



# Technical Standards for Medical School (MD) Admission, Promotion and Graduation

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## **Technical Standards for Medical School (MD) Admission, Promotion, and Graduation**

The mission of the medical school at UNIBE is to train medical professionals with up-to-date knowledge and the required skills to respond to the health needs of society, to promote comprehensive individuals with an ethical and innovative approach, to develop their leadership skills, critical attitude, and commitment to research and continuing education.

The Academic Regulations of the Universidad Iberoamericana establish that the admission process, and compliance with the policies and requirements approved by the Academic Council, are the exclusive responsibility of the Admissions Committee.

All applicants must go through the admissions process that includes verification of credentials, an admission exam, interview, to guarantee compliance with the admission criteria for the final approval by the Admissions Committee.

The applicant to study medicine at UNIBE must be a person committed to being part of an educational project of comprehensive training, with the ability to self-manage their learning, attached to our Vision: "To be the leading School of Medicine in the country and region, multidisciplinary, committed to academic excellence, adapted to diverse educational and environmental needs, capable of contributing to the transformation of health systems"

UNIBE School of Medicine will consider for admission, promotion, and graduation any applicant who meets the academic and nonacademic criteria and who demonstrates the ability to perform the skills listed in this document, with or without reasonable accommodations.

**Note I:** The stated intention of a candidate to practice only specific areas of clinical medicine, or to pursue a non-clinical career, does not alter the School of Medicine's requirement that all medical students must demonstrate competence in the full curriculum required by the faculty.

### **Statement of Diverse and Equitable Learning Environments**

UNIBE is committed to creating and promoting safe and equitable learning environments characterized by integrity, inclusion, diversity, and academic excellence. It fosters an equitable climate of well-being, respect, and collaboration among members of the community. We disapprove of academic dishonesty, mistreatment, harassment, discrimination, and any behavior that violates people's integrity and their fundamental rights as established in our policies, regulations, and institutional values. We promote respect and dignified treatment for all people without distinction of their personal, social, cultural characteristics, gender, sexual orientation, or race, religious or political beliefs, protecting the fundamental rights inherent to everyone under the constitution and the laws that establish that the dignity of the human being is sacred, innate, and inviolable.

Our core values translate into our work with all students, including those with disabilities, the diversity and inclusion committee actively works to develop innovative ways to ensure accessibility and create a respectful accountable culture through the institutional confidential disability and counseling services.

## **Technical Standards**

### ***Observational:***

Medical students must acquire information as presented through demonstrations and experiences in the foundational sciences. Medical students must be able to obtain and interpret information through a comprehensive assessment of patients, correctly interpret diagnostic representations of patients' physiological data, and accurately evaluate patients' conditions and responses.

### ***Communication:***

Medical students must exhibit interpersonal skills to enable effective caregiving for patients, including the ability to communicate effectively oral and written, with all members of a multidisciplinary healthcare team, patients, and those supporting patients. Medical students must be able to elicit information from verbal a non-verbal communication, collaborate, create rapport, and develop therapeutic relationships.

### ***Examination and diagnosis motor or motricity***

Medical students must be able to perform routine physical examinations and diagnostic maneuvers. Medical students must be able to provide general care and emergency treatment for patients and to respond to emergencies promptly e.g. (cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding among others). These activities require some physical mobility, coordination of both gross and fine motor neuromuscular functions, and balance and equilibrium. Medical students must be able to meet applicable safety standards for the environment and follow universal precaution procedures.

### ***Intellectual: Conceptual Integrative and Quantitative Abilities***

Medical students must be able to effectively interpret, assimilate, understand, and communicate the complex information required to function within the medical school curriculum both in person and via remote technology, and engage in problem-solving individually and in small groups (learn, retrieve, analyze, sequence, organize, synthesize and integrate information efficiently, and reason effectively). Medical students must demonstrate the ability to comprehend three-dimensional relationships of structure and adapt to different learning environments and modalities.

### ***Behavioral Attributes and Social Commitment:***

Medical students must exercise good judgment; attend to the responsibilities necessary for patient care, and develop mature, sensitive, and effective relationships with patients. Medical students must demonstrate the skills required to effectively manage heavy workloads, function under stress, adapt to changing environments, display flexibility, and learn to function in the face of the uncertainties inherent in the clinical problems of patients. Medical students are expected to exhibit professionalism, personal accountability, compassion, integrity, concern for others, and interpersonal skills including the ability to accept and apply feedback and respectfully treat all individuals, regardless of gender identity, age, race, sexual orientation, religion, disability, or any other protected status.

### ***Ethics and Professional expectations***

Medical students must maintain and display ethical and moral behavior commensurate with the role of a physician in all interactions with patients, faculty, staff, students, and the public. Medical students should understand and function within the legal and ethical aspects of the practice of medicine.

**Note II:** The technical standards delineated above must be met with or without accommodation. After reviewing the technical standards, students who determine that they require a reasonable accommodation to fully engage in the program should contact the Specific Educational Support Needs Unit statement. Diagnoses statement., needs, and/or disabilities for access to reasonable accommodations to be handled confidentially.

Greetings, and confidentially discuss their accommodation needs. <https://www.unibe.edu.do/estudiantes/decanato-de-estudiantes/unidad-de-necesidades-especificas-de-apoyo-educativo>. Given the clinical nature of our programs, time may be needed to create and implement the accommodations. *Accommodations are not retroactive; therefore, timely requests are essential and encouraged.*

All candidates must be able to perform essential functions in a reasonably independent manner. Their use of senses such as touch, pain, temperature position, pressure, movement, stereognosis, and vibration must be sufficiently intact to enable them to carry out all activities required for a complete medical education. Candidates must have motor function capabilities to meet the demands of medical education and total patient care demands. The candidates for the medical degree must be able to independently demonstrate a range of abilities and skills. The use of trained intermediaries to carry out functions described in the technical standards will not be permitted. Intermediaries, no matter how well trained, apply their powers of selection and observation, which could affect the student's judgment and performance.

### ***Candidates with Disabilities***

**Requests for Accommodations:** Candidates who have questions or concerns about or want to request accommodations, auxiliary aids, and/or services should contact the Specific Educational Support Needs Unit. <https://www.unibe.edu.do/estudiantes/decanato-de-estudiantes/unidad-de-necesidades-especificas-de-apoyo-educativo>

A candidate who has not been admitted to the School of Medicine may disclose a disability and request accommodation during the admission process. This is not required unless the candidate wants to request an accommodation for the admission process.

- a. After admission, medical students (including admittees who have not yet accepted a place in a class at the School of Medicine, admittees who have accepted a place, and matriculating medical students) can disclose a disability and request accommodation through (email) Specific Educational Support Needs Unit for accommodations must provide the specific functional limitations in which the student is seeking accommodations.
- b. Medical students can disclose a disability and request an accommodation at any time during their enrollment, students are encouraged to disclose the need for accommodation(s) as soon as possible, for documentation review and arrangement of accommodation(s) is necessary. Accommodations are not retroactive.

### **Process for Assessing the Applicant's compliance with the Technical Standards**

Candidates for admission must review and verify their ability to meet the School of Medicine technical standards when the student accepted the admission offers. If at any point an enrolled medical student ceases to meet the technical standards of the School of Medicine, they may choose to work with the Specific Educational Support Needs Unit to determine if reasonable accommodations could remove barriers and other services are available. Should, despite reasonable accommodation (whether the candidate chooses to use the accommodation or not), a candidate or student's existing or acquired disability cannot interfere with the patient or peer safety, or otherwise, impede the ability to complete the school of medicine academic program and advance to graduation and licensure.

### **Responsibility:**

Monitoring the ability of a candidate or student to meet the technical standards is the responsibility of the School of Medicine committees, faculty, and the medical student. For medical students who have matriculated into the School of Medicine, issues related to technical standards are annually evaluated by the evaluation and promotion committee and Specific Educational Support Needs Unit.

The technical standards were formally approved by Curriculum Committees and adopted by the admission evaluation and promotion committees and will be reviewed and updated periodically if the circumstances required.

Approved by:

Curriculum Committee/ Date:

Reviewed by / Date:

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Curriculum Committee/ Date:

## References

- *Adopted and adapted from Special Advisory Panel on Technical Standards for Medical School Admissions convened by the AAMC (Memorandum #79-4) in January 1979*
- *UNIBE's School of Medicine admission manual*
- *UNIBE's Statement of Diverse and Equitable Learning Environments*