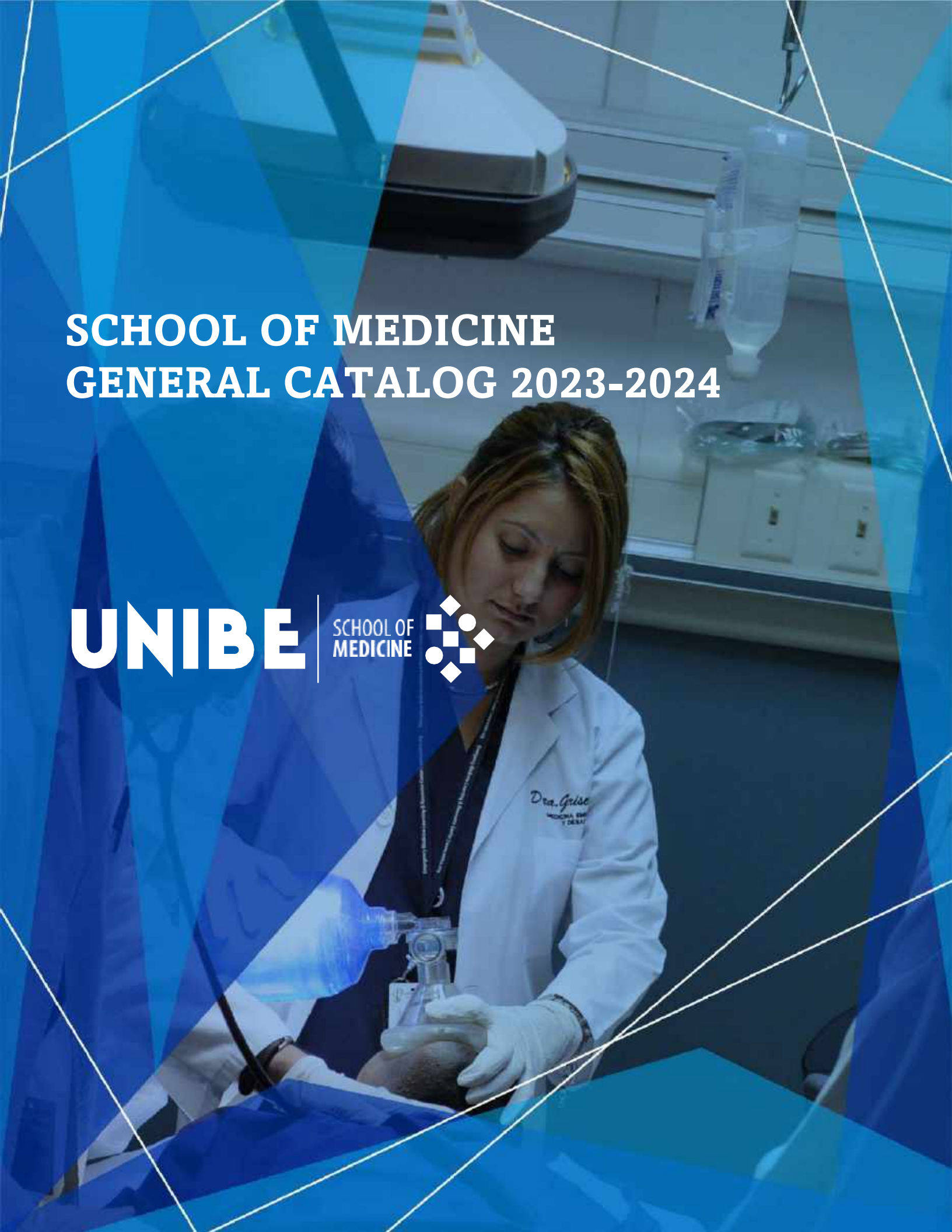
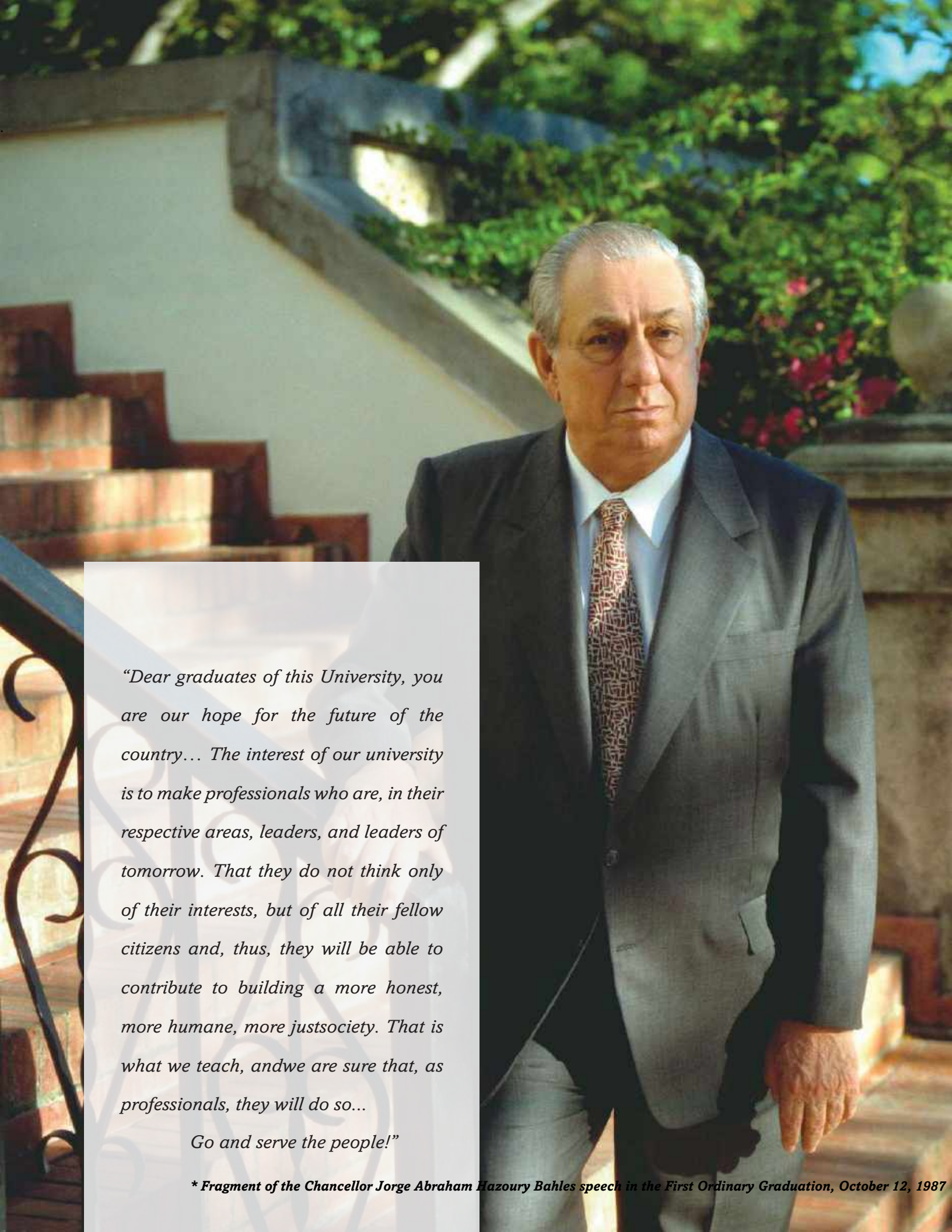
SCHOOL OF MEDICINE
GENERAL CATALOG 2023-2024



UNIBE | SCHOOL OF MEDICINE

Content



"Dear graduates of this University, you are our hope for the future of the country… The interest of our university is to make professionals who are, in their respective areas, leaders, and leaders of tomorrow. That they do not think only of their interests, but of all their fellow citizens and, thus, they will be able to contribute to building a more honest, more humane, more justsociety. That is what we teach, andwe are sure that, as professionals, they will do so...

Go and serve the people!"

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

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 missionto deliver high- quality medical education.

1. OUR SCHOOL

1.2 Historical Perspective

UNIBE is an academic community that promotes a transformative learning experienceand 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 developmentthat anticipates and acts upon the constantly changing educational needs, fostering a positive impact on society. The UNIBE School of Medicine was founded in January 1982, the same year the University wasfounded. 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 differentacademic fields, including law, engineering, education, arts, business, behavioral and health sciences.

1.3 Geographical Information

DOMINICAN REPUBLIC

The Dominican Republic comprises the eastern two-thirds of the Hispaniola Island and is the second largest country in the Caribbean with a surface area of 18,875 squares miles (48,442 square kilometers). On the north border is the Atlantic Ocean and on the south border is the Caribbean Sea.

Santo Domingo, the capital city of the Dominican Republic, is the oldest city in the Western Hemisphere. It is in the central Caribbean, just southeast of Florida and west of Puerto Rico.

The official language is Spanish although English is widely spoken, especially in tourist areas.

Its climate is warm and tropical. The time is the same as the U.S. Eastern Standard Time (EST).

The population of the Dominican Republic is approximately 10 million, of which 3 million living. in the city of Santo Domingo.

The Dominican Republic can be reached either by air or sea. There are airlines with direct an charter flights from North, Central & South America, the Caribbean, and Europe.

The school has always distinguished itself for its adherence to new paradigms in the learning models applied to medical education and has undergone many innovative changes to integrate basic and clinical sciences, incorporate learner- centered teaching methods, and foster the development of students' skills using standardized patients and simulation because of all of these efforts, the school received in 2023 ***the international accreditation for 5 years without conditions*** by The Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM-HP). https://caam-hp.org/programs/ 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

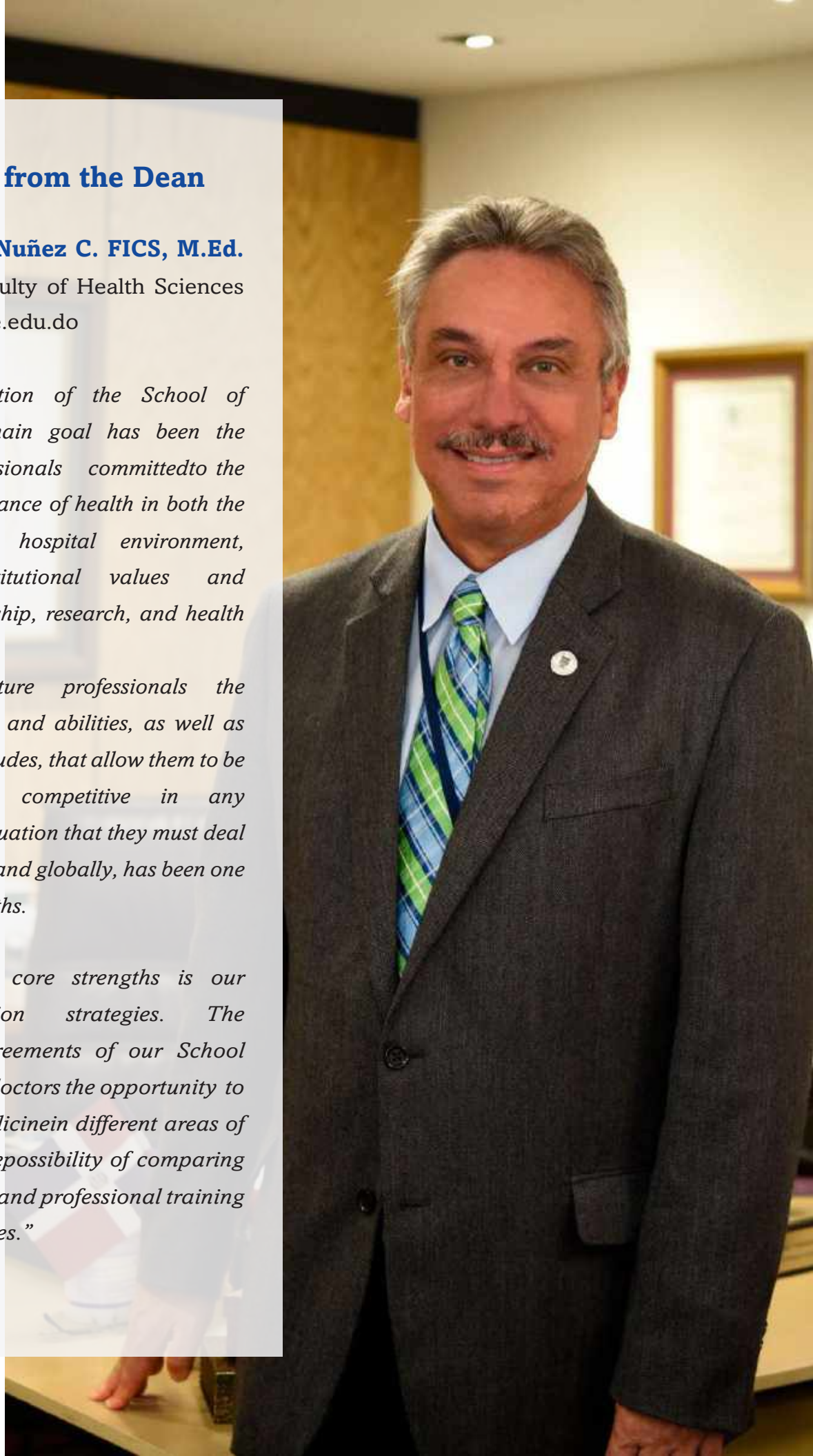
1.4 Message from the Dean

Dr. Marcos A. Nuñez C. FICS, M.Ed.
Dean of the Faculty of Health Sciences
medicina@unibe.edu.do

"Since the creation of the School of Medicine, our main goal has been the training of professionals committedto 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 must deal with, both locally and globally, has been one of our mainstrengths.

Another of our core strengths is our Internationalization strategies. The international agreements of our School allow our future doctors the opportunity to learn about medicinein different areas of the world and thepossibility of comparing our healthsystem and professional training withother countries."



Dra. Elizabel De León Olmeda M.D CFD.

Associate Dean

"On behalf of all our faculty, staff, and students, welcome to the UNIBE School of Medicine

As Associated dean, I'm proudof the rich tradition of providing practical, experience-based education that the schoolhas 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 opportunitiesfor the students to put their education into action. The central student's success has been the decades of leadership, experience-based 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 makingthe UNIBE School of Medicine what it is today.My distinct pleasure in welcoming our new students brings with them such an exhilaratingsense 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 policiesand 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 fostersan equitable climate of well-being, respect, and collaboration among members ofthe 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 underthe constitution and the laws that establish that the dignity of the human being is sacred, innate and inviolable.

1.7 Approval and Accreditations

The School of Medicine is accredited by the Ministry of Higher Education, Science, and Technology of the Dominican Republic (MESCyT). In 2023 the international accreditation for 5 years without conditions by The Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM-HP). https://caam-hp.org/programs/

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)

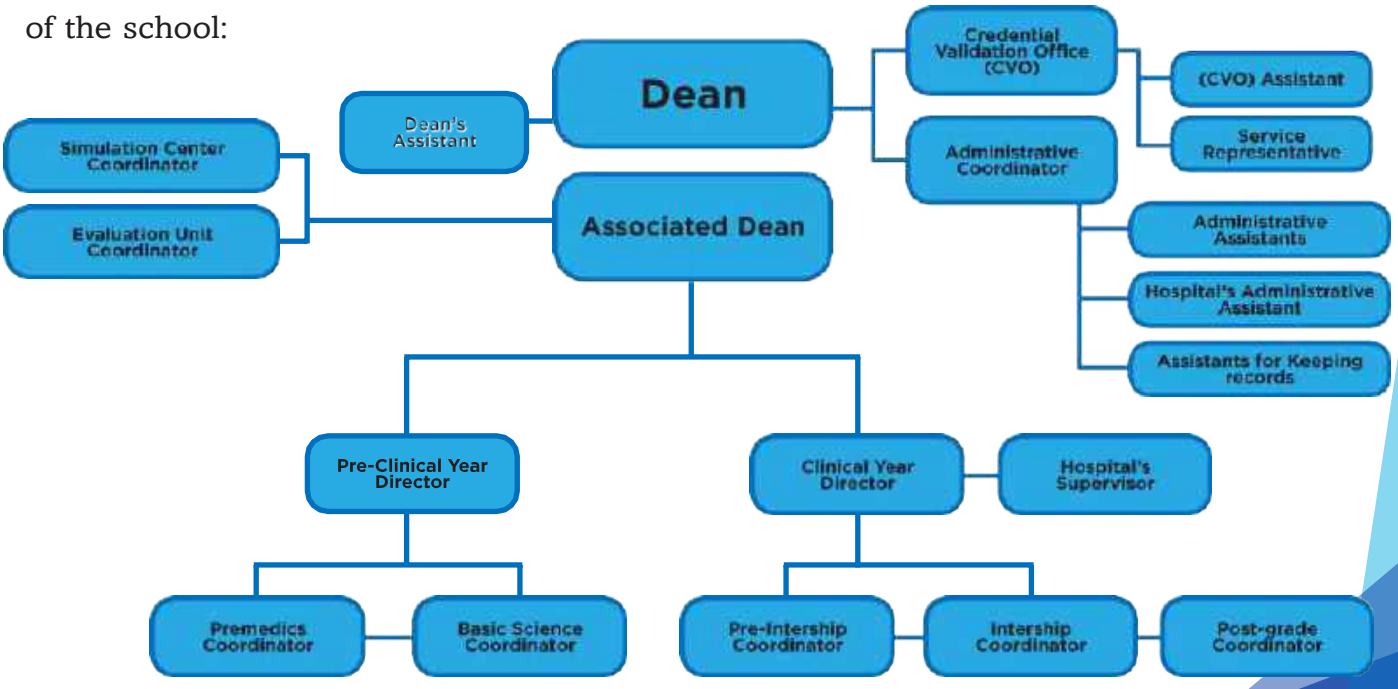
- International Association of Medical Science Educators IAMSE
- International Medical Education Directory

2. STRUCTURE OF THESCHOOL OF MEDICINE

21 Administrative Structure

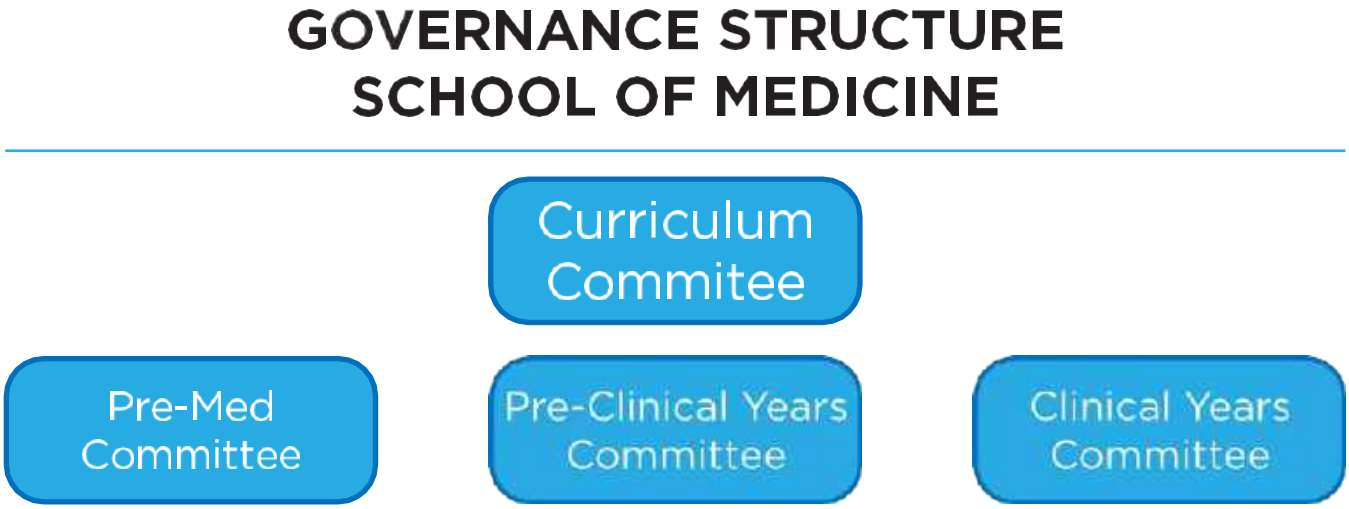
The academic management of the School of Medicine undertakes to guarantee the effective development of all the academic activities of the school, programmed every semester, through the supervision of the teaching-learning process developed during each cycle for the School of Medicine, to maintain the quality of professional trainingfollowing 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 ensurethe best academic experience for our students. The team is led by the Dean, who isresponsible 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.



Admisions Committee

International Clinical Rotations Committee

Discipline Committee

Evaluation and Promotion Committee

2.2.1 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 members 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 interestsof 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 high standards of behavior during all professional and patient care activities atthe 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 respectfulof patients, staff, members of the faculty, their peers, and the community, being awareof how their conduct may affect others, and conducting themselves with honesty andintegrity in all interactions. The School's Disciplinary Committee members includea 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 withinthe Academic Regulations in a descriptive but not limited way, and their relevant sanctions.

Generally, faculty or any other academic community member who have reasonto 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 of 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 attributesof responsibility, empathy, service excellence, problem-solving and continuous improvement, efficiency, cultural competency, and teamwork.

2.2.1.4 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 the student's status and the 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.

2.2.1.5 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 makingthe 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 thearea of sciences, in addition to language proficiency, and logical and critical thinking skills.

From the research perspective, the candidate needs to be familiarized with Informa-tion Technology/Communication tools. Language skills are also highly appreciated fea-tures.

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

3.2 Admission Requirements

- UNIBE Online Application for Admission website: https://admisiones.unibe.edu.do/Cuenta/es-DO/Crear_cuenta.
- Consent for Release of Academic Information Form (printable version available on our website: *http://www.unibe.edu.do/sites/default/files/student_request_0.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: http://www.fbi.gov/hq/cjisd/fprequest.htm. 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: *http://www.unibe.edu.do/sites/default/files/health_certificate_form.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 attendedto 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 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?).

- Two (2) 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 profile)
- Official TOEFL Scores to determine the level of English proficiency (for applicants from non-English speaking countries ONLY).

- Official SAT Scores and ACT Scores (for applicants NOT seeking to transfer credits or seeking transfer without a bachelor's degree in science).

- 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 by a certified translator.

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. 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 fromthe Department of State in your country and the Ministry of Education in the Dominican Republic. This requirement only applies to students from high schooland 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 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. The institution requires that every transfer student must submit the academic programs of all classes approved in the University or College that have attended.

j. Submit the academic programs of all classes approved in the University or College that have attended.

k. 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 PO BOX 111209 Naples, FL 34108

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-de-grado/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.

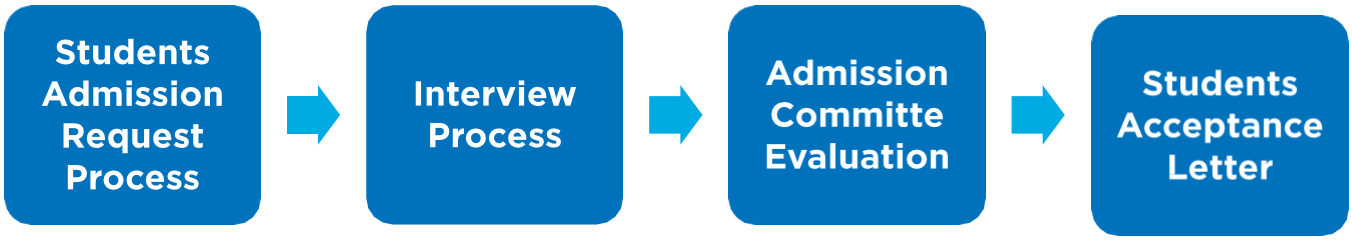
After receiving the verified application materials, the applicant will be contacted by the Admission's Office via email or phone for verification of their credentials and schedule to take the POMA (by its acronym in Spanish) offered by the National Department ofHigher Education, Science and Technology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



3.3 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, credits needed. Unibe is committed to helping its students access different financial aid opportunities. The institution is eligible to disburse Title IV program funds to qualified U.S. citizens and residents. United States Federal Regulations require all universities with Financial Aid Program (Title IV) to disclose important information to prospective and current students and other groups of interest. This information also satisfies the disclosure requirements by the U.S. Department of Education and the Higher Education Opportunity Act (HEOA).for more information please contact: Mirsa Pena m.pena@unibe.edu.do or https://www.unibe.edu.do/sobre-unibe/consumer-information/financial-aid-for-canadian-students/financial-aid-for-us-citizens/

Students who complete their studies must attend a final interview offered by the Financial Aid Department two months before the end of their last academic period, withdrawal from the University or reduction of their academic load to less than half time and complete the form to leave written record of the same.

For exit counseling information ("exit interview") that the institution provides and compiles for borrowers under the applicable Federal Student Loan Program please access:
https://studentaid.gov/app/counselingInstructions.action?counselingType=exit

4. EDUCATIONAL PROGRAM

4.1 UNIBE Educational Model and 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 whyin 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 onUNIBE'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, insteadof 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 considers the internationalstandards 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.

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

2. Basic Sciences Cycle (semester 5 to 10, corresponding to the 2nd year), thiscycle includes courses separated by disciplines and some integrated courses, allaligned by organ-system. The clinical skills course provides students with opportunities to interact with simulated patients to ensure the best practices with real patients.
3. Clinical Sciences Cycle (6 semesters) has two periods of three semesters, eachone.

a. Pre-internship (4th year) corresponding to the 11th, 12th, and 13th semestersof the program where students perform the core clinical rotations: InternalMedicine, 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 ProjectII, 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 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 applicationof 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 withthe tendencies and advances developed in the medical field.

ACADEMIC PROGRAM
M14-2, approved January 2, 2018

	CODE	CURRICULAR ACTIVITIES	CRS	PREQ
1st SEMESTER	CGB-110	BIOLOGY I	4	
	CGC-100	COLLEGE ORIENTATION	2	
	CGC-110	SPORTS OR CULTURE	1	
	CGE-111	LANGUAGE AND LITERATURE I	4	
	CGM-140	MATHEMATICS I	4	
	CGQ-100	GENERAL CHEMISTRY I	4	
	ELG-201	ELECTIVE	3	
	ING-110	ENGLISH I	3	
2nd SEMESTER	CGB-111	BIOLOGY II	4	CGB110
	CGE-112	LANGUAGE AND LITERATURE II	4	CGE111
	CGF-100	BASIC PHYSICS I	4	CGM140
	CGM-150	MATHEMATICS II	4	CGM140
	CGQ-101	GENERAL CHEMISTRY II	4	CGQ100
	CGS-100	WORLD HISTORY	3	
	ING-120	ENGLISH II	3	ING110
3rd SEMESTER	CGF-101	BASIC PHYSICS II	4	CGF100
	CGQ-200	ORGANIC CHEMISTRY I	4	CGQ101
	CGS-150	SOCIAL SCIENCES I	4	
	ELG-202	ELECTIVE	3	
	ELG-203	ELECTIVE	3	
	ING-130	ENGLISH III	3	ING120
	SIZ-125	BEHAVIORAL SCIENCES I	4	
4th SEMESTER	CGC-210	SCIENTIFIC RESEARCH METHODOLOGY	3	
	CGQ-201	ORGANIC CHEMISTRY II	4	CGQ200
	CGS-160	SOCIAL SCIENCES II	2	CGS150
	ELG-204	ELECTIVE	3	
	M14-290	INTRODUCTION TO ANATOMY AND PHYSIOLOGY	3	CGB111
	M14-700	PROFESSIONAL ENGLISH	3	ING130
	SIZ-126	BEHAVIORAL SCIENCES II	4	SIZ125
5th SEMESTER	M14-200	HISTORY OF MEDICINE	1	
	M14-210	EMBRIOLOGY AND HUMAN ANATOMY	12	
	M14-220	HISTOLOGY	4	
	M14-230	CLINICAL GENETICS	3	
	M14-240	CLINICAL SKILLS I	2	
	M14-245	INTRODUCTION TO RESEARCH IN HEALTH SCIENCES	3	
6th SEMESTER	M14-241	CLINICAL SKILLS II	2	M14240
	M14-250	BIOCHEMISTRY AND HUMAN METABOLISM	4	M14230
	M14-260	HUMAN PHYSIOLOGY	10	M14210/M14220
	M14-270	BIOSTATISTICS AND EPIDEMIOLOGY	5	M14245
	M14-280	CLINICAL PSYCHOLOGY	4	
	M14-242	CLINICAL SKILLS III AND LIFE SUPPORT	2	M14241
7th SEMESTER	M14-310	NEUROSCIENCES (NEUROANATOMY, NEUROPHYSIOLOGY AND INTRODUCTION TO NEUROPATHOLOGY)	8	M14260
	M14-320	INTRODUCTION TO PHARMACOLOGY AND TOXICOLOGY	4	M14250/M14260
	M14-330	INTRODUCTION TO PATHOLOGY	5	M14250/M14260
	M14-340	INTRODUCTION TO MICROBIOLOGY AND IMMUNOLOGY	7	M14230/M14250 /M14260

	CODE	CURRICULAR ACTIVITIES	CRS	PREQ
	ELE-500	PROFESSIONAL ELECTIVE	3	
	M14-350	PUBLIC HEALTH AND PREVENTIVE MEDICINE	3	M14270/M14340
8th SEMESTER	M14-360	SYSTEMS BLOCK I (NERVOUS SYSTEMS AND INTRODUCTION TO PSYCHIATRY, IMMUNOLOGICAL, CARDIOVASCULAR, RESPIRATORY AND GASTROINTESTINAL SYSTEMS)	9	M14280/M14310 /M14320/M14330 /M14340
	M14-370	PHYSICAL DIAGNOSIS I	3	M14242
	M14-380	CLINICAL NUTRITION	2	M14250/M14260
	M14-355	TROPICAL MEDICINE AND GLOBAL HEALTH	3	M14340/M14350
9th SEMESTER	M14-361	SYSTEMS BLOCK II (HEMATOLOGIC, TEGUMENTARY, MUSCULOSKELETAL, RENAL, REPRODUCTIVE AND ENDOCRINE SYSTEMS)	9	M14360
	M14-371	PHYSICAL DIAGNOSIS II	3	M14370
10th SEM	M14-390	ETHICAL AND LEGAL ASPECTS OF MEDICINE	4	
	M14-395	CLINICAL RESEARCH	2	M14270
	M14-400	INTEGRATED BASIC SCIENCES COURSE	10	M14361/M14371 /M14380
	M14-430	PSYCHIATRY	3	
	M14-440	HEALTH SERVICES MANAGEMENT	4	
11th SEMESTER	M14-452	INTERNAL MEDICINE I (CARDIOLOGY, NEUMOLOGY, INFECTIOUS DISEASES, NEPHROLOGY AND ENDOCRINOLOGY)	12	
	M14-453	INTERNAL MEDICINE II (HEMATOLOGY/ONCOLOGY, RHEUMATOLOGY, NEUROLOGY AND GASTROENTEROLOGY)	12	
12th SEM	M14-460	SURGERY (GENERAL SURGERY, ANESTHESIOLOGY, IMAGING II)	10	M14450/M14451
	M14-461	EMERGENCY MEDICINE AND SURGICAL SPECIALTIES	10	M14450/M14451
	M14-462	DERMATOLOGY	3	
	M14-470	FAMILY MEDICINE	6	
	ELE-510	PROFESSIONAL ELECTIVE	3	
13th SEM	M14-510	OBSTETRICS AND GYNECOLOGY	8	M14460/M14461
	M14-511	PEDIATRICS AND NEONATOLOGY	12	M14450/M14451
	M14-530	PHYSICAL MEDICINE AND REHABILITATION	2	
14th SEM	M14-540	SURGERY AND TRAUMATOLOGY INTERNSHIP	18	
	M14-550	PSYCHIATRY INTERNSHIP	6	
	M14-560	FINAL PROJECT I	4	
15th SEM	M14-570	PEDIATRICS INTERNSHIP	14	M14540/M14550
	M14-580	OBSTETRICS AND GYNECOLOGY INTERNSHIP	14	M14540/M14550
16th SEM	M14-610	INTERNAL MEDICINE INTERNSHIP	21	M14570/M14580
	M14-620	PRIMARY CARE AND FAMILY MEDICINE INTERNSHIP	6	M14570/M14580
	M14-660	FINAL PROJECT II	4	M14540/M14550 /M14560/M14570 /M14580

PREMEDICAL CYCLE COURSE SEQUENCE

<table>
<tr><th></th><th></th><th></th><th>Semester</th><th>Healthy Lifestyle</th><th>Cultural and global context</th><th>Values and human behavior</th></tr>
<tr><td rowspan="8">PRE-CLINICAL YEARS</td><td colspan="3" rowspan="8">PREMEDICAL STUDIES</td><td rowspan="2">I</td><td colspan="2">College Orientation</td></tr>
<tr><td colspan="2">Sports or Culture</td></tr>
<tr><td rowspan="2">II</td><td rowspan="4"></td><td>World History</td><td rowspan="2"></td></tr>
<tr><td colspan="2">Social Sciences I</td></tr>
<tr><td rowspan="2">III</td><td rowspan="3"></td><td rowspan="2">Behavioral Sciences I</td></tr>
<tr><td>Behavioral Sciences II</td></tr>
<tr><td rowspan="2">IV</td><td colspan="2">Social Sciences II</td></tr>
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Logical Reasoning and research	Scientific foundation of medicine	Communication Skills	Clinical Skills	System Based Practice	Expands learning opportunities orCustomizable activities
	Biology I				Elective
Mathemathics I					
	General Chemistry I				
		Language and Literature I			
		English I			
	Biology II				
Basic Physics I					
		Language and Literature II			
Mathematics II					
		English II			
General Chemistry II					
		English III			
Basic Physics II					Elective
Organic Chemistry I					
					Elective
Scientific Research Methodology	Professional English				Elective
Organic Chemistry II					
Introduction to Anatomy and Physiology					

COURSE DESCRIPTION

FIRST SEMESTER

BIOLOGY 1

Code: CGB 110
Pre-requisites: None
Total Credits: 4
Hours of Theory: 3/weekHours 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 student will have the opportunity to learn about the 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 partof 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 improvea physiological basis (physical health) higher quality through sports together. Also include developing intellectuality through art and culture, using activities 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

LANGUAGE AND LITERATURE I	
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 expressionin 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 useof 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 areanalyzed but also the historical contextsof the different findings and their social implications in the way theyhave 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 **Description:** English, I seek to lay the foundations for optimal development of learning this asa second language, both for students who already have a basic level of it, as forthose who decide to initiate studies of the language; considering that will increase their knowledge and develop	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.
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 mayrelate the different structures and cellular functions with many human problemsthat may be attributed to the alteration ofthe activities at a cellular and molecular level and recognize the importance of the basic investigation to understand and treat a 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	**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.
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	available, how will develop content-explanatory 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 inthe 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 notionsof 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 continuationof 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, suchas 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 interestedin learning and consolidate theirknowledge of English as a second language, developing their intercultural	communicative competence dynamically, considering 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 withthe 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 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 interestedin learning and consolidate theirknowledge of English as a second language, developing their intercultural communicative competence dynamically, considering all the four-languagecontent 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 UNIBE 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 **Description:** Scientific research is a key discipline in the university career of learners. Through	this discipline theory and practice aspectsof the investigation were used, and it contributed towards the formation of a reflexive, critical, creative, and innovative thought of students in such a manner asto prepare them for the performance of their research work.
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 necessaryto understand Biochemistry and Physiology. This subject studies in detail the physical, chemical, and environmentalcontamination 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 **Description:** Anatomy is the science that studies the morphology of the human body, this course is the structural basis for the	future doctor: it's based on a detailed study of the body's topography, the interrelation of different organs becauseof 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 other detailed aspects of each system.
PROFESSIONAL ENGLISH	
Code: M14-700 Prerequisites: ING-130 Total Credits. 3	Theory Hours: 2/week Practice Hours: 2/week

Description: This subject, Professional English, is obligatory in the career. Its purpose is to train students to learn and understand the basic technical terms of the profession, developing abilities of aural and written	comprehension with emphasis on the importance of reading literature within its area of knowledge in the selected language for the publication of scientific 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
PRE CLINICAL YEARS	BASIC SCIENCES		V		History of medicine	
			VI			
			VII			
			VIII			
			IX			
			X		Ethical an	

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					
Histology					
Clinical Genetics					
	Clinical Skills I				
Introduction to research in health sciences					
Clinical Skills II					
Biochemistry and Human metabolism					
Human Physiology					
Biostatistics and Epidemiology		Clinical Psychology			
Clinical Skills III and Life Support					
Neurosciences					
Introduction to Pharmacology and Toxicology					
Introduction to Pathology					
Introduction to Microbiology and Immunology					
Public Health and Preventive Medicine					Professional Elective
Systems Block I (Nervous system and introduction to Psychiatry, Immunological, Cardiovascular, Respiratory and Gastrointestinal Systems)					
Physical Diagnosis I					
Clinical Nutrition					
Tropical Medicine and Global health					
Systems Block II (Hematologic, Integumentary, Musculoskeletal, Renal, Reproductive and Endocrine Systems)					
Physical Diagnosis II					
d Legal aspects of Medicine					
Clinical Research					
Integrated Basic sciences course					

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 evolutionof the main health problems affecting the world. Students will evaluate, from a critical perspective, the different solutionsto health problems in the past, as well as causes of health problems today. It is aimed at the history of medicine, not onlyas biological science but also as a social science emphasizing the social role ofdoctors.

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 with 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 playa 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 howto apply their knowledge of the principles of human genetics to a variety of clinical problems. It surveys many clinical and basic science areas including cytogenetics, 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 designedto prepare medical students for the doctor-patient relationship. Through	lectures, small group discussions, role-playing activities, and standardized patient activities, students will develop the basic communications skills 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 placedon the importance of research to the profession for the advancement of its ideals, validation of procedures, as well as 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, practicing, and examining 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 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-patientrelationship. Through lectures, small	group discussions, role-playing activities, and standardized patient activities students will develop the physical examination skills required for performinga 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 arisesfrom 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

the relationship between the structure 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, andphysiology. With this course, students will be introduced to the study at the	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 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 students to the study of clinical psychology, concepts, methods, techniques, and trends. This course will

address the general aspects of the profession, the role played in societyand health systems, and its importance in society. This course will also clarify the differences between this, and other disciplines dedicated to mental health service. Also, the taxonomies of mental	illnesses will be studied DSM; etiology, treatment - This course offers prospective doctors' theoretical tools to discriminate against different mental disorders and 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, and introductory 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 humanfactors that may alter these processessuch 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 conceptsof 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 to provide 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 masteredby 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 thehistory of a patient and how to perform a physical examination on at least one adultpatient 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 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 masteredby 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 froma 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 ableto apply their knowledge of humanities by discussing the fundamental concepts	related to bioethics. Through films and clinical cases, students will be encouragedto discuss conflicts. Using case discussions, small groups, and individual presentations, students will analyze anddiscuss 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 shouldbe 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 behaviour
CLINICAL YEARS	CLINICAL SCIENCES	PRE - INTERNSHIP	XI			
						Internal Medicine I (Cardiology
						Internal Medicine II (Haemato
			XII			
			XIII			
		INTERNSHIP	XIV			
			XV			
						C
			XVI			
						Prim

Logical Reasoning and research	Scientific foundation of medicine	Communication Skills	Clinical Skills	System Based Practice	Expands learning oportunities or Customizable activities
Psychiatry					
				Health services management	
, Neumology, Infectious diseases, Nephrology and Endocrinology)					
logy/Oncology, Rheumatology, Neurology and Gastroenterology)					
Surgery (General Surgery, Anesthesiology, Imaging II)					
Emergency Medicine and Surgical Specialties					
Dermatology					
Family Medicine					
Obstetrics and Gynecology					Professiona lElective
Pediatrics and Neonatology					
	Physical Medicine and Rehabilitation				
Surgery and Traumatology Internship					
Psychiatry Internship					
Final Project I					
Pediatrics Internship					
bstetrics and Gynecology Internship					
Internal Medicine Internship					
ary care and Family Medicine Internship					
Final Project II					

COURSE DESCRIPTION

ELEVENTH SEMESTER

PSYCHIATRY

Code: M14-430

Prerequisites: Basic Sciences coursesTotal 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 content's students will familiarize themselves with the Classification of Mental Illnesses ofthe 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 is related to the previous courses in Clinical.

Psychology and Psychopathology.

HEALTH SERVICES MANAGEMENT

Code: M14-440

Prerequisites: Basic Sciences coursesTotal 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 integratedand 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 coursesTotal 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. Itis complemented with hospital rotationsin different sub-specialties composing itand is concurrently offered with Family Medicine.
INTERNAL MEDICINE II	
Code: M14-453 Prerequisites: Basic Sciences coursesTotal 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 clinical presentations and develop patterns of illnesses that later will be recognizedto diagnose and treat. Includes studies of images required for internal medicine. Itis complemented with hospital rotationsin different sub-specialties composing itand is 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 coursesTotal Credits: 3 Theory Hours: 2/week Practice Hours: 2/week Hospital rotation: 2 weeks **Description**: Dermatology is a course that offersstudents the knowledge, abilities, and skills necessary to understand the most common skins diseases, such as the lesions of the skin, mucous membrane, including thoseof sexual transmission. The students familiarize 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 clinical findings the student may distinguish abnormality, established probable diagnostic, recognizes the necessary laboratory tests, and identifies thetreatment 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 coursesTotal 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 andtherapeutic response to the prevailing health problems, considering therisk 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, facilitating an 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	
Code: ELE-510 Prerequisites: None Total Credits: 3 Theory Hours: 3/week Practice Hours: 0	**Description:** The Professional Elective course has the objective of offering students the possibilityof selecting a course of interest in his area and allowing deep penetration into the professional field, permitting 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 students with knowledge, strategies, and techniques	that will allow them to help an individual during the initial stages of life (childhood and adolescence), with abio-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 physio-pathological, 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 coursesTotal 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 typeof 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 yearsto 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 doctorwill acquire some of the basic manual skills 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, he will be capable of resolving traumatology emergencies at a primary level, identify complications of acutelesions, 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 thesolution of one health problem previouslyidentified 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 methodsbased 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 suitedto 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 fora 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, achieving a good clinical history and a good physical examination, which should allow reaching a possible diagnosis,diagnosis test decision and therapeuticdecision, empirical or not, and especially its prevention. Integrate theoretical knowledge and practical 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 andcalculation of solutions and drugs; Ophthalmoscopy and otoscopy, taking blood pressure, venipuncture	and intravenous routes channeling; cardiopulmonary resuscitation; lumbar puncture, thoracentesis; immunizations; cardiovascular resuscitation, mechanical ventilation, image interpretation most used, asepsis practices, bioethics, and research among others.
GYNECOLOGY-OBSTETRICS INTERNSHIP	
Code: M14-580 Prerequisites: M14-540/M14-550 Total Credits: 14 Theory Hours: 0 Practice Hours: 28/week Hospital rotation: 8 weeks **Description:** In this internship cycle, the student deepens his (her) fundamental knowledgeof 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 room, hospitalization room, and consultation, the intern doctor will strengthen the competencies to allow 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 thebasic procedures: taking vaginal cytology,vaginal speculum, vaginal tact, obstetric maneuvering, auscultation fetal cardiac focus, breast examination, monitoring ofobstetrical 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 improvetheir capabilities that are necessary to realize and correctly interpret the most used procedures in clinical: Electrocardiogram, taking arterial blood pressure, ophthalmoscopy and otoscopy, venous puncture, and intravenous 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 aid 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 during Final Project I and in the end, they present solutions to the problem identified and previously defined.

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<tr><th></th><th></th><th></th><th>Semester</th><th>Healthy Lifestyle</th><th>Cultural and global context</th><th>Values and human behavior</th></tr>
<tr><td rowspan="9">PRE CLINICAL YEARS</td><td rowspan="9" colspan="2">PREMEDICAL STUDIES</td><td rowspan="2">I</td><td colspan="3">College Orientation</td></tr>
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<tr><td rowspan="3">II</td><td rowspan="4"></td><td></td><td rowspan="3"></td></tr>
<tr><td>World History</td></tr>
<tr><td></td></tr>
<tr><td rowspan="3">III</td><td colspan="2">Social Sciences I</td></tr>
<tr><td rowspan="3"></td><td></td></tr>
<tr><td>Behavioral Sciences I</td></tr>
<tr><td>Behavioral Sciences II</td></tr>
<tr><td>IV</td><td></td><td colspan="2">Social Sciences II</td></tr>
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Logical Reasoning and research	Scientific foundation of medicine	Communication Skills	Clinical Skills	System Based Practice	Expands learning opportunities. Or Customizable activities
	Biology I				Elective
Mathemathics I					
	General Chemistry I				
		Language and Literature I			
		English I			
	Biology II				
Basic Physics I					
		Language and Literature II			
Mathematics II					
		English II			
General Chemistry II					
		English III			
Basic Physics II					Elective
Organic Chemistry I					
					Elective
Scientific Research Methodology	Professional English				Elective
Organic Chemistry II					
Introduction to Anatomy and Physiology					

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

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					
Histology					
Clinical Genetics					
	Clinical Skills I				
Introduction to research in health sciences					
Clinical Skills II					
Biochemistry and Human metabolism					
Human Physiology					
Biostatistics and Epidemiology		Clinical Psychology			
Clinical Skills III and Life Support					
Neurosciences					
Introduction to Pharmacology and Toxicology					
Introduction to Pathology					
Introduction to Microbiology and Immunology					
Public Health and Preventive Medicine					Professional Elective
Systems Block I (Nervous system and introduction to Psychiatry, Immunological, Cardiovascular, Respiratory and Gastrointestinal Systems)					
Physical Diagnosis I					
Clinical Nutrition					
Tropical Medicine and Global health					
Systems Block II (Hematologic, Integumentary, Musculoskeletal, Renal, Reproductive and Endocrine Systems)					
Physical Diagnosis II					
nd Legal aspects of Medicine					
Clinical Research					
Integrated Basic sciences course					

			Semester	Healthy Lifestyle	Cultural and global context	Values and human behaviour
CLINICAL YEARS	CLINICAL SCIENCES	PRE - INTERNSHIP	XI			
				Internal Medicine I (Cardiology		
				Internal Medicine II (Haema		
			XII			
			XIII			
		INTERNSHIP	XIV			
			XV			
			XVI			
				Pri		

	Logical Reasoning and research	Scientific foundation of medicine	Communication Skills	Clinical Skills	System Based Practice	Expands learning oportunities or Customizable activities
Psychiatry						
					Health services management	
y, Pneumology, Infectious diseases, Nephrology and Endocrinology)						
tology/Oncology, Rheumatology, Neurology and Gastroenterology)						
Surgery (General Surgery, Anesthesiology, Imaging II)						
Emergency Medicine and Surgical Specialties						
Dermatology						
Family Medicine						
Obstetrics and Gynecology						Professional Elective
Pediatrics and Neonatology						
		Physical Medicine and Rehabilitation				
[illegible]						
	Final Project I					
Pediatrics Internship						
Obstetrics and Gynecology Internship						
Internal Medicine Internship						
mary care and Family Medicine Internship						
	Final Project II					

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. Promotingsocial responsibility and service to their communities such as activities of promotionand 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 ofdoctoring.


UNIBE

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 themto 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 themto 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, alwaysevaluating health problems, and counseling patients considering 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**

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 wellas 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 inthe 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. TheCEU has as administrative dependencies the Office of Graduates and the Job andInternship 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
- Breastfeeding Room
- Cafeterias
- Gym
- Infirmary
- Banks
- Courier Services
- Sports Courts
- Meeting Rooms
- Wellness Room

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 carriedout in the School of Medicine. Apart from the catalog of recent publications inprint format, this collection includes various e-textbook platforms from prestigious academic publishers that specialize in the area of Health and Biomedicine such asWolters Kluwer Health, Elsevier, McGraw-Hill, Thieme, Wiley, among others, a servicethat offers access to the full text of hundreds of peer-reviewed scientific journals (ElsevFreedom Collection); and a robust set of referential and full-text databases, such asMEDLINE 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.


TEXTBOOK of
MEDICAL PHYSIOLOGY

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*

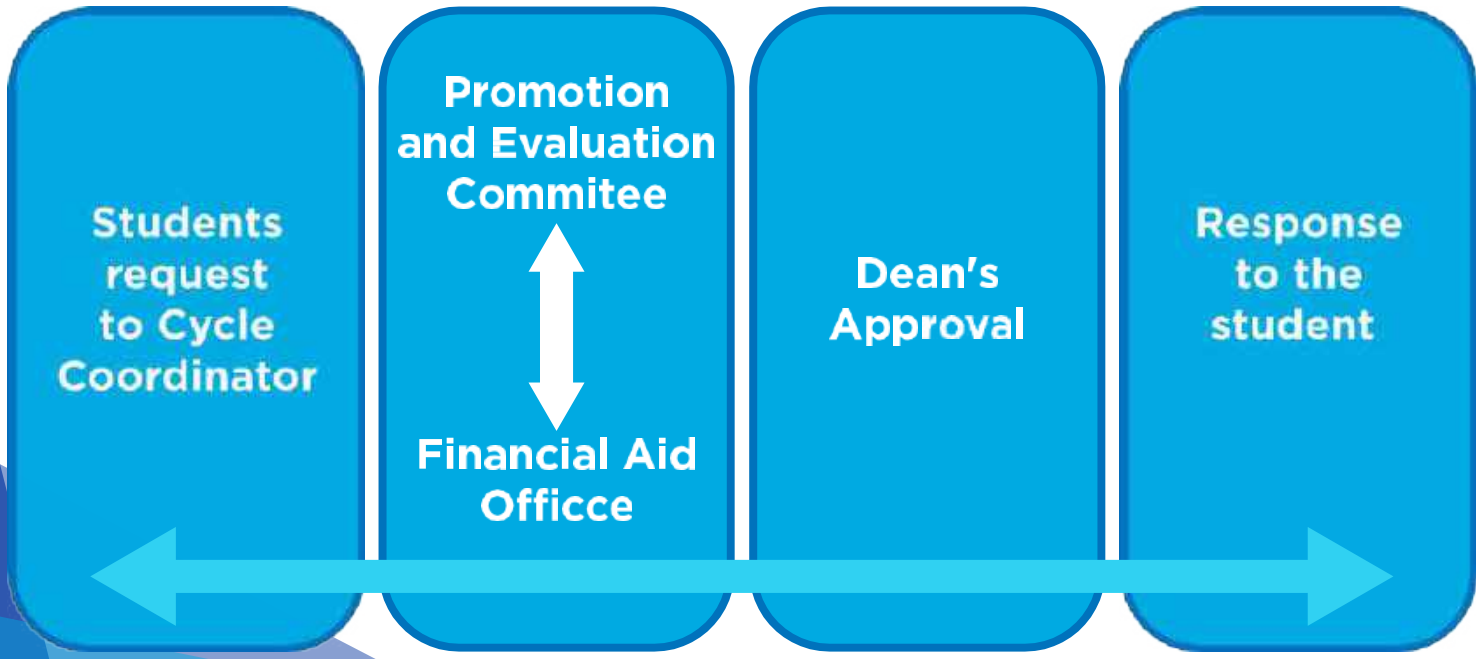
7.1 Curricular Policies

- 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 du-ring the first.
- Students must have approved all Basic Premedical courses before entering the Basic Sciences cycle.
- Students must have approved all Basic Science courses before entering the Clinical Sciences cycle (Pre-Internship).
- In the Clinical Sciences cycle ***the instruction language will be in Spanish***. (11th semester on).
- Students must have approved all the Pre-Internship courses before beginning the internship. International students are also required to approve ***the USMLE Step I before the internship selection process.***
- International students must have approved USMLE Step II (CK) as a requisite for graduation. To request graduation candidates must submit official approved results of both exams.

72 Leave of absence regulation

Some medical students need to interrupt their medical education to accommodate educational goals or circumstances. A leave of absence is when a studentis 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, studentscan request two periods of Leave of absence but cannot exceed two semesters outsidethe 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 representatives 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 NATIONAL 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.

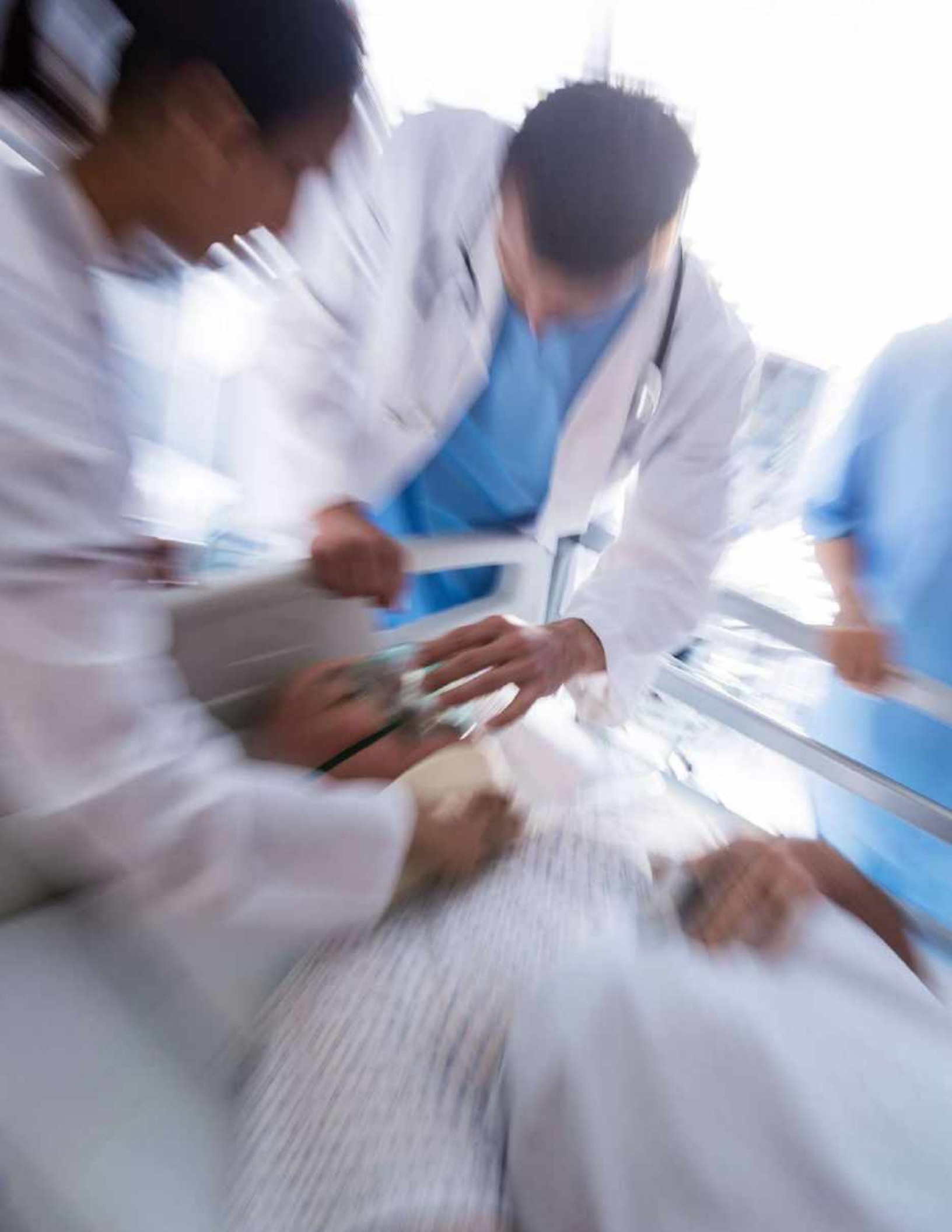
Within the hospitals stand out the specialized generals ranging from 90 to 250 beds, and up to 15,000 admitted per year, with about 1 million consultations; pediatric centers with more than 300 beds and about 200,000 consultations; maternity hospitals with more than 200 beds and between 25,000 and 50,000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

c) International Affiliated Hospitals

At UNIBE, internationalization is a strategic axis and transversal, contained in the mission and vision itself institutional. 8% of enrollment is international. Since its founding in 1982, UNIBE has prioritized internationalization components, which permeate the entire academic work, considering the international projection that it promotes through the academic offer with 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 affiliations agreements in international clinical sites where the students of the Internship Cycle could carry out part of their clinical rotations in affiliated hospitals in Cuba, Puerto Rico, the United States, Spain, and Germany.

***USMLE Requirement**: Students participating in clerkship programs in the United States as Florida must obtain a passing score within 12 weeks of their 3rd year before beginning the rotations.*

The international clinical clerkship rotations committee evaluates each request and verifies the requirements for international clinical rotations requests according to the affiliated hospital's eligibility criteria as GPA, USMLE passing score, no disciplinary actions, and hospital available places.



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. The course 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 can 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 a 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 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.

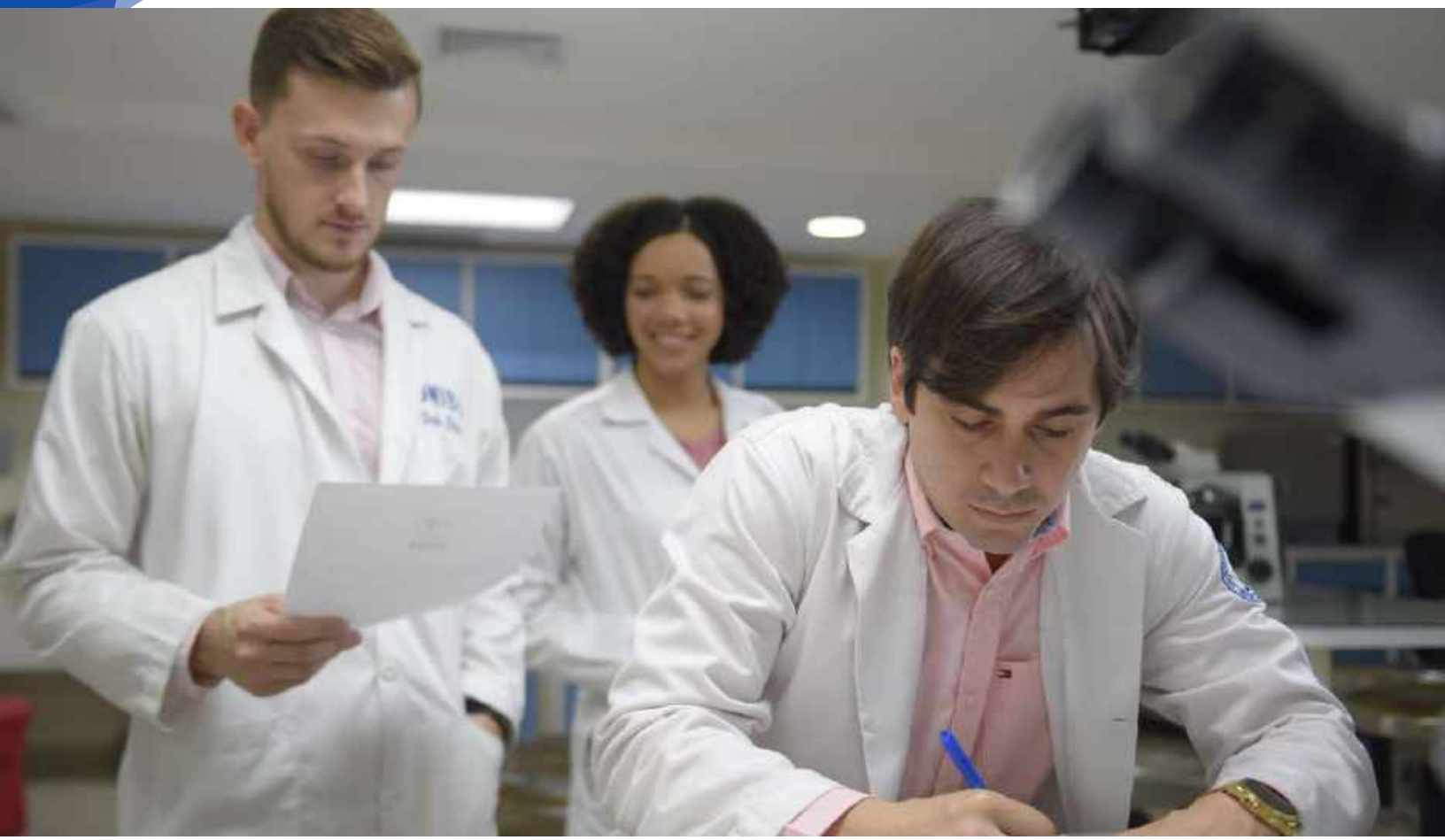
Most of the projects in which students participate are financially supportedby entities outside the university, frequently international institutions, allowing them to work on projects with expert scientists from foreign universities. Students can also opt for positions as research assistants. These 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 Government.

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 hasa program for young researchers or junior researchers. These positions were created tooffer 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 tothe 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 Associations and Students Development Unit

This unit has the mission of promoting and developing extracurricular activities, interest groups, student associations and promotional initiatives for student well-being, allowing the integration of students into university life, ensuring that they maintain a close link with the Institution, complementing their academic experience and sense of belonging to UNIBE.

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 benefitour 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 The Athletic and Cultural Development Unit

The Athletic and Cultural Development Unit aims to manage sports and cultural activities for the participation of the entire university community as well as Dominican society through some activities and programs that include their participation. Providing cultural, sports enrichment and physical well-being. In addition, it coordinates and supervises the services of the Student Lounge and the management of the UNIBE Gym.

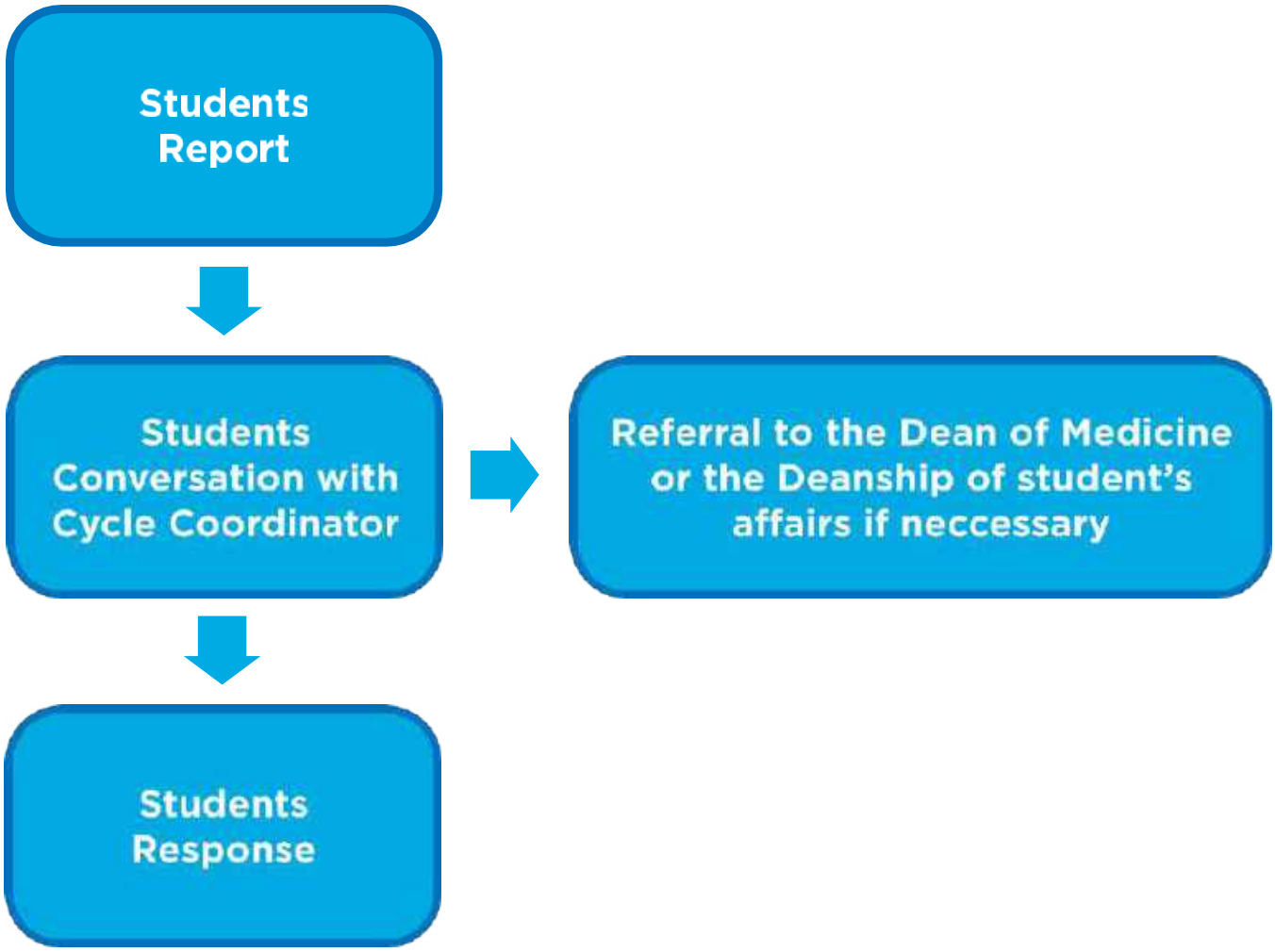
10.4 Student Experience Unit

The Student Experience Unit is responsible for supporting the Academic Vice-Rector's Office and the Dean of Students departments in everything related to the student's academic career, including knowing and listening to their experiences, needs and opinions throughout their academic life. Likewise, ensure quality academic progress based on the analysis of statistical data via surveys, interviews with students, focus groups, success indicators and retention trends for the development of strategies aimed at providing proactive assistance, improving, and guaranteeing an experience transformative educational for each of our students.

10.5 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 report UNIBE Academic Regulations 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 aformal response to the student's complaint in writing. They may be received by the Academic Director/School's Dean if they arereferred by their Academic Students Affairs Coordinator in case they want to appeal. Students have the right to appeal against 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



10.6 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 providethe 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

10.6.1 Administration of admission tests

10.6.2 Orientation to students in test and/or academic withdrawal

10.6.3 Assistance to students with their vocational decision and career changeorientation

10.6.4 Assistance to students in the readmission process

10.6.5 Support and academic follow-up for students with scholarships

10.6.6 Supervision of student groups

10.6.7 Counseling

10.6.8 Academic orientation

10.6.9 Guidance for time management, anxiety, and stress

10.6.10 Individual or group interventions on emotional issues

10.6.11 Follow-up of students referred by other departments, schools, and/orDisciplinary Council

10.6.12 Communication of the decision of the Disciplinary Council to the student andassistance with the student's handling of it

10.6.13 Planning and execution of workshops and activities related to issues of relevance to the well-being and emotional and psychological balance of thestudent.

10.6.14 Support groups

10.6.15 Accompaniment and follow-up of students enrolled in the Unit of SpecificNeeds for Educational Support

10.6.16 Conflict Mediation

10.7 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 of 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 accordingto the territories of their preferences, as well as information on standardized residencyexams, residency contests, master's degrees, and other opportunities in medicine. Thestudent'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.

10.8 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 collegelife, in general, are pointed out.

Some of the general topics of Students Guidance include:

10.8.1 Introduction by UNIBE's Authorities and the School of Medicine Staff.

10.8.2 Information about the University and its regulations, available services, facilities, Student benefits, Campus Surveillance, and student health insurance.

10.8.3 Information on the UNIBE's educational model, teaching resources, faculty members, school processes, classrooms, and laboratory locations are included.

10.8.4 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.

10.9 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.

10.10 Academic advising and mentoring program

There are multiple advisory options for students at UNIBE's School of Medicine, offeringto every student strategy and resource to help them achieve their academic goals. The program focuses on identifying students who are finding it difficult to cope withthe academic program's demand; students are invites to discuss their performancewith the academic coordinator, who will appoint them to a mentoring program thatbest suits the student's individual needs. The student is assigned to be a mentor for guidance, assessing 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.

10.13 Students Wellness

Wellness Room

The Wellness Room is a space designed to promote a state of self-care through the stimulation of the 5 senses, seeking to connect the user with the environment. The use of the space is for meditation, relaxation, prayer, and silent reflection; Yoga, therapeutic flexibility and mindfulness classes are currently taught.

10.14 Infirmary

UNIBE has on campus services of nursing staff trained to act and offer basic emergency services in the event of any eventuality. The infirmary is equipped with basic medications, supplies, and contact for the 911 services if needed.

10.15 Breastfeeding room

The promotion of breastfeeding is a fundamental for the health of newborns and mother and, the fundamental purpose of creating the breastfeeding room is to provide comfortable, calm space to encourage the continuity of breastfeeding when the mother ends her maternity leave and must return to the university. The room is available for all the collaborators (administrative and teaching) and students of UNIBE.

10.16 Gym

UNIBE identifies the development of the well-being of all members of the university community as one of its transversal axes. We recognize the need to have a balanced life and we ensure that our students and collaborators have activities and resources that promote physical, emotional, and cultural development.

As part of its initiatives to promote an active lifestyle, the university has a modern gym with the necessary equipment for the development of cardiovascular and weight routines, the supervision of a team of certified trainers with vast experience, a spacious multipurpose room where special classes are practiced, a large area of lockers and dressing rooms, as well as a digitalized access control system for greater security and ease of users.

Gym 360 views https://my.matterport.com/show/?m=V4L6FrkWR4H

10.17 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 givestudents 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 coatceremony 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 emphasison 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 competition role, guided by medical specialists and graduates. They present up-to-date topics of general interest, the progress, research, and trends in Medicine, and the importance of Continuing Medical Education, a fundamental pillar in developingthe competencies included in its Program. Academic.