as well as information on standardized residency exams, residency contests, master's degrees, and other opportunities in medicine. The student's academic performance is analyzed to provide feedback on their areas of strengths and weaknesses to make informed decisions.

The Unit works in conjunction with the academic cycle coordinators, Student Affairs Office staff, and the mentoring program members. Likewise, taking into account students' and graduates' preferences and interests, as well as curriculum committee recommendations the Credential Validation Unit serves as a link to connect them with professionals in the areas of research, clinical specialties, and administrators of health and public health services nationwide and international.

10.6 General guidelines for students

Each semester, UNIBE offers the Orientation Week for both International and Dominican students whereby major University authorities are introduced and issues about college life, in general, are pointed out.

Some of the general topics of Students Guidance include:

- Introduction by UNIBE's Authorities and the School of Medicine Staff.
- Information about the University and its regulations, available services, facilities,
 Student benefits, Campus Surveillance, and student health insurance.
- Information on the UNIBE's educational model, teaching resources, faculty members, school processes, classrooms, and laboratory locations are included.
- For international students, information referent to a student visa, housing assistance, introduction to Dominican culture, health care systems, police authority, postal service, and information on public transport is included.

10.7 Tutoring programs and special courses

UNIBE offers students opportunities to enroll in tutoring programs if the academic coordinator or director has previously identified the student's needs.

10.8 Academic advising and mentoring program

There are multiple advisory options for students at UNIBE's School of Medicine, offering to every student strategies and resources to help them achieve their academic goals. The program focuses on identifying students who are finding it difficult to cope with the academic program's demand; students are invites to discuss their performance with the academic coordinator, who will appoint them to a mentoring program that best suits the student's individual needs. The student is assigned to a mentor for guidance, assesses the improvement areas, and collaborates to design a customized plan according to their needs. The student then is required to attend periodic follow-up encounters with their mentor, who will document their progress

10.9 Co-Curricular activities: White Coat Ceremony, Internship Annual Convention

The White Coat ceremony was created in 1993 by Dr. Arnold P. Gold, pediatric neurologist, and professor at Columbia University; Dr. P. Gold intended to give students well-defined guidelines of the medical profession's expectations responsibilities in a humanistic context.



Since its conception, it has become a ritual to hundreds of medical schools and other health professions worldwide. Since the first ceremony in 2009 with the students' parents, the institutional authorities, and faculty, the school organizes the white coat ceremony three times a year.



This ceremony marks the beginning of students' clinical rotations cycle, Pre-internship, and symbolizes humanity's commitment to humanity's service and elevates the value of humanism as the core of healthcare. It provides emphasis on compassion in combination with scientific excellence.

To complement the school's longitudinal research curriculum, every year, the School of Medicine organizes an educational and professional event to present to Internship students with an interactive discussion and role, competition guided by medical specialists and graduates. They present upto-date topics of general interest, the progress, research, and trends in Medicine, and the importance of Continuing Medical Education, a fundamental pillar in developing the competencies included in its Program. Academic.



