A Community-Based Medical School



SAN JUAN BAUTISTA SCHOOL OF MEDICINE (SJBSM)

INSTITUTIONAL CATALOG

2025-2027

Revised

Revised 2025-2

Non-Discrimination Statement

San Juan Bautista School of Medicine does not discriminate in admission or access to, treatment or employment in, any program or activity on the basis of age, creed, gender identity, national or ethnic origin, race, sex, sexual orientation, religion, disability, or color.

For inquiries concerning accommodations, the application of regulations prohibiting discrimination and other related procedures contact:

Disabilities Services and Accommodation:
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Student Programs Director
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Urb. Turabo Gardens
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For further information regarding the nondiscrimination policy or the student's rights under this policy, please contact the U.S. Department of Education's Office of Civil Rights (OCR) by visiting **https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm** or by phone at 1-800-421-3481.

Diversity Statement

San Juan Bautista (SJBSM) does not discriminate in admission or access to, treatment or employment in, any program or activity based on age, creed, gender identity, national or ethnic origin, race, sex orientation, religion, disability, or color. Within this framework, SJBSM has identified specific categories and definitions on which to focus.

Equal Access to San Juan Bautista School of Medicine

SJBSM has an institutional commitment to provide equal educational opportunities for qualified students who apply for admission in any of its programs, or who are enrolled as students. The Institution offers equal opportunity in its programs and services regardless of color, religion, marital status, age, sexual orientation, national origin, disability, or veteran status. The school is committed to fully complying with local and federal laws and regulations, including the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990.

SJBSM recognizes a “qualified person with a disability” as an individual with a disability who meets the academic and essential abilities and skills for admission or participation in the school’s educational programs, with or without accommodations. As previously noted, admitted candidates with disabilities are reviewed individually on a case-by-case basis. A thorough evaluation takes place with careful consideration of all the skills, attitudes, and attributes of each candidate, to determine whether there are any reasonable accommodations or available options that will allow the candidate to satisfy the technical standards.

To provide access to and inclusion in all academic and campus programs to qualified students with disabilities, the Institution has provided a policy with a request form and appeal process that guarantees that students are made aware of their rights and responsibilities when in need of requesting accommodation for their disabilities; and that their request will be processed in an orderly and timely manner. The designated school official is the Students Programs Director, Yaidy L. Cruz, M.Ed. (787) 743-3030 Ext. 233 ylcruzcordero@samjuanbautista.edu

An accommodation is not reasonable if it:

- Causes a direct threat to the personal health or safety and/or to others.
- Requires a substantial modification in an essential element of the curriculum.
- Lowers academic standards.
- Poses an undue administrative or financial burden.

Except in rare circumstances, the use by the candidate of a third party (e.g., an intermediary) to perform any of the functions described in the Technical Standards will constitute an unacceptable substantial modification.

SJBSM is committed to maintaining an educational environment that fosters respect for and sensibility to individual differences; promotes personal and professional development; and gives all candidates the opportunity to succeed, regardless of ethnicity, gender, or socioeconomic status.

LICENSURE / ACCREDITATIONS

Oficina de Licenciamiento de Instituciones Educativas (ORLIE)

The *Oficina de Licenciamiento de Instituciones Educativas (ORLIE),* previously known as the *Consejo de Educación de Puerto Rico (CEPR),* is attached to the Department of Education of the Commonwealth of Puerto Rico. It was created with the essential purpose of licensing private basic education institutions, private and public post-secondary institutions, and raising the quality of education in Puerto Rico to the highest international standards to develop on the Island an education of excellence, with innovation and technology.

The MD program of SJBSM was licensed by ORLIE in 1978. In 2016, ORLIE approved the renewal of San Juan Bautista School of Medicine's license to continue operating as a higher education institution in Puerto Rico with the inclusion of two new academic programs: Master in Public Health and Bachelor of Science in Nursing. The license was valid for a term of five (5) years.

In January of 2022 the Doctor of Nursing Practice in Adult Gerontology Primary Care Nurse Practitioner was approved. The next site visit will take place in the academic year 2026-27.

For inquiries and/or file complaints, please contact the *Oficina de Licenciamiento de Instituciones Educativas* (ORLIE) by visiting **https://agencias.pr.gov/agencias/cepr/Documents/SARA_Complaint_Process%202022.pdf**

Middle States Commission on Higher Education (MSCHE)

MSCHE is a voluntary, non-governmental, regional membership association recognized by both the U.S. Secretary of Education and the Council on Higher Education Accreditation (CHEA). Its main purpose is to define, maintain, and promote educational excellence across institutions of higher education.

MSCHE approved SJBSM accreditation in 2007. In 2015 the accreditation was renewed with the inclusion of two new academic programs: Master in Public Health and Bachelor in Science of Nursing. In 2021 MSCHE renewed the accreditation of SJBSM, and in 2024 the inclusion of the Doctor of Nursing Practice in Adult Gerontology Primary Care Nurse Practitioner was approved. The next MSCHE visit is scheduled for the academic year 2027-28.

For inquiries and/or complaints, please contact Middle States Commission on Higher Education (MSCHE) by visiting **https://www.msche.org/about-us/**

Liaison Committee on Medical Education (LCME)

LCME accreditation is a voluntary, peer-reviewed process of quality assurance that determines whether the medical education program meets established standards. This process also fosters institutional and programmatic improvement. To achieve and maintain accreditation, a medical education program leading to the MD degree in the United States and Canada must meet the LCME accreditation standards contained in the LCME document ***Functions and Structure of a Medical School***.

LCME approved accreditation for the Doctor in Medicine program at SJBSM in 2007. The last site visit was in 2025. The next accreditation visit will be in the academic year 2026-2027.

inquiries and/or complaints, please contact the Liaison Committee on Medical Education (LCME) by visiting **https://lcme.org/**

Council on Education for Public Health (CEPH)

The Master in Public Health Program at San Juan Bautista School of Medicine is an applicant for accreditation by the Council on Education for Public Health (CEPH).

For more information, please visit **https://ceph.org**

Commission on Collegiate Nursing Education (CCNE)

CCNE is an autonomous accrediting agency, that provides a voluntary, self-regulatory process for baccalaureate, graduate, and residency programs in nursing. It serves by assessing and identifying programs that engage in effective educational practices; encouraging continuing self-assessment; supporting continuing growth and improvement of collegiate professional education and nurse residency programs.

The **baccalaureate degree** program at San Juan Bautista School of Medicine is accredited by the Commission on Collegiate Nursing Education. The last accreditation visit was in the academic year 2024- 2025 and full accreditation for ten years was granted.

The Doctor of Nursing Practice in Adult Gerontology Primary Care Nurse Practitioner at San Juan Bautista School of Medicine is an applicant for accreditation by CCNE with the site visit scheduled for March 3 and 4 of 2026.

For inquiries and/or complaints, please contact the Commission on Collegiate Nursing Education (CCNE) by visiting **https://www.aacnnursing.org/CCNE**

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Introduction

The information included in this catalog has been compiled from the Institution's official documents and other relevant sources and is intended to serve as a guide for all applicants and/or students interested in pursuing a degree at San Juan Bautista School of Medicine.

San Juan Bautista School of Medicine reserves the right to make any changes it considers appropriate after the publication of this catalog. These changes may reflect the requirements of accrediting agencies, as well as newly adopted policies at San Juan Bautista School of Medicine.

The academic calendar, as well as any other notice through the school media, complements and may result in changes to the information in this catalog. In addition, the school's students are responsible for becoming familiar with and keeping themselves informed about the institutional regulations, procedures, and other policies, including updated information that is published from time to time.

The content of this catalog has been approved by the President of San Juan Bautista School of Medicine. The information contained in it supersedes any other documentation, including verbal or written expressions that may be contradictory to the policies established herein.

Message from the President

Welcome to San Juan Bautista School of Medicine, an institution that provides excellent education for students who want to enter the healthcare profession. The academic programs encourage the intellectual development of the students and offer the opportunity for graduates to become healthcare professionals who will serve humanity with dedication and compassion, with the highest ethical and moral standards.

Currently, San Juan Bautista School of Medicine (SJBSM) is facing a complete strategic restructuring. The Institutional mission, vision, and objectives have been geared during these challenging times to continue to provide an interdisciplinary focus as a means to develop a humanistic and service-learning approach to health care.

We perceive our role as an agent of change, targeting a niche that will facilitate continued growth and development. We are facing the new paradigms of health care by enhancing our medical research capabilities and by re-orienting our services and organizational structure; overall, we are providing foundations for our transformation. Our School has recently made a great effort to integrate all educational programs and research fields with service-learning experiences.

If you decide to select the San Juan Bautista School of Medicine as the institution to achieve your professional goals, a passionate and challenging experience awaits you.

Yocasta Brugal, M.D.
President

General Information

The San Juan Bautista School of Medicine (SJBSM) is a private, not-for-profit institution, incorporated as such in the Commonwealth of Puerto Rico. SJBSM was founded in 1978 with the vision to provide quality education focused on community medicine and primary care; and to strengthen the efforts of state and local governments in improving the health conditions and access to care for urban and rural communities.

The MD program of SJBSM was licensed by the Puerto Rico Council on Education (CEPR) in 1978 and the Middle States Commission on Higher Education (MSCHE) in 2004. Initial full accreditation by the Liaison Committee on Medical Education (LCME) was achieved in 2007 allowing graduates to practice in the United States mainland.

In 2010, the institution's educational license was amended to include a Master in Public Health (MPH) program, and a Bachelor in Science of Nursing (BSN) program. In 2024, the license was expanded to include a Doctor of Nurse Practitioner (DNP) with a specialty in Adult Gerontology Primary Care Nurse Practitioner (AGPCNP).

In July of 2006, Public Law 136 created the Central Regional Academic Medical Centers (CRAMC) in Puerto Rico. The CRAMC was organized to support accredited medical schools in providing clinical experiences for students and assure compliance with the corresponding accreditation standards. Under PL 136 a medical school in partnership with a hospital facility, or other affiliated healthcare organizations, organizes and oversees a regional academic medical center. The SJBSM and the Mennonite Health System (MHS) have joined efforts to re-structure and further develop CRAMC's services and facilities, ensuring the availability of teaching sites for clerkships. CRAMC also facilitates the hands-on clinical training in settings with diverse patient populations with varied medical conditions. At the same time, CRAMC and their surrounding communities and medically underserved populations have access to quality healthcare services delivered at the academic medical center. MHS's teaching facilities are under the supervision and administration of the MHS Chief Executive Officer (MHS-CEO). There is direct communication, interaction, and cooperation between the SJBSM President and the MHS-CEO.

The SJBSM's educational objectives are well-defined, clear, and appropriate for planning the academic programs, and for successfully educating health professionals with humanistic values sensitive to community needs. The objectives are linked to expected competencies and are continuously assessed. The curriculum is based on competencies and content that have been aligned to facilitate learning within a framework based on the relevant health disciplines. All educational programs ensure that students can integrate what they have learned through service learning, research, inter-professional activities, and clinical/field practice.

SJBSM distinguishes itself by providing an educational program focused on developing and integrating students' skills and competencies in community-based practice. We have partnerships in community settings that support students experiential learning, we have a Community Medicine Program that provides voluntary service opportunities, and we encourage voluntary community activities through student lead organizations. Faculty, students, and staff engage in activities that promote the wellbeing of underserved communities through these initiatives.

Cultivating translational research continues to be a priority through these years. The research infrastructure has been expanded; research collaborations have been strengthened, and the SJBSM Research Center (SJBSM-RC) was created. The SJBSM-RC has an organizational structure that includes two Advisory Committees, the Office for Sponsored Research, the Research Core Laboratories, the Clinical Trials Unit, the Students' Research Program, the Research Division of the Puerto Rico Health Justice Center, a Grantsmanship Program, and the Institutional Review Board (IRB).

A great deal has changed since SJBSM was founded, however, our commitment to serving the community and the medically underserved has not changed. Since its inception, SJBSM has graduated over 1,500 students maintaining its commitment in providing high quality healthcare professionals who are responsive to the health needs of underserved and medically vulnerable populations.

Vision, Mission, Goals and Objectives

Vision

To hold a leadership position among the purveyors of quality education in community medicine and primary care that will support and strengthen the efforts of state and local government in improving the health conditions and access to care for urban and rural communities.

Mission

We are committed to educating a culturally and linguistically diverse generation of team physicians and other health care professionals. Graduates will have the knowledge, skills, values, and competencies to pursue career options in medicine, public health, and nursing; deliver high quality care services and conduct clinical research. The school's special interest is centered on community health, conducting research on translational community medicine, and on graduating physicians and other health professionals who are responsive to the health needs of underserved and medically vulnerable populations.

Goals

1. Provide medical education, with graduates well-trained in integrated and team-based care, ethics, and outcome standards to optimally manage the care of individuals and entire communities.

2. Integrate the disciplines of medicine, nursing and public health in medical education to enhance the connection between prevention, promotion and treatment of disease and improve population health.

3. Cultivate community engagement and community-based experiences by creating collaborative alliances with public health and private agencies.

4. Cultivate translational, clinical, behavioral and academic research by creating collaborative alliances among basic scientists, clinical faculty and community practitioners.

5. Maintain and enhance the use of information technology as a tool for teaching, research, performance measurement, faculty development and enhancing communication within the school and surrounding communities.

6. Continue to reinforce the diverse network of clinical and community sites for rotations and hands-on training to strengthen students' clinical skills, research, public health, cultural competency and health systems management.

7. Maintain an institutional environment that is conductive to and supportive of uniprofessional/interprofessional education, life-long learning, research, students' services, and a culture of continuous quality improvement.

8. Recruit and retain outstanding, culturally and linguistically distinct faculty, students and staff in order to increase diversity and recognize their contributions to the learning environment.

9. Continue to manage the school resources with fiscal responsibility and explore new avenues for expanding funding sources.

10. Develop a system to accurately evaluate the academic and non-academic measurable outcomes of medicine, public health, and nursing academic programs.

Campus Location and Facilities

The school was first located in San Juan, the capital of Puerto Rico, which was originally named San Juan Bautista by the Spaniards. In 1998, the institution moved to the city of Caguas, one of the most important urban centers in Puerto Rico, with a population of 150,000. Caguas is located in the East-Central region of the island, 18 miles south of San Juan, the capital of Puerto Rico. Due to its privileged location, the city is easily accessible through ports and airport facilities, thus permitting fast and convenient transport. This location facilitates commercial, individual and tourist expansion activities.

The San Juan Bautista School of Medicine's (SJBSM) academic facilities are located on the campus of the Mennonite Caguas Hospital, one of the school's multiple sites for inpatient and outpatient clinical teaching, between State Highways 52 and 172 in an urban development known as Turabo Gardens. The campus, a 52-acre area, encompasses the Hospital and School buildings, parking spaces and green areas.

The school's facilities include:

- Office space for academic, administrative and student services
- Modern auditoriums, lecture halls and classrooms
- Basic sciences laboratories for chemistry, microbiology, and statistics
- Anatomy labs that provide learning experiences with both human cadavers and electronic images on the Anatomage platform
- Digital Library with 24/7 access
- Learning Resource Center
- Research
- Relaxing student center fully equipped with kitchen equipment and game tables
- Basketball court and resting areas;
- Parking lot

Recent acquisition of a lot of land near the actual campus will provide additional areas for administrative offices, institutional facilities for our new program, and facilities for a homecare service program.

Governance and Administration

A Board of Trustees reviews and approves general policies and governs the operations of the school. This body, drawn from the community, has responsibility for assuring that the San Juan Bautista School of Medicine (SJBSM) complies with and adheres to its mission, vision, and objectives. All trustees are committed to SJBSM's well-being and progress.

The President of the school is appointed by the Board of Trustees and is the Chief Executive Officer of SJBSM. The President supervises all the operational aspects of the school, including the finances, academic programs, and planning. The administration is comprised of a Dean of Administration/Human Resources; a Dean of Academic Affairs; a Dean of Student Affairs, a Dean of Medicine, a Dean for Health Sciences; four Associate Deans as follows: Associate Dean of Biomedical Sciences, Associate Dean of Clinical Sciences, Associate Dean Master in Public Health; Associate Dean of Nursing program; the Director of Nurse Practitioner program, the Director of the SJB Research Center, the Director of the Finance Office , and the Director of the Library Resources and Technology Center.

Board of Trustees

President
Secretary
Treasurer
Member
Member
Member
Member

Members of the Administration

President
Dean of Administration/Human Resources
Dean of Academic Affairs
Dean of Student Affairs
Dean of Medicine
Associate Dean of Biomedical Sciences
Associate Dean of Clinical Sciences
Dean of Health Sciences
Associate Dean Master Public Health Program
Dean of Nursing Program
Nurse Practitioner Program Director
Director of SJB Research Center
Director of Finance Office
Director Library Resources
Director Technology

Doctor in Medicine (MD) Program

ADMISSIONS

Admission is the initial step for applicants who want to begin a career in health care. They must learn about and comply with the admission requirements established by the San Juan Bautista School of Medicine for the selected academic program.

The MD Admissions Committee, appointed by the President and composed of faculty, administration and a MD student representative, evaluates all applications taking into consideration applicants' academic and personal qualifications. The analysis includes the following criteria: general academic performance (GPA); Medical College Admission Test (MCAT) scores; Mini Multiple Interviews; community service, research, and other field experience (example: exposure to clinical medicine, etc.); applicant's essay; letters of recommendation (both from premedical advisors and / or faculty and community), and extracurricular activities.

The MD Admissions Committee is committed to recruiting students from different geographic, economic, racial, and ethnic, and religious backgrounds. The Committee also welcomes differences in gender, age, and sexual orientation, as well as welcoming applicants with disabilities and special needs. As a member of the American Association of Medical Colleges (AAMC), the San Juan Bautista School of Medicine is further guided by the AAMC Equal Opportunity Statement that reads: "The AAMC is committed to a culture of excellence in academic medicine where a diversity of perspectives and experiences are valued and respected, and where students, faculty, and staff of all socioeconomic backgrounds, religions, races, ethnicities, and ages, among other attributes, can thrive and best serve patients and communities of all backgrounds." (May 2025)

In compliance with official policies, San Juan Bautista School of Medicine does not differentiate on the basis of race, color, religion, creed, national origin, ancestry, sex, age, disability, sexual orientation, and veteran, marital or parental status.

Essential Abilities and Skills for Medical School Completion

SJBSM's faculty and administration are guided by the standards established by the Liaison Committee on Medical Education (LCME) for all matters related to selection of students, admission and monitoring their academic progress within the curriculum. Since the MD degree validates that the holder is a physician prepared for entry into the practice of medicine by way of postgraduate training programs, it becomes necessary that graduates acquire a foundation of knowledge in the basic and clinical sciences that will allow and facilitate their admission into any of the specialties in the medical field.

A candidate for the MD degree must have abilities and skills as defined in the five (5) categories listed in this document under technical standards, with or without reasonable

accommodations, as determined by the Student Programs Coordination (Accessibility Services) Office and consistent with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Fulfillment of the technical standards does not guarantee that a graduate of the program will be able to fulfill the technical standards for employment, graduate medical education, or certifying boards.

Candidates with disabilities are encouraged to contact the Students Programs Director, Yaidy L. Cruz Cordero, M.Ed., at (787) 743-3038 Ext. 233, 212 or ylcruzcordero@sanjuanbautista.edu, early in the application process to discuss accommodation needs.

Technical Standards

- Observation: Applicants and enrolled students must be able to observe and interpret demonstrations and experiments in the basic sciences. This includes, but is not limited to anatomical, physiological, and pharmacological demonstrations; microbiological cultures; and microscopic analysis of tissues and microorganisms in both normal and pathological states. Additionally, candidates must be able to accurately observe patients both at a distance and up close. Effective observation relies on the functional use of vision, hearing, and somatic sensation, and may be enhanced by the sense of smell. Use of assistive or adaptive technologies may be permitted when they provide functional equivalence without compromising patient safety or the integrity of the educational experience.

- Communication: Applicants and enrolled students must be able to communicate effectively and sensitively with patients, faculty, and members of the healthcare team. This includes the ability to: speak, hear, and observe patients to gather information, recognize changes in mood, activity and posture, and interpret nonverbal cues; communicate clearly and efficiently in both **oral and written** forms; demonstrate proficiency in **English and Spanish**, as required by the SJBSM, for interactions with patients, peers, faculty, and healthcare professionals; engage professionally in **digital communication platforms**, including electronic health records and telemedicine systems; and communicate effectively, which is essential for building trust, ensuring accurate information exchange, and delivering high-quality care

- Motor: Applicants and enrolled students must possess sufficient motor function to perform physical examinations and clinical procedures. This includes the ability to: conduct diagnostic maneuvers such as palpation, auscultation, percussion, and pelvic examinations; perform both basic and advanced clinical procedures required by the curriculum; and execute the motor tasks necessary for general and emergency patient care, such as cardiopulmonary resuscitation (CPR), administering intravenous medications, applying pressure to control bleeding, opening obstructed airways, suturing wounds, performing basic obstetrical procedures. These tasks require coordination of gross and fine motor movements, balance, and functional use of touch, vision, and hearing.

- Intellectual: Applicants and enrolled students must demonstrate strong intellectual abilities to succeed in medical education and practice. These include measurement, calculation, reasoning, analysis, and synthesis; efficient learning, retrieval, organization, and integration of complex information; effective problem-solving and critical thinking; accurate spatial understanding of anatomical structures; and the ability to apply quantitative skills in clinical decision-making. These cognitive skills are fundamental to diagnosing and treating patients, interpreting medical data, and adapting to evolving medical knowledge.

- Behavioural and Social Attributes: Applicants and enrolled students must demonstrate the emotional and behavioral maturity necessary to fully utilize their intellectual abilities, exercise sound judgment, and fulfill responsibilities related to patient care. This includes the ability to develop respectful, compassionate, and effective relationships with patients, families, peers, faculty, and healthcare professionals; work collaboratively and professionally as part of a healthcare team; maintain composure and effectiveness under physically demanding workloads and stressful conditions; adapt to changing environments and clinical uncertainties with flexibility and resilience; exhibit personal qualities essential to medical practice, including compassion, integrity, concern for others, strong interpersonal skills, and motivation

While technological compensation or the use of non-service animals as defined by ADA (e.g., emotional support or therapy animals) may be permitted in some of these areas, a candidate or enrolled student must be able to perform in a reasonable independent manner. The use of a trained intermediary to carry out essential skills or make clinical judgments on behalf of the candidate is not permitted, as it compromises the integrity of medical education and patient safety.

In addition, candidates and enrolled students must maintain general physical health sufficiently to perform the duties of a medical student and physician-in-training without posing a risk to patients or colleagues. Candidates and enrolled students impaired by substance abuse (including alcohol or other drugs) are not suitable for admission, continuation, promotion, or graduation.

Students who are unable to meet the technical standards at any point during their enrollment, with or without reasonable accommodation, will not be permitted to continue in the program.

ADMISSION REQUIREMENTS FOR FIRST YEAR CLASS

The School of Medicine endorses the general policy of the Puerto Rico Medical Board of Licensure in encouraging applicants to seek the broadest cultural formation available prior to their training in medicine. Candidates are admitted for first year class on a competitive basis and therefore the applicants must comply with the following requirements for consideration:

- A bachelor's degree (preferably in science) is highly recommended with the completion of premedical coursework credits at a college level institution accredited by the Council of Higher Education of PR or by a US accrediting organization with a minimum Science and General GPA of 3.00 or higher on a scale of 4.0 as calculated by AMCAS. **The GPA of a graduate degree (MS, MPH) does not substitute the GPA from an undergraduate degree.** Required premedical coursework consists of the following:

Courses	Credits
General Biology I and II with labs	8
General Chemistry or Inorganic Chemistry I and II with labs	8
Organic Chemistry I and II	8
General Physics I and II with labs	8
Behavioural and Social Sciences (Sociology, Psychology, Political Sciences, Economics, and Anthropology)	9
Spanish (Grammar or Literature) *	9
English (Grammar or Literature) *	9

*CLEP Exam - The College-Level Examination Program's (CLEP) Spanish Language exam is designed to measure knowledge and ability equivalent to that of students who have completed one to two years of college Spanish language study. If you reside in the U.S., have knowledge in Spanish, but did not have Spanish courses in your curriculum, you are welcome to take the CLEP exam. For more information, please access https://clep.collegeboard.org. You should choose Spanish level II and if you obtain a score higher than 70, we can grant you the 9 credits. Please keep note that we will assess your Spanish proficiency through the interviews.

In addition to the above requirements, coursework in Cell Biology, Biochemistry, Genetics, Microbiology, Liberal Arts and/or Humanities are highly recommended. Courses could be in progress at the time of the application; however, <u>all required courses must be successfully completed before enrolling into medical school.</u>

When studies were completed in a foreign/international university certified by the Puerto Rico Board of Medical Licensure and Discipline (PRBMLD), it is the applicant's responsibility to demonstrate and certify that those courses are equivalent to the pre-medical studies or bachelor's degree requirements in accordance with the curriculum of the University of Puerto Rico.

<u>Online Coursework</u> will be considered provided that:

- The online course is offered under the auspices and supervision of the institution at which the student completed the other pre-med coursework or at another, college or university accredited by one of the six regional accrediting associations: Middle States, New England, North Central, Northwest, Southern, and Western.

  - The sponsoring institution of the online course must have a history of offering the same course(s) in a classroom setting.

- A minimum Medical College Admission Test (MCAT) cut-off score of 492. The MCAT must be taken **within three years** of application. For more information regarding the **MCAT**, you can access **www.aamc.org/students/applying/mcat/**
- Candidates must be able to read, write, speak, and understand both English and Spanish.

To initiate the admission process, an applicant must submit the following documents:

- Application through the American Medical College Application Service (AMCAS), a centralized application service for applicants to first year classes at participating U.S. medical schools, at **www.aamc.org/students/amcas/start.htm**. The complete application must be processed by AMCAS between June 1st and before December 15th of the year prior to admission. We urge candidates to submit the AMCAS Web application with enough time to be considered before December 15th.
- A supplemental application will be sent to qualified applicants.
- Non-refundable certified check or money order for $100.00 payable to San Juan Bautista School of Medicine (applicants may also pay using credit card or electronic payment).
- Official results of the Medical College Admission Test (MCAT) with a minimum score of 492 and not older than three (3) years. The results will be automatically released by AMCAS.
- Two (2) letters of recommendation* from science professors, sent via AMCAS® Letter Service.
- One (1) letter of recommendation* from a community leader specifying any community and/or volunteer work sent via AMCAS® Letter Service.
- Official transcripts with conferred grades will only be requested from applicants who pending have coursework or have been admitted into our program.

*The letters of recommendation are narrative letters. These must be printed on the official institutional paper with the appropriate letterhead and signature. We accept faculty letters, letter packets distributed by an institution, or committee letters authored by an official university committee or advisor.

Language Pre-Requisites

English and Spanish are the official languages of SJBSM. Since SJBSM is a community-based school located in the island of Puerto Rico, all students will have interactions with Spanish speaking communities and patients. To fulfill academic, community and clinical activities, enrolled students must be able to read, write, speak, and understand both English and Spanish languages. Language proficiency will be assessed during the interviews.

Preliminary screening of applicants and selection for the interview

Academic requirements should be completed no later than the academic year preceding the anticipated entrance to the school. As soon as applications are processed through AMCAS, the Admissions office receives and reviews all the required documents to ensure they are complete. The MD Admissions Office will do an initial ranking based on the MCAT and General and Science GPA. If the applicant meets these requirements an interview will be scheduled.

Interview

Multiple Mini Interview (MMI) is the San Juan Bautista format of interview. The MMI consists of four (4) structured situational stations used to assess non-cognitive qualities such as: cultural sensitivity, problem-solving and decision-making skills, maturity, integrity, empathy, reliability, and communication skills. Prior to the start of each mini-interview rotation, candidates receive a question/scenario and have two (2) minutes to prepare an answer. Interviewers for the MMI are standardized patients from the community that are formally trained in both clinical skills and the MMI process. Upon entering the interview room, the candidate has an eight (8)-minute exchange with the interviewer. The interviewers evaluate each candidate's qualities. This pattern is repeated until all the rotations are completed. A fifth station is a one-on-one interview consisting of an 8-minute interaction with an admissions committee member or trained interviewer. This interview runs along with the MMI's. After the interview rotations, the interviewer scores and documents the evaluation in the sheet provided. The interview evaluations are later reviewed and assessed by the entire Admissions Committee. At the end of the interview session, a tour of the San Juan Bautista Main Campus is arranged for the candidate. A wrap-up session at the end of the day with an admissions officer ensures that the information obtained by the applicant is correct, answers last-minute questions, and gets feedback. The interview report itself provides the most important information for the committee's assessment.

Selection Process

The MD Admissions Committee reviews applicants through a "rolling admission cycle" from December to May. Notification of Admission may begin as early as January. The Committee does not review applications in the order they were submitted or by assigned interview date.

A holistic admissions process is used by the MD Admissions Committee to ensure that the applicant pool and student body is broadly diverse to enable the school to achieve its mission, vision, goals, and student profile statements approved by the council of Deans. When considering applicants for admission, the MD Admissions Committee reviews all appropriate information including academic, personal, experiential, and demographic data in the selection process.

The following personal attributes are the focus during the admissions process:

- **Academic Metrics:**
  - Performance in undergraduate education and premedical coursework
- **Life Experiences**
  - Clinical exposure sufficient to understand the profession
  - Community background
  - Background of socio-economic disadvantage
  - Scientific inquiry
- **Personal Attributes:**
  - Service orientation
  - Social skills
  - Cultural competence
  - Teamwork
  - Verbal and written Communication Skills in both English and Spanish
  - Ethical Responsibility to Self and Others
  - Reliability and Dependability
  - Resilience and Adaptability
  - Capacity for improvement
  - Critical thinking

The MD Admissions Committee meets once a week during the admissions cycle to make decisions on the applicants who were interviewed that week (rolling admissions). On making the final decision regarding the applicants' admissions, the MD Admissions Committee uses an evaluation rubric that considers the following components:

Evaluation Criteria
MCAT scores
General GPA
Sciences GPA
Interviews
Community recommendation letters
Work experience
Academic recommendation Letters
Overall review of experiences*

* Overall review of life experiences as per reflected in the Preliminary Application, personal essays on AMCAS, community service, research, and other health field

Although SJBSM gives particular attention to strong academic metrics, each application is thoroughly reviewed. Personal attributes such as motivation, empathy, oral communication skills, cultural competence, problem-solving skills, critical thinking, integrity, resiliency, compassion, and altruism are also taken into account by the committee and are considered essential in the final selection. MCAT scores and GPAs are used to assess the applicant's ability to achieve the academic objectives of the SJBSM curricular program. Applicants from diverse socioeconomic, educational, and cultural backgrounds are of particular interest.

Final Decision

The committee members vote on one of three options for each applicant: acceptance, waiting list, or rejection using the evaluation rubric. The Chair of the MD Admissions Committee will inform the applicants of the final decision regarding admission. This communication is sent by e-mail or mailing address. Decisions by the Admissions Committee are final.

Upon acceptance, the applicants are requested to submit the following documents:

- One (1) 2"x 2" photo
- Official transcripts from all institutions attended (undergraduate and graduate), in addition to those provided to AMCAS.
- Copy of birth certificate and/or valid passport
- Health Certificate **(must include copy of the test results for VDRL and PPD).**
- Immunization Certificate (PVAC-3 form) that includes: DTAP (diphtheria, tetanus, and pertussis), TDAP– one dose and TD booster every ten (10) years, Polio – three (4) doses, MMR (measles, mumps and rubella) – two (2) doses, Hepatitis B and Hepatitis B Surface Antigen– three (3) doses, MCV (meningococcal) – one or two (1 or 2) dose, Men B - one or two (1 or 2) doses, Varicella vaccine – two (2) doses.
  NOTE: Verify the "Valid Date" or "Expiration Date" of the Immunization Certificate. A new Immunization Certificate will be requested after the established date.
- Influenza vaccine
- Covid-19 vaccine (three doses)
- Physician's Report
- AMCAS national background check **(If a criminal record appears in the report the acceptance will be revoked)**
- "Information regarding admission to SJBSM" receipt
- Technical Standards receipt

Once admission is granted, the applicant must reserve their seat with a refundable deposit of $100.00 within ten (10) academic calendar days which will only be refundable until April 30. This reservation fee will be credited towards applicant's tuition fees. Accepted applicants must successfully complete all courses and programs in progress at the time of application. Admission is granted only for the academic year the student has applied for. If a candidate declines admission, he or she must re-submit new documents for a later application, including the application fee.

EARLY DECISION PROGRAM (EDP)

Early Decision at SJBSM is a binding program and is a suitable option for exceptionally qualified candidates who know they wish to attend SJBSM. The Office of Admissions agrees to process the application expeditiously and will provide a decision prior to October 1st. The applicant agrees to refrain from applying to other medical schools until the Admissions Committee reaches a decision and further agrees that, should an acceptance be offered, he/she will attend SJBSM and will not submit applications to any other medical school.

The Early Decision application procedure is as follows:

- Candidates considering an Early Decision must contact the Office of Admissions prior to July 15th and before submitting their AMCAS application, at email: jsanchez@sanjuanbautista.edu to arrange to speak with the Director of Admissions.
- Initial applications may be processed only through AMCAS but must be notified. Please provide our office with written or email notification of your intention to apply Early Decision. This notification should include a statement that you agree to apply to no other medical school until SJBSM acts on your application and that you will accept an offer of admission should one be extended. Upon receipt of this notification and your AMCAS application we will request letters of recommendation and additional supporting materials. The AMCAS application and all other documents must be received prior to August 1.
- Your completed Early Decision application will be reviewed promptly by our admissions committee and, if appropriate, you will be invited to visit our campus for an interview sometime from mid-August to mid-September.
- We will reach a decision on your Early Decision application and notify you no later than October 1st. If accepted, you will have our binding commitment of a seat in the next entering class. If deferred, your application will be considered again in the context of our entire applicant pool, but you are free to apply to other medical schools. If declined, you are free to concentrate your efforts on other medical schools.

Successful early decision applicants avoid the arduous process of applying to many medical schools and SJBSM has an opportunity to accept some of the best qualified applicants in the country. If you have questions about Early Decision application, feel free to contact the Office of Admissions at jsanchez@sanjuanbautista.edu

TRANSFERS

Admissions to third year

The San Juan Bautista School of Medicine can activate and admit transfer students into the third-year class **only** when vacancies are available. Students who have attended an LCME-accredited medical school or international students with a passing score in the United States Medical Licensing Examination (USMLE) Step 1 are eligible to file application for admission. Preference is given to academically qualified U.S. citizens who present a compelling personal or family-related need to transfer. Applications must be submitted in the beginning of January until May 1st of the desired year of admission. Applicants must meet all the current first-year entrance requirements and must present undergraduate credentials comparable to those of students in the third-year class into which they are attempting to transfer.

The number of transfers is limited by the number of spaces available in the class and strictly regulated by an Ad-Hoc Committee comprised by the chair of the Student & Promotion Committee, the Academic Dean, the Registrar, the Associate Dean for Clinical Sciences, and the Dean for Student Affairs. Transfer applications are not accepted if it has been determined by the deans and Registrar that there are no transfer positions available for that year.

Once spaces for transfer are available, the MD Admissions Committee will proceed to evaluate the applicants as per described next:

Transfer / Third Year Requirements

- Bachelor's Degree in Natural Sciences or pre-medical studies, or its equivalent, approved by the applicant with a minimum general grade point average of 3.00, based on a scale of 4.00. (The same coursework required for admission to first year also applies for third year candidates. Refer to Requirements for first year applicants).
- Have completed their first two years of Biomedical Sciences with a minimum GPA of 2.75.
- Have a passing Step 1 score of the United States Medical Licensing Examination (USMLE).
- Must be currently enrolled and in good standing at their present medical school. No student who is not eligible for promotion at the time of applying for a transfer will be considered.
- Must have proficiency in English and Spanish.

Students who believe they meet the above criteria should contact the Admissions office at **admissions@sanjuanbautista.edu** to inquire about transfer vacancies. To initiate the transfer, the applicant must submit the following documents:

- Application form obtained at the Admissions Office or at our website www.sanjuanbautista.edu.

- Non-refundable certified check or money order for $100.00 payable to San Juan Bautista School of Medicine.
- Official transcript from the medical school where the candidate completed the first two years of Biomedical Sciences.
- Official transcripts from all institutions attended (undergraduate and graduate).
- Official Certification of the USMLE Step I passing score sent directly by the NBME to the San Juan Bautista School of Medicine.
- Official report of MCAT scores.
- Dean's letter using the MSPE "Medical Student Performance Evaluation" format. The letter must certify and summarize the applicant's status and credentials.
- Two (2) letters of recommendation from medical school attended.
- One (1) letter of recommendation from a community leader.
- Essay describing the reason for transferring to SJBSM, motivation to study medicine, special qualities and strengths, medical and community service experiences if applicable.
- Criminal history reports sent directly to the school from both (1) the official place of residence and (2) the applicant's current medical school location (if they are not the same)

Deadline to submit the documents: **May 1st**

The evaluation begins once the applicant has completed the required documents. The initial screening is based on the results of the USMLE score and the Basic Science GPA. Only qualified applicants are invited for an interview.

Upon Acceptance, the applicants must submit the following documents:

- One (1) 2 x 2 photo.
- Copy of Birth Certificate and/or valid passport
- Health Certificate
- Physician's Report
- Immunization Certificate (PVCA-3 form) that includes: DTAP (diphtheria, tetanus, and pertussis), TDAP– one dose and TD booster every ten (10) years, Polio – three (4) doses, MMR (measles, mumps, and rubella) – two (2) doses, Hepatitis B and Hepatitis B Surface Antigen– three (3) doses, MCV (meningococcal) – one or two (1 or 2) dose, Men B - one or two (1 or 2) doses, Varicella vaccine – two (2) doses. *Verify "Valid Date" of Immunization Certificate. A new Immunization Certificate will be requested after the established date.
- Influenza vaccine
- Covid-19 vaccine (three doses)
- CPR certificate
- Evidence of Disenrollment (Certificate or letter) from the basic science year's medical school attended.
- Certificate of no penal record from the state of legal residence and from where the applicant is currently studying

Transfer / Third Year Selection Criteria

The Admissions Committee will select students taking into consideration the students' performance in medical school, undergraduate GPA, Biomedical Science GPA, USMLE Step 1 scores, interviews, letters of recommendation, and other information provided by the applicant. The MD Admissions Committee will evaluate and make the final decision regarding the admissions criteria. Once admission is granted, the applicant must reserve their seat within ten (10) calendar days with a money order for $100.00 dollars (not refundable) payable to San Juan Bautista School of Medicine.

APPLICANTS WITH VETERAN EDUCATIONAL BENEFITS

The San Juan Bautista School of Medicine is approved by the Puerto Rico State Approving Agency to provide academic training to students under the various GI Bill® programs.

Validation of prior credit/hours from previous studies

Applicants applying under the veteran educational benefits who have previous studies at other institutions must request credit validation in accordance with SJBSM's transfer policy and procedures. SJBSM will ensure that as a result of the validation of credit/hours from previous studies, the cost and duration of the program will be reduced proportionately. The School Certifying Official (SCO) will ascertain that applicants applying under the veteran educational benefits who have previous studies at another institution submit official transcripts from all institutions previously attended, including but not limited to the Joint Service Transcript (JST).

Title 38 US Code 3679(e) Section 103 PL 115-407 (31 or 33)

In accordance with Title 38 US Code 3679(e) Section 103 PL 115-407, effective August 1, 2019, SJBSM has adopted the following additional provisions for any student using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits:

- Any applicant recipient of veteran educational benefits is responsible for submitting the corresponding documents before the first day of classes. SJBSM will allow enrolled recipients to attend and/or participate in the enrolled courses during the period that begins on the date in which the student provides SJBSM the certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 and ending on the earlier of the following dates:
    - The date on which payment from VA is made to SJBSM
    - Ninety (90) days after the date SJBSM certified tuition and fees following the receipt of the certificate of eligibility.

Note: A "Certificate of Eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs (VA) website **eBenefits**, or a VAF 28-1905 form for Chapter 31 authorization purposes.

- While payment to the institution is pending from VA, SJBSM **will not**:
  - Prevent the students' enrolment;
  - Assess a late penalty fee to the student;
  - Require the student to secure alternative or additional funding;
  - Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

  However, to qualify for this provision, such students may be required to:
- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

Satisfactory Academic Progress (SAP)

SJBSM has set in place the Satisfactory Academic Progress Policy (refer to page 94) which applies to all students enrolled in our institution, regardless of the program and the funds used to pay institutional fees. SAP applies to students utilizing Veteran Education Benefits as defined by the Veterans Administration (VA). In order to meet SAP, students must comply with SAP in terms of approved credits, minimum grade point average, maximum time frame or maximum chronological time as established by each academic program offered at SJBSM.

Failure to do so will result in Veteran Academic Probation (VAP) being placed on the student's record, restricting open registrations for future terms. Not meeting SAP may eventually restrict a student's ability to use veteran education benefits at SJBSM.

Veteran Academic Probation (VAP)

A student will be placed on a Veteran Academic Probation (VAP) if the cumulative or term GPA, or if the completion of courses attempted falls below the established SAP of the academic program in which the student is enrolled. The VAP restricts registration but does not prevent the student from enrolling in a subsequent term. The VAP policy requires that the student contact the School Certifying Official at SJBSM to be advised on the steps to have the VAP removed and briefed on the possibility of being placed on Veteran Benefit Denial (VBD) if SAP is not met while on VAP status. A student will be allowed to register while on VAP but will be limited to one term at no more than 6 credits. If the student achieves the required cumulative and term GPA and reaches completion percentage required for all courses attempted, the VAP will be removed, allowing the student to register for future terms without restrictions.

Veteran Benefit Denial (VBD)

If while on a VAP, the student does not meet the minimum cumulative and term GPA and does not successfully complete the required percent of the courses attempted for that term, the student will be placed on a Veteran Benefit Denial (VBD). This action will be reported to the VA by SJBSM, School Certifying Official through the VA's formal process. Once placed on VBD, the student will be denied the use of any and all VA benefits and will be responsible for payment of tuition and fees. SJBSM will not certify for veteran education benefits under any chapter while on a VBD. Students on a VBD may continue to take courses at SJBSM via alternate funding sources, such as financial aid. The VBD will be removed and upgraded to VAP when the cumulative and term GPA and completion of the required percentage for all courses attempted is reached, allowing the student once again to utilize veteran education benefits at SJBSM. The institution will retroactively certify these successful courses after the grade is posted.

Appealing a Veteran Benefit Denial (VBD)

A student can appeal a VBD decision with the Office of Veteran Affairs and will be reviewed on a case-by-case basis.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). For more information contact our School Certifying Officer at registrar@sanjuanbautista.edu or visit **https://benefits.va.gov/benefits/**

INTERNATIONAL AND DACA APPLICANTS

In our commitment towards educating a culturally and linguistically diverse generation of physicians and other health care professionals who will work and serve in a diverse local, national, and global community, the San Juan Bautista School of Medicine welcomes applications from international applicants and/or non-American citizens who qualify for Deferred Action for Childhood Arrivals (DACA).

"International applicants" are citizens of any foreign country (including Canada) who do not hold a United States permanent resident visa (green card). Permanent resident visa status is equivalent to US citizenship for the purposes of our admission process and US federal student loan programs.

International and DACA applicants are eligible to apply to San Juan Bautista School of Medicine, however, strong preference is given to US citizens / permanent residents and applicants who have (or will have by the time of matriculation) completed their undergraduate work at a US college or university.

Accepted international / DACA students must be prepared to absorb the cost of US medical education and have a full understanding that international students are not qualified for traditional US educational funding including loans and scholarships.

Accepted international students may be asked to deposit the equivalent of 4 years' tuition in escrow prior to matriculation.

Accepted international / DACA students should have a full understanding that they may have limited options in terms of post-graduate training, both geographically and within specialties. Because of this, students who are not likely to be able to compete for a full range of career training opportunities and programs beyond medical school will only be considered for admission under unique or compelling circumstances.

Admission Requirements for International / DACA applicants

International / DACA students will be considered to the regular pool of applicants under the same admission requirements. Academic transcripts must be validated through a Certified USA Education Service.

SUMMARY ADMISSIONS PROCESS FOR MEDICAL DEGREE PROGRAM

Application

- Applications are processed through the American Medical College Application Service (AMCAS) and must be submitted between June 1st and December 15th of the year prior to requested admission. Applicants will recieve a confirmation of receipt from the Admissions Office which also serves as a reminder of the required documents that each applicant must complete in order to be evaluated by the Admission Committee.

Screening

- Applicants will be screened taking into consideration the following: required premedical coursework, general and science GPA (minimum of 3.00), MCAT score (minimum score of 492), MMI Interveiw, and letters of recomendation (LoR)

Interview

- Applicants that meet the admission criteria and have completed the submission of required documentation are selected for the MMI interview. After the interview, a report will be submitted to the MD Admissions Committee and will be taken into consideration as a selection criteria.

Selection

- All applicants are ranked with a formula based on a 100 point scale. The system clasifies required documentation in three categories each with a specific numeric value: academic performance evidenced by GPA's, life experiences evidenced through LoR, and personal attributes provided by MMI interview. After each applicant is ranked, the MD Admission Committee casts a vote. Applicants are informed of the decision, and admitted applicants are granted ten (10) calendar days to decline or accept the offer.

READMISSIONS

San Juan Bautista School of Medicine (SJBSM) welcomes applications from prior medical students. Students interested in returning to the SJBSM medical program will be permitted to pre-register for the semester for which they are readmitted provided that their withdrawal was due to a medical or other approved situation. Students seeking readmission after an **academic dismissal are not eligible** to apply for readmission.

A request for readmission shall be initiated by a written request to the Dean for Students Affairs. The request will then be referred to both the MD Admissions Committee and the Student Evaluation and Promotions Committee. The latter Committee will review the request and render a decision based on the academic achievement level of the student during prior enrolment and other relevant factors.

Procedures for requesting readmission

- Any student who decides to seek readmission must:
    - Write a letter to the Dean for Student Affairs by March 1st of the year in which the student wishes to register. The letter must include: (1) request for readmission; (2) state the reasons for student's previous academic withdraw and difficulties; (3) outline in detail all professional and academic activities conducted since leaving medical school, in particular those that might contribute to successfully returning to the medical school; (4) discuss the resolution of any personal problems that may, in the past, have affected medical school performance; and (5) describe how medical school would be managed, if readmitted, including study habits, learning methods, and examination preparation applications.
    - Complete readmission application with Admissions Office after being referred by the Dean of student affairs.
    - Submit a copy of an official academic transcript if course work was completed during the time away from medical school.
    - Money order or certified check for $100.00 payable to the San Juan Bautista School of Medicine. This amount is non-refundable.

- The letter requesting readmission, as well as any supporting documents submitted will be presented to the Student Evaluation and Promotion Committee. The latter Committee has the option of requesting that the student be summoned for a personal interview.

- The Student Evaluation and Promotions Committee will review each written request considering the students' entire records, including any additional supporting documents submitted. Based on the information provided, the Committee may recommend readmission without conditions, readmission with certain conditions, denial of readmission until further proof of readiness can be established, or denial of readmission.

- Acceptance for readmission will depend on availability of space. Applications for readmission will be kept on file and will be considered in the order received, as positions become available.

- All students returning from a Withdrawal must re-attest to their ability to meet the Technical Standards with or without reasonable accommodation.

- If granted readmission, the student will be required to adhere to any changes in policy and/or curriculum that occurred during their absence.

- If granted readmission, the students chronological time for completing the degree will be calculated using the initial date of matriculation, not the date of readmission.

- Students who have been dismissed will not be offered readmission.

- Repeated courses: students approved for readmission will be re-enrolled in any courses that were graded “W” or “F” at the time of withdrawal. Failed courses will be repeated in their entirety. Both grades will remain on the transcript along with any subsequent grades. The Student Evaluation and Promotions Committee will determine how much of the course work will need to be repeated to meet the programs requirements. The decision will be made with the recommendations made from the corresponding Deans and based upon Institutional policies.

- The Chair of the Student Evaluation and Promotion Committee will notify the student in writing of the Committee’s decision.

- Students whose period of withdrawal is greater than two (2) years must reapply as a first-year student through the Admissions Office.

- SJBSM reserves the right to impose any additional conditions and refuse consideration based on the relevant time limit to complete the corresponding program.

- All students must graduate within the maximum chronological time established of six years after initial matriculation.

MD Curriculum

During the unprecedented educational challenges and concerns caused by COVID-19 pandemic SJBSM incorporated distance learning until state and federal regulations authorized face to face activities and SJBSM was safe to provide such activities in accordance with CDC regulations.

The mission, goals and strategic priorities of SJBSM have been designed to offer an updated, interdisciplinary, and service -oriented academic program leading to the medical doctor (MD) degree. The school has an academic structure (Curriculum Committee) that allows for curricular design, revisions, management, and implementation of curricular changes, in order to keep up with ongoing trends in medical education. The Office of the President, working in close collaboration with the Academic Dean, Dean of Medicine, Chairs of Departments, and faculty, has the responsibility of assuring that the curriculum stays attuned to the principles and values inherent in the school's mission and in compliance with requirements of accreditation agencies. The curriculum is structured in a coherent and longitudinal sequence, through four years of study, in two phases: two years of Biomedical Sciences and two years of Clinical Sciences. The medical education curriculum at San Juan Bautista School of Medicine (SJBSM) is designed to prepare students with the essential knowledge, skills, and attitudes necessary to provide effective, compassionate health care within a rapidly evolving health care environment.

SJBSM requires students to achieve proficiency in eight competency domains: Patient Care, Knowledge for Practice, Problem Base Learning, and Improvement, Interpersonal and Communication Skills, Professionalism, System Based Practice, Interprofessional Collaboration, and Personal and Professional Development.

The two-year Biomedical Sciences program includes two semesters per year, with a minimum of seventeen (17) weeks of courses and approximately one week for remediation. One (1) credit is assigned to a course per each weekly hour of academic activities, and one (1) credit for every two (2) hours of laboratory activities (hands-on or virtual).

The Clinical Sciences program offers the clerkships throughout the academic year. During the third year, six (6) clerkships are scheduled with a six (6) to twelve (12) weeks' duration each. During the fourth year, clerkships have a four (4) weeks' duration. The electives program is offered during the fourth year and includes four (4) free elective clerkships, three (3) required elective clerkships and one (1) selective, of four (4) weeks each. The Fourth-Year clerkships run continuously from July 1st to April 30th of each academic year. Certain electives may not be available every month. Students should contact the Intramural/Extramural/Electives Coordinator prior to the end of their third year, to schedule their elective clerkships.

SJBSM is committed to attuning the curriculum to current trends in medical education, coordinating and integrating course contents within and among the biomedical sciences and clinical components. Strengthening the students' clinical skills, including research

methodology, and making students and faculty an integral part of the community the school serves, are important aspects of the school's mission.

As an integral part of the curriculum, the school has implemented several curricular emphases: Professionalism, Research and Information Literacy, Communication Skills, Development of Clinical Skills, and Community Medicine. These emphases were developed in congruence with the school's mission and vision, and are integrated throughout the four years of study, to assure that graduates are not only knowledgeable physicians, but also respectful, honest, compassionate, sensitive to community health needs, and up to date in their active learning.

The curriculum includes a variety of teaching and learning strategies. Small-group discussions provide opportunities for close interaction between faculty and students. Facilities in which audiovisual and computer-aided technological resources are available to enhance students' opportunities for directed self-learning. Course syllabi, as well as a variety of medical software programs, course materials and other relevant information, are available on-line to students and faculty.

The Clinical Skills Lab has become one of the most useful tools for teaching and evaluating clinical skills competencies. Standardized patient encounters are used to teach and evaluate the following competencies: interviewing and history-taking; performing physical examinations; counseling; formulating a differential diagnosis; and establishing a management plan, among other skills.

CURRICULAR INNOVATIONS

Integration has been accepted as an important educational strategy in medical education. In the process of curriculum review and renewal, the need to increase integration in the biomedical sciences courses was identified. To meet this requirement and strengthen other competencies, a series of activities and exercises was implemented.

Formative/Summative Integrated Activities

Formative/Summative Integrated Activities are characterized by these principles: 1) are student centered; 2) promote self-learning; 3) facilitate integration (both vertical and horizontal using a multidisciplinary approach); 4) provide early exposure to clinical scenarios and experiences; 5) integrate technology in the learning process; 6) utilize diverse evaluation and assessment strategies; 7) reinforce values, attitudes and social responsibility in the practice of medicine; 8) include community-based medical education, and, 9) incorporate information literacy and evidence-based medicine.

Using a small group work format, these activities encourage students to analyze, discuss, and propose solutions to health problems, integrating knowledge and skills from previous and current courses. In addition, elements of clinical clerkships are presented to strengthen vertical integration. Topics selected for these activities reflect current topics in medical education or global public health issues.

Service Learning

Service learning is an academic experience conducted in the community. Students participate in an organized community intervention to provide health services that meet identified community needs. Students have the opportunity to be part of a transdisciplinary healthcare team, thus gaining further understanding of community health, service structure and demand, patient behaviors, and fostering civic responsibility. Activities are conducted in partnership with primary care clinics, school health programs and federal sponsored community health centers.

Research and Information Literacy

Contemporary trends in medical education present many challenges to medical schools, such as preparing students to be independent learners and to be "information literate." Students also must be introduced to epidemiology; biostatistics; evidence-based medicine; and basic, clinical, and translational research. To address these challenges, the San Juan Bautista School of Medicine instituted several strategies relative to research and information literacy, consolidated as a curricular emphasis. Through their four years of study, students design and complete a research project dealing with a public health research question.

A comprehensive assessment process, including faculty and student satisfaction surveys, graduate questionnaires, academic progress analyses, and an inventory of student research participation allow assessment of expected outcomes.

Since 2000 all the enrolled students have participated in these initiatives. Satisfaction with the model and student research production has grown each year. Graduate questionnaires have evidenced significant change in the awareness of axis contents for the profession.

Professionalism

Medical scholars, leaders, physicians, patients, and medical schools themselves have identified the need to reinforce and assure professionalism within the medical field, promoting just and humane values and actions within the profession. San Juan Bautista School of Medicine has developed a four-year long axis of professionalism to address this need. This axis has different elements and strengths to be developed and implemented sequentially. In addition to the formal professionalism courses in the first and second years, this axis is a continuum throughout the third and fourth years.

During the clinical years, the professionalism axis is further developed through several teaching and learning strategies, including, for example:

- Physician as role model
- Hands-on experiences with patients and families
- Case studies
- Literature review

- Self-learning activities
- Health coworkers group interaction

All the above-mentioned strategies aim to reinforce values, attitudes, and social responsibility within the practice of medicine. The current approach to the assessment of professionalism in students is based on the following competencies: altruism, duty, responsibility, excellence, respect for others, honor, and integrity.

DEGREE REQUIREMENTS

The Board of Trustees will grant the degree of Doctor in Medicine, after recommendation by the faculty. The requirements to obtain a Doctor in Medicine degree are:

- Completion of the Biomedical Sciences courses with a minimum grade point average of 2.50
- Completion of the Clinical Sciences courses established in the curriculum (both in the cognitive aspects as well as in the clinical skills, and professional behavior/attitudes) with a minimum grade point average of 2.50
- Passing the United States Medical License Examination (USMLE) Step 1, and Step 2 (CK)
- Passing a Clinical Performance Examination (CPX) during the fourth year of study
- Demonstration of acceptable moral, ethical and professional standards at all times during the course of their study program.
- Completion of all financial and administrative obligations contracted with the school, including return of all borrowed library resources and completion of all documents in the academic file
- Completion of all medical records
- Minimum overall grade point average of 2.50

General Curricular Scheme

First Year

1st Semester	
Course Name	**Credit Hrs.**
113 Developmental and Clinical Anatomy I	4
115 Histology and Cell Biology I	2
117 Introduction to Research	1
118 Professionalism I	1
124 Introduction to Clinical Skills I	2
166 Biochemistry and Genetics in Medicine	8
175 Medical Physiology I	4
TOTAL CREDIT HOURS	**22**

2nd Semester	
Course Name	**Credit Hrs.**
122 Developmental and Clinical Anatomy II	5
119 Professionalism II	1
116 Histology and Cell Biology II	2
125 Introduction to Clinical Skills II	2
142 Neurosciences	6
156 Immunology II	3
176 Medical Physiology II	4
173 Community Health I	2
TOTAL CREDIT HOURS	**25**

Second Year

1st Semester	
Course Name	**Credit Hrs.**
204 Community Health II	3
211 Professionalism III	1
213 Pathophysiology I	7
260 Medical Microbiology I	4
273 Pharma and Therapeutics I	4
290 Clinical Diagnosis I	4
TOTAL CREDIT HOURS	**23**

2nd Semester	
Course Name	**Credit Hrs.**
212 Professionalism IV	1
214 Pathophysiology II	7
261 Medical Microbiology II	3
275 Pharma and Therapeutics II	3
279 Behavioral Medicine	5
292 Clinical Diagnosis II	4
295 Translational Research	1
TOTAL CREDIT HOURS	**24**

Third Year

Clinical Clerkships		
Course Name	**Credit Hrs.**	**Weeks**
320 Psychiatry	6	6
323 General Surgery	7	6
325 Obstetrics and Gynecology	7	6
326 Internal Medicine	12	12
329 Pediatrics	6	6
330 Family Medicine	6	6
TOTAL CREDIT HRS	**44**	**42**

*Radiology core knowledge will be covered as part of each clinical clerkship.
**Anesthesiology core knowledge will be covered during the Surgery and Obstetrics/Gynecology clerkships

Fourth Year

Clinical Clerkships		
Course Name	**Credit Hrs.**	**Weeks**
416/460 Primary Medicine (Sub-I)***	6	4
419 Research	6	4
457 Emergency Medicine	6	4
467 Elective	4	4
468 Elective	4	4
470 Elective	4	4
471 Elective	4	4
472 Required Selective****	6	4
TOTAL CREDIT HRS	**40**	**40**

*** Selection: Internal Medicine or Pediatrics
****Selection: Internal Medicine, Surgery, Pediatrics, Ob Gyn, Pediatrics in Emergency Room, and Psychiatry among other

COURSE AND CLERKSHIP DESCRIPTIONS

First Year – Biomedical Sciences

113 Developmental and Clinical Anatomy 4 credit hours
122 Developmental and Clinical Anatomy 5 credit hours

Gross Anatomy and Embryology were integrated into one course. The course is aligned with Histology and Cell Biology, Medical Physiology, Introduction to Clinical Skills, Neuroscience, and Professionalism. The course is offered in two semesters and is designed for the student to learn the characteristics, development, functions, and clinical aspects of the human body. The course prepares the students to apply their knowledge of macroscopic and developmental anatomy to resolve clinical cases that will be encountered throughout their career as medical doctors. In the dissecting laboratory, the students reaffirm the knowledge conveyed in the lectures and other related educational activities. The modern anatomical-clinical approach with the use of diagnostic imaging techniques guarantees the complete development of our students. In the laboratory, the students are responsible for the dissection of the human body with the direct supervision of the Anatomy faculty.

115-Histology and Cell Biology 2 credit hours
116 Histology and Cell Biology 2 credit hours

This course presents the structure and function of the cell and the characteristics of basic tissues in human biology. It also addresses the interaction between the tissues that make up the body's organs and systems. Histology/Cell Biology I covers basic concepts of Histology and Cell Biology such as cell organelles, epithelia, and specific types of tissues. Teaching methodologies include but are not limited to lectures, conferences, case presentations, virtual laboratory sessions, journal articles and Formative/Summative Integrated Activities. Histology and Cell Biology includes a virtual laboratory where students will be able to study and identify structures in microscopic slides and/or computer interactive programs. Histology and Cell Biology are integrated with other courses such as Biochemistry and Genetics, Medical Physiology, Developmental and Clinical Anatomy, and Clinical Skills. Case study presentations and journals are included to illustrate the pivotal role of cell biology in medicine.

117 Introduction to Research 1 credit hour

This course provides medical students with the basic information regarding methods and principles of conducting research. Students will be introduced to the scientific method, gain practical skills in biostatistics, use of information and data systems, learn to critically analyze scientific literature, become familiarized with the ethical principles of research, access resources available for funding scientific research, analyze and interpret data and initiate the development of a research proposal.

118 Professionalism I **1 credit hour**
119 Professionalism II **1 credit hour**

These courses provide students with the foundation, knowledge and skills in ethics and professional behavior required for the medical practice. These courses are the first part of a four–year axis in Professionalism that includes medical ethics, effective communication skills, public health, and cultural diversity. The course begins with the "White Coat Ceremony" in which students for the first time wear the white coat. This ceremony makes students aware of what the white coat represents, reminding them as future physicians of their professional obligation as clinician and representatives of a trusted profession.

124 Introduction to Clinical Skills I **2 credit hours**
125 Introduction to Clinical Skills I **2 credit hours**

This course provides students with an early exposure to basic clinical skills and professional issues which are essential for success during their clinical clerkship. These skills include, among others, communication skills and interviewing techniques. Students begin by obtaining a complete medical history and physical examination techniques considering age variations. These skills are learned through lectures, workshops, standardize patients and Community Preceptorship experiences.

142 Neurosciences **6 credit hours**

This course provides basic knowledge of the structure and functions of the human nervous system. It is designed to cover information in the areas of neuroanatomy, neurophysiology, neuropharmacology, neurological imaging techniques, as well as complex brain functions and disorders. Lectures, laboratories, and clinical correlations are offered jointly by the Departments of Anatomy and Physiology/Pathology, as well as by visiting professors. Teaching methodologies include lectures that incorporate clinical conditions; laboratory exercises using human brain specimens; models; DVD of the anatomy of the human nervous system; and clinical case presentations and discussion by students. The concepts learned in this course will provide students with a necessary foundation in understanding the functions of the human nervous system.

156 Immunology II **3 credit hours**

The Immunology II course includes the basic aspects of cellular and molecular immunology that allow understanding the normal immune responses and the consequences of alterations in these responses. The normal structure and function of the immune system, the methods used in diagnosis and research related to that system, are significant components of this course. The course is devoted to applications of immunology concepts in medicine. It includes the study of the immune system's intervention in the physiology of other organs and systems. All these elements are of most significance in a diversity of applied biomedical/technological interventions, such as vaccines, organ transplantation, cancer immunotherapy, immunological therapies for various pathologies and immuno-diagnosis. Also, a special attention in the course is given to the acquired immunodeficiency syndrome

(AIDS), because of its significant implications in today's medical practice and its relevance in our community

Modern teaching methodology and learning strategies are used, with active student participation. Teaching strategies include lectures, clinical case presentations and interactive discussion. This course is aligned with the other first year courses

166 Biochemistry and Genetics in Medicine 8 credit hours

The Biochemistry and Genetics in Medicine course has been designed to integrate the development of a broad and thorough understanding at the cellular and molecular level of the metabolic and regulatory events that control the functioning of normal cells, tissues, and organs, how these processes are altered by disease as well as the fundamental concepts and technological advances in the study of human genetics as they pertain to the medical practice. The course covers carbohydrates and energy metabolism, metabolic pathways of small molecules, molecular biology, molecular endocrinology, cytogenetic, molecular genetics, biochemical genetics, clinical genetics, and genetic counseling among other topics, and is aligned with the courses of Histology and Cell Biology, Immunology, and introduction to Research. The teaching methodologies incorporate new methodologies combining lectures, interactive lectures, case discussion and Formative/Summative Integrated Activities with other evaluative activities.

173 Community Health I 2 credit hours

This course provides the student with a basic understanding of the historical roots, evolution, and future of Community and Public Health. An opportunity to recognize the structure and function of the local, national and international organizations that help shape community health and health care systems, the course provides students with an appreciation of the principles and methods of descriptive and analytic epidemiology, including: commonly used measures of disease frequency; sources of data; crude, specific and adjusted rates; cohort analysis of mortality; standardization; cause-effect relationships; the roles of chance, bias and confounding. Students will be exposed to the community early in their career as educators, presenting different health issues through group and individual projects in collaboration with the Community Medicine Program. Student research proposal started during the Introduction to Research 117 is further expanded.

175 Medical Physiology I 4 credit hours
176 Medical Physiology II 4 credit hours

These courses emphasize the basic concepts of normal human function that provide the foundation for further development during the Biomedical and Clinical Sciences. Medical Physiology I & II are aligned with Developmental and Clinical Anatomy, Histology and Cell Biology, Immunology, Introduction to Clinical Skills and Professionalism courses, to aid students with integration of functional units and systems. All systems incorporate Pediatric and Geriatric concepts.

Medical Physiology I begins with an introduction covering all aspects of normal cell function including Neurophysiology. This is then followed by the Physiology of the Muscular-Skeletal System, Autonomic System, Cardiovascular System and Respiratory System. Medical Physiology II continues with the Physiology of the Gastrointestinal System, Renal System, Endocrine and Reproductive system. Teaching methodologies include, but are not limited to, lectures with clinical correlations, directed self-study sessions, assignments, laboratory sessions, computer tutorials and participation in integrative activities such as Academic Competence Enhancement (ACE).

Second Year – Biomedical Sciences

204 Community Health II **3 credit hours**

The concepts acquired during the first year in the Community Medicine and Research I course are expanded in this course. This course explores the principles, concepts and methods employed in epidemiologic research, with examples from the literature in communicable and non-communicable diseases. Community health focuses on the health of population or groups. The class will cover a broad range of community health issues and will focus on strategies to improve the health of a population with emphasis on health principles and acquire in-depth of specific health topics through group and individual projects in collaboration with the Community Medicine Program.

211 Professionalism III **1 credit hour**
212 Professionalism IV **1 credit hour**

The Professionalism courses include the following objectives: understanding both patients' and physicians' rights; familiarizing them with the ethical, cultural, and legal issues and consequences of a medical practice; measuring, evaluating, and reducing hospital mortality rates; engaging physicians in a shared quality agenda and improving the Reliability of Health Care. The course uses a variety of teaching/learning methodologies and integrated several activities with other courses of the medical program.

213 Pathophysiology I **7 credit hours**
214 Pathophysiology II **7 credit hours**

This course is a one-year course designed to study the macroscopic, microscopic, molecular, and functional abnormalities of tissue and organ diseases by systems. Diseases are discussed by integrating pathological processes with histopathology, microbiology, pharmacology and therapeutics, and clinical diagnosis approach. Students are taught by lectures, guided laboratory practice, small group discussions, self-directed studies, clinical correlations, standardized and computer designed patients. Strategies as Formative/Summative Integrated Activities and service are included. Also, students can visit and observe autopsies at the Forensic Science Institute of Puerto Rico during the second semester.

Pathophysiology I and II courses are aligned with Microbiology, Clinical Diagnosis, and Pharmacology and Therapeutics to assist students with integration of functional units and systems. The Pathophysiology I course offers an introductory section covering all aspects of normal cell function including cell death. In addition, topics in immunology, genetics, inflammation, cancer biology, fluids, and electrolytes as well as acid/base balance are reviewed. Once the introductory section is completed the course is then divided into systems. The systems emphasized during this course are Cardio-Vascular System, Hematology/Oncology, Head & Neck with Respiratory System, Male & Female Genital-Urinary Tract System. The systems emphasized in the Patho-physiology II course are Gastro-Intestinal System, Endocrine & Reproductive Endocrinology System, Dermatology & Muscular-Skeletal System with Bone & Joints Diseases, Eye & Central Nervous System. All systems include a Pediatric and Geriatric approach to related diseases.

260 Medical Microbiology 4 credit hours
261 Medical Microbiology 3 credit hours

The Microbiology courses use an organ system organization to present the topics. These courses are aligned with Pathophysiology, Clinical Diagnosis, and Pharmacology & Therapeutics, which together, runs for the full academic year. Emphasis is placed on etiology, epidemiology, clinical manifestations, host response, diagnosis, and control. One advantage of this approach is that students begin developing clinical reasoning skills based on clinical signs and symptoms, and other epidemiological clues. Another advantage is that organisms that cause disease in multiple organ systems are covered in multiple modules, reinforcing the learned concept. Lectures are complemented with laboratory exercises, case discussions Formative/Summative Integrated Activities and, service-learning activities

The Medical Microbiology I course begins with an introductory module. Here, basic aspects of Microbiology are presented, including an overview of bacteriology, virology, mycology, parasitology, pathogenesis, bacterial genetics, vaccines, and anti-microbial immunity. Then, the course continues with the following system modules: Cardio-Vascular, Hematology/Oncology, Head & Neck with Respiratory System and Genital-Urinary Tract System.

The Medical Microbiology II course is the continuation of the Micro II course taught in the 1st Semester. The system modules included in the Medical Microbiology II course are Gastro-Intestinal System, Dermatology & Muscular-Skeletal System including Bone & Joints diseases, Eye and Central Nervous System. Also, a special module in which topics such as biological agents of warfare and terrorism, multisystemic zoonosis and vector-borne infections are also covered.

273 Pharmacology and Therapeutics I 4 credit hours
275 Pharmacology and Therapeutics II 3 credit hours

Pharmacology and Therapeutics is a one year course designed to provide an understanding of drug action in the framework of human physiology, biochemistry, microbiology and pathophysiology and thus, to familiarize second year medical

students with the fundamental principles of drug action and disposition, adverse effects, drug-drug interactions, and contraindications in the context of drug classes so as to perform well on the Step 1 Board exam and to obtain a foundation for future clinical decision-making with respect to medical therapies. Students will learn pharmacology in a conceptual framework that fosters mechanism-based learning rather than rote memorization, and that allows for ready incorporation of new drugs and drug classes into the student's fund of knowledge.

Pharmacology builds on key concepts of physiology, biochemistry, microbiology, and pathology to explain the mechanisms, uses, and adverse effects of pharmaceuticals used in clinical medicine. In our course to learn pharmacology we use a format that integrates the actions of drugs from the level of an individual molecular target to the level of the human patient. The primary objective is to provide future physicians with a strong knowledge base of fundamental aspects of pharmacology and therapeutics that will: 1) permit them to optimally benefit from the clinical years of instruction; and 2) allow them to continue building proficiency in pharmacology throughout their careers. This is achieved by stressing basic principles of drug action, pharmacokinetics, pharmacodynamics, and toxicity.

Also, the pharmacology of a particular physiological or biochemical system is presented, such as the inflammation cascade and the Immune System. Subsections present the pharmacology of a particular aspect of that system, such as vascular tone or eicosanoids. Each subsection presents a clinical vignette illustrating the relevance of the system under consideration; then discusses the biochemistry, physiology, and pathophysiology of the system; and finally presents the drugs and drug classes that activate or inhibit the system by interacting with specific molecular and cellular targets. In this scheme, the therapeutic and adverse actions of drugs are understood in the framework of the drug's mechanism of action. Contemporary directions in molecular and human pharmacology are introduced in subsection on modern methods of drug discovery, drug delivery and pharmacogenomics.

Pharmacology and Therapeutics I offers the general aspects of pharmacokinetics, pharmacodynamics, and pharmacology of autonomic nervous system, general principles of pharmacology of Immune system, and principles of antineoplastic therapy. The following sections by systems are included in this first course: Cardiovascular pharmacology, Hematologic pharmacology, and pharmacology of respiratory system.

The systems included in Pharmacology and Therapeutics Course II are: Gastrointestinal, Endocrine & Reproductive, Dermatology Pharmacology of Inflammation, Pharmacology of eye, and Central Nervous system pharmacology. Special Topics of Toxicology, Pharmacogenomics, Protein Based Therapies, Drug delivery modalities, Botanic medications, and Nutritional Supplements, Special Aspects of Perinatal, Pediatric and Geriatric Pharmacology, are also included.

Lectures are complemented with clinical case discussions, integration activities such as Formative/Summative Integrated Activities and service learning

279 Behavioral Medicine 5 credit hours

This course is the first of a longitudinal experience in behavioral sciences. It comprises the study of human behavior from the normal and healthy perspective, as a basis to understand the onset and development of mental illness throughout the different stages of the life cycle. The first aim of this course is to differentiate the NORMAL functioning of the mind and its interaction with body, to distinguish what is NOT NORMAL or ABNORMAL.

Another goal of this course is to expose the medical students to basic concepts of psychiatry that will be used in the medical field. Psychiatry includes everything that cannot be categorized in one of the basic traditional sciences. It encompasses areas that are fundamental to modern medical practice, including brain behavior correlation, ethical issues and the economic forces affecting the future of medicine. It covers not only the psychiatric history but also the emotional development of people throughout their life cycle, including biological and psychological aspects, the development and meaning of symptoms; reaction to sickness, and treatment, including psychological, somatic, and interdisciplinary modalities. Therapeutic techniques including psychopharmacology, psychotherapy, hypnosis, emergency techniques and crisis intervention will also be discussed.

Finally, the basic concepts of psychiatry will be discussed, beginning with the various models that try to understand psychopathology. Mental mechanisms of defenses, symptoms and disorders are discussed throughout the semester. A thorough analysis of the development of the DSM-IV-TR (and DSM-IV) will be presented, together with study of mental diseases it includes and its approach to the formulation of differential diagnosis. Basic psychopharmacology and principles of psychotherapy will be presented, together with basic principles involved in therapeutic hypnosis, electroshock, and other psychological and physical treatment. Special emphasis will be given to substance abuse, including alcohol, the substance induced disorders and the developmental disorders, the etiology and pathophysiology of mental illness, the care of mentally retarded, geriatric patients, children born infected from HIV virus, dying patients, and in the increasing specified and effectiveness of the various psychiatric therapies. At the end of the course, the medical student should be prepared to encounter patients, interview them, write psychiatric histories, diagnose, and propose a treatment plan.

290 Clinical Diagnosis I 4 credit hours
292 Clinical Diagnosis II 4 credit hours

These courses are designed to introduce the second-year medical student to the clinical sciences, with the goals of achieving proficiency in clinical skills and the ability to apply basic science information to solving problems and making decisions in clinical medicine. The didactic portion of the course is designed to teach the student basic concepts pertaining to human disease covering an introduction to the clinical

disciplines. Material is organized and presented by organ systems. The systems emphasized in the Clinical Diagnosis I course are Cardio-Vascular System, Hematology/Oncology, Head & Neck with Respiratory System, Male & Female Genital-Urinary Tract System. The systems emphasized in the Clinical Diagnosis II course are Gastro-Intestinal System, Endocrine & Reproductive Endocrinology System, Dermatology & Muscular-Skeletal System with Bone & Joints Diseases, Eye & Central Nervous System.

The teaching of clinical science related to each system is aligned with the teaching of the Pathophysiology, Pharmacology and therapeutics, Microbiology to promote the integration of concepts related to each system. Students are taught by lectures, small group discussions, clinical correlations, standardized and computer designed patients, Preceptorship, workshops, integration activities such as Formative/Summative Integrated Activities and service learning. The practical portion of the course emphasizes practical aspects of being a physician. The sessions are designed to teach students history taking, physical examination, interpretation of findings, skills and knowledge required to pursue diagnostic investigations.

There is an emphasis on “abnormal” findings. Students will learn to interpret the meaning of these examinations, and to organize and utilize the information obtained from their data-gathering activities for the diagnosis and treatment of human.

295 Translational Research 1 credit hour

The Clinical Research Course include the following objectives: gaining knowledge on the appropriate methods applied in the clinical research; the main aspects of the Evidence Based Medicine strategy; the basics of translational research and its relevance to clinical practice; demonstrate awareness and understanding of the ethical aspects of clinical and basic research and its application to medical practice; demonstrate an ability to apply appropriate research methods in the clinical setting; recognize the limitation of clinical and basic research; identify their own and team members’ contribution to the research outcome (e.g., interdisciplinary research); identify and utilize effectively a wide range of sources of information; demonstrate competence in literature and web searching, demonstrate awareness and understanding of contemporary challenges in clinical and basic research; demonstrate proficiency in the use of epidemiological software; demonstrate awareness and understanding of contemporary challenges in clinical and basic research and demonstrate proficiency in applying the evidence based medicine in clinical decision making process. Also, covers a broad range of health issues which discussion has been integrated through the different human body systems.

Third Year – Clinical Sciences Clerkship Rotations

Education during the clinical years includes experiences in primary care, aspects of preventive medicine, and care of patients with acute and chronic medical conditions. These clinical experiences, which occur in both inpatient and ambulatory settings, will teach and train students to provide patient-centered care as members of an interdisciplinary health team. During the required / elective clerkships, students will be exposed to the types of patients they are most likely to encounter during their future practice as medical doctors.

Each clerkship has developed formative and summative teaching and assessment tools and activities to ensure that students are acquiring the knowledge, skills, attitudes, and values deemed necessary for their level of training. Narrative evaluations are integral components of assessment within these clerkships.

320 Psychiatry **6 credit hours**

In this clerkship we study how biopsychosocial and environmental factors provoke different disorders in the human psyche. During the rotation, the student will learn how to obtain relevant information to make a diagnosis, in addition to the details and knowledge of the different emotional entities. The prevention, the psychological, psychopharmacological, and behavioral treatment of such entities, their prognosis, and corresponding dispositions to prevent relapses, will be studied. The psychopathology will be studied from DSM-IV (Diagnosis and Statistics of Mental Disorders-IV Handbook) perspective.

323 Surgery **7 credit hours**

During this clerkship, the student is introduced to the process of pre and post operation diagnosis and management of the most frequent cases of surgery. It offers the opportunity to the students to develop basic skills in taking medical records, physical examination, and discussion of differential diagnosis relevant to the field of general surgery.

325 Obstetrics and Gynecology **7 credit hours**

The goal of the clinical clerkship in obstetrics and gynecology is to provide students with a variety of learning experiences which will promote their understanding of normal reproductive transitions such as puberty, pregnancy, and menopause and their appreciation for the effects of reproductive tract problems on the overall physical and emotional health of women of all ages.

During this clerkship, the student is introduced to the normal conditions and complications of the pregnant patient during the prenatal, labor, and after birth (puerperium) periods. Particular attention is given to prevention aspects. Obstetrics surgical issues are discussed. During the Gynecology section, the students are exposed to different gynecological conditions and their management.

326 Internal Medicine 12 credit hours

This clerkship is designed to provide students with the knowledge, skills, and attitudes that will enable them to recognize, diagnose and manage the most common problems and diseases encountered in the field of general Internal Medicine. Students will be exposed to practical clinical experiences within inpatient and ambulatory settings. These experiences include patients with acute, chronic, and terminal conditions. Students participate in daily Morning Report sessions, attending rounds, lectures, and Grand Round activities as part of their didactic program.

329 Pediatrics 6 credit hours

This clerkship is directed toward the formation of a general physician with the required knowledge, skills, and attitudes to diagnose and manage the most common problems and diseases in pediatric patients, including adolescents. Issues of preventive medicine, such as immunizations and anticipatory guidance, are essential components of this clerkship. Supervised clinical experiences in both inpatient and outpatient services will allow the student to acquire and develop skills in identifying clinical problems, selecting the necessary diagnostic tests and procedures, and formulating the most appropriate management plan for each condition. Students will participate in patient care aspects as members of the health-care team in their assigned areas of rotation: Pediatric and Adolescent Ward, Nursery, Emergency Room, and Pediatric Clinics (OPD). Service-learning activities are incorporated into this clerkship.

330 Family Medicine 6 credit hours

Family medicine is the medical specialty which provides continuing, comprehensive health care for the individual and family. It is a specialty in breath that integrates the biological, clinical, and behavioral sciences. The Scope of family medicine encompasses all ages, sexes, each organ system, and every disease entity.

The family Medicine Clerkship is designed to provide third-year medical students with an introduction to the principles and practice of Family Medicine. The course exposes the students to the concepts, values and skills that are basic to this discipline and community patient care. The clerkship provides an understanding and appreciation for Family Medicine through exposure to a system of comprehensive and continuous medical health care for the entire family. As a result, students should understand an approach to care that has an orientation toward the health of the person as a whole.

When students complete the clerkship, they should have an appreciation of Family Medicine as a complex specialty that not only shares skills and knowledge with other branches of medicine but also has its own unique body of knowledge, skills, and attitudes. The students should become aware of the fact that family physicians provide continuous primary care for the community regardless of age, sex, or type of problem (biological, behavioral, or social). The students should also understand that the family physician serves as the patient's advocate and coordinator in health-

related matters, community epidemiology and diseases trends including those requiring the utilization of consultative and other community health resources.

Fourth Year – Clinical Sciences Elective Rotations

419 Research **6 credit hours**

This clerkship focuses on the infrastructure of clinical and/or basic research, including contracts, negligence, and product liability, as well as the regulatory framework of the state and federal governments. The clerkship will provide hands-on mentored fieldwork with a clinical or basic science investigator in the student's area of interest. The first week provides the opportunity to integrate didactic content in research methods and statistics with developing concrete skills for the appropriate conduct of investigations. The course will culminate in a project which integrates research practice and theoretical knowledge pertinent to the individual student's academic research focus. The project will vary with each student's background and is determined by the faculty advisor/mentor based on a written project proposal.

416-460 Primary Care **6 credit hours**

Internal Medicine clerkship is designed to provide the students with the knowledge, skills, and attitudes that will prepare them to recognize and handle correctly the most frequent problems and diseases found in the Internal Medicine field. Students will be exposed to practical clinical experiences and to the intensive care of patients, under the direct supervision of the faculty. The clinical subspecialties of pneumology, gastroenterology and neurology will be part of these clerkships during the fourth year.

457 Emergency Medicine **6 credit hours**

The main objective of Emergency Medicine is to do a rapid and assertive patient stabilization to ensure an effective subsequent handling and care. During this clerkship, fourth year students will be guided and exposed to the patient in critical condition (true emergencies), and to patients with medical urgencies. This will enable the student, once the patient is well stabilized, to consult the corresponding specialist regarding the patient's admission, transfer to another San Juan Bautista School of Medicine or discharge. The students will acquire this knowledge by means of a thorough medical record and physical examination, visiting passes, where the cases will be discussed (differential diagnosis, treatment, among others), the assignment of related subjects, and medical lectures pertaining to emergency medicine. Students are at all times supervised by an assigned faculty member of the Department of Emergency Medicine. By its nature, the Emergency Room is an area where different medical disciplines interact (Pediatrics, Internal Medicine, Surgery, and Obstetrics and Gynecology), where the students must expose themselves to, and which contributes to the enhancement of their professional training.

467, 468, 470, 471 Free Elective Clerkships **4 credit hours each**

Students are allowed to take four (4) free elective clerkships. The fourth-year medical students have the opportunity to enroll in clinical rotations in Puerto Rico or in the

US mainland through the Visiting Student Application Service (VSAS) or directly with the Visiting Students Department.

The elective program has been designed to offer students the opportunity to select from a variety of areas in medicine that might be of special interest to them, and in this way, reinforce their medical knowledge and skills prior to graduation. Elective clerkships have a four-week duration. Some elective courses may not be available every month. Students must contact the Intramural/Extramural/Electives Coordinator for further information.

472, 473 Required Selectives **6 credit hours each**

In addition to the four (4) freely selected electives, students are required to select two (2) electives from among the following: Internal Medicine, Pediatrics, Surgery, Obstetrics-Gynecology, and Psychiatry. Students must contact the Coordinator of Electives for further information.

On-Duty Program (Shifts)

Third and fourth-year students will be required to be on-duty (shift) no more frequently than every third night. For third year students, the shift will be from 4:00 p.m. until 10:00 PM during weekdays. During weekends and holidays, shifts will be from 8:00 a.m. to 10:00 PM. During the fourth year, shifts will be from 4:00 p.m. until 8:00 a.m. during weekdays, and on a twenty-four-hour basis during weekends and holidays (8:00 a.m. to 8:00 a.m.). Fourth-year students will have the same limitation on duty hours that apply to interns and residents, according to the Accreditation Council for Graduate Medical Education (ACGME).

MD PROGRAM COST PER CREDIT
FIRST YEAR STUDENTS 47 CREDITS
RESIDENT

			Cost per credit
Annual Tuition Cost	$	30,000.00	**$ 674.16**
OTHER FEES (Non-refundable)			
LIBRARY & LABORATORY		1,200.00	26.97
EDUCATIONAL RESOURCES & TECNOLOGY		2,500.00	56.18
ACTIVITIES & MANTEINANCE		710.00	15.96
ID-CARD & PARKING		40.00	0.90
MALPRACTICE		550.00	12.36
TOTAL FEES	$	5,000.00	**$ 112.36**
		Total cost per credit and other fees	**$ 786.52**
		TOTAL ANNUAL COST	**$ 36,966.29**

MEDICAL PLAN AND DISABILITY INSURANCE

Medical Plan COST ESTABLISHED BY AGENCY
Disability Insurance COST ESTABLISHED BY AGENCY

NOTE: ALL STUDENTS MUST HAVE A MEDICAL PLAN AND DISABILITY INSURANCE

SJBSM reserves the right to increase the tuition or other fees as deemed necessary.

NON-RESIDENT

			Cost per credit
Annual Tuition Cost	$	40,000.00	**$ 898.88**
OTHER FEES (Non-refundable)			
LIBRARY & LABORATORY		1,200.00	26.97
EDUCATIONAL RESOURCES & TECNOLOGY		2,500.00	56.18
ACTIVITIES & MANTEINANCE		710.00	15.96
ID-CARD & PARKING		40.00	0.90
MALPRACTICE		550.00	
12.36			
TOTAL FEES	$	5,000.00	**$ 112.36**
		Total cost per credit and other fees	**$ 1,011.24**
		TOTAL ANNUAL COST	**$ 47,528.09**

MEDICAL PLAN AND DISABILITY INSURANCE

Medical Plan COST ESTABLISHED BY AGENCY
Disability Insurance COST ESTABLISHED BY AGENCY

NOTE: ALL STUDENTS MUST HAVE A MEDICAL PLAN AND DISABILITY INSURANCE

SJBSM reserves the right to increase the tuition or other fees as deemed necessary.

Doctor of Nursing Practice (DNP) in Adult Gerontology Primary Care Nurse Practitioner Program

The DNP-AGPCNP program will prepare students to provide direct care as nurse practitioners to adults and gerontological patients in primary care settings. Coursework, clinical experiences and evidence practice review, and projects allow students to acquire the knowledge, experiences, values and skills necessary for certification by the exiting credentialing agencies as an Adult-Gerontology Primary Care Nurse.

The DNP-AGPCNP program is a three (3) year evening program from 4:00 to 10:00 pm, consisting of seventy-eight (78) credit hours distributed in seven (7) semesters for full time students and nine (9) semesters for part time students. Of the twenty-three (23) courses, twelve (12) are offered in a face-to-face format and eleven (11) are offered in a synchronous distance education format.

Mission of the Doctor of Nursing Practice (DNP) in Adult Gerontology Primary Care Nurse Practitioner (DNP-AGPCNP)

The DNP-AGPCNP program prepares highly qualified nurses for leadership positions across various healthcare domains, enabling them to provide diverse, inclusive, and equitable care to populations in their respective communities through critical thinking, evidence-based practice, and ethical principles. The students are prepared with the necessary skills to serve as Primary Care Nurse Practitioners on interprofessional health care teams for the Adult Gerontology population, focusing on health prevention and promotion to improve health outcomes and transform health care delivery.

DNP-AGPCNP Program Goals

G1. Provide a Doctorate nursing education based on the concepts of advanced nursing practice to prepare *Adult Gerontology Primary Care Nurse Practitioner Providers* to offer services to individuals and communities in diverse health care settings across the health-illness continuum, applying ethics, team-based, and interprofessional collaboration.

G.2 Develop competencies in critical thinking, communication, evidence–based decision making, scholarly inquiry, and advanced practice nursing skills to practice

as primary providers of the Adult-Gerontology population, focusing on health prevention and promotion.

G.3 Integrate advanced practice nursing professional competencies to cultivate community engagement and community-based experiences as primary providers through public and private academic partnerships.

G.4 Serve as leaders in the development of new advanced practice nursing knowledge to promote health and healing in individuals, families, communities, and the global population.

G.5 Design, conduct, lead, and report health care evidence-based findings to generate nursing knowledge aimed at changing advanced nursing practice.

G.6 Enhance the use of information technology through the education process and promote
ethical-legal responsibility and accountability as primary providers, while applying this technology.

G.7 Provide caring environments and academic partnerships that facilitate students' learning to promote health and healing in individuals, families, communities, and the global population.

G.8 Promote an environment that supports inter-professional education in adolescents to older patients, including palliative and end-of-life care, evidence-based research, academic freedom, life-long learning, and a culture of continuous quality improvement.

G.9 Recruit and retain outstanding, culturally and linguistically diverse students and faculty, and doctoral degree faculty in Nurse Practitioner or in a specific specialty required for non-nursing courses.

G.10 Prepare leaders to promote the recognition of the nurse practitioner role as primary care providers, improve advanced-practice education, and develop health policy at the local, state, and national levels.

G.11 Manage nursing program resources with fiscal responsibility and explore new avenues for funding.

G.12 Improve the assessment and evaluation processes to promote the DNP-AGPCNP program effectiveness.

DNP-AGPCNP Expected Student Outcomes

The expected student outcomes are those established by the National Organization of Nurse Practitioner Faculties (NONPF) as Nurse Practitioner domains based on the American Association of Colleges of Nursing (AACN) Essentials (2021).

Upon completion of the DNP-AGPCNP program, graduates will be able to perform as adult gerontology primary care nurse practitioners who:

1. Integrate, translate, and apply established and evolving scientific knowledge from diverse sources as the basis for ethical clinical judgment, innovation, and diagnostic reasoning.

2. Uses evidence-based and best practices to design, manage, and evaluate comprehensive person-centered care that is within the regulatory and educational scope of practice. Fundamental to person-centered care is respect for diversity, differences, preferences, values, needs, resources, and determinants of health unique to the individual.

3. Partners across the care continuum with public health, healthcare systems, community, academic community, governmental, and other entities to integrate foundational NP knowledge into culturally competent practices to increase health promotion and disease prevention strategies in the effective care of populations.

4. Generates, appraises, synthesizes, translates, integrates, and disseminates knowledge to improve person-centered health and systems of care.

5. Utilizes knowledge and principles of translational and improvement science methodologies to improve quality and safety for providers, patients, populations, and systems of care.

6. Collaborates with the interprofessional team to provide care through meaningful communication and active participation in person-centered and population-centered care.

7. Demonstrates organizational and systems leadership to improve healthcare outcomes.

8. Envisions, appraises, and utilizes informatics and healthcare technologies to deliver care.

9. Demonstrates the attributes and perspectives of the advanced-practice nursing profession and adherence to ethical principles while functioning as a committed equal partner of the interprofessional health care team.

10. Participates in professional and personal growth activities to develop sustainable progression toward professional and interpersonal maturity, improved resilience, and robust leadership capacity.

Values of the DNP-AGPCNP

- **Diversity** - We strive to develop health professionals ready to serve diverse populations.
- **Inclusion -** We embrace the uniqueness of each person, and we work collaboratively to bring our best service.
- **Equity –** refers to the principles of fairness, justice, and impartiality. The goal of the Nurse Practitioner is to treat everyone equally, ensuring that all individuals have the tools and support they need to succeed, based on their unique circumstances and needs (NONPF).
- **Innovation -** We are creative and open to change and will procure excellence.
- **Humility -** Practicing humility allows us to appreciate the contributions of others and fosters a sense of empathy and understanding.
- **Empathy -** We promote the use of the nurse practitioners' abilities to take on another's perspective, to understand, feel, and possibly share and respond to their experience.
- **Evidence-based practice** - We are committed to scientific rigor, critical analysis, and sound reasoning in public health and practice.
- **Community Engagement** - We are committed to participating in and developing healthy communities.
- **Human Dignity** - Nurse practitioner practice regards all human beings as being worthy and deserving of unconditional respect, regardless of age, sex, health status, social or ethnic factors, political ideologies, religious affiliation, or criminal history.
- **Social Justice** - We promote fair balance in the distribution of wealth, opportunities, and privileges within a society where individuals' rights are recognized and protected.
- **Integrity** - Nurse practitioners conform to the principles of acting honestly, fairly, and ethically while sticking to their role of caring for the needy.

ADMISSIONS

The role of DNP with Adult-Gerontological Nurse Practitioner (AGPCNP) demands intelligence, sound judgement, appropriate interpersonal skills, and the capacity to react to emergencies in a calm and reasoned manner. DNP and DNP- AGPCNP students must be able to collect and analyze data, integrate results of diagnostic studies with current treatment standards, and solve problems all while providing patient care. Required mental and physical abilities fall into five major categories: sensory, communication, motor, intellectual and behavioral/social.

Technical Standards

- Sensory – DNP-AGPCNP students must have sufficient visual and auditory ability to observe in lecture-learner, laboratory, and patient care settings. Sensory skills required in the performance of complete physical examinations utilizing inspection, percussion, palpation, and auscultation include adequate vision, hearing, smell and tactile sensation. All senses must be enough to observe a patient's condition and elicit information through the history and physical examination.

- Motor – Enough physical stamina is required to complete the rigorous didactic and clinical portions of the program. The didactic phase of the program requires extended sitting, in contrast to the clinical phase which requires extended standing and moving about various clinical facilities. DNP- AGPCNP students must be able, with or without accommodations, to elicit information from patients and perform physical examination. In addition, they must be able to perform therapeutic and diagnostic procedures in addition to negotiating various health care environments such as outpatient facilities, laboratories and hospitals. Students must have sufficient motor function to execute movements that are essential to provide general and emergency care to patients. Some examples of emergency care required of DNP- AGPCNP is cardiopulmonary resuscitation. Additionally, the ability to use electronic medical record as well as take the national Adult gerontological Nure Practitioner certification examination which does not offer paper testing necessitates that students are able, with or without accommodation, to use computers and other electronic devices.

- Communication - DNP- AGPCNP students must be able to read, understand, write, and speak English for effective and efficient classroom and laboratory communication. DNP- AGPCNP students must be able to record and communicate information in a timely, effective and sensitive manner to

patients and other members of the health care team. Effective communication needs to be clear and unambiguous. Communication includes face to face contact, reading, legible writing and completion of electronic medical records in a timely manner. While eliciting information from patients, students must be able to identify and describe changes on mood, activity and posture, and perceive nonverbal communication.

- Intellectual - DNP- AGPCNP must be able to sustain attention, calculate, reason, analyze, assimilate and recall technically detailed and complex information. Correlating information and problem solving to arrive at a reasonable clinical conclusion in a timely manner is a basic tenet of clinical practice. Students must be able to learn through a variety of teaching modalities including classroom instruction, small group and collaborative activities, simulated and clinical environments. With rapidly expanding avenues of clinical information, the ability to extract valid, useful and relevant information from the medical literature Is also a required to formulate accurate diagnosis and treatment plans. In addition, students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

- Behavioral and Special Attributes - DNP- AGPCNP must be able to relate and perform professionally all aspects of DNP- AGPCNP training and in the clinical environment with patients and other members of the health care team. Students must possess emotional health and maturity for full utilization of intellectual ability. They need to exercise good judgement, empathy, integrity and honesty in all academic settings and possess enough interpersonal skills to develop mature, effective, compassionate and respectful relationships with peers, patient families and caregivers and all members of the health care team. Students must be able to tolerate physical task workloads, changing environment and rotating schedules. They must display flexibility and learn to function in the face of uncertainties inherent in the practice of medicine as DNP-AGPN. Students should take responsibility for their own learning and recognize insufficiencies in knowledge or skills and seek assistance as they strive for excellence. Students are expected to accept suggestions and criticisms and respond by appropriate modification of behavior.

Admissions Requirements and Process

The application process will be reviewed using a holistic approach. The assessment of each candidate will include academic preparedness and formative experiences of the doctoral candidate's professionals background, education and life. Applicants are required to show evidence of the following Pre-requisites:

Pre- requisites: Evidence of statistics course at BSN level.

General Requisites:

- Hold a bachelor's degree in nursing from a school accredited by ACEN, CNEA or CCNE.
- An overall GPA of at least 3.25 on a 4.0 scale
- Current Puerto Rico Generalist License or from other state from United State
- Demonstrate ability in clinical excellence and leadership.
- Minimum of one year of experience as a professional nurse.
- Students must be either a U.S citizen, legal U. S resident or hold a valid visa
- Demonstrate English proficiency.
- Complete application for admission including the following:
    - Personal letter stating why you want to pursue doctoral study and your intended contribution to nursing.
    - Three letters of recommendation from employing agency or professors on forms provided.
    - Curriculum Vitae.
    - One official transcripts of bachelor's degree in nursing science.
    - Certificate Background check (Police department)
    - Admission fee $100
- Interview with the graduate program admissions committee using holistic interview format
- Complete an Essay of the evaluation of Nursing Journal Articles

Note: No EXADEP or GRE is required.

MSN- APRN-DNP Pathway Requirements

- Hold a master's degree in nursing in Advanced Practice Nursing from a school accredited by ACEN, CNEA, or CCNE.
- Candidates with a master's degree in any other Nurse Practitioner specialty need to complete the courses of Adult Primary Care Nurse Practitioner and the courses of the Doctor of Nursing Practice in Adult Gerontology Primary Care Nurse Practitioner degree.
- An overall GPA of at least 3.25 on a 4.0 scale.
- Current Puerto Rico Generalist License or from another state in the United States.
- Demonstrated ability in clinical excellence and leadership.
- Students must be either a U.S. citizen, a legal U.S. resident, or hold a valid visa
- Demonstrate English proficiency.
- Personal letter stating why you want to pursue doctoral study and your intended contribution to nursing.
- Complete an application for admission, including the following:
    - Admission fee $100 (Non-refundable).
    - Three letters of recommendation from the employment agency or professors on forms provided.

  - Curriculum Vitae.
  - One Official Transcript of a bachelor's degree in nursing and a master's degree.
  - Certificate of good conduct and a background check certificate (Police Department).
  - Complete an Essay of the evaluation of Nursing Journal Articles
- Holistic admission interview.

Transfer Admission Criteria

SJBSM also welcomes applications from candidates requesting transfer. SJBSM will only consider as a Transfer Student the applicant that meets the following criteria:

- Has been previously enrolled in a higher education institution recognized as such by the Puerto Rico Council on Education in charge of granting licenses to academic institutions, or from the governmental agency in charge of accrediting institutions of higher learning in the jurisdiction or country where the institution is based.
- Have taken at least 12 transferable credits in a higher education institution, earning at least a C average in each course.
- Comply with the requirements established by the BSN program
- Compliance with the Grade Point Average (GPA) established by the Satisfactory Academic Progress Policy.

APPLICANTS WITH VETERAN EDUCATIONAL BENEFITS

The San Juan Bautista School of Medicine is approved by the Puerto Rico State Approving Agency to provide academic training to students under the various GI Bill® programs.

Validation of prior credit/hours from previous studies

Applicants applying under the veteran educational benefits who have previous studies at other institutions must request credit validation in accordance with SJBSM's transfer policy and procedures. SJBSM will ensure that as a result of the validation of credit/hours from previous studies, the cost and duration of the program will be reduced proportionately. The School Certifying Official (SCO) will ascertain that applicants applying under the veteran educational benefits who have previous studies at another institution submit official transcripts from all institutions previously attended, including but not limited to the Joint Service Transcript (JST).

Title 38 US Code 3679(e) Section 103 PL 115-407 (31 or 33)

In accordance with Title 38 US Code 3679(e) Section 103 PL 115-407, effective August 1, 2019, SJBSM has adopted the following additional provisions for any

student using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits:

- Any applicant recipient of veteran educational benefits is responsible for submitting the corresponding documents before the first day of classes. SJBSM will allow enrolled recipients to attend and/or participate in the enrolled courses during the period that begins on the date in which the student provides SJBSM the certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 and ending on the earlier of the following dates:
    - The date on which payment from VA is made to SJBSM
    - Ninety (90) days after the date SJBSM certified tuition and fees following the receipt of the certificate of eligibility.

Note: A "Certificate of Eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs (VA) website **eBenefits**, or a VAF 28-1905 form for Chapter 31 authorization purposes.

- While payment to the institution is pending from VA, SJBSM **will not**:
    - Prevent the students' enrolment;
    - Assess a late penalty fee to the student;
    - Require the student to secure alternative or additional funding;
    - Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

Satisfactory Academic Progress (SAP)

SJBSM has set in place the Satisfactory Academic Progress Policy (refer to page 94) which applies to all students enrolled in our institution, regardless of the program and the funds used to pay institutional fees. SAP applies to students utilizing Veteran Education Benefits as defined by the Veterans Administration (VA). In order to meet SAP, students must comply with SAP in terms of approved credits, minimum grade point average, maximum time frame or maximum chronological time as established by each academic program offered at SJBSM.

Failure to do so will result in Veteran Academic Probation (VAP) being placed on the student's record, restricting open registrations for future terms. Not meeting SAP may eventually restrict a student's ability to use veteran education benefits at SJBSM.

Veteran Academic Probation (VAP)

A student will be placed on a Veteran Academic Probation (VAP) if the cumulative or term GPA, or if the completion of courses attempted falls below the established SAP of the academic program in which the student is enrolled. The VAP restricts registration but does not prevent the student from enrolling in a subsequent term. The VAP policy requires that the student contact the School Certifying Official at SJBSM to be advised on the steps to have the VAP removed and briefed on the possibility of being placed on Veteran Benefit Denial (VBD) if SAP is not met while on VAP status. A student will be allowed to register while on VAP but will be limited to one term at no more than 6 credits. If the student achieves the required cumulative and term GPA and reaches completion percentage required for all courses attempted, the VAP will be removed, allowing the student to register for future terms without restrictions.

Veteran Benefit Denial (VBD)

If while on a VAP, the student does not meet the minimum cumulative and term GPA and does not successfully complete the required percent of the courses attempted for that term, the student will be placed on a Veteran Benefit Denial (VBD). This action will be reported to the VA by SJBSM, School Certifying Official through the VA's formal process. Once placed on VBD, the student will be denied the use of any and all VA benefits and will be responsible for payment of tuition and fees. SJBSM will not certify for veteran education benefits under any chapter while on a VBD. Students on a VBD may continue to take courses at SJBSM via alternate funding sources, such as financial aid. The VBD will be removed and upgraded to VAP when the cumulative and term GPA and completion of the required percentage for all courses attempted is reached, allowing the student once again to utilize veteran education benefits at SJBSM. The institution will retroactively certify these successful courses after the grade is posted.

Appealing a Veteran Benefit Denial (VBD)

A student can appeal a VBD decision with the Office of Veteran Affairs and will be reviewed on a case-by-case basis.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). For more information contact our School Certifying Officer at registrar@sanjuanbautista.edu or visit **https://benefits.va.gov/benefits/**

INTERNATIONAL AND DACA APPLICANTS

In our commitment towards educating a culturally and linguistically diverse generation of physicians and other health care professionals who will work and serve in a diverse local, national, and global community, the San Juan Bautista School of Medicine welcomes applications from international applicants and/or non-American citizens who qualify for Deferred Action for Childhood Arrivals (DACA).

“International applicants” are citizens of any foreign country (including Canada) who do not hold a United States permanent resident visa (green card). Permanent resident visa status is equivalent to US citizenship for the purposes of our admission process and US federal student loan programs.

International and DACA applicants are eligible to apply to San Juan Bautista School of Medicine, however, strong preference is given to US citizens / permanent residents and applicants who have (or will have by the time of matriculation) completed their undergraduate work at a US college or university.

Accepted international / DACA students must be prepared to absorb the cost of US medical education and have a full understanding that international students are not qualified for traditional US educational funding including loans and scholarships. Accepted international students may be asked to deposit the equivalent of 4 years’ tuition in escrow prior to matriculation.

Accepted international / DACA students should have a full understanding that they may have limited options in terms of post-graduate training, both geographically and within specialties. Because of this, students who are not likely to be able to compete for a full range of career training opportunities and programs beyond medical school will only be considered for admission under unique or compelling circumstances.

Admission Requirements for International / DACA applicants

International / DACA students will be considered to the regular pool of applicants under the same admission requirements. Academic transcripts must be validated through a Certified USA Education Service.

DNP CURRICULUM

Curricular Sequence

Code	Course Title	Credits
NUR 701	Epidemiology, Health Promotion and Disease Prevention across the lifespan of the Adult-Gerontology population	3
NUR 702	Advanced Pathophysiology	3
NUR 703	Biostatistics for Advanced Practices DNP Nurses	3
NUR 704	Nursing Theories for Advanced Practice DNP Nurses	3
	Total Credits	12
Semester 1		
NUR 705	Advanced Physical Exam	3
NUR 706	Health Policies and Advocacy for DNP Nurses	3
NUR 707	Diagnostic Test for Advanced Practice Nurses	2
NUR 708	Healthcare Informatic/ Technology for Advanced Practice DNP Nurses	3
	Total Credits	11
Semester 2		
NUR 709	Healthcare Safety and Quality Improvement for DNP Nurses	3
NUR 710	Advanced Pharmacology	3
NUR 711	Differential Diagnosis for AGNP	3
NUR 715	Bioethics for Advanced Practices DNP Nurses	3
	Total Credits	12
Semester 3		
NUR 713	Pharmacology for AGNP	3
NUR 712	Adult- Gerontology Primary Care I – Young Adult	5
NUR 718	Leadership and Innovation for DNP Nurses	3
	Total Credits	11
Semester 4		
NUR 714	Adult- Gerontology Primary Care II– Middle-Aged Adult	5
NUR 717	Evidence – Based Practice Research for DNP	3
NUR 723	Management of Psychiatric Issues for Non-Mental Health Clinical Providers	2
	Total Credits	10
Semester 5		
NUR 719	Evidence Based Practice Research Project for DNP	3
NUR 716	Adult- Gerontology Primary Care III– Older Age/ Gerontology	5
NUR 722	AGNP Certification Exam Review and Mock Exam	2
	Total Credits	10
Semester 6		

NUR 720	DNP Immersion – Interprofessional Collaboration Residency I	6
NUR 721	DNP Immersion – Interprofessional Collaboration Residency II	6
Semester 7	Total DNP AGPCNP Credits	**78**

BSN-DNP Pathway AGPCNP Program Curricular Sequence

Code	Course Title	Credits
NUR 701	Epidemiology, Health Promotion, and Disease Prevention across the lifespan of the Adult-Gerontology population	3
NUR 702	Advanced Pathophysiology	3
NUR 703	Biostatistics for Advanced Practice DNP Nurses	3
NUR 704	Nursing Theories for Advanced Practice DNP Nurses	3
	Total Credits	12
Semester 1		
NUR 705	Advanced Physical Exam	3
NUR 706	Health Policies and Advocacy for DNP Nurses	3
NUR 707	Diagnostic Test for Advanced Practice Nurses	2
NUR 708	Healthcare Informatics/ Technology for Advanced Practice DNP Nurses	3
	Total Credits	11
Semester 2		
NUR 709	Healthcare Safety and Quality Improvement for DNP Nurses	3
NUR 710	Advanced Pharmacology	3
NUR 711	Differential Diagnosis for AGNP	3
NUR 715	Bioethics for Advanced Practice DNP Nurses	3
	Total Credits	12
Semester 3		
NUR 713	Pharmacology for AGNP	3
NUR 712	Adult- Gerontology Primary Care I – Young Adult	5
NUR 718	Leadership and Innovation for DNP Nurses	3
	Total Credits	11
Semester 4		
NUR 714	Adult- Gerontology Primary Care II– Middle-Aged Adult	5
NUR 717	Evidence–Based Practice Research for DNP	3
NUR 723	Management of Psychiatric Issues for Non-Mental Health Clinical Providers	2
	Total Credits	10
Semester 5		
NUR 719	Evidence-Based Practice Research Project for DNP	3
NUR 716	Adult-Gerontology Primary Care III– Older Age/ Gerontology	5
NUR 722	AGNP Certification Exam Review and Mock Exam	2
	Total Credits	10

Semester 6		
NUR 720	DNP Immersion – Interprofessional Collaboration Residency I	6
NUR 721	DNP Immersion – Interprofessional Collaboration Residency II	6
Semester 7	Total DNP AGPCNP Credits	**78**

Revised August 14, 2025, by Curriculum Committee

MSN APRN-DNP Pathway AGPCNP Program Curricular Sequence

Code	Course Title	Credits
NURS 701	Epidemiology, Health Promotion, and Disease Prevention across the lifespan of the Adult-Gerontology population	3
NURS 704	Nursing Theories for Advanced Practice DNP Nurses	3
	Total Credits	**6**
Semester 1		
NUR 707	Diagnostic Test for Advanced Practice Nurses	2
NUR 706	Health Policies and Advocacy for DNP Nurses	3
NUR 708	Healthcare Informatics/ Technology for Advanced Practice DNP Nurses	3
	Total Credits	8
Semester 2		
NUR 709	Healthcare Safety and Quality Improvement for DNP Nurses	3
NUR 711	Differential Diagnosis for AGNP	3
NUR 715	Bioethics for Advanced Practice DNP Nurses	3
	Total Credits	**9**
Semester 3		
NUR 713	Pharmacology for AGNP	3
NUR 712	Adult- Gerontology Primary Care I – Young Adult	5
NUR 718	Leadership and Innovation for DNP Nurses	3
	Total Credits	11
Semester 4		
NUR 714	Adult- Gerontology Primary Care II– Middle-Aged Adult	5
NUR 717	Evidence-Based Practice Research For DNP	3
NUR 723	Management of Psychiatric Issues for Non-Mental Health Clinical Providers	2
	Total Credits	10
Semester 5		
NUR 719	Evidence-Based Practice Research Project for DNP	3
NUR 716	Adult-Gerontology Primary Care III– Older Age / Gerontology	5
NUR 722	AGNP Certification Exam Review and Mock Exam	2
	Total Credits	10
Semester 6		
NUR 720	DNP Immersion – Interprofessional Collaboration Residency I	6
NUR 721	DNP Immersion – Interprofessional Collaboration Residency II	6
	Total Credits	12

Semester 7	Total Credits MSN APRN- DNP – AGPCNP	66

Revised August 14, 2025, by Curriculum Committee

DEGREE REQUIREMENTS

Complete the requirements of each course of the program as follow:

- Nursing course with minimum of B
- 3 P'S (Advanced Physical exam, Advanced Pathophysiology and Advanced Pharmacology course with minimum of B)
- Pass AGNP mock exam
- Complete Evidence – Based Research Project
- Complete 1250 hours of clinical hours
  - 750 hours AGNP
  - 500 hours DNP
- Complete all coursework required for the specialization, as outlined in the study plan.
- Have completed the Satisfactory Academic Progress Policy.
- Complete with a minimum GPA of 3:00 B.

COURSE DESCRIPTIONS

NUR 701 **Epidemiology, Health Promotion and Disease Prevention across the lifespan of the Adult- Gerontology population**

3 credit hours

This course offers an advanced overview of selected epidemiologic concepts applicable to advanced nursing practice. The course includes health promotion and prevention concepts related to the individual and societal influences on the care of adolescents, adults and elderly. Will analyze different theories of the development of the human being and applied epidemiologic concepts to the advanced practice, health promotion and illnesses prevention strategies. Critical analysis of population-based – factors that impact personal health and care including health disparities, their synthesis with health behavior theories and the evidence -base strategies to change behavior and improved outcomes. The course also includes the discussion of normal screening test in physical and psychological health and significant issues affecting care of adolescent, adult and older adults and their families at the global and national level are discussed.

NUR 702 **Advance Pathophysiology** **3 credit hours**
This course will integrate advanced physiology with pathophysiology and clinical implications across lifespan of adult geriatric population. The students analyze the interrelationship and interdependencies of the Pathophysiology concepts that produce alterations in the functioning of the human beings through the lifespan. Understanding pathophysiology guides advanced practice nurses in the planning, selection and evaluation of therapies and treatment. Organ systems function and dysfunction from the level of the cell through integrated organ levels will be presented, and the genetic basis of disease will be discussed. Recent scientific advances will be discussed with application to new approaches to disease and symptom management. The interrelationships between physiology, clinical pathophysiology, and genetics are emphasized through lecture and case studies. The content of this course includes: the study of the cell, genetic alternation, cancer and the pathophysiology of the following systems: ENT, pulmonary, renal, immunology, hematological, cardiology, neurology, endocrine, digestive, and the multiple organic dysfunction syndrome.

NUR 703 **Biostatistics for Advance Practice DNP Nurses** **3 credit hours**
This course will focus on understanding and interpreting commonly used statistical techniques reported in the research literature of the health professions. Emphasizes the development of competency in terminology, concepts, and correct uses and interpretation of biostatistics by the advanced practice nurse to include assessing the quality of observed data and collecting quality data. The use of biostatistics for research and evidence-based practice projects is highlighted, and the intersection of biostatistics and epidemiology is explored. Exercises include critical appraisal of research methods and practical application of statistical software packages.

NUR 704 **Nursing Theories for Advance Practice DNP Nurses**
3 credit hours
In this course students explore and consider theories from nursing and related disciplines. Emphasis is placed on the role of theory to guide practice and care improvement. This course is a foundation for the advanced practice nurse to choose and use theories.

NUR 705 **Advanced Physical Exam** **3 credit hours**
This course combines didactic and laboratory experiences to provide the advanced practice nurse student the opportunity to develop the knowledge and technical skills necessary to perform advanced physical assessment and examination on the adult/geriatric client. The advanced practitioner utilizes comprehensive physical, psychosocial, and cultural assessment in the adult/geriatric client to gather specific data relevant to common health problems and a differential diagnosis of common health complaints is demonstrated. Faculty and preceptors facilitate laboratory and clinical experiences, which focus on assessment of clients and presentation of

findings in a variety of settings. Provider-patient interaction, data collection, and hypothesis formulation are emphasized. All participants engage in actual practice with standardized patients, fellow students and/or models, and consenting patients.

NUR 706 **Health Policies and Advocacy for DNP Nurses 3 credit hours**
In this course, students examine economic, cultural, financial, and political factors influencing the delivery of healthcare, and consider policy reform through legal, regulatory, ethical, societal, and organizational contexts. They examine the political and policy process, including agenda setting, stakeholder analysis, and application of policy analysis frameworks. Students also explore the importance of interprofessional collaboration in improving health outcomes through the policy process and advocacy for development and implementation of nursing and healthcare policies in organizations at the local, state, national, and international levels. Students will have the opportunity to design new innovative strategies that may influence the direction of the public policy to improve the addressing and quality of the health care and advanced practice of nursing. Students also will engage in written analyses through which they develop new policies and/or critically evaluate existing policies though policy analysis frameworks.

NUR 707 **Diagnostic test for Advanced practice Nurses 2 credit hours**
On this course students will develop advanced practice proficiency in the ordering, analysis and interpretation of appropriate diagnostic tests related to primary care for accurate diagnosis, treatment and referral. Knowledge of clinical decision making will be discussed. This includes comprehension of important pathophysiologic, epidemiological, psychosocial and clinical management concepts that will help the AGNP to determine which diagnostic tests are indicated given the patient's clinical presentation. Discussion and practice of proper specimen collection, handling of specimens, appropriate use of diagnostic tests, accurate interpretation of test results with an appreciation of sensitivity and specificity of the particular test and appreciation of time factors that influence availability and interpretation of test results will also be included. Will focuses on development of critical thinking skills to address health care problems of adults across the lifespan, with an emphasis on young, middle-aged and older adults, develop differential problem-solving skills and determine appropriate management interventions.

NUR 708 **Healthcare Informatic/technology for Advanced practice DNP Nurses 3 credit hours**
This course provides an overview of informatics, the transformation of data into information, knowledge, decisions and actions to promote safe, quality and cost-effective safe care. Knowledge management to support evidence-based practice will be a critical skill. Student application of course content within clinical practice is emphasized. Major topics include; database structure and management, systemic searching skills, eHealth tools for patients, electronic health records, healthcare analytics and security and privacy practices for electronic health information.

NUR 709 **Healthcare Safety and Quality Improvement for DNP Nurses**

3 credit hours

This course prepares students to design, implement and evaluate quality health care clinical evidence base practices to improved health care services. Advanced concepts in collaboration, design, and leadership, as they relate to the implementation and evaluation of quality improvement initiatives is included. Working as partners in interdisciplinary teams, students will assess organizational culture, gather safety information, analyze data and translate findings into systems changes through action learning experiences within their own organizations. The quality course includes a practicum immersion in which students, under the supervision of a community agency mentor and course faculty, conduct an in-depth assessment of an agency and its community population. This assessment, coupled with contextual evidence, leads to the identification of potential projects to enhance service delivery within the community agency that will likely improve the quality of health care services for populations at risk. Emphasis is placed on leadership skills with interprofessional teams to create change in health care and complex healthcare delivery systems.

NUR 710 **Advanced Pharmacology** **3 credit hours**

This course provides for discussion of the basic principles advanced Pharmacology including pharmacokinetics and pharmacodynamic of medications class. Advanced principles of clinical pharmacology and therapeutics are applied to the nursing care of individuals across the adult- geriatric life-stage spectrum. This course gives the students the opportunity to analyze the categories of medications that are being used to treat illnesses and determine if they are accomplishing their purpose (evidence based). It focuses on the content and knowledge employed by the advanced Practice registered nurse in the management of various conditions and disease states. The advanced pharmacology and therapeutics of several common diseases or conditions found in the acute care and primary care setting is presented.

NUR 711 **Differential Diagnosis for AGNP** **3 credit hours**

In this course the student will master content regarding formulating differential diagnoses of individuals within the primary care setting, along with an introduction to critical reasoning and diagnostic skills to cultivate evidence-based behaviors. An emphasis will be placed on processing patient information in a logical, progressive manner and formulating differential diagnoses for adolescents, adults, and older adults in a practicum experience in a precepted primary care setting. The management of common acute and chronic health conditions will include evidence based primary preventions interventions, drug and treatment therapeutics and referral to other providers. Students have the opportunity to build on previously acquired skills and to apply concepts of primary care to manage the health problems of adults across their lifespan.

NUR 712 **Adult- Gerontology Primary Care I Young Adult** **5 credit hours**

This course the students will be able to management and evaluation of primary care problems young adults in a variety of ambulatory and occupational settings. Opportunity to implement the role of the nurse practitioner with young adults and

their families in the community. Interdisciplinary experiences will be pursued & collaborative practice emphasized. Students are expected to assess and begin to manage common chronic health problems in consultation with the appropriate provider of care. The initiation of health promotion & health maintenance activities with individuals and groups is stressed. Includes 16 hours a week of clinical experience with a preceptor. This course is aimed to develop advanced practice students in the management of acute and chronic conditions in in the young adult/geriatric client. Throughout this course students will analyze theories and research related to developmental changes and stability in young adulthood, as well as personality, cognition, and adaptation to changes in this stage. A bio-psychosocial perspective will provide a framework for understanding the multiple influences in young adult stage of development. The educational approach will be aimed in the management of the Nurse Practitioner as a primary provider to achieve the client's bio-psychosocial wellness, health promotion and disease prevention in addition to the treatment of acute and chronic diseases. This course provides an overview of the development knowledge based in the areas of biology, physiological, emotional and social aspects which disrupt the aging process. Throughout this course, concepts of disease prevalence in the young adult and treatment regimen will be integrated. Throughout this course, topics such as pathophysiology, pharmacology, and advanced physical assessment will be integrated to achieve clinical management by the Nurse Practitioner as a primary provider. In this course, therapeutic communication strategies and patient/client education will also be discussed and the development of differential diagnoses, application of diagnostic reasoning and formulation, implementation, evaluation and modification of individualized treatment plans including pharmacological and non-pharmacological modalities. Development of advanced clinical competencies and clinical decision-making abilities about adults across the age continuum is emphasized.

NUR 713 **Pharmacology for AGNP** **3 credit hours**
Pre-requisites NUR 710: Advanced Pharmacology
This course is designed to provide clinical application of the pharmacology and pharmacotherapeutics of common conditions and diseases across the adult gerontology lifespan population encountered by the advanced practice nurse in primary care. The role of pharmacokinetics and pharmacodynamics will be applied. Emphasis is on the development of client-centered prescriptive decisions within the context of outcomes, safety, quality and costs.

NUR 714 **Adult -Gerontology Primary Care II Middle-Aged Adult**
Pre-requisites: Adult -Gerontology Primary Care I Young Adult
5 **credit hours**
This course is designed to present an orientation to the advanced practice students focused on the care of the middle-aged adults/geriatric client. This course will introduce advanced theories and research related to developmental changes and stability in middle, adulthood, as well as gender issues, personality, cognition, and adaptation. A biopsychosocial perspective will provide a framework for understanding the multiple influences on middle adult development. The course

emphasizes on wellness, illness prevention, assessment, diagnosis, management and treatment of chronic and acute diseases and complex health problems in the middle adult/geriatric client in the primary care settings. The theories and concepts of aging, the physiologic changes and problems associated with the process of aging will be discussed. This introductory course provides an overview of the biology, sociology and psychology of aging and the resources available to the aged. Integrated throughout the course are concepts relating to illness prevalent in the geriatric population. Students apply critical thinking and evidence based clinical decision-making competencies to formulate comprehensive differential diagnoses and develop management plans with outcome criteria for adolescents and adult clients and their families. Students combine the advanced practice roles of clinician, educator, advocate, and leader to design and evaluate therapeutic interventions that utilize a variety of treatment modalities. Concepts include health promotion, disease prevention, collaboration, cultural competency, health policy and ethical issues. Individual, family and community health needs are evaluated utilizing a population focused in middle-aged adults. Clinical experiences in acute care settings provide the student with opportunities to refine history and physical examination techniques, diagnostic reasoning, formulation, implementation, evaluation and modification of individualized management plans. Specific attention is given to the unique presentation of syndromes and constellation of symptoms that may be typical or atypical presentation of complex acute, critical and chronic illness in middle-aged adults. Facilitating transition of patients at varying life stages through the complex health care system is encouraged exploring the multiple governmental, social and personal resources available to acutely ill adults across the age continuum. The application of advanced nursing, medical and biopsychosocial knowledge in the management of patients and the collaboration between the nurse practitioner and the patient, family and interprofessional healthcare team are emphasized.

NUR 715 **Bioethics for Advanced Practices DNP Nurses** **3 credit hours**
This course will explore bioethical concepts that impact advanced nursing practice. Students will focus on ethical concepts as they apply to DNP-prepared nurses. Conceptual, factual, and normative issues will be explored to provide a framework within which arguments of biomedical ethics are formulated, analyzed, and defended. Analysis of leadership roles for DNP-prepared nurses within the context ethics and utilization of healthcare resources are explored.

NUR 716 **Adult Gerontology Primary care III Older Age/Gerontology**
5 **credit hours**
Pre-requisites: Adult -Gerontology Primary Care I and II
This course is aimed to develop an advanced practice student with specialty in nurse practitioner in the management of acute and chronic condition in individual in the adult-geriatric client. Throughout this course students will analyze theories and research related to developmental changes and stability in adult-geriatric clients, as well as personality, cognition, and adaptation to changes in this stage. A biopsychosocial perspective will provide a framework for understanding the multiple influences on elderly development. The educational approach will be aimed in the

performance of nurse practitioner as a primary provider to achieve the client's bio-psychosocial wellness, health promotion and disease prevention in addition to the treatment of acute and chronic diseases. The theories and concepts of aging, the physiologic changes and problems associated with the process of aging will be discussed. This course provides an overview of the biology, sociology and psychology of aging and the resources available to the aged. Additionally, the student will be integrating knowledge acquired in other courses of this curriculum such as pathophysiology, pharmacology, advanced physical assessment to achieve quality and cost- effective clinical management of patients by the nurse practitioner as primary provider. In this course, critical thinking strategies and patient/client education will also be discussed.

NUR 717 **Evidence-Base Practice Research for DNP Nurses 3 credit hours**
Course focuses on discussion of assignments to plan, implement, evaluate and disseminate an independent, evidence based scholarly project focusing on problems of practice within specific population. Students will synthesize concepts from multi-discipline theories (e.g., nursing, biophysical, psychosocial, cultural, education, organizational, leadership, and economic) in the development of evidence-based nursing practice. Students will identify the desired theory, application model, and outcomes for their scholarly evidence-based practice project and will work and complete their evidence base project proposal.

NUR 718 **Leadership and innovation for DNP Nurses 3 credit hours**
This course will provide the tools to help new nurses leaders to keep an organization competitive, adapt to change and make decisions effectively. Nurse leaders are looking for new ways to innovate and transform, being challenged to influence quality, design new care delivery models, and create workplaces that empower nurses to advance new ideas that lead to innovation. Examination of leadership development to maximize innovation and positive organizational impact with an exploration of own leadership development.

NUR 719 **Evidence-base Practice Research project for DNP Nurses**
3 credit hours
Pre-requisites: NUR 717: Evidence base Research
The course focuses on the development of the final project. Students will complete the analysis of derived project data, evaluation of project objectives and sustainability of the project. Students with complete a comprehensive report consisting of describing the project, implementation, evaluation results, and dissemination of findings

NUR 720 **DNP Immersion- Interprofessional Collaboration Residency I**
6 credit hours
The focus of this course is the integration of theoretical and clinical knowledge for the adult/ gerontological nurse practitioner role. Also, synthesis knowledge and practice experiences were designed to help students achieve essential and specialty components of the DNP role. Student have a greater clinical experience in number

of patients and variety while collaborating with other health care providers in a selected practice setting. The student will continue to apply and refine knowledge and skills previously learned and continue to develop competencies as adult gerontology nurse practitioner. Students, with faculty assistance, will select a mentor/preceptor(s) with whom they will work with to complete these two final DNP immersion practicums. The practicum setting and clinical preceptor must be approved prior to beginning the practicum experiences. The preceptor(s) should be an expert in the field of practice. Weekly seminar will be held with course faculty to discuss case studies and clinical experience. The student must complete 250 clinical hours during course.

NUR 722 **AGNP Certification Exam Review and Mock Exam 6 credit hours**
Exams provide candidates an opportunity to familiarize themselves with the format of the test questions on the AGNP Certification Examination. It is important to note that performance on the practice examination is not a predictor of whether a candidate will pass or fail AGNP competency-based certification examination but pass AGNP MOCK exam will be required to all students in order to complete the DNP preparation.

NUR 721 **DNP Immersion -Residency II 6 credit hours**
The purpose of this course is to bring students the opportunity to continuum the integration of theoretical and clinical knowledge for the adult/ gerontological nurse practitioner. Also, synthesis knowledge and practice experiences were designed to help students achieve essential and specialty components of the DNP role. Student have a greater clinical experience in number of patients and variety while collaborating with other health care providers in a selected practice setting. The student will continue to apply and refine knowledge and skills previously learned and continue to develop competencies as adult gerontological nurse practitioner. Students, with faculty assistance, will select a mentor/preceptor(s) with whom they will work with to complete these two final DNP immersion practicums. The practicum setting and clinical preceptor must be approved prior to beginning the practicum experiences. The preceptor(s) should be an expert in the field of practice. Weekly seminar will be held with course faculty to discuss case studies and clinical experience. The student must complete 250 clinical hours during course.

NUR 723 **Management of Psychiatric Issues for Non-Mental Health Clinical Providers 2 credit hours**
The purpose of this course is expanded clinical competencies of Non-Psychiatric Mental Health Advanced Practice Nurses in assessing, evaluating, diagnosing, and treating mental health problems. This course will identify common mental health disorders seen in the primary and acute care settings including the epidemiology, etiology, risk factors and diagnostic signs/symptoms of these disorders. It will also provide clinical practice guidelines, screening tools and evidenced based treatment approaches to provide a foundation for the clinician to identify and manage common disorders within their scope of practice and setting. Students will also recognize when psychiatric consultation or specialty care is indicated. The course is designed for the

non-mental health provider and builds on undergraduate/graduate preparation in anatomy, physiology, and biochemistry within a cultural context.

Program Competencies

The SJBSM DNP AGPCNP Program in Nursing is based on the American Association of Colleges of Nursing (AACN) Essentials/ Domains (2021) and the National Organization of Nurse Practitioner Faculty (NONPF) DNP NP curricular standards (2022), leading organization for NP education, was the primary framework for the curricular design of this program.

As per CCNE (2021) domains for Advanced Nursing Education area guide courses of this program are:

Domain 1; Knowledge for Nursing Practice
Domain 2: Person- Centered Care
Domain 3: Population Health
Domain 4: Scholarship for the Nursing Discipline
Domain 5: Quality and Safety
Domain 6: Interprofessional Partnerships
Domain 7: Systems- Based Practice
Domain 8: Informatic Healthcare Technologies
Domain 9: Professionalism
Domain 10: Personal, Professional, and Leadership Development

The discussion of featured concepts described at CCNE domains and competencies will guide the courses of the program included:

- Clinical judgment
- Communication
- Compassionate care
- Diversity, equity and Inclusion
- Ethics
- Evidence – Based Practice
- Health Policy
- Social Determinants of Health

DNP PROGRAM COST PER CREDIT
78 CREDITS BSN-DNP
66 CREDITS MSN-DNP

RESIDENT

			Cost per credit
Tuition Cost			**$** 500.00
OTHER FEES (Non-refundable)			
LIBRARY & LABORATORY		400.00	
MALPRACTICE		400.00	
ED RESOURCES & TECNOLOGY		300.00	
CLINICAL PRACTICE / TRAINING		100.00	
MEMBERSHIP FEES		286.00	
ID-CARD & PARKING		40.00	
TOTAL FEES	$	1526.00	

MEDICAL PLAN AND DISABILITY INSURANCE

Medical Plan COST ESTABLISHED BY AGENCY
Disability Insurance COST ESTABLISHED BY AGENCY

NOTE: ALL STUDENTS MUST HAVE A MEDICAL PLAN AND DISABILITY INSURANCE

SJBSM reserves the right to increase the tuition or other fees as deemed necessary.

NON-RESIDENT

			Cost per credit
Tuition Cost			**$ 700.00**
OTHER FEES (Non-refundable)			
LIBRARY & LABORATORY		400.00	
MALPRACTICE		400.00	
ED RESOURCES & TECNOLOGY		300.00	
CLINICAL PRACTICE / TRAINING		100.00	
MEMBERSHIP FEES		286.00	
ID-CARD & PARKING		40.00	
TOTAL FEES	$	1526.00	

MEDICAL PLAN AND DISABILITY INSURANCE

Medical Plan COST ESTABLISHED BY AGENCY
Disability Insurance COST ESTABLISHED BY AGENCY

NOTE: ALL STUDENTS MUST HAVE A MEDICAL PLAN AND DISABILITY INSURANCE

SJBSM reserves the right to increase the tuition or other fees as deemed necessary.

Master of Public Health (MPH) Program

Public Health is defined as "the art and science of preventing disease, prolonging life and promoting health through the organized efforts of society" (Acheson, 1988; WHO).

Mission of the MPH Program

To provide a high-quality education with a multidisciplinary curriculum focused on service, and research to prepare future public health professionals with the necessary competencies to address public health issues in Puerto Rico.

The MPH degree will allow students to work in public and private agencies at the state and federal level such as hospitals, nonprofit organizations, universities, industries (manufacturing / pharmaceutical), centers for health research, government agencies such as the Department of Health, the Centers for Disease Control and Prevention (CDC), among others.

ADMISSIONS

Technical Standards for Admission, Promotion and Graduation to the Master of Public Health Program at the San Juan Bautista School of Medicine (SJBSM)

All applicants for admission to the Master in Public Health (MPH) program of SJBSM as well as enrolled students who are candidates for promotion and graduation, must comply with the established technical standards to effectively carry out the academic and professional responsibilities in the field of public health. We are committed to providing educational opportunities to all qualified applicants and students with disabilities. It is the policy of SJBSM that no person shall be excluded from participation solely by reason of his or her disability, should they meet the technical standards. The technical standards for admission, promotion, and graduation for the MPH program of SJBSM are the following:

- Observation Skills: Individuals must be able to acquire a defined level of information in the basic sciences and public health. Individuals are required to observe and acquire this information through the classroom, practice settings, and/or the web-based environment. Such observations and educational experiences may require travel to facilities located at non-Institution owned properties.

- Communication Skills: Individuals must be able to communicate in Spanish and English with clarity, sensitivity, and accuracy with whom they work,

faculty, staff, and peers from a variety of educational and cultural backgrounds and at appropriate levels of understanding for the target audience. Individuals must exhibit effective interpersonal skills to engage in public health work. They must be able to record and interpret communication within their public health work clearly and accurately. Computer literacy is also a component of effective communication, including using word processing and similar programs, communicating via e-mail, using the Institution's learning management system, and other educational and academic-related electronic technology/programs utilized by the Institution in the conduct of its educational programs.

- Intellectual/Conceptual Abilities: Individuals are required to accurately measure, calculate, reason, analyze, process, integrate, synthesize, apply, and retain facts, concepts and data related to the art and science of public health with or without reasonable accommodations. This includes, but is not limited to, the ability to: effectively participate in individual, small-group, and lecture learning modalities in the classroom, online, and community settings; learn, participate, collaborate, and contribute as a part of a team; synthesize information both in person and via remote technology; and assess complex public health problems and use critical thinking to reach appropriate conclusions.

- Motor Skills: Individuals must possess the ability to perform the necessary movements reasonably required to complete their public health education and engage in public health practice.

- Behavioral and Social Skills: Individuals must demonstrate emotional stability with appropriate interpersonal relationships and communication skills. Individuals must be able to exercise good judgment and sustain an attention level necessary to complete all responsibilities promptly and develop mature, sensitive, professional, and effective relationships with faculty, colleagues, and the public. Individuals must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in our communities. Individuals are expected to exhibit professionalism, personal accountability, motivation, and interpersonal skills, including the ability to accept and apply feedback and to respect boundaries and work with all individuals in a respectful, ethical, and effective manner regardless of gender identity, age, race, sexual orientation, religion, disability, or any other protected status. Individuals must have appropriate hygiene and a professional appearance. Individuals must possess the emotional health required to fully utilize their intellectual abilities, exercise good judgment, and work effectively on teams.

Individuals must acknowledge and provide a written explanation of any felony offense or disciplinary action taken against them prior to matriculation in SJBSM. In addition, if the student would be convicted of a felony while in the Institution, they

agree to immediately notify the Dean of Students as to the nature of the conviction. Failure to do disclosure prior or new offenses can lead to disciplinary action by the SJBSM that may include dismissal.

General Guidelines for Technical Standards

Individuals who cannot meet the technical standards with or without the use of reasonable accommodations, including the use of auxiliary aids and services, may be subject to review to determine the appropriate action, which can include dismissal from the program. Individuals must be proactive in addressing deficiencies in meeting these standards and follow the appropriate Institution policies set forth in doing so. A student whose behavior or performance raises questions or concerns pertaining to his or her ability to fulfill these technical standards may be required to obtain evaluation and/or testing for the purpose of determining whether the student is fit to pursue the educational program.

Reasonable Accommodations

The San Juan Bautista School of Medicine complies with all applicable laws concerning applicants and students with documented disabilities to ensure that they have an equal opportunity to participate in all programs, services, and activities (Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, as amended, and applicable state law).

The school will provide reasonable accommodations, according to Institutional policies and procedures, to otherwise qualified candidates with documented disabilities unless: (a) such accommodations impose undue hardship to the institution; or (b) direct threats of substantial harm to the health and safety of others due to the disability and cannot be eliminated by any reasonable accommodations; or (c) such accommodations fundamentally alter the educational program or academic standards.

Anyone with questions about accommodations or in need of reasonable accommodations to meet the Technical Standards for Admission, Promotion and Graduation should contact the SJBSM Student Program Coordination Office (telephone: 787-743-3038 ext. 233; 3212 or email: ylcruzcordero@sanjuanbautista.edu. Additional information regarding SJBSM accessibility services can be found here **https://www.sanjuanbautista.edu/student-programs-coordination-office.html**

ADMISSION REQUIREMENTS

To be considered for admission, all applicants must meet the following criteria:
(1) bachelor's degree from a college or university accredited by the MSCHE and licensed by the Board of Post-Secondary Institutions of PR; (2) a minimum GPA of 2.5 (on a 4.0 scale); (3) must be fluent in the Spanish language [speak, write and read]; and (4) must possess reading comprehension skills in the English language.

Applicants with foreign academic credentials must provide a course-by-course original credential evaluation report showing the United States equivalency for academic credentials earned in other countries. The credential evaluation report must be conducted from an agency member of one of the following two recognized association in the United States: National Association of Credential Evaluation Services (NACES) **https://www.naces.org/members** or Association of International Credential Evaluators (AICE) **https://aice-eval.org**

The following documents are required to begin the admission process:

- Application Form. Complete the online application at: **https://sjbsmsonis.jenzabarcloud.com/createapp1.cfm**
- Application Fee. Non-refundable payment of $100. Payment methods: credit card or certified check or money order payable to San Juan Bautista School of Medicine.
- Official Transcripts. One from each undergraduate and graduate college or university attended. Must be sent from the registrar or designated school records official directly to SJBSM Admissions Office (e-transcripts are accepted and can be sent to mphadmission@sanjuanbautista.edu). Official transcripts from the applicant, photocopies or unofficial records will not be accepted.
- Statement of Purpose. Must address the following questions: (1) What is your motivation to study and work in the field of public health? (2) Why do you want to study at the SJBSM? 3) How will your professional, academic and personal experiences enable you to contribute to the SJBSM MPH program? (4) What are your career goals and how do they relate to the public health field? (5) What are your research and community service interests and how do they relate to the public health field? No more than 3 pages at 1.5 or double space, and 12pt. and Times New Roman font.
- Resume or Curriculum Vitae. Include all previous and current work experience (if any), educational background, and any other relevant information, (e.g., research experience, community service/volunteer activities, professional associations, awards, publications, licenses and certifications, computer and technology skills, languages proficiency, interests, etc.). Note: Experience is not required for admission, however, admissions committee values professional and/or educational experience in public health or other health related fields.
- Letter of Recommendation. Three letters of recommendation individuals familiar with the applicants' academic and/or professional skills, include former professors, employment supervisors, research mentors, and/or volunteer/community service preceptors. At least one must be from a former professor. If the applicant has been out of school for over five years, they may submit three letters from employers, research mentors, or volunteer/community service preceptors. Recommenders must provide

information using the Letter of Recommendation Form. The recommenders themselves must submit letters, they cannot be completed or submitted by the applicant or another party on behalf of the recommender.

- Good Standing Certificate [*Certificado de Antecedentes Penales*] which can be requested online at the following link: https://servicios.pr.gov/. Interview. All applicants who meet the minimum criteria and have submitted all required documentation will be invited for an interview.

Individual Interview

A significant component of the admission process is the applicant's interview. This interview will consider the applicants' language skills, interpersonal characteristics, and communication skills. To be considered for interview the applicant must have submitted all the documents described above. Appointment for an interview does not guarantee admission, it is a part of the overall process. The admissions office will contact the applicant to coordinate the interview. The interview will be conducted remotely through the Microsoft Teams platform. The applicant will be notified of the day and time of the interview by phone call and/or email. English and Spanish are the official languages of SJBSM, therefore during the interview, questions are asked in both languages.

Final Decision

The final decision is made by the Admissions Committee that consists of MPH faculty members, administrative personnel, an active MPH student and an MPH alumnus that take into consideration all the documentation submitted by the applicant including the interview, using the evaluation rubric. The Admissions Officer will send a letter via e-mail informing the applicants about the Admissions Committee decision. If the applicant is accepted, he/she must submit the following documents:

- One "2 x 2"photo
- Copy of birth certificate
- Health Certificate issued in Puerto Rico (must include copy of the test results for VDRL and PPD).
- Evidence immunization status must be submitted using the official Puerto Rico Department of Health PVAC-3 form. The PVAC-3 needs to show evidence of DTAP (diphtheria, tetanus and pertussis); TDAP (one dose and TD booster every ten years); Polio (If under 21 years old - three (3) doses); MMR (measles, mumps and rubella - two (2) doses); Hepatitis B and Hepatitis B Surface Antigen (three (3) doses); MCV (meningococcal – one or two (1 or 2) doses); Meningitis B (one or two doses); Varicella vaccine (two (2) doses
- Influenza vaccine (yearly)
- COVID-19 vaccine (three doses)
- Physician's Report

The mailing address to submit required admission's documents is as follows:

San Juan Bautista School of Medicine
Admissions Office (Attn : MPH Program)
PO BOX 4968
Caguas, PR 00726

NOTE : In compliance with institutional policies, the MPH Program does not discriminate based on race, color, religion, creed, national origin, ancestry, sex, age, disability, sexual orientation, and veteran, marital or parental status

READMISSION REQUIREMENTS

The MPH program welcomes applications from students that have withdrawn due to a medical or other approved leave of absence. The time elapsed from the moment the student withdrew must be not greater than a three-year period.

Readmission Criteria

Applicants will be considered for readmission if they were previously admitted to the SJBSM MPH program, completed a minimum of one quarter, withdrew due to a medical or voluntary reason as specified and describe in SJBSM policy, and complies with the following criteria: GPA of at least 2.50 on a 4.0 scale, pre-requisites and co-requisites of the courses corresponding to the quarter for which applicants are requesting readmission.

Interview

If necessary and at the discretion of the Evaluation and Promotion Committee, an interview may be required. Appointment for an interview does not guarantee readmission. The Chair of the Evaluation and Promotion Committee will contact the applicant to coordinate the interview.

Note: Previous admission to SJBSM does not guarantee readmission. All readmission applications are subject to availability of space. A student who is dismissed for academic reason or because of professional disqualification is not eligible to apply for readmission. The SJBSM reserves the right to impose any additional conditions upon a student seeking readmission after a withdrawal, and to refuse consideration based on the relevant time limit on matriculation to graduation. All students from the MPH program must graduate within a maximum chronological time of four years after initial matriculation. Chronological time for completing the degree will be calculated using the date of the initial matriculation in the MPH program, not the date of readmission.

Required Documents for Readmission

To initiate the readmission process, the applicant must submit a written request to the Dean of Student Affairs by regular mail or email and complete the following:

- Readmission Application Form (including, a detailed explanation of the reasons for the withdrawal and supporting documents (if relevant).
- Official post-secondary transcripts from all institutions attended during the time the applicant has been away from the Institution (must be sent directly from the institution). A final transcript must also be sent upon completion of any courses in progress (e-transcripts are accepted and can be sent to mphadmission@sanjuanbautista.edu. All applicants with foreign academic credentials must provide a course-by-course original credential evaluation report showing the United States equivalency for academic credentials earned in other countries. The credential evaluation report must be conducted from an agency member of one of the following two recognize association in the United States: National Association of Credential Evaluation Services (NACES) https://www.naces.org/members or Association of International Credential Evaluators (AICE) https://aice-eval.org
- Good Standing Certificate [*Certificado de Antecedentes Penales*] which can be requested online at the following link: https://servicios.pr.gov/.
- Application Fee. Non-refundable certified check or money order for $100.00 payable to San Juan Bautista School of Medicine.

Readmission Process

- The Dean of Student Affairs will submit the student readmission request to the Evaluation and Promotion Committee (EPC).
- The EPC will review student application for readmission in the light of the entire record, including any additional required supporting documents, The EPC may recommend: (1) readmission without conditions, (2) readmission with conditions, (3) denial of readmission until further proof of readiness to return to school can be demonstrate, or (4) denial readmission.
- The Chair of the EPC will notify the student in writing of the Committee's decision.

Upon Readmission

If granted readmission students are required to:

- Adhere to any changes in policy or curriculum that occurred during their absence,
- Update documents that were submitted during regular admission if they are expired, changes have occurred or as required by the program,
- Reenroll in any core courses that were graded C, D, F, W, I and in any non-core courses that were graded D, F, W, I.

TRANSFER ADMISSION CRITERIA

To request transfer to the MPH program of SJBSM, the applicant must come from a public health program at the graduate level of a college or university accredited by the MSCHE and licensed by the Board of Post-Secondary Institutions of PR; with a minimum GPA of 3.0 (on a 4.0 scale); must be fluent in the Spanish language [speak, write and read] and must have reading comprehension skills in the English language. The Program allows the transfer of a maximum of 12 course credits. The Integrated Learning Experience course and the Applied Learning Experience course are not transferable. The transferred course credits will not be included in the grade point average (GPA). Transfer requests are subject to space availability. Prior admission to an MPH program does not guarantee transfer.

The transfer credits request must meet the following criteria: (1) have been approved within five years of enrollment in the public health graduate program; (2) core course credits must have been approved with a grade of A or B and non-core courses with a grade of A, B or C; (3) course credits must be comparable in content and number of credits; and (4) must address the same competencies as SJBSM MPH Program course.

If the applicant meets the above criteria, they must submit the following documents:

- Application Form.
- Application Fee. Non-refundable payment of $100. Payment methods: credit card or certified check or money order payable to San Juan Bautista School of Medicine.
- Official Transcript. A copy of the university or college where the applicant was admitted as a student of a Graduate Program in Public Health. Must be sent from the registrar or designated school records official directly to SJBSM Admissions Office (e-transcripts are accepted and can be sent to mphadmission@sanjuanbautista.edu). Official transcripts from the applicant, photocopies or unofficial records will not be accepted.
- Transfer Credit Request Form. For each course listed on the Form you must submit: (1) a course description according to the institutional catalog or course syllabus; and (2) a document certifying that the course addresses the same competencies as the SJBSM MPH Program course.
- Statement of Purpose. Must address the following questions: (1) What is your motivation to study and work in the field of public health? (2) Why do you want

to study at the SJBSM? 3) How will your professional, academic and personal experiences enable you to contribute to the SJBSM MPH program? (4) What are your career goals and how do they relate to the public health field? (5) What are your research and community service interests and how do they relate to the public health field? No more than 3 pages at 1.5 or double space, with 12 pt. and Times New Roman font.

- Resume or Curriculum Vitae. Include all previous and current work experience (if any), educational background, and any other relevant information, (e.g., research experience, community service/volunteer activities, professional associations, awards, publications, licenses and certifications, computer and technology skills, languages proficiency, interests, etc.).
  Note: Experience is not required for admission, however, the admissions committee values professional and/or educational experience in public health or other health related fields.
- Letter of Recommendation. Three individuals familiar with the applicants' academic and/or professional skills, include former professors, employment supervisors, research mentors, and/or volunteer/community service preceptors. At least one must be from a former professor. If the applicant has been out of school over five years, they may submit three letters from employers, research mentors, or volunteer/community service preceptors. Recommenders must provide information using the Letter of Recommendation Form. The recommenders themselves must submit letters; they cannot be completed or submitted by the applicant or another party on behalf of the recommender.
- Good Standing Certificate [*Certificado de Antecedentes Penales*] which can be requested online at the following link: **https://servicios.pr.gov/**.

All applications are submitted to the corresponding Admissions Committee for review. In addition, all requests for transfer to the MPH program will be referred to the MPH Associate Dean who will appoint an Ad Hoc Committee to review the course information and submit a final decision to the Registrar's Office. The Registrar's Office will notify the applicant (by means of a written report) the Ad Hoc Committee decision concerning the transfer credit request.

Interview

To be considered for an interview the applicant must comply with the transfer admission criteria and must have submitted all the required documents. Appointment for an interview does not guarantee transfer; it is a part of the overall process. The admission office will contact the applicant to coordinate the interview. The interview will be conducted remotely through the Microsoft Teams platform. The applicant will be notified of the day and time of the interview by phone call and/or email. Since Spanish and English are the official languages of SJBSM, during the interview, questions are asked in both languages.

Final decision

The Admissions Committee evaluates all applications taking into consideration applicants' academic and personal qualifications. The analysis includes academic achievements and academic record, that may apply to the selected program, basic studies required to enter the program, ability to relate to other people and resolve problems, participation in community and scientific activities, and motivations to become a health care professional.

Upon acceptance, applicants must submit the same documents required for regular admission to the Admissions Office by mail or email.

Note: Transfer applications are subject to availability of space. Previous admission to an MPH program does not guarantee transfer.

APPLICANTS WITH VETERAN EDUCATIONAL BENEFITS

The San Juan Bautista School of Medicine is approved by the Puerto Rico State Approving Agency to provide academic training to students under the various GI Bill® programs.

Validation of prior credit/hours from previous studies

Applicants applying under the veteran educational benefits who have previous studies at other institutions must request credit validation in accordance with SJBSM's transfer policy and procedures. SJBSM will ensure that has a result of the validation of credit/hours from previous studies, the cost and duration of the program will be reduced proportionately. The School Certifying Official (SCO) will ascertain that applicants applying under the veteran educational benefits who have previous studies at another institution submit official transcripts from all institutions previously attended, including but not limited to the Joint Service Transcript (JST).

Title 38 US Code 3679(e) Section 103 PL 115-407 (31 or 33)

In accordance with Title 38 US Code 3679(e) Section 103 PL 115-407, effective August 1, 2019, SJBSM has adopted the following additional provisions for any student using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits:

- Any applicant recipient of veteran educational benefits is responsible for submitting the corresponding documents before the first day of classes. SJBSM will allow enrolled recipients to attend and/or participate in the enrolled courses during the period that begins on the date in which the student provides SJBSM the certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 and ending on the earlier of the following dates:
    - The date on which payment from VA is made to SJBSM

- Ninety (90) days after the date SJBSM certified tuition and fees following the receipt of the certificate of eligibility.

Note: A "Certificate of Eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs (VA) website **eBenefits**, or a VAF 28-1905 form for Chapter 31 authorization purposes.

- While payment to the institution is pending from VA, SJBSM **will not**:
  - Prevent the students' enrolment;
  - Assess a late penalty fee to the student;
  - Require the student to secure alternative or additional funding;
  - Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

Satisfactory Academic Progress (SAP)

SJBSM has set in place the Satisfactory Academic Progress Policy which applies to all students enrolled in our institution, regardless of the program and the funds used to pay institutional fees. SAP applies to students utilizing Veteran Education Benefits as defined by the Veterans Administration (VA). In order to meet SAP, students must comply with SAP in terms of approved credits, minimum grade point average, maximum time frame or maximum chronological time as established by each academic program offered at SJBSM.

Failure to do so will result in Veteran Academic Probation (VAP) being placed on the student's record, restricting open registrations for future terms. Not meeting SAP may eventually restrict a student's ability to use veteran education benefits at SJBSM.

Veteran Academic Probation (VAP)

A student will be placed on a Veteran Academic Probation (VAP) if the cumulative or term GPA, or if the completion of courses attempted falls below the established SAP of the academic program in which the student is enrolled. The VAP restricts registration but does not prevent the student from enrolling in a subsequent term. The VAP policy requires that the student contact the School Certifying Official at SJBSM to be advised on the steps to have the VAP removed and briefed on the possibility of being placed on Veteran Benefit Denial (VBD) if SAP is not met while

on VAP status. A student will be allowed to register while on VAP but will be limited to one term at no more than 6 credits. If the student achieves the required cumulative and term GPA and reaches completion percentage required for all courses attempted, the VAP will be removed, allowing the student to register for future terms without restrictions.

If while on a VAP, the student does not meet the minimum cumulative and term GPA and does not successfully complete the required percent of the courses attempted for that term, the student will be placed on a Veteran Benefit Denial (VBD). This action will be reported to the VA by SJBSM, School Certifying Official through the VA's formal process. Once placed on VBD, the student will be denied the use of any and all VA benefits and will be responsible for payment of tuition and fees. SJBSM will not certify for veteran education benefits under any chapter while on a VBD. Students on a VBD may continue to take courses at SJBSM via alternate funding sources, such as financial aid. The VBD will be removed and upgraded to VAP when the cumulative and term GPA and completion of the required percentage for all courses attempted is reached, allowing the student once again to utilize veteran education benefits at SJBSM. The institution will retroactively certify these successful courses after the grade is posted.

Appealing a VBD

A student can appeal a VBD decision with the Office of Veteran Affairs and will be reviewed on a case-by-case basis.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). For more information contact our School Certifying at registrar@sanjuanbautista.edu or visit **https://benefits.va.gov/benefits/**

MPH Curriculum

The MPH Program is a two-year evening program with a total of 58 credits hours offered in a quarterly basis. Seventeen (17) courses through distance education (synchronous) and 4 courses through a face-to-face delivery method, that represent 80% and 20% respectively of the total number of courses. Courses will be offered in six (6) quarters and a summer session for two (2) years; Monday through Thursday, from 5:00 p.m. to 9:00 p.m.

SJBSM acknowledges its commitment to medical education, public health and scientific research directed to communities in need of health services in Puerto Rico. This program emphasizes the development of community and research activities in our students. In addition, our Program highlights the Epidemiology and Biostatistics disciplines through the curriculum.

Curricular Sequence

Course Code	Course Title	Credits	Prerequisite	Co-requisite	Modality
First Quarter (August – October 8 Credits)					
MPH 3101*	Fundamentals in Public Health	2			Distance Education**
MPH 3205*	Environmental Perspectives in Public Health	2		MPH 3101	Distance Education**
MPH 5401*	Behavioral Science in Public Health	2		MPH 3101	Distance Education**
MPH 5611	Global Health	2		MPH 3101	Distance Education**
Second Quarter (November – February 8 Credits)					
MPH 3102*	Statistical Methods I	3	MPH 3101	MPH 3102- L	Distance Education**
MPH 3102-L*	Laboratory of Statistical Methods I	1	MPH 3101	MPH 3102	Distance Education**
MPH 3103*	Epidemiologic Methods I & II	4	MPH 3101		Distance Education**
Third Quarter (March – May 8 Credits)					
MPH 7304	Epidemiology in Public Health Practice	3	MPH 3101 MPH 3103		Distance Education**
MPH 7202	Inferential Statistics	3	MPH 3101 MPH 3102 MPH 3102-L		Distance Education**
MPH 5103	Surveillance in Public Health	2	MPH 3101 MPH 3103		Distance Education**
Summer Session (June – July 8 Credits)					
MPH 5321	Health Promotion & Disease Prevention	2	MPH 3101		Distance Education**
MPH 5301*	Strategic Management of Health Services	3	MPH 3101		Distance Education**

MPH 7201	Implementation, Monitoring and Evaluation of Community Health Programs	3	MPH 3101		Distance Education**
Fourth Quarter (August – October 9 Credits)					
MPH 9406	Integrated Learning Experience I (Field Work Phase I)	5	All Core Courses* MPH 7202		Face to Face
MPH 5602	EBPH- Applied Practice Experience	2	MPH 3101		Face to Face
MPH 5101	Public Health Politics and Resource Allocation	2	MPH 3101		Distance Education**
	Fifth Quarter (November – February 9 Credits)				
MPH 5201	Ethics and Public Health Law	3	MPH 3101		Distance Education**
MPH 5304	Public Health Informatics	2	MPH 3101		Distance Education**
MPH 9506	Integrated Learning Experience II (Field Work Phase II)	4	MPH 9406		Face to Face
Sixth Quarter (March – May 8 Credits)					
MPH 5601	Urbanism in Public Health	2	MPH 3101		Distance Education**
MPH 9606	Integrated Learning Experience III (Field Work Phase III)	6	MPH 9506		Face to Face
	TOTAL	**58**			

*Core Courses

**100% in distance learning methodology

Note: Students from the Master in Public Health program must pass all core courses with a minimum of 80% or higher (MPH 3101 Fundamentals in Public Heath, MPH 3205 Environmental Perspectives in Public Health, MPH 3102 Statistical Methods I, MPH 3102 L Laboratory of Statistical Methods I, MPH 3103 Epidemiologic Methods I & II, MPH 5401 Behavioral Science in Public Health, and MPH 5301 Strategic Management of Health Services) and all non-core courses with a grade of 70% or higher. Students who do not comply with the minimum grade required for core and non-core courses will have to repeat the course. Grades will be determined based on the following scale:

Grade Range	Letter
90 – 100	**A**
89 – 80	**B**
79 – 70	**C**
69 – 60	**D**
59 – 0	**F**

DEGREE REQUIREMENTS

Upon meeting the following requirements, the student will receive a Master of Public Health degree:

- Completion of the 58 credit-hours program with a minimum overall grade point average (GPA) 3.00 on a four-point grading scale (all core courses with a grade of B or better and non-core courses with a grade of C or better). All students must meet the academic standards and have satisfactory grades as detailed in the Academic Standards section.

- Demonstration of acceptable moral, ethical and professional standards always during the course of the academic program.

- Completion of all financial and administrative obligations contracted with the school, including return of all borrowed library resources and completion of all documents in the academic file

- Complete the MPH Program Exit Questionnaire

COURSE DESCRIPTIONS

First Quarter

MPH 3101. Fundamentals in Public Health 2 credit hours
This course introduces students to public health concepts and practice. It provides a broad overview of the field of public health and a focused look at the core areas of health services, health disparities, social sciences, environmental health, health promotion, and health policy and management. This course is designed to lay the groundwork for all future coursework and introduce students to specialty areas within public health.

MPH 3205. Environmental Perspectives in Public Health 2 credit hours
This course introduces the student to the environmental factors and their relationship with human health. Topics included: water pollution, air pollution, environmental toxicology, food contamination, occupational safety and health, solid waste issues and ionizing and non-ionizing radiation.

MPH 5401. Behavioral Science in Public Health 2 credit hours
This course studies the social, behavioral, and psychological factors related with disease occurrence among diverse populations. Students will be able to describe the theoretical framework of the diverse social sciences disciplines such as

psychology and anthropology and their application to public health. The biopsychosocial model as a core for health promotion and disease prevention will also be discussed.

MPH 5611. Global Health **2 credit hours**

This course introduces the student to public health services and systems from a global perspective. Public health approaches vary around the world depending on social, cultural, economic, political, religious, moral, and environmental factors and frequently persons are only aware of their context therefore judging other health situations from their limited experience. This course also pretends to widen the students' perspective in such a way that they are aware of how diverse contexts are influenced by social and political determinants of health. There are no unique strategies to implement disease prevention and health promotion methods. Students will examine and compare a variety of strategies implemented in countries around the world to better understand the context and justification for each. The course will also expose the student to a variety of scenarios in different parts of the world and, most important of all, will help the students identify the diverse solutions that experts use to solve public health dilemmas in different parts of the world. Students will discuss approaches to solving these problems, the theory behind these approaches, and the scientific method used to identify best practices to solve critical public health conflicts and risks. Students will participate and be assessed through exercises, discussion boards, essays, and quizzes. The course will include discussions on the state of medical and public health services in Puerto Rico and how they relate to or are affected by global events.

Second Quarter

MPH 3102. Statistical Methods I **3 credit hours**

This course introduces the student to the main concepts of probability and statistical analysis for the application into the public health field. The topics include descriptive analysis of qualitative and quantitative variables, principles of probability, probability, and sampling distributions.

MPH 3102 L. Laboratory of Statistical Methods I **1 credit hour**

This course serves as a complement for the MPH 3102 Statistics Methods course. Statistical computing is performed using computerized software and applications.

MPH 3103. Epidemiologic Methods I & II **4 credit hours**

This course introduces the main concepts of the epidemiologic principles for the study of occurrence of diseases. Topics included: the design of epidemiologic studies, descriptive and analytical epidemiology, principles of causality, hypothesis formulation and the scientific method.

Third Quarter

MPH 7304. Epidemiology in Public Health Practice **3 credit hours**

This course introduces to the principles and methods in public health practice-based epidemiology. Emphasis will be given to topics such as communicable and non-communicable diseases and for the fields of genetics, environment, and social health.

MPH 7202. Inferential Statistics 3 credit hours
This course is a continuation of Statistical Methods I (MPH 3102). This course introduces students to inferential statistics using real-life examples in the Public Health field. Topics include estimation, hypothesis testing, non-parametric and distribution-free statistics, analysis of correlation and regression (including linear and logistic models), among others. The course requires intensive hands-on work with practical exercises.

MPH 5103. Surveillance in Public Health 2 credit hours
This course will comprise the epidemiologic surveillance aspects in the public health promotion and prevention. The history, principles, practice, and future challenges will be introduced. Principles and methods for public health surveillance will be discussed in more details. Also, applications of principles and methods will be discussed in terms of infectious diseases, chronic diseases, determinants of population health, and emergency response. At the end of the course, students apply the knowledge gathered to design a surveillance system.

Summer Session

MPH 5321. Health Promotion & Disease Prevention 2 credit hours
This course will comprise the aspects of health education and health promotion programs for successful disease prevention strategies and health maintenance. Topics in this course include traditional and newer theories from behavioral and social sciences that are currently being used in health promotion and education.

MPH 5301. Strategic Management of Health Services 3 credit hours
This course introduces students to the theory behind strategic management of health services, particularly those relevant to managing resources within public health programs from a systemic perspective. During the course, students will discuss strategies to evaluate, plan, and manage services from a strategic perspective differentiating this from tactical management. Course participants will learn how to develop and implement a strategic plan using the SWOT method, identifying relevant stakeholders, being aware of their current and desired context, and current business strategies. Students participate in exercises during classroom work and discuss current management issues and strategies. Through discussion boards, an essay and exams they demonstrate the development of planning and management skills.

MPH 7201. Implementation, Monitoring and Evaluation of Community Health Programs 3 credit hours
The course introduces students to planning, implementing, and effectively evaluating community public health programs emphasizing their role as future public health

managers and leaders. During the course, students will discuss concepts and complete exercises in planning and evaluating public health programs in community settings. Students will develop implementation and evaluation plans from formative to outcome evaluation. In the process, students will discuss monitoring and evaluation tools, evaluation levels, quality control/improvement systems, and other relevant procedures from a systemic perspective to ensure that services are targeted and effective. As future public health leaders, they will learn to use effectively planning and evaluation procedures so they can supervise and direct program evaluators and other personnel in developing and implementing community public health programs. By the end of the course, students will be able to work effectively with planners and evaluators, as well as understand their technical skills.

Fourth Quarter

MPH 9406. Integrated Learning Experience (Field Work Phase I)
5 credit hours

The MPH 9406 Integrated Learning Experience I is the first of three courses that comprises the culminating experience for students in the MPH program. This course will take the student through the various steps of research design and its application in the public health field to identify a specific and appropriate research topic and develop a comprehensive research proposal. Students will receive lectures and hands-on workshops with emphasis on research approaches, research question, specific aims/hypothesis, literature review, sampling, collection methods, statistical analysis, ethics in research, and research communication. Students must have completed or participated in the Introduction to the Integrated Learning Experience seminar. This introductory seminar is offered during summer before the MPH 9406 course.

MPH 5602. EPPH- Applied Practice Experience **2 credit hours**

This course strengthens students' knowledge and skills to apply the principles of Evidence-Based approaches in critically assessing public health problems. This course emphasizes the principles of scientific reasoning, including identifying evidence of the effectiveness of policies and programs through information systems, behavioral theory, and program planning models to provide recommendations and solutions to public health problems. The first part of the course will provide theoretical understanding to help students develop evidence-informed practice. The second part of the course will develop students' critical appraisal skills and practical application of evidence through an Applied Practice Experience (APE). The APE is a planned, supervised, and evaluated practice experience where students engage in hands-on training in a site focused on public health. The main objective of the APE is for the student to develop two public health-related products, identify at least five (5) competencies to build during their experience, and develop an e-Portfolio evidencing the attainment of the selected competencies.

Students must have completed or participated in the Introduction to the Applied Practice Experience in Public Health to review preceptor’s requirements, student’s

requirements, explore field sites and preceptors, and complete the learning agreement. This introductory course is offered during the summer before the MPH 5602 course. The selection of MPH competencies and practicum sites will be done during the introductory course.

MPH 5101. Public Health Politics and Resource Allocation 2 credit hours
This course offers a comprehensive exploration of public health policymaking and resource allocation, encompassing both Puerto Rico and the United States. Students will delve into the intricacies of legislative processes, focusing on the creation of public health laws and policies, and the allocation of public funds. Special emphasis will be placed on understanding the legislative dynamics within the state House of Representatives, as well as the broader context of the three branches of government and their roles in shaping public health policies. Additionally, the course will cover the interplay between the healthcare system and public policy decisions affecting population health.

Fifth Quarter

MPH 5201. Ethics and Public Health Law 3 credit hours
This is a course of deductive and inductive experiences where the participants are going to use the academic knowledge of ethics in public health to analyze disparities and inequities in health and public health problems, identify in such problems ethical dilemmas, and to propose possible solutions to such dilemmas. In the process of analysis and solution proposals for public health ethical dilemmas, participants will include the values in judgement performance oriented to solving problems. Hands-on experiences with the Bioethics Deductive Analysis Method will guide this analysis process.

The course is divided into three clusters:

1. Fundamentals of ethics and ethics in Public Health.
2. Bioethics Deductive Analysis Method.
3. Disparities and Inequities in Public Health.

MPH 5304. Public Health Informatics 2 credit hours
This course introduces the student to the development of the knowledge and skills of systemic application of information, computer science, and technology to public health practice within the context of eHealth in the United States. Students will acquire a basic understanding of specialized public health applications such as registries, epidemiological databases, bio surveillance, public health reporting alerts, quality reporting, and how to adopt/use of population health functions for electronic health records and consumer functions for personal health records. In addition, the student will acquire a basic understanding of the potential of public health information technology for health promotion and chronic disease prevention.

MPH 9506. Integrated Learning Experience II (Field Work Phase II)

4 credit hours

The MPH 9506 Integrated Learning Experience II is the second of three courses that comprises the culminating experience for students in the Master of Public Health program. During this course, students will start the implementation of the research proposal developed during the MPH 9406 course. Students will be provided with hands-on workshops on instrument validation, data collection process, data pre-processing techniques, data visualization tools, use of statistical software for quantitative and qualitative data analysis, and scientific manuscript writing. As part of this course, students will create a data collection plan, data codebook, database template, data collection training manual and the literature review and methodology section of a scientific manuscript following the journal Author Guidelines.

Sixth Quarter

MPH 5601. Urbanism in Public Health **2 credit hours**

This course presents the modern phenomena of urbanism. It discusses issues such as habitant's nucleus and its effects in the public health. The course will also discuss possible solutions and alternatives to the current urbanism problem from a public health perspective.

MPH 9606. Integrated Learning Experience III (Field Work Phase III)

6 credit hours

The MPH 9606 Integrated Learning Experience III is the third and final course that comprises the culminating experience for students in the Master of Public Health program. During this course, students will be provided with hands-on workshops to practice data-analytic methods to conduct the analysis of the research data collected, work on the final sections of the manuscript following the journal author's guidelines and present their final product through a final presentation to the community.

INTRODUCTORY PUBLIC HEALTH LEARNING OBJECTIVES

The SJBSM Master in Public Health Program ensures that all graduates are grounded in foundational public health knowledge. Grounding in foundational public health knowledge is measured by the students' achievement of the learning objectives listed below (CEPH, 2021).

Profession & Science of Public Health

1. Explain public health history, philosophy and values
2. Identify the core foundations of public health and the ten Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program

5. Discuss the science of primary, secondary and tertiary prevention in population health including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health

7. Explain effects of environmental factors on a population's health
8. Explain biological and genetical factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political, and economic determinants of health, how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g. One Health)

PROGRAM COMPETENCIES

The Master of Public Health program at the San Juan Bautista School of Medicine is guided by the 22 foundational core public health competencies set forth by the Council on Education for Public Health (CEPH) and 5 generalist concentration competencies established by the program. These competencies set a baseline for skills that graduate-level students should be competent in upon graduation to succeed as public health professionals. MPH students' success in achieving these competencies is measured by specific assessment activities developed to validate the student's ability to perform each competency.

LIST OF PUBLIC HEALTH COMPETENCIES

Domain	Public Health Foundational Competencies
Domain#1	**Evidence-based Approaches to Public Health**
FC#1	Apply epidemiological methods to settings and situations in public health practice.
FC#2	Select quantitative and qualitative data collection methods appropriate for a given public health context.
FC#3	Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.
FC#4	Interpret results of data analysis for public health research, policy or practice.
Domain#2	**Public Health & Health Care Systems**
FC#5	Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings.

Domain	Public Health Foundational Competencies
FC#6	Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels.
Domain#3	**Planning & Management to Promote Health**
FC#7	Assess population needs, assets, and capacities that affect communities' health.
FC#8	Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs.
FC#9	Design a population-based policy, program, project, or intervention.
FC#10	Explain basic principles and tools of budget and resource management.
FC#11	Select methods to evaluate public health programs.
Domain#4	**Policy in Public Health**
FC#12	Discuss the policy-making process, including the roles of ethics and evidence.
FC#13	Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
FC#14	Advocate for political, social, or economic policies and programs that will improve health in diverse populations.
FC#15	Evaluate policies for their impact on public health and health equity.
Domain#5	**Leadership**
FC#16	Apply leadership and/or management principles to address a relevant issue.
FC#17	Apply negotiation and mediation skills to address organizational or community challenges.
Domain#6	**Communication**
FC#18	Select communication strategies for different audiences and sectors.
FC#19	Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation.
FC#20	Describe the importance of cultural competence in communicating public health content.
Domain#7	**Interprofessional and/or Intersectoral Practice**
FC#21	Integrate perspectives from other sectors and/or professions to promote and advance population health.
Domain#8	**Systems Thinking**
FC#22	Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative.

Domain	Generalist Concentration Competencies
GC#1	Design programs for the surveillance and control of communicable diseases.
GC#2	Assess the burden of disease on health, service utilization and finance, and the importance of prevention.
GC#3	Evaluate environmental health laws and regulations to determine its feasibility to attend the issues in place.
GC#4	Analyze informatic methods and resources as tools to promote public health.

Domain	Generalist Concentration Competencies
GC#5	Communicate health findings in writing at a level consistent with peer-reviewed journals, including descriptions of design, results, and interpretation.

Hands on Experiences in Public Health Settings

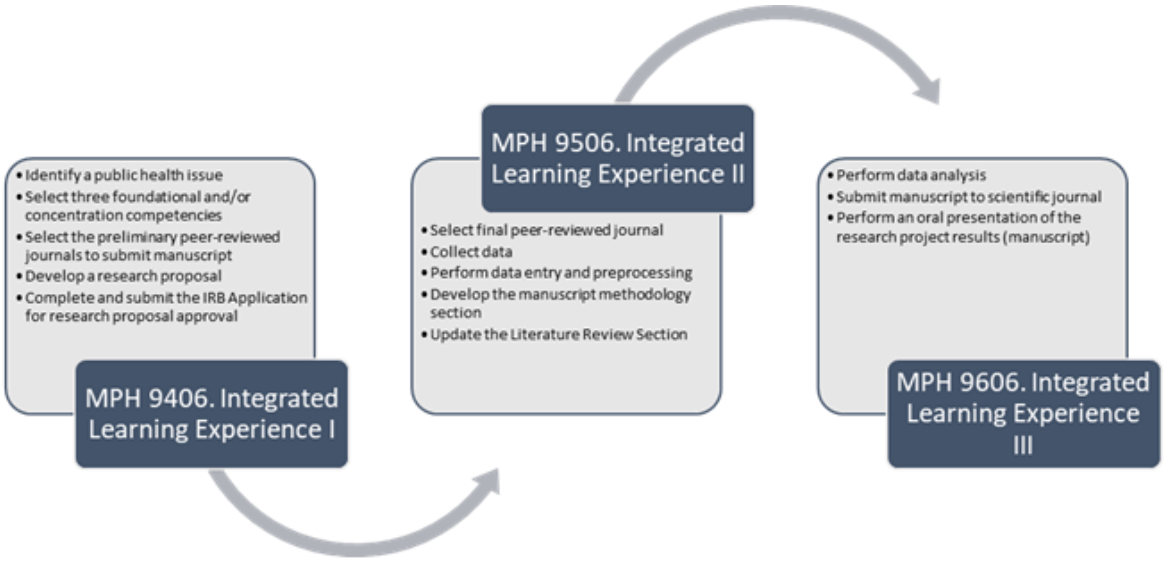
EPPH- Applied Practice Experience.
The MPH 5602 EPPH- Applied Practice Experience Course is offered during the first quarter of the second year. This course strengthens students' knowledge and skills to apply the principles of Evidence-Based approaches in critically assessing public health problems. This course emphasizes the principles of scientific reasoning, including identifying evidence of the effectiveness of policies and programs through information systems, behavioral theory, and program planning models to provide recommendations and solutions to public health problems. The first part of the course will provide theoretical understanding to help students develop evidence-informed practice. The second part of the course will develop students' critical appraisal skills and practical application of evidence through an Applied Practice Experience (APE). The APE is a planned, supervised, and evaluated practice experience where students engage in hands-on training in a site focused on public health. The main objective of the APE is for the student to develop two public health-related products, identify at least five (5) competencies to build during their experience, and develop an e-Portfolio evidencing the attainment of the selected competencies.

Students must have completed or participated in the Introduction to the Applied Practice Experience in Public Health to review preceptor's requirements, student's requirements, explore field sites and preceptors, and complete the learning agreement. This introductory course is offered during the summer before the MPH 5602 course. The selection of MPH competencies and practicum sites will be done during the introductory course.

Integrated Learning Experience

The Integrated Learning Experience (ILE) is the culminating experience for students in the Master of Public Health (MPH) of the San Juan Bautista School of Medicine (SJBSM). Students must have completed or participated in the Introduction to the Integrated Learning Experience. This introductory seminar is offered during the summer before the MPH 9406 course. The ILE offers students the opportunity to synthesize foundational and concentration competencies and integrate and apply the knowledge and skills obtained throughout the program. The ILE consists of a research project where students under mentors' guidance identify a public health issue and develop a research question to produce a high-quality written manuscript to address a gap or a hypothesis with potential for publication. The ILE is divided into three courses offered during the second and final year of the program, one per quarter: MPH 9406 Integrated Learning Experience I, MPH 9506 Integrated Learning Experience II, and MPH 9606 Integrated Learning Experience III (Figure 1).

Figure 1. Integrated Learning Experience Courses



MPH 9406 Integrated Learning Experience I (Field Work Phase I)
The MPH 9406 Integrated Learning Experience I is the first of three courses that comprises the culminating experience for students in the MPH program. This course will take the student through the various steps of research design and its application in the public health field to identify a specific and appropriate research topic and develop a comprehensive research proposal. Students will receive lectures and hands-on workshops with emphasis on research approaches, research question, specific aims/hypothesis, literature review, sampling, collection methods, statistical analysis, ethics in research, and research communication.

MPH 9506 Integrated Learning Experience II (Field Work Phase II)
The MPH 9506 Integrated Learning Experience II is the second of three courses that comprises the culminating experience for students in the Master of Public Health program. During this course, students will start the implementation of the research proposal developed during the MPH 9406 course. Students will be provided with hands-on workshops on instrument validation, data collection process, data pre-processing techniques, data visualization tools, use of statistical software for quantitative and qualitative data analysis, and scientific manuscript writing. As part of this course, students will create a data collection plan, data codebook, database template, data collection training manual and the literature review and methodology section of a scientific manuscript following the journal Author Guidelines.

MPH 9606 Integrated Learning Experience III (Field Work Phase III)
The MPH 9606 Integrated Learning Experience III is the third and final course that comprises the culminating experience for students in the Master of Public Health program. During this course, students will be provided with hands-on workshops to practice data-analytic methods to conduct the analysis of the research data

collected, work on the final sections of the manuscript following the journal author's guidelines and present their final product through a final presentation to the community.

Memorandum of Understanding (MOU)

- Caribbean Center for Clinical Research
- Centers of Disease Control and Prevention - Dengue Branch
- *Centro de Investigaciones, Educación y Servicios Médicos para la Diabetes*
- *Colegio de Administradores de Salud de Puerto Rico*
- *Comisión de Alimentación y Nutrición de Puerto Rico, Departamento de Salud de Puerto Rico*
- Comprehensive Cancer Center of the University of Puerto Rico
- *Cuerpo de Reserva Médica de Puerto Rico*
- *Fundación Puertorriqueña del Riñón, Inc.*
- Hospital Ryder, Inc.
- *Instituto de Estadísticas de Puerto Rico*
- *Oficina del Procurador del Paciente* (OPP)
- Puerto Rico Central Cancer Registry
- El TEAM Network at the Graduate School of Public Health, University of Puerto Rico, Medical Sciences Campus
- VA Caribbean Healthcare System
- *Consejo Renal de Puerto Rico, Inc.*
- Americares
- Community Engagement and Outreach Core-UPR Medical Sciences Campus
- Iniciativa Comunitaria de Investigación, Inc.
- The Hispanic Alliance for Clinical and Translational Research (Alliance)
- Puerto Rico Department of Health, Tuberculosis Control Program
- *Nutriendo a Puerto Rico*
- Puerto Rico Science, Technology & Research Trust
- Puerto Rico Department of Health -Epidemiology Division
- Mayaguez Medical Center
- Physician Correctional
- Hospital San Carlos Borromeo de Moca
- Dr. House Inc.

MPH PROGRAM COST PER CREDIT
FIRST YEAR STUDENTS 58 CREDITS

RESIDENT

			Cost per credit
Annual Tuition Cost	$	5,800.00	**$ 200.00**
OTHER FEES (Non-refundable)			
INFRASTRUCTURE		500.00*	
EDUCATIONAL MATERIALS		200.00*	6.90
LIBRARY, LABS & AUDIOVISUAL RESOURCES		300.00*	10.34
ID-CARD & PARKING		40.00*	0.90
		*Non-refundable fees	
TOTAL FEES	$	1,040.00	
		Total cost per credit and other fees	**$ 235.86**
		TOTAL ANNUAL COST	**$ 6,840.00**

MEDICAL PLAN AND DISABILITY INSURANCE

Medical Plan COST ESTABLISHED BY AGENCY

Disability Insurance COST ESTABLISHED BY AGENCY

NOTE: ALL STUDENTS MUST HAVE A MEDICAL PLAN AND DISABILITY INSURANCE

San Juan Bautista School of Medicine reserves the right to increase the tuition or other fees as deemed necessary.

NON-RESIDENT

			Cost per credit
Annual Tuition Cost	$	7,250.00	**$ 250.00**
OTHER FEES (Non-refundable)			
INFRASTRUCTURE		500.00*	17.24
EDUCATIONAL MATERIALS		200.00*	6.90
LIBRARY, LABS & AUDIOVISUAL RESOURCES		300.00*	10.34
ID-CARD & PARKING		40.00*	0.90
		*Non-refundable fees	
TOTAL FEES	$	1,040.00	
		Total cost per credit and other fees	**$ 285.86**
		TOTAL ANNUAL COST	**$ 8,290.00**

MEDICAL PLAN AND DISABILITY INSURANCE

Medical Plan COST ESTABLISHED BY AGENCY

Disability Insurance COST ESTABLISHED BY AGENCY

NOTE: ALL STUDENTS MUST HAVE A MEDICAL PLAN AND DISABILITY INSURANCE
San Juan Bautista School of Medicine reserves the right to increase the tuition or other fees as deemed necessary.

Bachelor of Science in Nursing (BSN) Program

Nursing Program Mission

To prepare highly qualified nursing professionals' leaders in community service, education, research, critical thinking, and decision-making to work in collaboration within a changing and culturally diverse society.

Nursing Program Vision

SJBSM Nursing Program Vision is to be nationally recognized as a program that excel in the formation of excellent professional nursing capable to transform the health care service, research and public policy.

Nursing Program Values

- Respect for human dignity
- Honesty
- Authenticity
- Responsibility
- Justice
- Integrity
- Commitment
- Equality
- Loyalty

Nursing Program Goals

G1. Provide a baccalaureate nursing education based on the concepts of caring in Nursing practice in diverse healthcare settings across the health-illness continuum, applying ethics, team-based interprofessional collaboration, and community services.
G2 Engage in a holistic reflective nursing practice as fomented by arts, sciences, And humanities.
G.3 Develop competencies in critical thinking, communication, evidence-based decision-making, scholarly inquiry, and nursing skills in clinical practice.
G.4 Integrate professional competencies of entry-level nursing education.
G.5 Assume ethical and legal responsibility and accountability in nursing practice

while applying information technology.
G.6 Enhance leadership concepts, skills, and decision-making in creating caring environments to promote health and healing in individuals, families, communities, and global population.
G.7 Provide caring environments that facilitate student's learning to promote health And healing in individuals, families, communities, and the global population.
G8. Promote an environment that supports inter-professional education, research, Academic freedom, life-long learning, and a culture of quality improvement.
G9. Recruit and retain outstanding, culturally, and linguistically diverse faculty and students.
G.10 Prepare nursing students who will be recognized as excellent, caring practitioners.
G.11 Manage nursing program resources with fiscal responsibility and explore new avenues for funding.
G.12 Improve the assessment and evaluation processes to promote program effectiveness.

Students Outcomes (SO)

- **SO. 1.** Demonstrate commitment to the delivery of ethical and nurturing patient care among well and ill individuals and groups.
- **SO. 2.** Contribute with competent nursing care according to the health needs of diverse cultural groups and populations in Puerto Rico and other countries.
- **SO. 3**. Support nursing practice through the application of knowledge that is generated by evidence-based research, the humanities, and natural sciences.
- **SO. 4**. Provide direct care and demonstrate accountability for their actions.
- **SO. 5**. Apply skilled oral and written communication and information technology in the delivery of nursing care.
- **SO. 6**. Make sound decisions and formulate independent clinical judgments.
- **SO. 7**. Practice effective leadership and contribute as key members of the health care team.

ADMISSIONS

Technical Standards

The education of a nurse requires assimilation of knowledge, acquisition of skills and development of judgment through patient care experiences in preparation decisions required in practice. The practice of nursing emphasizes collaboration among physicians, nurses, allied health care professionals, the patient, and families.

The curriculum leading to the BSN from SJBSM requires students to engage in diverse, complex, and specific experiences essential to the acquisition and practice of essential nursing skills and functions. Unique combinations of cognitive, affective, psychomotor, physical, and social abilities are required to satisfactorily perform these functions. In addition to being essential to the successful completion of the

requirements of the BSN, these functions are necessary to ensure the health and safety of patients, fellow candidates, faculty, and other healthcare providers.

- **Motor skills:** Engage in diverse, complex, and specific experiences essential to the acquisition and practice of essential nursing skills and functions. Unique combinations of cognitive, affective, psychomotor, physical, and social abilities are required to satisfactorily perform these functions. In addition to being essential to the successful completion of the requirements of the BSN, these functions are necessary to ensure the health and safety of patients, fellow candidates, faculty, and other healthcare providers.

- **Sensory/Observational Skills:** Acquire the information presented through demonstrations and experiences in the basic and nursing sciences. Observe a patient accurately, at a distance and close at hand, and observe appreciate non-verbal communications when performing and nursing assessment and intervention or administering medications. Perceive the signs of disease and infection as manifested through physical examination, including from images of the bod surfaces, palpable changes in various organs and tissues, and auditory information.

- **Communication Skills:** Communicate effectively and sensitively with other students, faculty, staff, patients, family, and other professionals. Express own ideas and feeling clearly and demonstrates a willingness and ability to give and received feedback. Convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions; and give directions during treatment and post-treatment. Be able to communicate effectively in oral and written forms. Be able to process and communicate information on the patient's status with accuracy in a timely manner to members of the health care team. The appropriate communication may also rely on the student's ability to make a correct judgment in seeking supervision and consultation in a timely manner.

- **Cognitive Skills:** Measure, calculate, reason, analyze, integrate, and synthesize in the context of undergraduate nursing study. Quickly read and comprehend extensive written material**.** Evaluate and apply information and engage in critical thinking in the classroom and clinical setting

- **Behavioral/emotional Skills:** Possesses the emotional health required for the full utilization of her or his intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities, attendant to the diagnosis, and care of patients and families. Maintain, mature, sensitive, and effective relationships with patients, students, faculty, staff, and other professionals under all circumstances including highly stressful situation. Has the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable

ways. Experience empathy for the situations and circumstances of others and effectively communicate that empathy.
Know that her or his values, attitudes, beliefs, emotions, and experiences affect her or his perceptions and relationships with others. Examine and change her or his behavior when it interferes with productive individual or team relationships.

Professional Conduct

Possess the ability to reason morally and practice nursing in an ethical manner. Learn and abide by professional standards of practice. Possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility, and tolerance.

Admission Process and Requirements

Admission is the initial step for applicants who want to begin a career in health care. They must learn about and comply with admission requirements established by the San Juan Bautista School of Medicine for selected academic program and subsequently been accepted by the corresponding Admissions Committee.

SJBSM is aware of the unprecedented educational challenges and concerns that prospective applicants may experience during the COVID-19 pandemic. We are committed to ensuring flexibility in the upcoming application cycle. For further information, contact the Admissions office at (787) 337-3202.

The Admissions Committee, comprising of faculty members, evaluates all applications taking into consideration applicants' academic and personal qualifications. The analysis includes academic achievements, academic record, admission test scores that apply to the selected program, basic studies required to enter the program, ability to relate to other people and resolve problems, participation in community and scientific activities, and motivations to become a health care professional.

In keeping with official policies, San Juan Bautista School of Medicine does not discriminate based on race, color, religion, creed, national origin, ancestry, sex, age, disability, sexual orientation, and veteran, marital or parental status.

All students that apply to the Bachelors Degree of Science in Nursing (BSN) Program at the San Juan Bautista School of Medicine must:

- Submit evidence of graduation (High School Diploma) from a high school recognized by the state or jurisdiction where the school operates with a minimum grade point average (GPA) of 2.50.
- For students whose first language is Spanish - submit the results of the Post Graduate Admission Test (PAA). The PAA is administered in Puerto Rico by

the College Board – Office of Puerto Rico and Latin America. For information, contact their offices at 787-772-1200; 208 Ponce de León Avenue, Popular Center - Suite 1501; Hato Rey, PR. 00918-1017. **http://oprla.collegeboard.com/ptorico/pr**

- For students whose first language is English - submit the results of the Scholastic Aptitude Test (SAT). The SAT is administered by the Educational Testing Service (ETS). For information, contact their offices (Domestic- 866-756-7346) or (International 212-713-7789). **http://sat.collegeboard.com/home**.
- Application Form. It can be accessed at the school's webpage or on campus at the Admissions Office. To learn more about the deadline for submitting applications, call the Admissions Office (787) 743-3038 Ext. 236 or visit the school website **www.sanjuanbautista.edu**.
- Non-refundable certified check or money order for $25.00 payable to San Juan Bautista School of Medicine.
- Official transcripts from high school
- Negative Criminal Background Check (only if 18 years or older).

Final Decision

The BSN Admissions Committee will evaluate and make the final decision in accordance to established admissions criteria using the evaluation rubric. A letter will be sent via e-mail informing the applicants about the decision. If the applicant is accepted, he/she must submit the following documents:

- One "2 x 2 "photo
- Copy of birth certificate
- Health Certificate
- Evidence immunization status must be submitted using the official Puerto Rico Department of Health PVAC-3 formulary. The PVAC-3 needs to show evidence of TDAP (tetanus, diphtheria, and pertussis) vaccine; Polio vaccine; two doses of the MMR (measles, mumps, and rubella) vaccine; three doses of Hepatitis B vaccine; evidence of MCV (meningococcal) vaccine; and evidence of a tuberculin test (PPD) result.
- Physician's Report

The mailing address to which the applicants must send the required documents is as follows:

San Juan Bautista School of Medicine
Admissions Office
PO BOX 4968
Caguas, PR 00726

TRANSFER REQUIREMENTS

SJBSM also welcomes applications from candidates requesting transfer. SJBSM will only consider as a Transfer Student the applicant that meets the following criteria:

- Has been previously enrolled in a higher education institution recognized as such by the Puerto Rico Council on Education in charge of granting licenses to academic institutions, or from the governmental agency in charge of accrediting institutions of higher learning in the jurisdiction or country where the institution is based.
- Have taken at least 12 transferable credits in a higher education institution, earning at least a C average in each course.
- Comply with the requirements established by the BSN program
- Compliance with the Grade Point Average (GPA) established by the Satisfactory Academic Progress Policy.

Students that do not meet the previous criteria, specifically the 12 transferable credits, will have to apply to the SJBSM following the Regular Application Process. However, if the student is admitted to the school, the institution could recognize or accept credits taken at the previous higher education institution.

Applicants requesting transfer must submit the following:

- Descriptions of courses requested to be accredited
- An official transcript from the academic institution where the candidate completed courses requested to be accredited
- Check or money order to the San Juan Bautista School of Medicine for $25.00. This amount is non-refundable, independently of the school's decision to admit or not the applicant to the academic program.

Upon acceptance, in addition to all the documentation requested for regular applicants, transfer applicants may be requested to submit additional documents depending on student final classification.

All admission applications are submitted to the corresponding Admissions Committee for review. The Admissions Committee evaluates all applications taking into consideration applicants' academic and personal qualifications. The analysis includes academic achievements, academic record, admission test scores that apply to the selected program, basic studies required to enter the program, ability to relate

to other people and resolve problems, participation in community and scientific activities, and motivations to become a health care professional.

ADVANCED STANDING

SJBSM will consider applications from candidates who have completed an Associate Degree in Nursing at an accredited institution with a GPA of 2.75 or higher. In addition to all the documentation requested for regular applicants, candidates who have completed an Associate Degree in Nursing must submit the following:

- An official transcript from the academic institution where the candidate completed the Associate Degree.
- Two letters of recommendation from formal professors
- Curriculum Vitae
- Non-refundable certified check or money order for $25

Other requirements

Upon acceptance, and to be able to begin the Therapeutic Interventions, in addition to all the documentation requested for regular applicants, candidates who have completed an Associate Degree in Nursing at an accredited institution must submit the following documents:

- Copy of driver's license and / or electoral card
- Copy of CPR training
- Law 300
- Doping test
- Copy of particulate respirator adjustment N-95 (Mask Fit)

Practice Centers may require additional documents and/or certifications. Students will be notified and will be responsible for submitting those documents to the BSN Coordinator.

APPLICANTS WITH VETERAN EDUCATIONAL BENEFITS

The San Juan Bautista School of Medicine is approved by the Puerto Rico State Approving Agency to provide academic training to students under the various GI Bill® programs.

Validation of prior credit/hours from previous studies

Applicants applying under the veteran educational benefits who have previous studies at other institutions must request credit validation in accordance with

SJBSM's transfer policy and procedures. SJBSM will ensure that has a result of the validation of credit/hours from previous studies, the cost and duration of the program will be reduced proportionately. The School Certifying Official (SCO) will ascertain that applicants applying under the veteran educational benefits who have previous studies at another institution submit official transcripts from all institutions previously attended, including but not limited to the Joint Service Transcript (JST).

Title 38 US Code 3679(e) Section 103 PL 115-407 (31 or 33)

In accordance with Title 38 US Code 3679(e) Section 103 PL 115-407, effective August 1, 2019, SJBSM has adopted the following additional provisions for any student using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits:

- Any applicant recipient of veteran educational benefits is responsible for submitting the corresponding documents before the first day of classes. SJBSM will allow enrolled recipients to attend and/or participate in the enrolled courses during the period that begins on the date in which the student provides SJBSM the certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 and ending on the earlier of the following dates:
    - The date on which payment from VA is made to SJBSM
    - Ninety (90) days after the date SJBSM certified tuition and fees following the receipt of the certificate of eligibility.

  Note: A "Certificate of Eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs (VA) website eBenefits, or a VAF 28-1905 form for Chapter 31 authorization purposes.

- While payment to the institution is pending from VA, SJBSM **will not**:
    - Prevent the students' enrolment;
    - Assess a late penalty fee to the student;
    - Require the student to secure alternative or additional funding;
    - Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

Satisfactory Academic Progress (SAP)

SJBSM has set in place the Satisfactory Academic Progress Policy (refer to page 94) which applies to all students enrolled in our institution, regardless of the program and the funds used to pay institutional fees. SAP applies to students utilizing Veteran Education Benefits as defined by the Veterans Administration (VA). In order to meet SAP, students must comply with SAP in terms of approved credits, minimum grade point average, maximum time frame or maximum chronological time as established by each academic program offered at SJBSM.

Failure to do so will result in Veteran Academic Probation (VAP) being placed on the student's record, restricting open registrations for future terms. Not meeting SAP may eventually restrict a student's ability to use veteran education benefits at SJBSM.

Veteran Academic Probation (VAP)

A student will be placed on a Veteran Academic Probation (VAP) if the cumulative or term GPA, or if the completion of courses attempted falls below the established SAP of the academic program in which the student is enrolled. The VAP restricts registration but does not prevent the student from enrolling in a subsequent term. The VAP policy requires that the student contact the School Certifying Official at SJBSM to be advised on the steps to have the VAP removed and briefed on the possibility of being placed on Veteran Benefit Denial (VBD) if SAP is not met while on VAP status. A student will be allowed to register while on VAP but will be limited to one term at no more than 6 credits. If the student achieves the required cumulative and term GPA and reaches completion percentage required for all courses attempted, the VAP will be removed, allowing the student to register for future terms without restrictions.

Veteran Benefit Denial (VBD)

If while on a VAP, the student does not meet the minimum cumulative and term GPA and does not successfully complete the required percent of the courses attempted for that term, the student will be placed on a Veteran Benefit Denial (VBD). This action will be reported to the VA by SJBSM, School Certifying Official through the VA's formal process. Once placed on VBD, the student will be denied the use of any and all VA benefits and will be responsible for payment of tuition and fees. SJBSM will not certify for veteran education benefits under any chapter while on a VBD. Students on a VBD may continue to take courses at SJBSM via alternate funding sources, such as financial aid. The VBD will be removed and upgraded to VAP when the cumulative and term GPA and completion of the required percentage for all courses attempted is reached, allowing the student once again to utilize veteran education benefits at SJBSM. The institution will retroactively certify these successful courses after the grade is posted.

Appealing a VBD

A student can appeal a VBD decision with the Office of Veteran Affairs and will be reviewed on a case-by-case basis.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). For more information contact our School Certifying Officer at registrar@sanjuanbautista.edu or visit **https://benefits.va.gov/benefits/**

INTERNATIONAL APPLICANTS

Applicants whose native language is not English, or who did not attend college in the U.S., U.S. Territories, or another English-speaking country, must also demonstrate proficiency in English and will need to submit the Test of English as a Foreign Language (TOEFL) examination with a score of at least 560 (paper-based), 220 (computer based), or 83 (Internet-based).

READMISSIONS

The BSN program welcomes applications from prior students. Students interested in returning to the SJB BSN curriculum will be permitted to pre-register for the semester for which they are readmitted provided that their withdrawal was due to a medical or other approved leave of absence. Students seeking readmission after academic dismissal are not eligible to apply for readmission for at least one semester. When applying for readmission, applicants must complete the following procedure:

- Submit a written request for readmission to the Dean for Students Affairs
- Complete readmission application
- Submit money order or certified check for $100.00 payable to San Juan Bautista School of Medicine. This amount is non-refundable.
- The request will be referred to the Student Evaluation and Promotions Committee. The latter Committee will review the request and render a decision based on the academic achievement level of the student during prior enrolment and other relevant factors.

BSN Curriculum

The Bachelor's Degree in Science of Nursing (BSN) is a 4-year program in eight semesters to complete 123 credits. The 123 credits consist of sixty pre-requisites and general courses, sixty credits in Nursing Science that includes theory and practice, and three credits in elective courses. It is a bilingual program offered from 8:00 AM to 5:00 PM from Monday to Friday.

Domains for nursing

Domains are broad distinguishable areas of competence that, when considered in the aggregate, constitute a descriptive framework for the practice of nursing. These Essentials include 10 domains that were adapted from the interprofessional work initiated by Englander (2013) and tailored to reflect the discipline of nursing.

- Domain 1: Knowledge for Nursing Practice
- Domain 2: Person-Centered Care
- Domain 3: Population Health
- Domain 4: Scholarship for Nursing
- Domain 5: Quality and Safety
- Domain 6: Interprofessional Partnerships
- Domain 7: Systems-Based Practice
- Domain 8: Information and Healthcare Technologies
- Domain 9: Professionalism
- Domain 10: Personal, Professional, and Leadership Development

Concepts for nursing practice

The competencies identified in this Essentials document provide a bridge between the current and future needs of practice and the requisite education to prepare a competent practitioner.

- Clinical Judgment
- Communication
- Compassionate Care
- Diversity, Equity, and Inclusion
- Ethics
- Evidence-Based Practice
- Health Policy
- Social Determinants of Health

BSN Advisory Board

This Advisory Board is an external body composed of 12 members who are nursing professionals and other representatives from the different communities of interest. The board provides support and advice to the nursing program, assists in the development of new programs, and identifies best practices standards. Board members also serve as ambassadors to the program providing a connection to an ongoing exchange of information and ideas with members of health care systems and different academic bodies.

DEGREE REQUIREMENTS

To be able to graduate from the Bachelor of Science in Nursing, the student needs to fulfill the following criteria:

- Completion of all required courses of the BSN program
- Completion of the total number of credit/contact hours
- Minimum overall grade point average (GPA) of 2.75
- Demonstration of acceptable moral, ethical and professional standards at all times during the course of their study program.
- Completion of all financial and administrative obligations contracted with the school, including return of all borrowed library resources and completion of all documents in the academic file

Licensing

Upon completion the program students need to

- Obtain the Nursing Board Exam of P.R For information refer to **https://orcps.salud.gov.pr**

- Become a member of the PR College of Nursing to work in P.R. For information refer to **https://cpepr.org/**

CURRICULAR SEQUENCE

(Applies to BSN Classes enrolled before August 15, 2022**)**

A total of 120 credit hours were distributed as follows: General Studies (46), Basic Science Prerequisites (20), Major concentration courses (54)

Code	Course Title	Credits
ENG 101	Basic Composition English 1	3
MAT 101	College Algebra	4
SOC 101	Fundamentals of Sociology	3
LAT 101	Latin American and the Caribbean I: The Colonial Period	3
BIO 101	Anatomy and Physiology 1	4
	Semester 1	Total 17
ENG 102	Advanced Composition English II	3
SPAN 101	Basic Spanish	3
CHEM 101	Preparation for general Chemistry	3
LAT 102	Afro Caribbean Societies and Cultures	3
BIO 102	Anatomy and Physiology 2	4
	Semester 2	Total 16
CHEM 202	Essential of General Chemistry	3
CHEM 203	Essential of General Chemistry Laboratory	2
SPAN 202	Advanced Spanish	3
SOC 202	Race, Ethnicity, and society	3
PHIL 201	Contemporary Moral Issues	3
NUR 101	Human Growth and Development	3
	Semester 3	Total 17
ANT 201	Introduction to Evolution	3
NUR 102	Analysis and Action for Community Health	3
BIO 201	Microbiology	4
PSY 201	General Psychology	3
	Semester 4	Total 13
PHA 201	Health assessment	3
COMP 101	Information and Technology in Nursing	3
NUR 201	Nursing as Human Sciences	3
NUR 202	Therapeutic Nursing Intervention 1: Introduction to professional Nursing	6
	Semester 5	Total 15
NUR 301	Ways of Knowing Nursing: Nursing Research	3
NUR 302	Therapeutic Intervention II: Adult Health Nursing	3

NUR 303	Therapeutic Intervention III: Chronic Psychiatric and Mental Health Conditions	6
NUR 304	Pharmacologic Basis of Nursing Practice	3
	Semester 6	Total 15
NUR 401	Altered Health States: (Pathophysiology)	3
NUR 402	Therapeutic Interventions IV: Childbearing and Childbearing Families	6
NUR 403	Decision Making	3
PHIL 202	Bioethics	3
	Semester 7	Total 15
NUR 404	Trends and Issues in Nursing and Health Care	3
NUR 405	Therapeutic Interventions V: Nursing Synthesis	6
NUR 406	Professional Nursing Management	3
	Semester 8	Total 15
	Total BSN Credits	**120**

CURRICULAR SEQUENCE

(Applies to BSN Class enrolled after August 15, 2022, and onward)

A total of 123 credit hours are distributed as follows: General Studies (46), Basic Science Prerequisites (20), Major concentration courses (57)

Code	Course Title	Credits
ENG 101	Basic Composition English 1	3
MAT 101	College Algebra	4
SOC 101	Fundamentals of Sociology	3
LAT 101	Latin American and the Caribbean I: The Colonial Period	3
BIO 101	Anatomy and Physiology 1	4
	Semester 1	Total 17
ENG 102	Advanced Composition English II	3
SPAN 101	Basic Spanish	3
CHEM 101	Preparation for general Chemistry	3
LAT 102	Afro Caribbean Societies and Cultures	3
BIO 102	Anatomy and Physiology 2	4
	Semester 2	Total 16
CHEM 202	Essential of General Chemistry	3
CHEM 203	Essential of General Chemistry Laboratory	2
SPAN 202	Advanced Spanish	3
SOC 202	Race, Ethnicity, and society	3
PHIL 201	Contemporary Moral Issues	3
NUR 101	Human Growth and Development	3
	Semester 3	Total 17
ANT 201	Introduction to Evolution	3
NUR 102	Analysis and Action for Community Health	3
BIO 201	Microbiology	4
PSY 201	General Psychology	3
	Semester 4	Total 13
PHA 201	Health assessment	3
COMP 101	Information and Technology in Nursing	3
NUR	Elective Course*	3
NUR 202	Therapeutic Nursing Intervention 1: Introduction to professional Nursing	6
	Semester 5	Total 15
NUR 301	Ways of Knowing Nursing: Nursing Research	3
NUR 302	Therapeutic Intervention II: Adult Health Nursing	3

NUR 303	Therapeutic Intervention III: Chronic Psychiatric and Mental Health Conditions	6
NUR 304	Pharmacologic Basis of Nursing Practice	3
	Semester 6	Total 15
NUR 401	Altered Health States: (Pathophysiology)	3
NUR 402	Therapeutic Interventions IV: Childbearing and Childbearing Families	6
NUR 403	Decision Making	3
PHIL 202	Bioethics	3
	Semester 7	Total 15
NUR 404	Trends and Issues in Nursing and Health Care	3
NUR 405	Therapeutic Interventions V: Nursing Synthesis	6
NUR 406	Professional Nursing Management	3
NUR 305	Statistics for Nursing	3
	Semester 8	Total 15
	Total BSN Credits	**123**

	Elective Courses	
Code Course	Title	Credits
NUR 201	Nursing as Human Sciences	3
NUR 306	Biomedical Research for Nursing	3
NUR 400	Child Abuse and Neglect	3

LPN-BSN Curricular Sequence

Code	Course Title	Credits
	Semester 1	Total 20
ENG 101	Basic Composition English 1	3
MAT 101	College Algebra	4
SOC 101	Fundamentals of Sociology	3
LAT 101	Latin American and the Caribbean I: The Colonial Period	3
BIO 101	Anatomy and Physiology 1	4
SPA 101	Basic Spanish	3
	Semester 2	Total 22
ENG 102	Advanced Composition English II	3
CHE 101	Preparation for general Chemistry	3
LAT 102	Afro Caribbean Societies and Cultures	3
BIO 102	Anatomy and physiology 2	4
SPA 202	Advanced Spanish	3
SOC 202	Race, Ethnicity and society	3
PHIL 201	Contemporary Moral Issues	3
	Semester 3	Total 18
CHE 202	Essential of general Chemistry	3
CHE203	Essential of General Chemistry Laboratory	2
NUR 101	Human Growth and Development	3
ANT 201	Introduction to evolution	3
NUR 102	Analysis and Action for Community Health	3
BIO 201	Microbiology	4
	Semester 4	Total 21
PSY 201	General Psychology	3
PHA 201	Health assessment	3
COM101	Information and Technology In nursing	3
NUR	(Electives	3
NUR 202	Therapeutic Nursing Intervention 1: Introduction to professional Nursing	6
NUR 301	Ways of Knowing Nursing: Nursing Research	3
	Semester 5	Total 21
NUR 302	Therapeutic Intervention II: Adult Health Nursing	3

NUR 303	Therapeutic Intervention III: Chronic Psychiatric and Mental Health Conditions	6
NUR 304	Pharmacologic Basis of Nursing Practice	3
NUR 401	Altered Health States: (Pathophysiology)	3
NUR 402	Therapeutic Interventions IV: Childbearing and Childbearing Families	6
	Semester 6	Total 21
NUR 403	Decision Making	3
PHIL 202	Bioethics	3
NUR 305	Statistics for nursing	3
NUR 404	Trends and Issues in Nursing and Health Care	3
NUR 405	Therapeutic Interventions V: Nursing Synthesis	6
NUR 406	Professional Nursing Management	3
	Total BSN Credits	**123**

	Electives courses (select 0ne)	
NUR 201	Nursing as Human Sciences	3
NUR 400	Child Abuse and Neglect	3
NUR 305	Biomedical Research	3

Reviewed:0/8/2023

GENERAL COURSE DESCRIPTION

ENG 101 English Composition 1 3 credit hours
English 101 is a course in composition and English language studies that seeks to develop competence and fluency. To accomplish the goals, we will study the structure of the English language and, we will take a look at several writers including the process they used to create their work. Ultimately, we want to learn what one well known commentator called the essence of all good writing — to make meaning on paper.

SPA 101 Basic Composition Spanish 101 3 credit hours
This course is designed to help students to apply the basic grammatical rules to developing the skills for expository writing. Emphasis is placed on the writing process, organization, methods of development, and appropriate diction. Spanish will always be spoken in class at all times.

ENG 102 English Composition 2 3 credit hours
This course is designed to help students develop skills for expository writing in English. Emphasis is placed on the writing process, organization, methods of development, and appropriate diction. A research paper using the Modern Language Association (MLA) documentation format is required. Students will also be asked to evaluate and critique their classmates' essays to improve their own writing while encouraging others.

SPA102 Advanced composition Spanish 102 3 credit hours
This course will help the students practice the Spanish language with active participation and development of their writing to equip them to correctly apply grammatical rules and concepts when writing composition, essays, and other documentation in Spanish.

SOC 101 Fundamentals of Sociology 3 credit hours
This course introduces students to sociological concepts and methods of research, as well as to their application to the analysis of modern societies, especially the US and Puerto Rico.

SOC 102 Race, Ethnicities & Society 3 credit hours
This course is intended to provide an introduction, survey, and critical assessment of the academic fields of ethnic and racial studies and racial relations. We will focus primarily on the experiences of ethnic and racial minorities in the contemporary United States but will examine the significance of race in some other nations as well. We will spend some time exploring how racial and ethnic identities have been created, changed, and used over time, by the people who claim them and by others. Portions of the course will be devoted to the areas of culture, politics, racial/ethnic conflict and cooperation, and current social issues. The course will explore possibilities for resistance and change, as well as past and present inequalities.

PHA 201 Health assessment 3 credit hours
The health assessment course is designed to provide the student with clinical competence in interviewing techniques, approaches to health history taking and physical examination assessment techniques. The theoretical content equips the student with a current and thorough knowledge of physical examination approach and history taking to establish data- based on clients in various health setting.

PHIL 101 Contemporary Moral Issues 3 credit hours
Ethics or Moral Philosophy is the branch of philosophy that occupies itself with the evaluation of human conduct. Within the Western tradition, the study of Moral Philosophy has been divided along three lines: meta-ethics, normative ethics, and applied ethics. We will not explicitly concern ourselves with meta-ethics in this course; rather we will focus on the latter two lines of ethical enquiry.

PHIL 202 Bioethics 3 credit hours
Recent scientific, technological and social developments have produced rapid changes in medical care resulting in new ethical dilemmas for health professionals. This course will look at issues such: as euthanasia, assisted suicide, informed consent, and gene therapy, and provide a framework for analyzing them.

LAT 101 Latin American and the Caribbean 1: The Colonial Period 3 credit hours
This course is a historical survey of Latin America and the Caribbean from the first days of European and African contact with the Americas, to the moment of Spanish and Portuguese American independence. The course will examine pre-Columbian cultures and their social organization, the first instances of contact and the subsequent colonial imperial administrations of the Spanish and Portuguese. Using primary and secondary sources, this course will explore such themes as conquest, hegemony, transculturation, race, and ethnicity, mestizaje, social, political, and economic structures, resistance and the conditions that shaped the fledgling independence movements and ultimately the modern nation states that comprise Latin America today.

LAT 102 Afro – Caribbean Societies and Cultures 3 credit hours
The course studies how historical forces have shaped the societies and cultures of Caribbean countries. We will explore the twin themes of commonality and diversity in the Caribbean, and the role the Caribbean countries play in contemporary world societies. There will be several low-stake and high-stake writing assignments designed to assist you to master the course material as well as improve your writing skills.

MAT 101 College Algebra (4 credit hours Credits)
This course explores rational expressions, integer and rational exponents, quadratic formula, complex numbers, exponential and logarithmic functions, conic sections, trigonometry.

COMP 101 Information and technology in Nursing (3 credit hours
This course is a broad introduction to computers: how they work, how they are used, how they communicate, and how they affect society. It provides students with a basic understanding of computer terminology and concepts. The course gives hands-on experience with word processing, spreadsheets, database management, the Worldwide Web (Internet), in a Windows XP/Vista environment. No prior knowledge of computers is assumed. Case studies, current computer systems and electronic records, and several software packages will be utilized to illustrate the principles covered.

ANT 201 Introductions to Evolution 3 credit hours
The course is an introduction to physical anthropology. It will focus on the evolutionary history of human beings. The class material will be presented in a combination of lectures, readings, and laboratory exercises. The course is divided into three sections: Genetics and Evolutionary Processes, The Behavior, Ecology and Conservation of the Non-Human primates, and Paleoanthropology and human evolution. Although the sections are presented independently, they are all interrelated and equally important.

CHE 101 Preparation for General Chemistry 3 credit hours
This course is focused on practice in handling mathematical problems and an introduction to certain fundamental topics in chemistry for students who have had insufficient high school training.

CHE 202 Essentials of General Chemistry – Lecture 3 credit hours
This course is a brief presentation of the essentials of chemistry and their applications to inorganic chemistry.

CHE 203 Essentials of General Chemistry – Laboratory 2 credit hours
This course is an introduction to laboratory experimentation with the purpose to familiarize students with scientific measurements and practical chemical reactions.

BIO 101 Anatomy and Physiology 1 4 credit hours
This course is intended to study human anatomy and physiology. Lecture topics include cell structure and function, tissues, and the study of the skeletal, muscular, nervous, and endocrine systems. Laboratory exercises complement the lecture material with the use of a workbook, models, and animal preparations.

BIO 102 Anatomy and Physiology II 4 credit hours
This course is the continuation of Anatomy and Physiology I. Lecture topics include the cardiovascular, respiratory, digestive, urinary, and reproductive systems, and selected topics on metabolism and fluid homeostasis. Emphasis is given to the physiological functioning of these systems. Laboratory experiments illustrate the concepts discussed in the lectures.

BIO 201 Microbiology 4 credit hours
This course is a survey of microbes and their structure, chemical composition, cultivation, ecology, and metabolism; special emphasis on applied aspects (infectious diseases and human resistance; food and industrial microbiology; biotechnology)

Nursing courses

NUR 101 Human Growth & Development 3 credit hours
This course explores the physical, cognitive, social, and emotional aspects of human development across the life span.

NUR 102 Analysis and Action for Community Health 3 credit hours
This course pays attention to health needs of families in the context of their community. Among the topics covered are an introduction to epidemiological method and the principles of epidemiological investigation as tools for analyzing health needs; issues of how prevention, environmental health, special risk families, and planning change the concept of health teams; and the roles of health workers in the community.

NUR 201 Nursing as a Human Science (Elective) 3 credit hours
This course covers the historical, philosophical & theoretical foundations of nursing and selected topics relating to the inter-subjective nature of professional nursing and its moral, ethical, and legal dimensions.

NUR 202 Therapeutic Intervention I – Introduction to Professional Nursing 6 credit hours
This course focuses on therapeutic communication, health assessment, and data analysis.

NUR 301 Ways of Knowing: Nursing Research 3 credit hours
This course explores diverse methods of research and inquiry in nursing and their implications for clinical practice.

NUR 302 Therapeutic Intervention II – Adult Health Nursing 3 credit hours
This course focuses on the clinical aspects of nursing care of adults with acute and chronic illnesses.

NUR 303 Therapeutic Intervention III – Chronic Psychiatric & Mental Health Conditions 6 credit hours
This course focuses on the clinical aspects of nursing care of patients with acute and chronic psychiatric and mental health conditions.

NUR 304 Pharmacologic Basics of Nursing Practice 3 credit hours
This course explores the general pharmacological principles as they relate to nursing practice and health care.

NUR 305 Statistics for Nursing 3 credit hours
This course will provide the nursing student with the basic knowledge in statistics, allowing them to understand and apply statistical concepts in research, and develop evidenced base protocols.

NUR 306 Biomedical Research for Nursing (Elective) 3 credit hours
This course will introduce the nursing student as health care professionals to biomedical research as elective course. This course is designed to explain theoretical concepts to develop experimental skills in scientific research. The activities will include experimental techniques and the handling of bioactive compounds relevant to research project using phytonutrients as adjuvant therapies in cancer.

NUR 400 Child Abuse and Neglect (Elective) 3 credit hours
This course provides a comprehensive overview of child abuse and neglect and their prevention in theory and practice. Among the topics to be covered in detail are the laws regarding child abuse and neglect, the responsibilities of the state to intervene when allegations of abuse or neglect are made, the child protective process, mandated reporting laws, the investigation into allegations of abuse and neglect, the legal process, pretrial and trial practice and procedure, jury selection, trial strategy, demonstrative evidence, use of the professional literature, trial exhibits, direct and cross examination techniques, and courtroom psychology. Allegations of child abuse and neglect will be viewed from the perspectives of the prosecution, both criminal and civil, the parent(s) accused of abuse and/or neglect as well as the child allegedly abused and/or neglected.

NUR 401 Altered Health States (Pathophysiology) 3 credit hours
This course focuses on the relationship of normal body functioning and the physiological changes that occur because of illness. It also pays attention to the epidemiological, preventive, and pathological effects of disease.

NUR 402 Therapeutic Intervention IV: Childbearing & Childrearing Families 6 credit hours
This course explores the relationship of nursing care with positive health experiences and outcomes in childbearing and childrearing families.

NUR 403 Clinical Decision Making 3 credit hours
This course is about the processes of clinical judgment and decision-making. It focuses on the examination of the interaction between diagnostic and therapeutic reasoning within the context of ethical reasoning.

NUR 404 Trends and Issues in Nursing and Health Care 3 credit hours
This course identifies and explores the trends and debates issues in contemporary healthcare. It provides the opportunity to students to debate and defend a position on specific issues.

NUR 405 Therapeutic Intervention V: Nursing Synthesis 6 credit hours
This course is a synthesis of the knowledge and skills required to effectively support clients, families, and groups along a trajectory from diagnosis through end-of-life support. It pays attention to population-based care as it relates to disaster preparedness and targeted nursing response.

NUR 406 Professional Nursing Management 3 credit hours
This course is focused on the professional role of the nurse in the health care system. It emphasizes on leadership and management theory related to nursing administration, organizational design, and governance.

BSN PROGRAM COST PER CREDIT
123 CREDITS

RESIDENT

				Cost per credit
Annual Tuition Cost	$	5,535.00	**$**	180.00
OTHER FEES (Non-Refundable)				
INFRASTRUCTURE		600.00		19.51
MALPRACTICE FEE		375.00		12.20
EDUCATIONAL MATERIALS & TECHNOLOGY FEE		200.00		6.50
ID CARD & PARKING		40.00		1.30
TOTAL FEES	$	1,215.00	**$**	219.51

Total cost **$ 6,750.00**

MEDICAL PLAN AND DISABILITY INSURANCE
Medical Plan COST ESTABLISHED BY AGENCY
Disability Insurance COST ESTABLISHED BY AGENCY

ALL STUDENTS MUST HAVE A MEDICAL PLAN AND DISABILITY INSURANCE
San Juan Bautista School of Medicine reserves the right to increase the tuition or other fees as deemed necessary.

NON-RESIDENT

				Cost per credit
Annual Tuition Cost	$	11,531.25	**$**	375.00
OTHER FEES (Non-Refundable)				
INFRASTRUCTURE		600.00		19.51
MALPRACTICE FEE		375.00		12.20
EDUCATIONAL MATERIALS & TECHNOLOGY FEE		200.00		6.50
ID CARD & PARKING		40.00		1.30
TOTAL FEES	$	1,215.00	**$**	414.51

Total cost **$ 12,746.25**

MEDICAL PLAN AND DISABILITY INSURANCE
Medical Plan COST ESTABLISHED BY AGENCY
Disability Insurance COST ESTABLISHED BY AGENCY

ALL STUDENTS MUST HAVE A MEDICAL PLAN AND DISABILITY INSURANCE
San Juan Bautista School of Medicine reserves the right to increase the tuition or other fees as deemed necessary.

Evaluation System and Procedures

San Juan Bautista School of Medicine (SJBSM) is committed to providing high quality health care education, service and research that will foster students' comprehensive development so that they may become capable, competent, skilled, and honest professionals. To achieve its mission, SJBSM has developed an evaluation system focused in providing timely feedback to students, to identify and assist them with learning difficulties. The system also provides the opportunity for faculty to assess the effectiveness of teaching methodologies.

The educational goals encompass a broad set of competencies. Therefore, the assessment strategies in our curriculum must be creatively tailored to be congruent with those goals.

Students must satisfactorily complete all components of the educational program in a timely fashion to be eligible for promotion and graduation. To ensure the Institutional goal of a balanced and coherent educational program, the school seeks to identify potential academic problems early and provide non-prejudicial intervention as necessary to assist all students in meeting academic standards.

In the MD program, biomedical courses include comprehensive written examinations at the end of each system block of the curriculum with participation of different courses. The Office for Student Learning Assessment provides faculty support to develop appropriate assessment strategies and tools according to the educational goals. The school sets the performance of students based on a criteria-based method.

Beginning with the MD Class of 2012, admitted in the academic year 2008-2009, SJBSM requires MD students to approve the Step I of the United States Medical Licensing Examination (USMLE) given by the National Board of Medical Examiners (NBME) for promotion to third year, and the Step II (CK) prior to graduation. Students are also required to take a Clinical Skills Competence Exam (CCX) prior the beginning of their third clerkship; an Objective Structured Clinical Examination in the core clerkships of Internal Medicine, Obstetrics-Gynecology, Pediatrics and Surgery and, a Comprehensive Exam of Clinical Performance (CPX) at the end of third year.

ASSESSMENT METHODS

Student assessment within the School of Medicine is based in the concept of multiple methods and multiple times to assess required competencies. Assessment strategies include, but are not limited to written exams, oral presentations, performance-based assessments, group work, portfolios, research, and community projects. Student performance is assessed by a variety of methods with special emphasis on scientific reasoning, comprehension, and problem solving.

Midterm Reports

Final Reports

Grades are reported promptly by corresponding personnel to the Registrar's Office at the end of each course or clerkship, according to the scheduled date in the academic calendar, using the official format. Final course reports will include both numerical results (score) and grade. Clerkships will also include narrative evaluations.

In addition to the above-described information, each final report of the MD academic progress for first and second year will include the evaluation corresponding to those activities developed in the Preceptorship Axe. This information will be provided by the Preceptorship Program Coordinator.

Copies of the consolidated narrative report will be submitted to each student and to the Registrar to be kept in the official academic record.

Final grades should be available to students no later than six (6) weeks after the end of each course. For MD students in third- and fourth-year clerkship, final grades will be available four weeks after the shelf test grades are reported.

Student Assessment results are communicated among relevant members of the different academic units to allow appropriate monitoring of student learning progress as well as continuous improvement of the curriculum.

Curriculum Assessment

The Course Director or Program Coordinator, with the assistant of the designated course faculty, will develop a preliminary evaluation of the course, including several assessment measures and methods aligned with the course objectives according to the institutional guidelines. The guidelines will be shared with the teaching faculty of the designated course, with an explanation of how the guidelines represent the content that faculty are accountable for teaching. Faculty members are invited to collaborate with the Course Director or Program Coordinator in modifying or creating new assessment methods. The corresponding Curriculum Committee will evaluate and approve the final evaluation, with the recommended assessment measures, distribution, and components of each course. The Course Director or Program Coordinator maintains the final authority over the design and inclusion of assessment measures and methods for the course.

PROMOTION AND GRADING SYSTEM

Promotions are granted at the end of each academic year, following compliance with established criteria, including satisfactory completion of all requirements of the previous year. The minimum cumulative grade point average required to be promoted to the next year varies in each program. The designated evaluation and promotion committee of each program is responsible for evaluating and recommending promotion of students throughout the different stages of the academic program.

Grades are determined based on the following scale:

Grade Range	Letter
90 – 100	A
89 – 80	B
79 – 70	C
69 – 60	D
59 – 0	F

SJBSM uses the following grading system:

A = Excellent
B = Good
C = Satisfactory
D = Deficient
F = Failed
I = Incomplete
P = Pass
IP = In Progress
NP = Not Passed
R = Repeated
T = Transferred
NR = Not Registered
U = Unauthorized
W = Withdrawal

A particular course may adjust the standard scale for specific evaluations; however, the official report will be made in the standard scale after appropriate conversion. The standard or any deviation from the standard should be communicated to students at the beginning of the course. The Curriculum Committee must approve any course seeking to use an alternative grading scale (e.g., Pass/Fail).

Temporary grades

The Registrar may assign Administrative Grades such as:

"IP" - In progress for when a grade has not been reported.
"W" - Withdrawal for when a student withdraws from a course.
"I" - Incomplete for when the student has not met all requirements for a course for compelling reasons such as but not limited to, family or medical emergencies. Some institutional circumstances may be reason to report (I) grades. Students who receive a grade of "I" (Incomplete) must complete the pending academic work before the established deadline for each program otherwise, they will receive a grade of "F" in the course.

Academic Year / Schedule

Each academic program at SJBSM has defined their academic year in accordance to the criteria of the corresponding program (semesters and/or trimester) adjusting the class schedule accordingly. This information is published in each academic calendar and posted for students through SONIS, CANVAS and/or E-Value®.

Credit Hours

In compliance with the Higher Education Opportunity Act (HEOA) for institutions that receive Title IV funds from the US Department of Education, SJBSM has established a Credit Hour Policy available at **https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2011-09%20Credit%20Hour%20Policy%202023.pdf**

Class Attendance

Attendance to lectures and laboratory exercises is mandatory unless excused because of illness or by previous authorization or otherwise specified by the academic program. Each academic program will determine the relative weight to be given to the attendance in calculating the final grade. Attendance to clinical activities involving patients, patient models and similar types of activities is considered part of the students' professional responsibility and is mandatory. Absence may be excused after the student is authorized by the Deanship of Student Affairs. Unexcused absences may adversely affect the final grade for a course. Incomplete work due to illness or other serious circumstances during the course will be handled according to programs policies, which will be provided to the students in writing at the beginning of each term in each course syllabi. Faculty are not obligated to repeat lecture/laboratory topics that were presented at scheduled times and dates unless authorized by the Deanship of Student Affairs.

Repeated Courses

Students who fail a course will have to register for the course again, pay corresponding fees, complete and pass the course. Students who are interested in repeating a failed course at another school should apply in writing for authorization by the Academic Dean before registering. The Academic Dean will evaluate such applications, and students will be notified in writing of the decision. Authorized courses will be of the same academic level and offered by accredited schools. Repeated courses will be recorded with an "R" next to the grade obtained. When calculating the students point average, the "F" grade will not be included. If the student does not approve the repeated course, they will be referred to the corresponding student evaluation and promotion committee.

SATISFACTORY ACADEMIC PROGRESS (SAP)

In accordance with federal requirements, and in compliance with the U.S. Department of Education requirements for eligibility for federal student financial aid, SJBSM has established a Satisfactory Academic Progress Policy. This policy applies to all students enrolled in our institution, regardless of the program and the funds used to pay institutional fees. The federal student aid program of Title IV requires that each student receiving aid funds meet the criteria established in the Satisfactory Academic Progress Policy (SAP).

The Satisfactory Academic Progress Policy of SJBSM has seven (7) important elements:

Element #1: Completed Credits and Minimum Grade Point Average

The first factor to consider in the evaluation is the number of completed credits, compared with the number of credits attempted by each student. Annually the San Juan Bautista School of Medicine will determine the satisfactory academic progress of each student, in which the student must meet the required credits established by year of study. SJBSM considers as attempted credits the following: completed courses, failed courses, repeated courses, withdrawals, and incomplete courses at the moment the satisfactory academic progress of each student is evaluated.

MD PROGRAM

Year of Study	Minimum Percentage of Completed Credits	Minimum Grade Point Average
1	Students must complete all the required courses per academic year	2.5
2		
3		
4		

DNP PROGRAM

Year of Study	Minimum Percentage of Completed Credits	Minimum Grade Point Average
1	75%	3.25
2	75%	3.25
3	75%	3.25
	----------	3.25

MPH PROGRAM

Year of Study	Minimum Percentage of Completed Credits	Minimum Grade Point Average
1	50%	2.5
2	100%	3.0

BSN PROGRAM

Year of Study	Minimum Percentage of Completed Credits	Minimum Grade Point Average
1	27%	2.5
2	50%	2.5
3	77%	2.75
4	-----	2.75

Element #2: Maximum Time Frame in Credits

A student is expected to complete the academic program in a maximum time frame of 1.5 times the length of the program in credits, and it breaks down for each program as follows:

MD PROGRAM

178 credits x 1.5 = 267 (maximum time frame) in four (4) years.

DNP PROGRAM

78 x 1.5 = 117 (maximum frame time) in 3.5 years.

*For transfer students the maximum time frame will be determined by subtracting the number of credits accepted from the total program (78) credits.

MPH PROGRAM

58 credits x 1.5 = 87 (maximum time frame) in two (2) years.

BSN PROGRAM

120 credits x 1.5 = 180 (maximum time frame) in four (4) years.

Element #3: Maximum Chronological Time

To establish the maximum chronological time allowed within this policy, the possibility of a leave of absence of one year or a change of program has been considered. Students that participate of Title IV Program will only be covered for five years.

MD Program	Maximum Chronological Time to Complete Program
Four-Year Regular Program	Maximum Time of Six Years

DNP Program	Maximum Chronological Time to Complete Program
Three and a Half Year Regular Program	Maximum Time of Five and a Half Years

MPH Program	Maximum Chronological Time to Complete Program
Two-Year Regular Program	Maximum Time of Four Years

BSN Program	Maximum Chronological Time to Complete Program
Four-Year Regular Program	Maximum Time of Six Years

Element #4: Probation and Dismissal

If a student does not comply with SAP policies, in terms of approved credits and minimum grade point average (element #1) or does not complete the program by the maximum time frame established (element #2) or does not complete the program by the maximum chronological time established (element #3), the student will be referred to the corresponding student evaluation and promotion committee. The corresponding committee will determine if the student is to be placed in probation or dismissed from the

institution, and the student will be notified of the final decision. Students may appeal the decision as established in the Executive Order 2016-01: Due Process Policy. **https://www.sanjuanbautista.edu/user/pages/docs/aboutus/policies/Disciplinary_Due_Process_Policy.pdf**

When evaluations are submitted, if a student is identified to be at risk of not meeting the requirements of SAP at the end of the academic year, then the student will be placed on a financial aid warning. The status of financial aid warning will be valid for one payment period only. Students who at the end of the academic year fail to meet SAP requirements will lose their eligibility for financial aid. Students may appeal the decision of ineligibility based on injury, illness, death of a relative, and/or any other special circumstance. To do so, the student must submit a letter to the Financial Aid Director stating how these events altered his/her capacity to meet the satisfactory progress policies and specifying the changes that have occurred that will allow him/her to fully comply with the requirements in the next academic period. Evidence of the changes and events must be made available for the appeal. If the school approves the petition, the student will be granted a financial aid probation status for one payment period. During this time, the student will be eligible for financial aid. The student will retain his/her eligibility only when actions have been taken to fulfill the satisfactory progress policies.

Element #5: Veterans

The elements that establish the maximum time frame and the maximum chronological time to complete each program do not apply to veterans' aid beneficiaries. These students must complete the program during the regular time established in the curricular scheme. They will not be able to continue receiving financial aid for those credits that exceed the regular curricular scheme and time frame.

Element #6: Enrollment Status Classification

The number of credits enrolled in the program will determine the definition for a student to be considered as a full-time or partial-time student. Policy is as follows:

MD PROGRAM

Type of student	Number of credits
Full-time	One (1) or more

DNP PROGRAM

Type of student	Number of credits
Full-time	Twelve (12)
Three fourth times (75%)	Nine (9) – Eleven (11)
Half time (50%)	Six (6)

Less than Half time	Less than six (6)

MPH PROGRAM

Type of student	Number of credits
Full-time	Six (6) or more
Three fourth times (75%)	Five (5)
Half time (50%)	Three (3) – Four (4)
Less than Half time	Two (2)

BSN PROGRAM

Type of student	Number of credits
Full-time	Twelve (12) or more
¾ time (75%)	Nine (9) – Eleven (11)
½ time (50%)	Six (6) – Eight (8)
< ½ time (<50%)	Less than six (6)

Element #7: Changes to the Academic Program or Requirements

Any changes made to the academic program or to the requirements for program completion will apply only to those students admitted on or after the effective date of the curricular program changes.

EXAMINATION POLICY AND ACCOMMODATIONS IN THE ASSESSMENT PROCESS

- All students must take the examinations in the assigned facility on the scheduled date and time. Students who are not able to take an examination at the scheduled date due to illness, emergency or extraordinary circumstances must contact the office of the Dean of Students Affairs as soon as possible.

- Valid medical and legal excuses will be required when absence is due to these reasons.

- Students should abide by the established guidelines to identify what constitutes extraordinary circumstances. When deemed appropriate, the student will be granted official approval to defer the examination.

- The student will be expected to take the exam on the official scheduled date and is bound by his/her honor not to look, discuss, or review published answers to corresponding exam discussed by students who already took the exam.

- The use of any electronic devices will not be allowed during exams. Examples of prohibited devices are cell phones, iPods, personal digital assistants, and headphones. Disciplinary measures will be adjudicated in such cases.

- Failure to comply with the above-described process may result in an "F" grade for that assessment tool.

- SJBSM has an institutional policy to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and other relevant state and federal laws concerning accommodations for students with disabilities (Executive Order #2007-01). The Student Program Director, Yaidy L. Cruz Cordero, M.Ed., ylcruzcordero@sanjuanbautista.edu is responsible for processing and implementing approved accommodations for students with disabilities. Refer to pertinent institutional policy at: **https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2007-01.pdf**

- For students in the MD program:

    - all the written performance-based assessment evaluations will be administered in proctored settings in the Center for Access of Information (CAI) and are expected to represent each student's own work.
    - All National Board of Medical Examiners (NBME) Tests will be administered following NBME guidelines.
    - Students are required to sign an Examinee Acknowledgement Form before the examination is administered.

RULES FOR POSTPONING EXAMS AND/OR MANDATORY ACTIVITIES

Students are responsible for acknowledging test schedules as posted in the academic calendar in Canvas, E-Value, in the Syllabus, and/or via email. All official communications from the school are sent to the student through the email account assigned by the institution. It is the student's responsibility to keep track of any changes in the schedule and make pertinent arrangements to comply.

SJBSM is aware that special conditions may arise that inhibit the student from fulfilling their academic responsibilities. The following conditions are considered valid reasons for excusing a student from mandatory academic activities:

- Illness or accident of certain degree of severity that may require hospitalization, emergency room evaluation, and/or to remain bedridden at home

- Illness or accident that may not require hospitalization, emergency room evaluation, and/or to remain bedridden at home, but is of such magnitude that prevents the student from participating in said activity
- Maternity leave and/or complications in pregnancy, childbirth, and postpartum
- Paternity leave
- Religious observations
- Court citations
- Residency interviews
- Participation in the armed forces of the United States of America
- Official participation in academic international forums
- Death or funeral of a close family member
- Illness or accident of a close family member that occurs on the same date of the academic activity
- Significant catastrophe or event that causes severe stress such as household destruction by fire, atmospheric events, floods, landslides, or other

If a student may need an excuse, they must visit the Dean of student affairs Office. Students must provide evidence of the reason that justifies their absence in order to be excused. If the event occurs unexpectedly, the student must notify the Course/Clerkship Coordinator, faculty member and/or the Deanship of Student Affairs at 787 743-3038 Ext. 255 or 256. Once the event is resolved, the student must submit evidence to the Dean of student affairs to be excused. Examples of valid excuses are:

- Medical excuse **not issued** by a relative, family friend, SJBSM faculty or attending
- Funeral certification in case of death
- Official document and /or certification in case of forums, armed forces, court citations, etc.

REMEDIAL WORK, RE-EXAMINATION, AND DETERMINATION OF FINAL GRADES MD PROGRAM

MD Biomedical Sciences

Students who obtain a final grade of "D" in the written exam portion of any course will have the opportunity to take a remedial comprehensive exam, according to the schedule posted by the Year Curriculum Subcommittee. The student must pass this comprehensive exam with a "C" grade or higher; otherwise, the student is considered to have failed the course. Regardless of the passing grade obtained in the comprehensive exam, the students' final grade for the course will be a "C" (70%). This does not apply to courses related to Research, Community Medicine, Professionalism, Introduction to Clinical Skills and Clinical Diagnosis. Students are allowed to remediate a maximum of two courses. Students that need to remediate more than two courses will be referred to the Evaluation and Promotion Committee.

Students who obtain a final grade less than 59.5% will receive an "F" and must repeat the course. Students who fail a course will have to register for the course again, pay corresponding fees, complete, and pass the course before being promoted. Students who are interested in repeating a failed course at another school of medicine should apply in writing for authorization by the Academic Dean before registering. The Academic Dean will evaluate such applications, and students will be notified in writing of the decision. Authorized courses will be of the same academic level and offered by medical schools accredited by the Liaison Committee on Medical Education (LCME). Grades of repeated courses in other medical schools are to be officially notified by the Registrar's Office of said school directly to San Juan Bautista School of Medicine.

The Registrar's Office will not register grades of courses that have not been authorized following the institution's procedures. Repeated courses will be recorded with an "R" next to the grade obtained. When calculating the students point average, the "F" grade will not be included. A student will be allowed to repeat a failed course only once.

If the student does not approve the repeated course, the Evaluation and Promotion Committee (EPC) will evaluate the student's academic record to determine if the student must repeat the year or withdraw from school. The EPC will notify the student of the final decision. Students may appeal the decision as established in the Executive Order 2016-01: Due Process Policy. Refer to:
https://www.sanjuanbautista.edu/user/pages/docs/aboutus/201601%20Due%20Process%20Policy.pdf

When a student is required to repeat the academic year, they will have the option of repeating a course that was not failed. In these circumstances, the final grade of the course not failed will be the score obtained after repetition. The previous grade will not be included when calculating the student's grade point average. Students participating in

Title IV Program should be aware that courses that were not failed will be covered by federal funds only for one repetition.

A student is allowed to repeat only one year and only for justifiable reasons. The Evaluation and Promotion Committee considers each case on an individual basis and informs the student of the decision. Students may appeal the decision through the procedures designated in the Due Process Policy.

MD Clinical Sciences

Students will be promoted to Clinical Sciences courses after completing and passing Biomedical Science courses with a minimum GPA of 2.50; taken and passed Step I; and have maintained a satisfactory record of professional behavior and attitudes. Students who finish Biomedical Science courses in academic probation will not be promoted to Clinical Science courses.

The evaluation of the student's performance during clerkships includes practical clinical aspects, an Objective Structured Clinical Exam (OSCE), a written examination and a professional behavior assessment. The student must complete the clinical case presentations and pass the clinical competence requirements prior to taking the final written examination. The students' evaluation will include a narrative description of their clinical performance in all the required competencies.

For third- and fourth-year students in Clinical Sciences, the final grade will be the result of the following formula:

Subject exams from the NBME	30%
Grade for practical evaluation: OSCE Overall Performance Evaluation Formal Case Presentation Virtual patients Logbook Professionalism	70% 20% 25% 10% 10% 5% Pass/Fail

To complete and pass the rotation, the score for ***each*** of these components must be 70% or higher, and the final overall grade must be of "C" (70%) or higher.

Students who obtain a score of 69.4% or lower in the **Subject Exam** must pay for and take an NBME remedial. Regardless of the grade obtained by the student in the remedial exam, the highest grade the student will receive credit for is "C" (70%). A student who fails the Subject Exam on two (2) occasions must repeat the clerkship.

Students who obtain a score of 69.4% or lower in the **OSCE** must take a remedial OSCE. Regardless of the grade obtained by the student in the remedial OSCE, the highest grade

the student will receive credit for is C (70%). A student who fails the OSCE on two (2) occasions must repeat the clerkship.

If a student is absent or late to a Subject Exam or OSCE, they must pay for and take an NBME remedial. Regardless of the grade obtained by the student in the remedial exam, the highest grade the student will receive credit for is "C" (70%). Students who present an excuse from the Deanship of Student Affairs will be allowed to take the Subject exam and/or OSCE later without penalty in the final grade.

Students will not receive credit for any Virtual Patient case (MedU) for which the level of engagement is low. This component will be evaluated by the Clerkship Director.

To pass the professionalism component of the Overall Student Performance Evaluation, the ***five (5)*** criteria must receive a score of "Above Expectation" or "As Expected". If ***any*** of the five criteria receives a score of "Below Expectation" the student will have failed this component and will have to repeat the rotation.

Students who fail a clinical clerkship/course elective shall repeat the rotation. The student must clerkship/course register, pay the corresponding fees, complete, and pass the clerkship/course before being promoted. The repeated clerkship/course will be recorded in the academic record with an "R" next to the grade obtained. A student will be allowed to repeat the clinical clerkship or elective only once. If a fourth-year student decides to take a different subject elective other than the one that was failed, the "F" grade of the previous elective will be included when calculating the student's grade point average.

Students who fail two (2) consecutive clerkships, will be individually evaluated by the Evaluation and Promotion Committee to determine whether they must repeat the year or withdraw from School. A student is allowed to repeat only one year and only for justifiable reasons. The Evaluation and Promotion Committee considers each case on an individual basis and informs the student of the decision. Students may appeal the decision through the procedures designated in the Executive Order 2016-01: Due Process Policy. Refer to:
https://www.sanjuanbautista.edu/user/pages/docs/aboutus/policies/Disciplinary_Due_Process_Policy.pdf

REMEDIAL WORK, RE-EXAMINATION, AND DETERMINATION OF FINAL GRADES DNP-AGPCNP PROGRAM

DNP-AGPCNP students have been oriented, prior to commencing clinical practice, on the following rules and regulations:

Confidentiality and Privacy of Client Information The student is expected to adhere to the ANA Code for Nurses. Confidentiality is the protection of a client's privacy through careful use of oral and written communications. The client's right to privacy is safeguarded by judicious protection of confidential information. An individual can withhold any personal information desired. Nursing students must be especially careful regarding the invasion of the client's privacy. Students should use only initials of the client when completing history forms, care plans, and any other documents that are part of their educational experience. The graduate student is particularly concerned with the process of informed consent in the implementation of research during completion of the research project. Some students choose to conduct their research project at the clinical setting. This needs to be approved by their research faculty. Always remember that in regard to documentation, a copy of SOAP notes is to be submitted with the clinical logs.

General Parameters of Course evaluation

All the activities will be scheduled according to course content and objectives**.**

- **Oral and written reports:** the student will follow the instruction and criteria as required to complete the report. Professors will give students feedback within a two-week period for the course evaluation. The evaluation will be performing at a standardized manner.
- **Quizzes** Student will take pre-lecture or post lecture quizzes as part of the course activities. The order of the quiz will be determined by the professor that gives the lecture. Student will be informed of the quiz date.
- **Exams**: Written/computer test will be given as scheduled. Comprehensive exam will be given at the end of the Nursing courses. **AGPCNP National Certification exam model question will be used.**
- **Progress report:** A grade progress report will be given to all students at the middle and at the end of the course before the final exam.
- **Community Service:** Since our School is defined as a "community-based institution". Community Service is an institutional project that involves all the constituencies with different actions and activities related to the community initiative.
- **Team base learning:** Academic competence assessment (ACA) Students will work in teams to engage in problem solving of clinical cases, for horizontal and vertical integration and application of knowledge acquired.

- **Professional Behavior:** It will be evaluated through all semester and for all courses. All course coordinators will have a semester meeting using an institutional form CE-011 to evaluate this topic. One grade will be sent to each course.
- **OSCE (Standardized Patient) Formative Exams** - attendance and completion of all is mandatory. The class will be divided into two (2) groups (A and B) for each formative exam. Group A and Group B will be divided into smaller groups, and each will receive a time and date to take the exam. This activity will take place at the Clinical Skills Laboratory, with a standardized patient.
- **OSCE (Standardized Patient) Summative Exam** – Since its introduction as a mode of students' assessment in medical school in 1975, by Haden and Gleeson, the objective structured clinical examination (OSCE) has become a standard method of assessment in both undergraduate and postgraduate students.
  The OSCE is a versatile multipurpose evaluative tool that can be utilized to evaluate health care professionals in a clinical setting. It assesses competency, based on objective testing through direct observation. It is comprised of several "stations" in which examinees are expected to perform a variety of clinical tasks within a specified time period against criteria formulated to the clinical skill, thus demonstrating competency of skills and/or attitudes. The OSCE has been used to evaluate those areas most critical to performance of health care professionals, such as the ability to obtain/interpret data, problem-solve, teach, communicate, and handle unpredictable patient behavior, which are otherwise impossible in the traditional clinical examination. Definition obtained from: (Oman Med J. 2011 Jul; 26(4): 219–222.doi: 10.5001/omj.2011.55 / PMCID: PMC3191703)

All grades will be considered for the final grade of the course.

Student learning assessment

Student learning assessment is an institutional priority. The assessment process is aligned to the curricular emphases: nursing knowledge, values/ethic, clinical skills, research, inter-professional communication, teamwork and information and technology and community awareness. The School considers student learning assessment as a vehicle for educational improvement, which is based in the following principles:

- **Knowledge:** Demonstrate understanding and competency in the theory and practice. Describe own role responsibilities, values and scope of practice, effectively to clients, patients and family and other professionals. Describe inter-professional practice theory in respect to the teamwork.
- **Skills (apply patient centered care):** Demonstrate knowledge and skills in the application of the critical thinking, decision making, and evidenced based practice through the practice experience**.** Describe the role responsibilities and scope of practice effectively, work in collaboration with others, demonstrate leadership, promotion of effective decision making, critical thinking, flexibility and adaptability.
- **Values/ethics, Professional conduct:** Guided by ethics framework, contribute to ethical reasoning and decision making, accept to respect and values others and

their contribution. Exhibit and awareness of their responsibilities (Professional integrity, ethical behavior and the ability to work effectively with others) and engage in a professional conduct including students, faculty and other staff members.

- **Inter-professional communication:** Contribute to effective communication including giving and receiving feedback. Sharing information, listening attentively and provide feedback.
- **Teamwork:** Establish and maintain effective working relationship with clients, patients, families and other team member.
- **Research (apply evidenced based practice):** Apply evidenced based practice and research inquiry to the theory and practice.
- **Information and technology:** Apply the knowledge and skill of the information and technology to gather data and document the care provide to clients, patient, and families and provide information to team members.
- **Apply quality improvement:** Develop awareness of performance improvement activities to improve quality of care and keep effective communication with the team member.

Expectations of students (Rules)

Attendance

Attendance to lectures and Laboratory Sessions is compulsory. If a student is absent more than 15% of the time assigned for academic activities (didactic, hands on or clinical practice) without a legal or medical justification, the student will fail the course. Three delays will be considered as one absence.

If a student is absent to an exam or any scheduled activity, there are only two acceptable reasons: medical or legal, so he or she may take a make-up activity. No other excuses will be valid. Medical excuses and legal citations should be signed by authorized physician/personnel, and he/she cannot be a relative of the student and approved by the Associate Dean for Student Affairs. The make-up activity may be oral or written, depending on the decision of the course coordinator. If you are excused or otherwise absent from a test, it is your responsibility to contact the coordinator of the course as soon as possible to arrange a make-up action.

It is important that you understand from the beginning of the course that the attendance requirement for the course will be strictly enforced and is non-negotiable. It is your responsibility to keep track of your own absences. The course coordinator will inform you of your attendance record as a way of warning you at the middle of the course, but you are being warned as you read this document. If you do not fully understand the ramifications that will result from your failure to satisfy the attendance requirement, ask for clarification now. Otherwise, we will assume that you understand and accept this policy as it applies to our course.

If a student is absent from his/her scheduled group presentation in Community Work, he/she will receive a grade of zero (0). There will be no reposition for a student being absent to a quiz or class work.

Class Participation

Active participation is encouraged. It is expected that the students will read the assigned material prior to the classes. Different types of activities will make you able to learn, apply, analyze and synthesize core knowledge. Each class is an opportunity for questions and discussions. The learning goals are only possible if you have an active attitude. All the objectives are your responsibility; therefore, if we do not cover a topic in class, you must study it on your own. Independent study time is provided for such purposes.

It is strictly our policy that everyone in the classroom must turn off all electronics devices during lectures and practical exercises. (Cellphones, pagers, and beepers among others). The use of computer or laptops in the classroom will be limited to taking notes during the lectures; any other activity can be penalized with an absence on the student record.

Questions from the students during the lecture, laboratory periods and Academic Competence Enhancement sessions are allowed.

Students are expected to participate in small group projects that involve problem solving of clinical cases.

Students are also expected to fulfill the community work requirement for the course.

Professional Behavior

Academic Integrity

Your professional formation is exclusively your responsibility. An excellent physician is ethical, honest, professional and responsible in all life acts. Plagiarism, cheating or falsification in exams and academic works represent a serious failure. This type of problem will be forwarded to the Chair of the Department, (if deemed necessary, to the curriculum, promotions and assessment committee), for their respective disciplinary process, which may include course failure, lowering of final grade, failure (F grade) assignment or project, suspension or expulsion from the School.

- Cheating includes the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work or attempts thereof.
- Plagiarism includes the copying of the language, structure, programming, computer code, ideas, and/or thoughts of another and passing off the same as one's own original work or attempts thereof. There are many ways of plagiarism. Plagiarism includes:

- Copying - use of a text without indicating that you are using other individual's words and phrases.
- Paraphrasing - use of the argument, detail or meaning of a text without proper attribution.
- Summarizing - use of summary of a text without appropriate attribution
- Cobbling - putting together arguments from several sources without appropriate attribution to each source.
- Collusion - working on assignments with other students (except group work) or submitting very similar assignments.
- Falsification - includes the statement of any untruth, either verbally or in writing, with respect to any circumstances relevant to one's academic work or attempts thereof. Such acts include, but are not limited to, the forgery of official signatures; tampering with official records; fraudulently adding, deleting, or manipulating information on academic work, or fraudulently changing an examination or other academic work after the testing period or due date of the assignment.

Details of all suspected violations of academic integrity will be reported in a memorandum to the Academic Dean and to the Dean of Students, through the Associate Dean of Basic Sciences.

Code of Honor

The Code of Honor is an individual and collective commitment of all the students enrolled at the San Juan Bautista School of Medicine. This includes:

- Commitment to honesty and integrity with academic responsibilities, including examinations, reports, presentations, class work, group work, patients care, and others.
- Commitment to maintain at all times an integral, honest and respectful behavior according to the ethical and social coexistence norms, which include contact with professors, fellow students, patients, and administrative staff.
- Commitment to oversee that other student observes the Code of Honor.
- The Faculty manifests their commitment with Code of Honor, and the trust in the students' honor, which facilitate the optimum conditions for its compliance.
- The Faculty will oversee that other members of the academic community observe violations to the Code of honor are among others:
- Any way of plagiarism; both active and passive.
    - Breach of intellectual property.
    - Non-authorized help in the preparation of any academic assignment.
    - Verbal or physical violence against any member of the academic community and patients.
    - Violation of medical records.
    - Violation to the rules of medical ethics and respect to patients.
    - Complicity in the violation of the Code of honor.

Recording and Duplication of Course Materials

Lecture presentations, handouts, notes and other materials are property of the instructor. The instructor determines whether or not to provide handouts of the lectures to the students. The recording and duplication for commercial use is not permitted. All the materials will be available at the library for academic use. Commercial note-taking services are prohibited.

Dress Code

See rules and regulations established in the Student's Manual Rules and By-laws.

Student Uniform

- Students in all clinical settings must carry SJBSM identification and wear a name pin.
- Students must comply with parking and security regulations as specified at each agency.
- Graduate students should wear attire appropriate to the clinical site and clinical activities to be accomplished
- The students may wear a laboratory coat with the appropriate identification. Population/Public Health students may wear attire deemed appropriate for the activity by their clinical preceptor and faculty.
- Artificial nails are prohibited. Fingernail polish, long fingernails, excessive makeup, jewelry and rings other than wedding or class rings are not appropriate for the clinical setting.
- Students with long hair will wear their hair so that it does not fall on the collar. Student attire will be neat and clean at all times.

Faculty reserve the right to dismiss a student from the clinical area, if in their judgment, the student does not appear professional.

Laboratory Security

Student will be compliance with laboratory rules, laboratory coat, and use Protective equipment as requested by professor to comply with Safety Standards and OSHA.

Community Service

Since our School is defined as a "community-based institution", Community Service is an institutional project that involves all constituencies with different actions and activities related to the community initiative. It is expected that through diverse strategies, the student will sense his\her original commitment to society.

Course Evaluation

Student satisfaction surveys about courses and faculty

Students' opinions are of great importance for the institution. The institutional assessment plan and corresponding procedures establish that the student satisfaction surveys are done at midterm and at the end of each course.

The final satisfaction survey is developed some time after the course has ended to improve objectivity in the students' answers. The final results are presented and discussed in the curriculum committees, to improve the subsequent editions of the courses and the continuous faculty development.

REMEDIAL WORK, RE-EXAMINATION, AND DETERMINATION OF FINAL GRADES MPH PROGRAM

Students from the Master in Public Health program must pass all core courses with a minimum of 80% or higher (MPH 3101 Fundamentals of Public Heath, MPH 3205 Introduction to Environmental Health, MPH 3102 Statistical Methods I, MPH 3102 L Laboratory of Statistical Methods I, MPH 3103 Epidemiologic Methods 1 & 2, MPH 5401 Social Behavior in Public Health, and MPH 5301 Strategic Management of Health Services) and all non-core courses with a grade of 70% or higher. Students who do not comply with the minimum grade required for core and non-core courses will have to repeat the course. Grades will be determined based on the following scale:

Grade Range	Letter
90 – 100	A
89 – 80	B
79 – 70	C
69 – 60	D
59 – 0	F

Professionalism

Students will not receive credit for professional conduct. To pass the professionalism component students must comply with the ethical standards of the profession and the SJBSM Honor Code. The Code of Honor is an individual and collective commitment followed by all students enrolled in SJBSM. Students are expected to adhere to the Honor Code, confront and report violations of the code to school authorities. The Code includes a commitment to non-discrimination, confidentiality, professional demeanor, non-misrepresentation, honesty, consultation in lack of knowledge, avoidance of conflict of interests, intolerance of sexual misconduct, avoidance of impairment, adequate and constructive criticism of colleagues, integrity in research, constructive evaluation and feedback, appropriate exchange of knowledge, and responsibility to the profession. The following behaviors, among others, constitute violations to the Code of Honor: plagiarism in any form either in an active or passive way, violation to intellectual property, alteration of any academic registry or official document, non-authorized assistance to complete any academic endeavor, verbal or physical violence towards any patient and/or member of the school's community (administration, faculty and student body), violation to medical files, violation to the norms of medical ethics and respect to the patients, and complicity in violation of the Code of Honor. For more details, related to the School Code of Honor see rules and regulations established in the Student's Handbook section, refer to: **https://www.sanjuanbautista.edu/user/pages/docs/student-life/Student_Handbook.pdf**

Class Participation

Active participation is encouraged. It is expected that the students read the assigned material prior to the classes. Different types of activities will make students able to learn,

apply, analyze, and synthesize core knowledge. Each class is an opportunity for questions and discussions. The course learning objectives are only possible if students have an active attitude. Students are expected to participate in small group projects that involve problem solving of public health cases. Students are also expected to fulfill the community work requirement (if applicable) for the course.

Class Attendance

Punctual attendance to all distance education synchronous courses is mandatory. Attendance is considered when students are logged in Microsoft Teams platform with camera turned on and active in Canvas (i.e., posting assignments, taking quizzes, or completing Discussion Boards). If a student is absent more than 15% of the time assigned for such activities without a valid reason, the student will fail the course. Three delays to active learning activities will be considered as one absence (General Student Regulations Chapter II Students Rights, Duties and Responsibilities Article II. Student Duties and Responsibilities). To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. If a student is absent/not active in the course shell, it is their responsibility to let the instructor know immediately, upon their return, with the official excuse form the Deanship of Student Affairs to be excused.

Students are responsible for acknowledging academic activities schedules as posted in the academic calendar, CANVAS, syllabus, and/or, and/or SJBSM official email account. It is the student's responsibility to keep track of any changes in the schedule and make pertinent arrangements to comply. In the event that a student might need an excuse, he/she must contact the Dean of student affairs. Students must provide evidence of the reason that justifies their absence in order to be excused.

SJBSM is aware that special conditions may arise that inhibit the student from fulfilling their academic responsibilities. The following conditions are considered valid reasons for excusing a student from mandatory academic activities: Illness or accident of certain degree of severity that may require hospitalization, emergency room evaluation, and/or to remain bedridden at home, Illness or accident that may not require hospitalization, emergency room evaluation, and/or to remain bedridden at home, but is of such magnitude that prevents the student from participating in said activity, normal and/or complications in pregnancy, childbirth, and postpartum, paternity leave, court citations, participation in the armed forces of the United States of America, official participation in academic or university state, national or international forums, death or funeral of a close family member, illness or accident of a close family member that occurs on the same date of the academic activity, significant catastrophe or event that causes severe stress such as household destruction by fire, atmospheric events, floods, landslides, or other.

Do not schedule personal activities (trips, weddings etc.) until pending academic activities have ended. There will be no reposition for a student being absent to a quiz or class work. In the event that a student may need an excuse, they must visit the Dean of student affairs Office. Students must provide evidence of the reason that justifies their absence

in order to be excused. If the event occurs unexpectedly, the student must notify the faculty member and/or the Deanship of Student Affairs at 787 743-3038 Ext. 255 or 256. Once the event is resolved, the student must submit evidence to the Dean of student affairs in order to be excused. Examples of valid excuses are medical certificates not issued by a relative, SJBSM faculty or attending, funeral certification in case of death, and official document and /or certification in case of forums, armed forces, sporting events, court citations, etc. Students who do not follow the established procedure will have a zero on the exam or assessment.

Incomplete

Students obtain an incomplete (I) when they have not met all requirements for a course for compelling reasons such as but not limited to family or medical emergencies. Some institutional circumstances may be reason to report (I) grades. Students who receive a grade of “I” must complete the pending academic work before the established deadline for each program otherwise, they will receive a grade of “F” in the course.

Grade Appeal

Students have the right to appeal a final grade if they deem necessary. Students may appeal a course final grade or summative evaluation directly to the course instructor in writing within ten (10) business days of receipt of the final grade. Students must include a specific rationale for why its answer is correct (e.g., a reference to a specific page in the textbook). The course instructor will evaluate the appeal and submit an answer within ten (10) business days of receipt of the appeal. If not satisfied with the results, the student may appeal to the Associate Dean. If the concern is not reconciled after the due process, students may appeal to the President whose decision is final and non-appealable. Grade appeals at the end of the trimester for past materials will not be accepted.

REMEDIAL WORK, RE-EXAMINATION, AND DETERMINATION OF FINAL GRADES BSN PROGRAM

Student learning assessment is an institutional priority. The assessment process is aligned to the curricular emphases: nursing knowledge, values/ethic, clinical skills, research, inter-professional communication, teamwork and information and technology and community awareness. The school considers student learning assessment as a vehicle for educational improvement, which is based in the following principles:

- Knowledge: Demonstrate to understanding and competency in the theory and practice. Describe own role responsibilities, values, and scope of practice, effectively to clients, patients and family and other professionals. Describe inter-professional practice theory in respect to the teamwork.
- Skills (apply patient centered care): Demonstrate knowledge and skills in the application of the critical thinking, decision making, and evidenced based practice through the practice experience. Describe the role responsibilities and scope of practice effectively, work in collaboration with others, demonstrate leadership, promotion of effective decision making, critical thinking, flexibility, and adaptability.
- Values/ethics, Professional conduct: Guided by ethics framework, contribute to ethical reasoning and decision making, accept to respect and values others and their contribution. Exhibit and awareness of their responsibilities (Professional integrity, ethical behavior, and the ability to work effectively with others) and engage in a professional conduct including students, faculty, and other staff members.
- Inter-professional communication: Contribute to effective communication including giving and receiving feedback. Sharing information, listening attentively and provide feedback.
- Teamwork: Establish and maintain effective working relationship with clients, patients, families, and other team members.
- Research (apply evidenced based practice): Apply evidenced based practice and research inquiry to the theory and practice.
- Information and technology: Apply the knowledge and skill of the information and technology to gather data and document the care provide to clients, patient, and families and provide information to team members.
- Apply quality improvement: Develop awareness of performance improvement activities to improve quality of care and keep effective communication with the team member.

Attendance

Attendance to lectures and Laboratory Sessions is compulsory. If a student is absent more than 15% of the time assigned for academic activities (didactic, hands on or clinical practice) without a legal or medical justification, the student will fail the course. Three delays will be considered as one absence.

If a student is absent to an exam or any scheduled activity, there are only two acceptable reasons: medical or legal, so he or she may take a make-up activity. No other excuses will be valid. Medical excuses and legal citations should be signed by authorized physician/personnel, and he/she cannot be a relative of the student and approved by the Dean for Student Affairs. The make-up activity may be oral or written, depending on the decision of the course coordinator. If you are excused or otherwise absent from a test, it is your responsibility to contact the coordinator of the course as soon as possible to arrange a make-up action.

It is important that you understand from the onset of the course that the attendance requirement for the course will be strictly enforced and is non-negotiable. It is your responsibility to keep track of your own absences. The course coordinator will inform you of your attendance record as a way of warning you at the middle of the course, but you are being warned as you read this document. If you do not fully understand the ramifications that will result from your failure to satisfy the attendance requirement, ask for clarification now. Otherwise, we will assume that you understand and accept this policy as it applies to our course.

If a student is absent from his/her scheduled group presentation in Community Work, he/she will receive a grade of zero (0). There will be no reposition for a student being absent to a quiz or class work.

Participation

Active participation is encouraged. It is expected that the students will read the assigned material prior to the classes. Different types of activities will make you able to learn, apply, analyze, and synthesize core knowledge. Each class is an opportunity for questions and discussions. The learning goals are only possible if you have an active attitude. All the objectives are your responsibility; therefore, if we do not cover a topic in class, you must study it on your own. Independent study time is provided for such purposes.

It is strictly our policy that everyone in the classroom must turn off all electronics devices during lectures and practical exercises. (Cellphones, pagers, and beepers among others). The use of computer or laptops in the classroom will be limited to taking notes during the lectures; any other activity can be penalized with an absence on the student record.

Questions from the students during the lecture, laboratory periods and Academic Competence Enhancement sessions are allowed.
Students are expected to participate in small group projects that involve problem solving of clinical cases.

Students are also expected to fulfill the community work requirement for the course.

Professional Behavior

An excellent physician is ethical, honest, professional, and responsible in all life acts. Plagiarism, cheating or falsification in exams and academic works represent a serious failure. This type of conduct will be forwarded for the respective disciplinary process, Details of all suspected violations of academic integrity will be reported in a memorandum to the Academic Dean and to the Dean of Students, through the Associate Dean of Basic Sciences.

Students are expected to abide by the ethical standards of the profession and the SJBSM Honor Code. The Code of Honor is an individual and collective commitment followed by all students enrolled in SJBSM. Students are expected to adhere to the Honor Code, confront and report violations of the code to school authorities. The Code includes a commitment to non-discrimination, confidentiality, professional demeanor, non-misrepresentation, honesty, consultation in lack of knowledge, avoidance of conflict of interests, intolerance of sexual misconduct, avoidance of impairment, adequate and constructive criticism of colleagues, integrity in research, constructive evaluation and feedback, appropriate exchange of knowledge, and responsibility to the profession. The following behaviors, among others, constitute violations to the Code of Honor: plagiarism in any form either in an active or passive way, violation to intellectual property, alteration of any academic registry or official document, non-authorized assistance to complete any academic endeavor, verbal or physical violence towards any patient and/or member of the school's community (administration, faculty and student body), violation to medical files, violation to the norms of medical ethics and respect to the patients, and complicity in violation of the Code of Honor. For more details related to the School Code of Honor see rules and regulations established in the Student's Handbook section.

BSN General Sciences Courses

Students who obtain a "D" grade in any course will be given a comprehensive exam, according to the schedule posted in the BSN academic calendar. Students must pass the exam with a "C" grade or higher otherwise the student is considered to have failed the course. Regardless of the grade obtained in the comprehensive exam, (A, B, or C) the final grade for the course will be a "C".

BSN Nursing Sciences Courses

The evaluation of the student's performance during rotations includes clinical competencies, and written examinations and report. The student must complete all the summative evaluation requirements prior to taking the Assessment Technology Institute-Clinical Skill Competencies Examination.

The evaluation of students will include a narrative description of clinical performance in all the required competencies.

For the nursing courses, the final grade will be the result of the following formula:

Grade for summative evaluations	50%
Grade for practical evaluation	50%

A student who obtains a “D” grade in the summative evaluation will have the opportunity to be reexamines. The student must past this second exam with a “C” grade or higher otherwise the student is considered to have failed the course, and the student will have to register, pay, and repeat the rotation. Regardless of the grade obtained in the comprehensive exam, (A, B, or C) the final grade for the course will be a “C”. The obtained grade should be determined using a fair percentage scale. The following scale will be used to calculate the percentage of the obtained grade when reporting the final grade.

Percentage of Replacement Exam	Final percentage for “C” grade
90% - 100%	79%
80% - 89%	75%
70% - 79%	70%

Students who receive a “F” grade in the summative evaluation must register, pay, and repeat the rotation, including all clinical experiences.

Students who receive a “D” grade in the practical evaluation must register, pay, and repeat the rotation.

Students who fail two rotations will be individually evaluated by the Evaluation and Promotion Committee to determine whether they must repeat the semester or withdraw from school. A student is allowed to repeat one semester and only for justifiable reasons. The Evaluation and Promotion Committee considers special cases on an individual basis, and their recommendations are forwarded to the BSN Director.

LEAVE OF ABSENCE, WITHDRAWAL AND READMISSION

SJBSM expects its students to maintain continuous registration in the respective academic programs. However, the institution acknowledges with this policy, that it is sometimes necessary or desirable for a student to take a leave for a pre-determined period or withdraw completely from the academic program. This policy may not be used in lieu of disciplinary action to address any violations of school rules, regulations, policies, or practices.

Leave of Absence (LOA)

A LOA is intended for students in good academic standing, who need to interrupt their course of studies for a short period of time and intend to return to the Institution immediately after the established timeframe. The time allocated for a LOA is included in the maximum chronological time criteria as informed in the Satisfactory Academic Progress Policy.

Students may be granted a leave of absence for justifiable reasons such as: (a) service in the United States Armed Forces; (b) mayor medical conditions; (c) research; or (d) for personal reasons. A LOA is granted for not more than 180 consecutive days in any 12-month period. Under certain conditions the school may limit time granted for a LOA. No LOA will exceed a twelve-month period. Students who have been out consecutively for the established period cannot reapply for a LOA and will be referred to the Evaluation and Promotion Committee.

While on a LOA, the student's enrollment status changes from an active student to an inactive student. Inactive students are not considered officially enrolled in the institution and thus are not eligible to receive additional Title IV assistance, institutional health insurance, or be certified for USMLE Steps until student re-enrolls. A LOA may delay graduation. No additional charges will be made to a student during a LOA.

A student that is absent without authorization or who does not comply with the conditions of a granted LOA will be administratively dismissed from the school.

Procedures to request a Leave of Absence

The student will meet with the Dean of student affairs to receive an individual assessment on how a LOA will affect them. If after the orientation the student determines to proceed with a LOA, they must submit application with an explanation of the reasons for the requested leave, the expected length of the leave, and any additional documentation that may be requested. The request will be referred to corresponding officials for final decision. Students must continue their academic program as scheduled while waiting for a response. Failure to do so may result in a dismissal. Second year students that request a LOA prior to entering third year **MUST** attend third year orientation.

Students will be notified in writing by the Dean of student affairs of the final decision. If the request is approved, the terms and conditions of the leave shall be set forth in the approval letter. Student must meet and sign the Memo. Copy of the decision will be sent to the Registrar.

Return from a Leave of Absence

Students are responsible for informing of their return from a LOA. Students who do not inform their return and/or do not return from a LOA will receive an administrative dismissal. To notify intention of returning from the LOA, student must submit a letter to the Dean for Student Affairs and the Registrar. In cases when the school grants an LOA under special conditions, student must have complied with said conditions to return to school. **Return from LOA's are subject to availability of space in course/rotation, unless specified otherwise**. Failure to contact the school in writing within the designated time, and/or failure to return to the school on the expiration date of the LOA without a valid reason may result in an administrative dismissal.

Withdrawal

A withdrawal is generally intended for students who need to interrupt their course of studies for a short period of time and intend to return to the Institution but do not qualify for an LOA; or who need to interrupt their course of studies but do not intend to return to the Institution. Students may withdraw for multiple reasons such as mayor medical conditions, academic reasons, administrative and/or personal reasons.

Students who wish to withdraw from SJBSM are required to meet with the Dean of student affairs for orientation. Withdrawal will be considered effective on the date the withdrawal is approved. Once the withdrawal is approved, the Registrar's Office will contact the student so that they may complete the Withdrawal Request Form (**https://www.sanjuanbautista.edu/student-life/deanship-of-student-affairs/registrar/Withdrawal%20Request%20Form.pdf**). The student must obtain the official signatures indicated on the application and return the completed application to the Registrar's Office. Students who withdraw from the school must return the Identification Card and the Parking Card.

Students that withdraw are assessed a refund of tuition and fees based on the date of withdrawal and whether or not they are a Title IV Financial Aid recipient.

Course Withdrawal

Students must contact the Course Instructor, Advisor or Counselor before initiating a course withdrawal process. They may be able to suggest alternatives to withdrawing that could aid in student success. Students should bear in mind that dropping a course may affect the curricular sequence and/or graduation date. It is important for students to verify if the course from which they are withdrawing is a prerequisite for a course that they will have to take later. Additionally, it is important to emphasize that the student will have the

opportunity to repeat a course twice and will have a maximum time to complete the degree. Students who do not comply with these guidelines will be referred to the Evaluation and Promotion Committee for review to decide corresponding actions. If students are receiving financial aid, please review the financial aid policies or speak with the financial aid director to learn how this may affect the financial aid eligibility. If after talking with the Course Instructor, Advisor or Counselor, the withdrawal from the course is final, the student must complete the Withdrawal Form and submit it to the Registrar's Office. The student will receive a grade of 'W' on its academic record. Withdrawing will not affect your GPA, but a 'W' will remain on the student permanent record.

Dismissals

SJBSM will dismiss a student who does not meet the criteria for academic and/or professional performance as established by institutional policies. Students who fail to comply with the Satisfactory Academic Progress Policy will receive an academic dismissal. A student who is dismissed for academic and/or professional disqualification is not eligible to apply for readmission.

Students who fail to complete the registration process on the due date, discontinue participating of school activities without authorization, and/or do not return after a leave of absence without any previous communication with school officials, will receive an administrative dismissal. Should the student wish to resume their academic program they will be required to request readmission.

Students that are dismissed are assessed a refund of tuition and fees based on the date of dismissal and whether or not they are a Title IV Financial Aid recipient.

Student Services

All non-academic services for students are handled by the Deanship of Student Affairs. The main purpose of the DSA is to promote the development and wellness of all students through multiple strategies so that the schools' mission is achieved. Policies and procedures have been set in motion and are reviewed to assist us in: identifying potential candidates and guaranteeing equal opportunities; ensure an objective admission process; comply with FERPA regulations in the handling of student records; communicate and provide guidance in financial aid services and debt management; provide continuous support through accessibility services, confidential personal and academic counseling; and ensure student extracurricular participation in student led interest groups. Services are disseminated and assessed so that necessary adjustments can de set-in place when necessary.

The Deanship also assists students with issues concerning mistreatment, to ensure a safe learning environment. We have an open-door policy where students are encouraged to come see us at the first sign of these and/or other situations that may arise during studies; and an anonymous line in the event that they wish to maintain anonymity during the filing of a complaint. Students have access to the procedures through institutional policies, and they may also contact corresponding school officials.

Disabilities Services and Accommodation:
Yaidy L. Cruz Cordero, M.Ed.
Student Programs Director
Luis A. Ferre Highway
Exit 21 Road 172
Urb. Turabo Gardens
Caguas, PR 00726
Tel. 1-787-743-3038 ext. 233; 212
ylcruzcordero@sanjuanbautista.edu

Title IX Coordinator / School Policies:
Yolanda Miranda, Psy.D.
Dean Student Affairs
Luis A. Ferre Highway
Exit 21 Road 172
Urb. Turabo Gardens
Caguas, PR 00726
Tel. 1-787-743-3038 ext. 256; 255
ymiranda@sanjuanbautista.edu

Harassment and Discrimination Grievance Policy and Procedure **https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2018-04.pdf**

Additional services provided at the Deanship of Student Affairs

- First year Orientations
- Dissemination of Institutional Policies and procedures
- Student Interest groups and organizations
- USMLE Steps 1 and 2 CK
- Visiting Student Learning Opportunities (VSLO)
    - https://students-residents.aamc.org/attending-medical-school/article/visiting-student-learning-opportunities/

- Medical Student Performance Evaluation (MSPE)
- Leave of Absence (LOA)
- SJB Journal
- Excuses
- Lockers

The Deanship of Student Affairs is also committed to ensuring overall development of students, providing them with the services needed to complete their studies in a satisfactory manner. These services include counseling, academic assistance, registration and records, health services, financial aid counseling, among others. These services are provided by the offices assigned under the Deanship of Students Affairs as described below.

Recruitment

The Recruitment Officer oversees potential candidates through the process of transition from being a prospect candidate to applying and enrolling as a student. Through diverse means such as site visits, on campus events, open houses, and one on one counseling, the Recruiter assists the institution in promoting and making known the requirements for all three programs in strategic sites that help the institution achieve its diversity goals.

Admissions

At San Juan Bautista School of Medicine (SJBSM), we are seeking promising candidates who will enrich our community during their college years, and who will have a lasting impact in our society as health care professionals. We provide excellent education for students who aspire to become health care professionals. Each academic program encourages the intellectual development of the students and offer the opportunity for graduates to become health care professionals who will serve humanity with dedication and compassion, with the highest ethical and moral standards. Our campus is located in the sunny island of Puerto Rico, in the city of Caguas. Due to its privileged location, the city is easily accessible and facilitates commercial, individual and tourist expansion activities.

Admissions is the initial step for applicants who wish to begin a career as a health care professional at SJBSM. The office is in charge of assisting candidates through the process of applying to any of the programs we currently offer. Among the services that the office provides candidates are the following:

- Handle telephone and email inquiries from prospective candidates and provide clarifications in a professional manner.
- Process incoming applications for all degree programs.
- Analyze the applications of prospective candidates based on standard admission policies.
- Coordinate interviews with applicants.
- Follow-up with applicants' documents.
- Submit applicant records to the Admissions Committee for evaluation.

- Sends e-mails to the applicants regarding the decision of the Admissions Committee.

For information regarding the admission requirements and datelines please refer to the program of your interest at: **https://www.sanjuanbautista.edu/admissions/overview**

Registrar

The Registrar's primary responsibility is the management and safekeeping of student's electronic or physical academic records, complying with established confidentiality policies. This audit process is carried out from the moment a student is admitted and enrolled at the institution until they complete the requirements of their academic program. It is also responsible for student enrollment, grade reporting and certifying that the student has complied with the established graduation requirements.

Student Records

The Registrar's Office has the responsibility of handling and safeguarding all academic records, to ensure their security and inviolability. No information whatsoever from the files of applicants, students, or graduates is disclosed without written authorization. The school complies with the requirements of the Buckley Act (Family Educational Rights and Privacy Act of 1974, as amended, FERPA), and ensures the privacy of all information regarding applicants, students, and alumni.

All educational records and related documents are kept in a vault located in the Registrar's Office. The records will be stored in security files whose combinations will only be known by duly authorized personnel. To access student educational records parents, students and/or third parties must comply with identity verification methods established by SJBMS.

During COVID-19 pandemic, the Registrar's office enforced the institutional methods for student identity verification to provide continuance to the office's services and complete the enrollment process. Incoming students were contacted through the email that was submitted and verified during the admission process and requested to complete both an authorization form and a FERPA consent form. Once enrollment was authorized and completed, the new student was assigned an institutional identification number and email that will serve as their methods of student identity verification.

Disclosure of educational records

Any student who wishes to review their educational file may submit their request to the Registrar. After completing student identity verification, a date will be convened between the Registrar and the student so that the review process may take place. Personnel from Registrar office will always be present during the review to explain the information contained in the student educational record. If there is evidence that the information in the educational file is incorrect, the student may request it be corrected. When a change

of address has occurred, students fill out the Change of Address Request Form available at:
https://www.sanjuanbautista.edu/student-life/deanship-of-student-affairs/registrar/HOJA%20CAMBIO%20DIRECCION.pdf.

Students will not have access to letters of reference or recommendation, and any other document marked "Confidential"; or documents where there is information from third parties. For a student to see these documents there must be a written authorization from the person or agency that issued them, authorization from the corresponding Dean, or the rights of the people involved are not violated.

The information in the student's educational record may not be disclosed to a third party without the written consent of the student. Consent forms may be presented in person or emailed to school officials through the student's institutional email. The consent must be an original document signed by the student; have the date it was issued and contain the following information:

a. Student identity verification information.
b. Specific information to be disclosed.
c. Purpose for which the information is authorized is to be disclosed.
d. Third party verification information: full name and a valid ID number

Once the request is approved by the Registrar, it will be processed. A copy of all the requested documents will be provided, except those that are included in the section "Documents to which the student does not have access", unless the condition of prior authorization applies. When information about a student's educational record is issued, the student will be provided with a copy of the information provided they require so.

Disclosure of Student Education Record Information for online educational services

SJBSM will not disclose identifiable information (PII) from students' records such as a student's name, date of birth, and/or place of birth, nor other family member's name to online educational services providers without the written consent of the student.

Voluntary Waiver of Student Rights

A student may voluntarily renounce all or any of the rights that FERPA provides them if they do so in writing by completing the *FERPA Consent Form*. The Institution at no time will ask the student to renounce their rights or violate them. If a student has signed a voluntary waiver of their rights, they may revoke the same if and/or when they deem it necessary, if they do so in writing.

Disclosure Exemptions

The information in a student's educational record may be disclosed without the student's consent under the following circumstances:

- To school personnel when there is a legitimate reason of educational interest in the performance of their responsibilities
- To public law officers when there a court of justice requires so
- To representatives of accrediting agencies in the performance of their accreditation functions

When information about the student is issued without prior authorization from the latter, the student will be provided with a copy of the information if he requires so.

SJBSM complies with the provisions of the Buckley Amendment known as the Family Educational and Privacy Act of 1974, (FERPA). This law protects the privacy of educational records and establishes the right of students to inspect and review their records. It also provides guidelines to correct the accuracy of the information through informal and formal hearings. For more details regarding SJBSM's policy refer to: **https://www.sanjuanbautista.edu/user/pages/docs/aboutus/policies/Access_to_Student_Education_Record_Policy.pdf**

Students have the right to file complaints with the "Family Educational and Privacy Office," Department of Education, 400 Maryland Ave., W., Room 4524, Switzer Building, Washington, D.C. 20203, in relation to alleged breaches of the Law by the Institution.

Issuance of official documents

As custodian of student records, the Registrar's office will issue official documents as requested by students and alumni after verifying student identity through institutional methods. When requesting documents from the Registrar's office, students or alumni may request them personally or electronically by using the Document Request Link provided by the registrar's office or the finance office. By completing the electronic form, students or alumni may be able to request a document and make the corresponding payment. A period of three (3) to five (5) working days will be required for the processing of requested documents. Among the documents that may be requested are certification of studies, transcripts, Medical Student Performance Evaluation (MSPE), and certifications for the Examining Board of Physicians of Puerto Rico. Students who have a debt with the Institution will not have the right to be issued official documents. Special cases must have the approval of the Registrar.

- *Transcripts:* Transcripts of student's grades will only be issued with a written request from the student duly signed by him/her. Official transcripts will only be processed from agency to agency.

- *Certifications:* The school may issue requested certifications to students in situations including but not limited to the following
  - A full-time student applying for scholarships, financial aid, income tax return forms, etc. If the student requests a student certification for personal use, it will not bear the official seal. Only those certifications that are sent from Institution to Institution bear the official seal.
  - To certify obtained degree after graduation.
  - Certifications for medical licensure and credentialing. These certifications are required to be notarized.

  Certification costs
  - General certifications cost $ 5.00 each.
  - Certifications for licensure and credentialing have a cost of $ 35.00 that is broken down as follows:
    - $ 30.00 to cover the cost of notarization
    - $ 5.00 to cover the cost of the transcript that is sent with the certification
    - If the applicant is a graduate, it will also carry a Certification of Title which has a cost of $ 5.00.

- *Medical Student Performance Evaluation (MSPE):* The student or graduate may request the letter personally or electronically by using the Document Request Link provided by the registrar's office. By completing the electronic form, students or alumni may be able to request the MSPE and make the corresponding fee of $10.00.

Other services

Registration Process

Prior to registration, students will be verified if they qualify for enrollment to the corresponding academic period. The office sends students an email with a request for students' authorization to proceed with the registration, and the instructions regarding the process. The registration is carried out online, and once officially approved, the student access and view their enrolled courses through the Jenzabar / Sonis Student Portal.

In order to complete the registration process, students must provide the following documents:

- Evidence of a health insurance plan. In the event that the student does not have one, they will be enrolled with the school's health insurance plan. **No student may enroll without a health insurance plan.**
- Updated copies of required documents that may have expired

Withdrawals

Students who wish to withdraw from SJBSM must contact the Registrar's Office, complete the Withdrawal Request Form. The student must obtain the official signatures indicated on the application and return the completed application to the Registrar's Office. Withdrawal will be considered effective on the date the completed application is received in the Registrar's Office. Students that withdraw are assessed a refund of tuition and fees based on the date of withdrawal and whether or not they are a Title IV Financial Aid recipient.

Grade reporting

Once all grades have been reported to the Registrar's office and processed, the student will be able to view them through the Jenzabar / Sonis Student Portal. A copy of the official grade report is kept in each student's electronic file. Students who fail in a course or rotation will have to enroll and cover corresponding costs to repeat and approve the course before being promoted. Students will not be allowed to repeat a course more than one (1) occasion. For full view of the SJBSM Grade Submission Policy refer to: **https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2018-03.pdf**

Grade Appeal

Students are entitled to request a grade revision. The request must be submitted in writing to the head of the department of the corresponding academic program with copy to the Registrar, within thirty (30) calendar days after the grade was available on the student portal. The head of the department will notify the faculty member, and the faculty member will submit to the Registrar the final decision regarding the grade review within ten (10) calendar days. The Registrar will notify the student of the final decision.

Degree Audit and Diplomas

The Registrar's office is responsible for the preparation and delivery of the student's diploma. The Institutions official diploma for the MD program is written in Latin. Graduates from the MD program may request a translation of their original diploma personally or electronically by using the Document Request Link provided by the registrar's office.

When students fulfill the criteria for graduation in their corresponding programs, the registrar will send them the Graduation Request Form available at **https://www.sanjuanbautista.edu/student-life/deanship-of-student-affairs/registrar/Graduation%20Request%20Form.pdf**.
Candidates who academically meet all graduation credits and requirements for the corresponding degree will be referred to the Evaluation and Promotion Committee for review The Board of Trustees will grant the corresponding degrees after recommendation by the Evaluation and Promotion Committee to students who meet the degree requirements of the corresponding academic program.

The honors to be awarded at graduation will be the following:

- Summa Cum Laude - students with 3.90 - 4.00
- Magna Cum Laude - students with 3.70 - 3.89
- Cum Laude - students with 3.50 to 3.69

*This honor scale is effective for graduating classes since 2015

Note: The average considered for the awards is obtained from grades of courses taken at our School during the years of study.

Student status/classification Report

The Registrar is responsible for updating the students' status in corresponding agencies. Students in a leave of absence and/or in an appeal process are classified as Inactive.

USMLE certifications

Students requesting the USMLE certification for any of the medical boards will be certified by the Registrar. Students must be active to be certified. Students who are in a leave of absence and/or in process of appeal cannot be certified for the USMLE Steps 1, Step 2 CK and/or CS.

Distribution of Academic Calendar

In addition to the dissemination through Sonis and the institutions webpage, the Registrar will provide students with a copy of the Academic Calendar upon enrollment. Additional copies may be requested as needed.

Orientation regarding school policies

Although school policies are published in the school webpage, the Registrar's office ensures that students are aware of policies related to the issuance of academic records, satisfactory academic progress, USMLE Step 1 and Step 2, grade submission, leave of absence, among others.

Financial Aid Office

The purpose of Financial Aid Office (FAO) is to aid qualified students to obtain the financial resources they need to pay the cost of attendance. Students may be eligible for the following financial aid options, according to their academic study program:

Financial Aid Programs

Pell Grant

A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants are awarded only to undergraduate students who have not earned a bachelor's or a professional degree. The amount you get, though, will depend not only on your financial need, but also on your costs to attend school, your status as a full-time or part-time student, and your plans to attend school for a full academic year or less. The amount of Federal Pell Grant funds a student may receive over his or her lifetime is limited by a new federal law to be the equivalent of six years of Pell Grant funding. Since the maximum amount of Pell Grant funding a student can receive each year is equal to 100%, the six-year equivalent is 600%.

Direct Loans

The U.S. Department of Education's federal student loan program is the William D. Ford Federal Direct Loan (Direct Loan) Program. Under this program, the U.S. Department of Education is your lender. The available options under this program are:

- Direct Subsidized Loans - made to eligible undergraduate students who demonstrate financial need to help cover the costs of higher education.
- Direct Unsubsidized Loans - made to eligible undergraduate, graduate, and professional students, but eligibility is not based on financial need. Graduate and professional students may be eligible to receive up to $20,500 per academic year, according to the cost of attendance. Qualified medical students enrolled in an accredited program, may be eligible to receive a maximum of $40,500 in Unsubsidized Loan per academic year.

All loan programs have fixed interest rates and origination fees. As part of the application process, you must submit a master promissory note online and complete an electronic entrance counseling at StudentLoans.gov.

Important consideration when taking out federal student loans

Before you take out a loan, it's important to understand that a loan is a legal obligation that makes you responsible for repaying the amount you borrow with interest. Even though you don't have to begin repaying your federal student loan right away, you shouldn't wait to understand your responsibilities as a borrower. Be a responsible borrower.

- Keep track of how much you're borrowing. Think about how the amount of your loans will affect your future finances, and how much you can afford to repay. Your student loan payments should be only a small percentage of your salary after you graduate, so it's important not to borrow more than you need for your school-related expenses.
- Research starting salaries in your field. Ask your school for starting salaries of recent graduates in your field of study to get an idea of how much you are likely to earn after you graduate.
- Understand the terms of your loan and keep copies of your loan documents. When you sign your promissory note, you are agreeing to repay the loan according to the terms of the note even if you don't complete your education, can't get a job after you complete the program, or you didn't like the education you received.
- Make payments on time. You are required to make payments on time even if you don't receive a bill, repayment notice, or a reminder. You must pay the full amount required by your repayment plan, as partial payments do not fulfill your obligation to repay your student loan on time.
- Keep in touch with your loan servicer. Notify your loan servicer when you graduate; withdraw from school; drop below half-time status; transfer to another school; or change your name, address, or Social Security number. You also should contact your servicer if you're having trouble making your scheduled loan payments. Your servicer has several options available to help you keep your loan in good standing.

Application Process for requesting Financial Aid

Students interested in applying for federal financial aid must comply with the following requirements and process:

- Have financial need.
- Be an US Citizen or an Eligible Non-Citizen (present evidence upon request)
- Have a valid Social Security number (present evidence upon request)
- Enroll in an eligible program as a regular student working toward a degree.
- Meet satisfactory academic progress standards
- Register (or have registered) with the Selective Service if you are a male between the ages of 18 and 25
- Certify that they are not in default on a federal student loan and do not owe money on a Federal student grant
- Student must not exceed the aggregate loan limit established by the Department of Education
- Comply with the Entrance Interview/Counseling.
- Provide all the documents and information required by the Financial Aid Office and Admissions Office no later than a week prior to enrollment
- First time applicants at SJBSM must complete an Electronic Entrance Counseling, and a Master Promissory Note at **www.studentaid.gov**.

- Complete the Free Application for Federal Student Aid (FAFSA) to be evaluated for eligibility for federal funds at fafsa.gov.
  - Deadline for submission is April 15th
  - SJBSM School code is G31773.
  - Enter your name as it appears on your Social Security card.
  - Be sure to enter updated information (address, phone number, email, etc.).
  - You need an *FSA ID* to sign your FAFSA. To request an FSA ID, please access **studentaid.gov** .

Need analysis: once you submit your FAFSA, the U. S. Department of Education will send an *Institutional Student Information Record (ISIR)* to the Financial Aid Office, which will be used for the evaluation and need analysis.

As part of the analysis, the Financial Aid Office (FAO) will take in consideration the Expected Family Contribution (EFC). The EFC is the amount that the student should contribute towards his/her cost of education. The need analysis consists of the following basic calculation:

(Cost of attendance) minus (EFC) equals (Financial Need)

The FAO will consider any other expected financial aid (external funds such as Vocational Rehabilitation, military scholarships, and any other grant or scholarship) when calculating the financial aid need. The student cannot receive financial assistance more than the determined financial need.

Notification of Award: the student will receive a Notification of Award with the application forms that must be completed and submitted to the Financial Aid Office. Direct Loan applicants must complete a master promissory note and the electronic entrance counseling at **studentaid.gov**

Verification Process

Verification is the process by which certain required data reported on the FAFSA is reviewed for accuracy and completeness. FAFSA applications selected for verification by the Department of Education will be verified in the following items:

- Adjusted gross income
- Income earned from work
- U.S. income tax paid
- Untaxed portions of IRA distributions
- Untaxed portions of pensions
- IRA deductions and payments
- Tax exempt interest income
- Education Credits
- Foreign income exempt from federal taxation
- Family size

- Identity
- Statement of educational purpose (SEP)

Non-tax filers (student, student spouse, parent, and parent spouse/partner, as applicable) must verify the following:

- Income earned from work
- Family size

Note: the Financial Aid Office will require any information needed to comply with the Verification Process. Financial aid will not be processed until the verification is completed.

Satisfactory Academic Progress Policies and Financial Aid

Federal regulations require that every student who receives federal financial aid maintain a satisfactory academic progress toward the achievement of a degree. Progress is measured by the student's cumulative grade point average and credits earned in relation to those attempted and the length of the academic program. Please, read the Satisfactory Academic Progress Policy included in Student's Manual.

Reimbursement Policies

These are mandatory policies in accordance with the Higher Education Act, that establish the parameters and define effective processes to carry out the institutional and federal funds reimbursements to the students who are eligible. They provide students with the opportunity to familiarize themselves with the reimbursement processes and become aware of the outcome in their respective accounts and outstanding balances, if any.

Institutional Reimbursements Policy

This Policy is to establish the parameters and define effective processes to carry out the institutional reimbursements for students that cancel and/or withdraw prior to the beginning of the semester or, before completing 50% of the academic period. The percentage of reimbursement for each program will be reviewed and published annually with the Academic Calendar. After the semester begins, there will be a reimbursement for tuition fees only. For more information, refer to Institutional Reimbursement Policy. **https://www.sanjuanbautista.edu/user/pages/docs/aboutus/policies/Institutional_Reimbursement_Policy.pdf**

Title IV Federal Programs Funds Reimbursement Policy

This policy will apply to students that participate in the Title IV Federal Programs who, after initiating classes, withdraw, or are dismissed from the school within the sixty per cent (60%) of the semester's term. It is solely for determining the amount of Title IV assistance is to be returned to a federal program as calculated by the computer program provided by the Federal Department of Education (R2T4). The student is responsible for any

balance payable remaining in the student's account after the School reimburses or returns what corresponds to Federal Title IV programs. For more information, refer to the Federal Funds Reimbursement Policy.
https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2001-01.pdf

Electronic Entrance Counseling and Master Promissory Note

When students enroll at SJBSM they must complete an *Electronic Counseling* and the *Master Promissory Note* for DL Loans at **studentaid.gov**. Students are also required to complete an *Electronic Exit Counseling* before the student changes his/her status from the school (graduation, withdrawal, or dismissal). More information and instructions regarding this process will be provided to the student with the notification.

Students with previous student loans

Students with loans from other school(s), must contact his/her servicer(s) to request a *deferment* for the loan(s). To keep track of all your federal loans, access the National Student Loan Data System (NSLDS) at **nslds.ed.gov**, the central database for federal student aid. You'll need to use your FSA ID to access your information.

Important Links and Numbers to Remember

- Fill out your FAFSA Online: **www.fafsa.gov**
- FSA Information Center: 1-800-433-3243
- Get your Financial Aid PIN: **fsaid.ed.gov**
- Manage your Federal Student Loans: **www. studentaid.gov.gov**
- View Your Loans: **www.nslds.ed.gov**
- Register in the Selective Service: **http://www.sss.gov**

Other Financial Aid Options

Veteran educational and training benefits

The San Juan Bautista School of Medicine is approved by the Puerto Rico State Approving Agency to provide academic training to students under the various GI Bill® programs.

Validation of prior credit/hours from previous studies

Applicants applying under the veteran educational benefits who have previous studies at other institutions must request credit validation in accordance with SJBSM's transfer policy and procedures. SJBSM will ensure that has a result of the validation of credit/hours from previous studies, the cost and duration of the program will be reduced proportionately. The School Certifying Official (SCO) will ascertain that applicants applying under the veteran educational benefits who have previous studies at another

institution submit official transcripts from all institutions previously attended, including but not limited to the Joint Service Transcript (JST). The applicant

Title 38 US Code 3679(e) Section 103 PL 115-407 (31 or 33)

In accordance with Title 38 US Code 3679(e) Section 103 PL 115-407, effective August 1, 2019, SJBSM has adopted the following additional provisions for any student using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits:

- Any applicant recipient of veteran educational benefits is responsible for submitting the corresponding documents before the first day of classes. SJBSM will allow enrolled recipients to attend and/or participate in the enrolled courses during the period that begins on the date in which the student provides SJBSM the certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 and ending on the earlier of the following dates:
    - The date on which payment from VA is made to SJBSM
    - Ninety (90) days after the date SJBSM certified tuition and fees following the receipt of the certificate of eligibility.

  Note: A "Certificate of Eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs (VA) website **eBenefits**, or a VAF 28-1905 form for Chapter 31 authorization purposes.

- While payment to the institution is pending from VA, SJBSM **will not**:
    - Prevent the students' enrolment;
    - Assess a late penalty fee to the student;
    - Require the student to secure alternative or additional funding;
    - Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

  However, to qualify for this provision, such students may be required to:
    - Produce the VA Certificate of Eligibility (COE) by the first day of class;
    - Provide a written request to be certified;
    - Provide additional information needed to properly certify the enrollment as described in other institutional policies

Satisfactory Academic Progress (SAP) Compliance for VA recipients

SJBSM has set in place the Satisfactory Academic Progress Policy (refer to page 94) which applies to all students enrolled in our institution, regardless of the program and the funds used to pay institutional fees. SAP applies to students utilizing Veteran Education Benefits as defined by the Veterans Administration (VA). In order to meet SAP, students must comply with SAP in terms of approved credits, minimum grade point average,

maximum time frame or maximum chronological time as established by each academic program offered at SJBSM.

Failure to do so will result in Veteran Academic Probation (VAP) being placed on the student's record, restricting open registrations for future terms. Not meeting SAP may eventually restrict a student's ability to use veteran education benefits at SJBSM.

Veteran Academic Probation (VAP)

A student will be placed on a Veteran Academic Probation (VAP) if the cumulative or term GPA, or if the completion of courses attempted falls below the established SAP of the academic program in which the student is enrolled. The VAP restricts registration but does not prevent the student from enrolling in a subsequent term. The VAP policy requires that the student contact the School Certifying Official at SJBSM to be advised on the steps to have the VAP removed and briefed on the possibility of being placed on Veteran Benefit Denial (VBD) if SAP is not met while on VAP status. A student will be allowed to register while on VAP but will be limited to one term at no more than 6 credits. If the student achieves the required cumulative and term GPA and reaches completion percentage required for all courses attempted, the VAP will be removed, allowing the student to register for future terms without restrictions.

Veteran Benefit Denial (VBD)

If while on a VAP, the student does not meet the minimum cumulative and term GPA and does not successfully complete the required percent of the courses attempted for that term, the student will be placed on a Veteran Benefit Denial (VBD). This action will be reported to the VA by SJBSM, School Certifying Official through the VA's formal process. Once placed on VBD, the student will be denied the use of any and all VA benefits and will be responsible for payment of tuition and fees. SJBSM will not certify for veteran education benefits under any chapter while on a VBD. Students on a VBD may continue to take courses at SJBSM via alternate funding sources, such as financial aid. The VBD will be removed and upgraded to VAP when the cumulative and term GPA and completion of the required percentage for all courses attempted is reached, allowing the student once again to utilize veteran education benefits at SJBSM. The institution will retroactively certify these successful courses after the grade is posted.

Appealing a Veteran Benefit Denial (VBD)

A student can appeal a VBD decision with the Office of Veteran Affairs and will be reviewed on a case-by-case basis.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). For more information contact our School Certifying Officer (SCO) at registrar@sanjuanbautista.edu or visit **https://benefits.va.gov/benefits/**

Vocational Rehabilitation Program

This program seeks to help students with physical or mental disabilities, so that through various phases or stages they can develop their capabilities. The students must contact the regional office corresponding to the area where he/she lives.

National Health Services Corps Scholarship Program

Available for students in the primary health care specialties and committed to serving part or their entire career in federally designated health professional shortage area. Learn more about this program at **nhsc.hrsa.gov/scholarships/**

Military Scholarship Programs

SJBSM is a proud signer of the Department of Defense Voluntary Education Partnership Memorandum of Understanding (the DoD MOU). If you intend to use a DoD education benefit (Federal or State Tuition Assistance) you must start this process with your unit Educational Service Officer (ESO) or your military counselor.

Eligibility for the Tuition Assistance program depends on your branch of service. Students must contact the desired program for more information at:

- US Army: 1-800-USA-ARMY or **www.healthcare.goarmy.com**
- US Air Force: 1-800-423-USAF or **www.airforce.com**
- Navy: 1-800-usa-navy or **navy.com**
- National Guard: 1-800-GO-GUARD or **www.1-800-go-guard.com/**

Various organizations offer other scholarships to qualified candidates. Students will be notified of these opportunities and of specific application requirements at the appropriate time

Counseling and Advisory Services

The main responsibility of this office is to provide counseling services to students, individually or in groups, with the intention of helping them identify and deal with situations that may affect them, and that, in some way, may obstruct their academic progress and personal development. A full-time licensed counselor oversees the advisory services.

Accessibility and Confidentiality

Our Counseling services are provided in a safe and confidential environment, with essential reliability in the counseling process as set forth in the Family Educational Rights and Privacy Act. To ensure compliance, San Juan Bautista School of Medicine has established and published Executive Order 2012-06 titled: Institutional Policy regarding confidential counseling to students, a policy that defines and oversees confidential procedures in counseling. In addition, the Personal Counselor is licensed by the Health Department of the Commonwealth of Puerto Rico, and as such, is governed by the ethical and moral standards of health care providers.

The Counselor's office is in a private area in the Presidential Building and operates during normal business hours. In addition, Students have the option of requesting a face-to-face visit at the Counselor's office; or they may request a meeting via Microsoft Teams. Students may request after hour meetings as needed. This ensures that when a student seeks counseling, they have the alternative to choose a specific date, time, and place to meet with the school Counselor at their convenience, outside school hours and/or at a different modality outside school campus.

All information pertaining guidance and communication between students and the schools Counselor is considered confidential. Prior and during the counseling process, students are informed that the privileged information gathered during the interventional process will be kept in strict confidentiality. This information is secured by SJBSM in accordance with ethical and legal standards.

Additional Services

The Personal Counselor provides a variety of services aimed at promoting the well-being of students and assisting them with any situation that may arise. Among the services provided to students through this office are the following:

Personal Counseling

Individual counseling promotes the search for alternatives to deal with situations that affect students' personal, academic, and professional development. The process requires that the student, together with the counselor, determine and /or identify the conflict, assess the situation, list possible alternatives, and develop a plan of action. This counseling process includes personal, family, environmental and economic situations, among others. This begins upon student's admission to SJBSM when students will be

required to complete brief assessments during orientation week and participate of a mandatory interview as a first-year student. Students are informed of service hours during orientation week, and service hours are also posted in the Welcome Guide, the Student Handbook, and the webpage.

Personal counseling services may be requested by students for a variety of problems or circumstances such as depression, anxiety, conflict with family members or peers, mistreatment, academic difficulties, financial stressors, and adjusting to a different culture among others. In occasions, students may be referred to the Counselor by the Academic Advisor, faculty members, and/or peers.

Group counseling

Group counseling is an important tool for generating changes in human behavior and conflict resolution. The alternative of group counseling where students interact provides new avenues for facing difficult situations. This facilitates students' personal growth by allowing them to acquire life and interpersonal skills that help them cope with challenges that they may encounter during their academic years.

Career Advising

The Personal Counselor assists students from all programs in their career planning, providing additional information related to CV writing; interview skills; state licensing requirements; and employment opportunities among other.

Academic Advising

As an active member of this system, the Personal Counselor assists in providing assessment and support ensuring that students complete the degree requirements successfully.

Referrals

When deemed necessary or upon request, the Personal Counselor may refer a student to other professional and / or aid agencies with the student's consent. In addition, she may consult cases other health professionals such as psychiatrists and psychologists, with the student's authorization. When doing so, the Personal Counselor ensures that the health specialist has no participation in student assessment and/or promotion to avoid any conflict of interest. All procedures are aimed at seeking the student's well-being and are handled with the corresponding confidentiality.

Student Orientations

SJBSM has instituted orientation for incoming students to help ease the transition. This time provides new students with the opportunity to meet fellow students, become familiar with campus services, curriculum, and staff.

Welcome Package

Upon admission, the Personal Counselor provides the admitted candidates with a series of resources that will allow the students to adapt to the institution, Island / or Metropolitan area. The Welcome package includes information on Puerto Rico and the city of Caguas, location of basic service providers such as supermarkets and pharmacies; important information regarding housing opportunities and what to look for in a housing contract; among other.

Workshops

Seeking to promote and strengthen cognitive and socio-emotional skills in the student body, the Counseling Office organizes worships on diverse topics such as mistreatment, sexual aggression, diversity, sign language, thanatology, suicide prevention, and general wellness among others.

Residency Fair

Each year the Personal Counselor in collaboration with the Student Council, organizes a Residency Fair that provides students the opportunity to interact on a one-on-one basis with program directors and board review programs. Participants of this fair provide students with information regarding residency programs, and employment opportunities/requirements. Students also receive information from programs that may help them in preparation for the required professional boards, USMLE for MD and NCLEX for BSN. In occasions, Alumni also serve as mentors in the fair, providing students with important information related to the health centers in Puerto Rico and the employment opportunities for nurses and public health professionals.

Student Interest Group Fair

We encourage students to engage in professional organizations and student interest groups to enhance their learning experience and assist them in exploring different specialties. Our traditional Student Interest Group Fair promotes student participation in such activities by providing the opportunity to become familiarized with active interest groups and professional organizations.

SJBSM Golden Humanism and Honor Society

In April 2016, San Juan Bautista School of Medicine reaffirmed its commitment to promote the highest humanistic principles and values in health care by carrying out the first induction ceremony of the local chapter of the San Juan Bautista School of Medicine. of the "Gold Humanism and Honor Society". The Personal Counselor serves as Advisor of the Chapter overseeing student nominations, induction ceremony and additional activities that promote humanistic values.

The Arnold P. Gold Foundation works with healthcare professionals to ensure that compassion, respect, and empathy are at the core of all healthcare interactions. Dr. Arnold P. Gold, founder of the foundation, is a world-renowned pediatric neurologist at Columbia University's College of Physicians and Surgeons. He and his wife Dr. Sandra Gold, and their colleagues began the Foundation in 1988 with the power of an idea – to nurture and preserve the tradition of the caring physician.

Inspiration for GHHS began in the late 1990s when medical educators and residency program directors convened to explore the viability of an honor society to promote humanistic values and behaviors. Since its inception, GHHS has grown in stature and influence to become a vital part of medical school and residency training program cultures throughout the US. A heart-shaped stethoscope became the foundations logo. It represents Humanism in health care, reflected by attitudes and behaviors that are sensitive to the values and the cultural and ethnic backgrounds of others.

Along with the GHHS Advisors, the society will be composed of students who are nominated in the second semester of third year. The selection process has two phases. In the first phase, third year students will have the opportunity to nominate classmates who have demonstrated professional and ethical behavior worthy of imitation. Nominations are submitted to an evaluation committee that makes the final decision. Membership to GHHS goes beyond selection and induction into an honor society; its members have a responsibility to model, support, and advocate for compassionate, patient-centered care throughout their careers. As humanistic healthcare professionals, they are expected to demonstrate:

- Integrity: the congruence between expressed values and behavior
- Excellence: clinical expertise
- Compassion: the awareness and acknowledgement of the suffering of another and the desire to relieve it
- Altruism: the capacity to put the needs and interests of another before your own
- Respect: the regard for the autonomy and values of another person
- Empathy: the ability to put oneself in another's situation, e.g., physician as patient
- Service: the sharing of one's talent, time, and resources with those in need; giving
- beyond what is required.

Extracurricular Activities

As part of our wellness program, the Personal Counselor promotes student participation in cultural activities which enrich the curriculum and form part of the student's comprehensive education. In coordination with local agencies, diverse activities are coordinated such has visits to local museums, workshops on basic concepts that enable them to be prepared in the event of a storm or hurricane; and how to act in the face of an earthquake, etc.

Applicant Interviews

During the admission process, the Personal Counselor is available to assist the Admissions Committee during the interview process ensuring that applicants meet the technical standards required.

White Coat Ceremony

The White Coat Ceremony was first established by the Arnold P. Gold Foundation in 1993 as a rite of passage for first year medical students in medical, nursing and physician assistant programs. Its purpose is to welcome students to healthcare practice and emphasize the value of humanism as the core of healthcare.

USMLE Prep

The Counselor participates in the assessment of second year medical students to raise awareness about their strengths and weaknesses for the USMLE exam. In addition, an individual strategic plan to deal with test anxiety is developed by the Personal Counselor. and discussed with each student when deemed necessary.

Student Programs Coordination Office

The Student Programs Coordination Office coordinates the *Accessibility Services Program* for all of our students and the *Medical Career Advising Services Program* related to the Association of American Medical Colleges Careers in Medicine® (CiM®) Program, Electronic Residency Application Service® (ERAS®), and the National Resident Matching Program®(NRMP®).

Accessibility Services Program

The Accessibility Services Program promotes and ensures that no student with a documented disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the educational programs and activities in accordance with the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, as amended, and applicable state law.

Executive Order 2007-01: Procedure for Student Requests for Reasonable Accommodation (**https://www.sanjuanbautista.edu/user/pages/docs/aboutus/2007-01.pdf**) identifies the rights and responsibilities of students seeking an academic adjustment, auxiliary aid or service, or any other reasonable accommodation under Section 504 of the Rehabilitation Act and the ADA. Qualified students and applicants who need to obtain a reasonable accommodation must request a meeting with the Student Programs Director to review the application requirements and procedures to initiate the determination process, and submit the Reasonable Accommodations Request Form. The Student Programs Director is responsible for reviewing and approving or denying all requests for accommodations or academic adjustments on an individualized basis. All medical records relating to students' disabilities are kept confidential in a file separated from academic records. The Student Programs Director also offers workshops on accessibility services for our students and teaching staff. In addition, she oversees

The non-approval of the accommodation requested by the student does not constitute discrimination when the approval fundamentally alters one of the following: the nature and/or requirements of the curriculum; the minimum performance standards and/or the accrediting agency standards of institutional programs. The institution is not required to make an accommodation that results in an undue expense for the institution.

PROCEDURE TO REQUEST REASONABLE ACCOMMODATION

- Qualified students and applicants who need to obtain an accommodation, auxiliary aid, or service must submit a request to the Student Programs Director to initiate the determination process. SJBSM does not make any inquiries of applicants for admission regarding the existence, nature, or severity of disabilities prior to acceptance. The Student Programs Director is responsible for reviewing and approving or denying all requests for accommodations or academic adjustments.

- Application forms are available on the SJBSM website and will be distributed to new students during orientation. Students must also request a meeting with the Student Programs Director to review the application requirements and procedures. Students are strongly encouraged to submit their request as soon as possible after matriculation to allow sufficient time for review and approval.

- All requests must be submitted in writing and must be accompanied by documentation to verify the disability. Failure to submit supporting documentation will not only delay the review process but may also result in a denial. The type of documentation necessary will vary by the student and the disability. Appropriate documentation includes, but is not limited to, detailed and current medical history documentation from an appropriate licensed professional indicating a diagnosis and describing the nature and severity of the impairment and a description of the student's limitations, or previous modifications or adjustments received by the student in an educational setting. SJBSM may request additional documentation and may consult with medical professionals to review the assessment and recommended accommodation. The documentation must substantiate that the student is limited in one or more major life activities because of his or her disability.

- Accommodations are determined on a case-by-case basis by the Student Programs Director after considering all evidence, including the needs and requests of the student, the supporting documentation, and the fundamental requirements of the program. The school will make every effort to provide reasonable accommodation, but it is not required to provide any aid or service or make a modification that results in a fundamental alteration to the nature of the program.

- Once a determination is made, the Student Programs Director will issue a written determination to the student outlining the accommodations granted, or the basis for denying the student's request. Students who are not satisfied with the accommodations granted by the Student Programs Director may request a meeting with the Student Programs Director, or request review using the following steps:

    - File a request for review with the Dean of student affairs
    - All requests for review must be filed within 5 days of receipt of the determination letter
    - If the student's concern remains unresolved and/or the student believes he or she is being denied equal access in the form of appropriate accommodations or has otherwise been discriminated against, the student may file a grievance using the School's Harassment and Discrimination Grievance Policy and Procedure

For inquiries concerning accommodations, the application of regulations prohibiting discrimination and other related procedures contact:

Disabilities Services and Accommodation Coordinator:
Yaidy L. Cruz Cordero, M.Ed.
Student Programs Director
Tel. 1-787-743-3038 ext. 233; 3212
Email: ylcruzcordero@sanjuanbautista.edu

For further information regarding the nondiscrimination policy or the student's rights under this policy, please contact the U.S. Department of Education's Office of Civil Rights (OCR) by visiting https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm or by phone at 1-800- 421-3481.

Medical Career Planning

The main goal of the Careers in Medicine® (CiM®) Program is to assist students in learning how to make good career decisions, not only in choosing a specialty, but throughout his/her career as a physician, by means of a thoughtful career planning process. The CiM® Liaison is responsible for coordinating program activities sponsored by the school, such as workshops and other academic activities.

In addition to assisting students in choosing a medical career path, this program provides support with the residency application process through ERAS and matching process. Match Day is a special event at SJBSM, is when students find out where they have "matched" for their residency training. Students, faculty, and staff celebrate this unique occasion with joy, laugher, hugs, and a few tears.
Beginning early in the first year and culminating with the match during the senior year, this four-phase process guides individual medical students through the elements of career planning: increasing self-understanding; exploring a variety of medical careers; choosing the specialty that best matches the individual student's values, skills, and interests; and making applications to residency programs. Below are the different activities scheduled to accomplish this task.

SJBSM Career Planning MASTER PLAN

Program level	**Activities and tasks**
First year	What it means to be a physician in the context of the 21st century (Offered as part of the First-Year orientation week)
	Orientation to a career in medicine (student guide distribution) and other workshops offered by the CiM® Liaison
	Career mentor appointment
	Seminar Series in: What is relevant in a successful curriculum vitae / portfolio

Program level	Activities and tasks
	(Offered within the Professionalism II / Introduction to Clinical Skills courses)
	Begin completing self-assessment exercises from CiM® website at the AAMC
	Discussion panel: Physician Roles in the Community I, as a Clinician (Offered within the Professionalism II/Introduction to Clinical Skills courses)
	Seminar Series in: Tips to develop a successful curriculum vitae / portfolio (Offered within the Introduction to Clinical Skills courses)
	Discussion panel: Physician Roles in the Community II, as a Scientist (Within the Professionalism II/Introduction to Clinical Skills courses)
	Community Preceptorship program (Offered within the Introduction to Clinical Skills courses)
Second year	Continue self-assessment exercises from CiM® website at the AAMC
	Seminar Series in: Start building a successful curriculum vitae / portfolio (Offered within the Professionalism III/ Clinical Diagnosis courses)
	Discussion panel: Physician Roles in the Community III, as Administrator (Offered within the Professionalism III/ Clinical Diagnosis courses)
	Discussion panel: Physician Roles in the Community IV, as Educator (Offered within the Professionalism III/ Clinical Diagnosis courses)
	Complete the self-assessment exercises from CiM® website at the AAMC
	Complete and review personal profile
	Plan third year schedule
	Specialties Panel Luncheon (Family Medicine, Surgery, Pediatrics, Internal Medicine, and OB-GYN)
	Take the comprehensive exam
	Take USMLE step 1
	Community Preceptorship program (Offered within the Introduction to Clinical Skills courses)
Third year	Begin clinical rotations
	Record your reflections using the Clinical Rotation Evaluation
	Conduct informational interviews or participate in preceptorships
	Join appropriate specialty associations and organizations to make contacts and learn more about the specialties you're considering
	Specialties Panel Luncheon (Family Medicine, Surgery, Pediatrics, Internal Medicine, and OB-GYN)
	Specialties Panel Luncheon (Family Medicine, Surgery, Pediatrics, Internal Medicine, and OB-GYN)
	Review charting outcomes in the match

Program level	Activities and tasks
	Seminar Series in: Continue building a successful curriculum vitae / portfolio
	Specialties Panel Luncheon (Family Medicine, Surgery, Pediatrics, Internal Medicine, and OB-GYN)
	Plan fourth year schedule
	Meet with the advisor to discuss the top choices
	Complete the "Specialty Indecision Scale" when having difficulty deciding
	Complete the "Choosing Your Specialty "exercise," from the CiM® website at the AAMC
	Begin reviewing and comparing residency programs
Fourth year	A research residency training program through AMA's FREIDA Online or its Graduate Medical Education Directory (i.e., the "Green Book").
	Begin reviewing and comparing residency programs
	Request the MSPE
	Register with ERAS and begin preparing residency applications (i.e., CV, letters of recommendation, personal statements)
	Register for the National Residency Matching Program NRMP
	Rate your preferences using the "Residency Preference Exercise" Complete application and designate programs
	Seminar Series in: Complete building a successful curriculum vitae / portfolio
	Register for early Match programs, if applicable
	Begin applying to programs and transmitting applications through ERAS service
	MSPE release
	Panel Discussion: How to succeed in the interview process
	Interview with residency programs
	Rank your selections for the NRMP Main Residency Match
	Board preparation
	Take USMLE step 2 (CK)
	Take Clinical Performance Examination
	Take USMLE Step 2 (CS)
	Match day ceremony

In addition to the above stated activities, faculty members are available to assist students during the process of making decisions on career goals and selection of elective courses at other medical schools outside of Puerto Rico. Also, the Intramural/Extramural Elective Coordinator (IEEC) assists fourth year medical students in selecting elective courses and scheduling.

Academic Advising

The Academic Advisor is a trained professional in learning assessment, that has no role in the students' academic assessment and/or promotion. The most important mission of the Academic Advisor is to assist students in developing educational goals that are consistent with program competencies. She serves as a liaison between faculty and students to help students achieve their academic goals. The Academic Advisor also helps students identify appropriate resources through orientations and workshops. In collaboration with Personnel from the Deanship of Student Affairs and the Academic Deanship, the Academic Advisor guides students in the development and approval of their academic study and/or remediation programs and reviews their study plans for their board exams.

General services provided by the Academic Advisor

- Study Strategies
- Time Management
- Test- Taking Skills
- Study plans
- Lecture Note Taking
- Other

Academic Advising System

SJBSM has designed a system of academic advising that provides students with a layered system of academic support to assist them in achieving their academic goals. This system integrates the efforts of faculty, Year Coordinators, Course/Clerkships Directors, Student Affairs personnel, and students, that contribute individually and collectively on behalf of each student's performance. The system is monitored by the Academic Advisor, who ensures that the individuals that intervene have no role in making assessment and/or promotion decisions in relation to the students.

The system is described as follows:

- Early Intervention: upon admissions, students complete an inventory during orientation week that includes personal information; learning style; and time management skills. Mandatory interviews take place during the first semester where the results are provided and discussed with students, including recommendations on appropriate study techniques. After students begin their classes. students that score below the standards are identified and referred to peer. The Academic Advisor conducts follow-up tutoring sessions and students at risk.
- Detailed assessment –using data from subsequent exams, a risk analysis is done for all students by the Learning Assessment Office. The Academic Advisor uses this information to develop an individualized academic plan for high-risk students.

- Continuous monitoring – the Academic Advisor provides continuous monitoring to students conducting midterm evaluations and following up meetings to discuss individualized academic plan.

Tutoring Program

The San Juan Bautista School of Medicine developed the tutoring program to offer students assistance in courses in which they are encountering academic difficulties. The tutoring program is mandatory for those students recommended by the Biomedical Sciences faculty course coordinators. The coordinator 's recommendation is based on the student's academic record, including first partial exam (score of 70% or less), quizzes, and class participation.

The following stipulations apply to the tutoring program:

- The tutoring program is mandatory, based on the course coordinator's recommendation.
- Faculty participation in the program is expected and encouraged.
- A faculty member is appointed to coordinate the tutorial program.
- Students who serve as tutors will be selected according to their academic accomplishments.
- Student tutors will receive a stipend for their participation.

Program to Reinforce the Academic Quality of Students

The San Juan Bautista School of Medicine has revised the system of academic advising for students, integrating the efforts of faculty members, course directors, and student affairs officers with the school's counseling and tutorial program, to create a comprehensive program entitled: "Program to reinforce the academic quality of students."

Formal mechanisms for student mentoring and advocacy have been implemented, and the roles of various participants in this advisory and counseling system have been defined and disseminated to students. The program begins with the admission process and continues in successive stages during the academic program to detect and manage academic risks and difficulties. Program actions and activities include workshops, assessment sessions, and group and individual tutorials, among others. All students receive pertinent information about this program during orientation week.

ADDITIONAL STUDENT SERVICES

Health Insurance and Related Services

All students enrolled in the school are required to have health insurance. At the time of registration, they must present evidence that they are covered by health insurance. Otherwise, they must join the medical group plan which the school offers. This insurance covers medical services, surgery, ambulatory care, hospitalization, and visits to specialists, laboratories, x-ray studies, maternity services, dental services, and prescribed medications.

Students insured by contract with the school's health insurance provider are covered yearly during three periods: first semester, second semester, and summer session. This insurance coverage extends to anywhere in Puerto Rico twenty-four hours a day, seven days a week. The premiums may vary according to the coverage selected. This health insurance provides optional coverage for direct dependents of the students.

Disability Insurance

The school, through an insurance company, has established a benefits plan for disability due to illness or accidents that may prevent the student from continuing his/her academic activities. The annual insurance premium may vary depending on the student's age and smoking habit at the time of registration. The student who has his own disability insurance must present evidence during registration. Otherwise, he/she must enroll through the school's health insurance provider.

Student Organizations

The Students Affairs Office encourages and promotes development of student organizations. Any group of students interested in forming an organization or association, consistent with the objectives of the San Juan Bautista School of Medicine, either of a religious, sports or academic character, should submit the request to the Dean of Student Affairs, indicating the purposes and objectives of the applicant organization.

Certified student organizations are listed below:

- Consejo General de Estudiantes
- Radiology Interest Group
- Internal Medicine Interest Group
- Family Medicine Interest Group
- Latino Medical Student Association (LMSA)
- Surgery and Surgical Interest Group
- *Asociación de Estudiantes Cristianos* Interest Group
- Pediatric Interest Group
- Anesthesiology Interest Group
- Psychiatry Interest Group

- Emergency Interest Group
- Orthopedic Surgery Interest Group
- Obstetrics and Gynecology & Women's Health
- SJB Mini Med
- Oncology Interest Group
- Dermatology Interest Group
- Infectious Diseases Interest Group
- AMWA American Medical Women Association
- *Por una Sonrisa*
- Ped Meds Interest Group
- American Medical Society of Sport Medicine Interest Group
- Physical Medicine and Rehabilitation Interest Group
- Clinical Reasoning Interest Group
- Interdisciplinary Autoimmune Disease Interest Group
- Pathology Interest Group
- Public Health Student Organization
- Nursing Student Organization

General Student Council

The General Student Council is established to encourage and channel the effective participation of students in issues of interest to them and related to the San Juan Bautista School of Medicine. It constitutes the official forum for the analysis, discussion, and review of students' needs and aspirations, and for the expression of student perspectives relative to topics and issues within the academic community.

Students who wish to participate as members of the General Student Council must comply with the requirements established in the Student Manual. Each of the academic levels for all three programs has representation in this organization, and students elect their own representatives.

Delta Alpha Omega Alpha (ΔΑΏΑ)

ΑΩΑ began in 1902 by William Webster Root and a group of peers from the College of Physicians and Surgeons of Chicago. Their goal was to promote scholarly achievement and professional conduct. Their motto is, "Be Worthy to Serve the Suffering." Through the years the society has achieved recognition expanding all over the nation and Lebanon.

SJBSM is a proud member of this society. The local Delta Alpha Omega Alpha is composed of students who comply with the membership requirements as evidenced by their academic performance, scholarly activity, professionalism, and community service. Candidates are invited to apply for membership. Nominations are submitted to an evaluation committee that makes the final decision.

For more information about the AOA, access: **www. alphaomegaalpha.org**. If you have any questions about the society or the procedures to be followed, please contact Dr. Jose Ginel Rodriguez, Dean of Health Sciences and SJB Delta AΩA Chapter Councilor.

Gold Humanism and Honor Society (GHHS)

The Arnold P. Gold Foundation works with healthcare professionals to ensure that compassion, respect and empathy are at the core of all healthcare interactions. Dr. Arnold P. Gold, founder of the foundation, was a world-renowned pediatric neurologist at Columbia University's College of Physicians and Surgeons. He and his wife Dr. Sandra Gold, and their colleagues began the Foundation in 1988 with the power of an idea – to nurture and preserve the tradition of the caring physician.

Inspiration for GHHS began in the late 1990s when medical educators and residency program directors convened to explore the viability of an honor society to promote humanistic values and behaviors. Since its inception, GHHS has grown in stature and influence to become a vital part of medical school and residency training program cultures throughout the US. A heart-shaped stethoscope became the foundations logo. It represents Humanism in health care, reflected by attitudes and behaviors that are sensitive to the values and the cultural and ethnic backgrounds of others.

SJBSM Golden Humanism and Honor Society

In April 2016, San Juan Bautista School of Medicine reaffirmed its commitment to promote the highest humanistic principles and values in health care by carrying out the first induction ceremony of the local chapter of the San Juan Bautista School of Medicine. of the "Gold Humanism and Honor Society". The Personal Counselor serves as Advisor of the Chapter overseeing student nominations, induction ceremony and additional activities that promote humanistic values.

Along with the GHHS Advisors, the SJBSM GHHS Society is composed of students who are nominated in the second semester of third year. The selection process has two phases. In the first phase, third year students can nominate classmates who have demonstrated professional and ethical behavior worthy of imitation. Nominations are submitted to an evaluation committee for approval. Membership to SJBSM GHHS Society goes beyond selection and induction into an honor society; its members have the responsibility to model, support, and advocate for compassionate, patient-centered care throughout their careers. As humanistic healthcare professionals, they are expected to demonstrate:

- Integrity: the congruence between expressed values and behavior
- Excellence: clinical expertise
- Compassion: the awareness and acknowledgement of the suffering of another and the desire to relieve it
- Altruism: the capacity to put the needs and interests of another before your own
- Respect: the regard for the autonomy and values of another person

- Empathy: the ability to put oneself in another's situation, e.g., physician as patient
- Service: the sharing of one's talent, time and resources with those in need; giving beyond what is required.

Bursar's Office

The Bursar's Office is responsible for collecting the tuition and fees student incur at the time of registration, in addition to other fees such as credit transcripts and certificates, among others. The Bursar's Office oversees processing checks received from Stafford Loans and of generating the checks from the Supplementary Aid Program and other financial aid received by students.

Library/Learning Resource Center

The library's services, which include up-to-date sources of information, are essential for achieving the institution's educational mission. The library functions as a central hub for academic support, providing a wide array of resources and services to students, faculty, and staff to support their research, learning, and professional development.

PHYSICAL FACILITIES AND SERVICES

The library serves as the institution's primary open computer lab, providing 105 computers equipped with statistical software and data management solutions like ***R+*** and ***Rstudio***. The facilities include one location with computers, Interactive Boards, and printers. To accommodate student needs, the library has created group study rooms and areas for individual study.

The library also offers a range of services for authorized users:

- Reserve for printed and non-printed materials.
- Interlibrary loan through **DOCLINE**.
- Photocopying with coin-operated machines (in accordance with Intellectual Property Law).
- Computer services and wireless internet access.
- Information literacy instruction and reference services.

In addition to this, the library hosts monthly exhibitions, educational workshops, book exhibitions, book fairs, and celebrations for Library Week and Educational Week.

The library's operating hours are as follows:

- **Monday to Thursday:** 8:00 AM to 11:00 PM
- **Friday:** 8:00 AM to 9:00 PM
- **Saturdays:** 8:00 AM to 5:00 PM
- **Sundays:** 8:00 AM to 5:00 PM

AFFILIATIONS AND INTER-INSTITUTIONAL COLLABORATION

The library is a member of several key professional associations and networks, which expand its reach and reduce costs:

- **National Network of Libraries of Medicine (NNLM):** This grants access to the **DOCLINE** system for automated inter-library loans, which is free for faculty, students, and affiliated teaching hospitals.
- **American Library Association (ALA)**
- **Medical Library Association (MLA)**

- **Online Computer Library Center (OCLC)** and the **Association of Caribbean University Research Libraries (ACURIL):** Since 2002, these memberships have enhanced access to information and fostered collaboration with other universities.

DIGITAL LIBRARY AND INFORMATION ACCESS

The institution provides an extensive digital library available 24/7 through our website, *www.sanjuanbautista.edu*, so you can access it from anywhere. Library staff, experts in current information resources, provide instructional support in collaboration with classroom faculty. This includes teaching research skills such as topic development, source evaluation, effective database searching, and citation styles.
To streamline access to its vast collection, the library uses several key platforms:

- **Open Athens:** This platform provides single sign-on access to all databases and e-books. It has indexed **15,900 full-text items**, with the user's institutional email serving as the username.
- **EBSCO Discovery Service:** A powerful and customizable solution that combines the entire library collection—from databases to e-books—into one streamlined search experience.
- **EBSCO Publication Finder (FTF):** A next-generation tool that enhances journal and e-book discovery, serving as a knowledge base, holdings management tool, and link resolver.
- **VitalSource:** An online bookshelf program used to access virtual textbooks selected by faculty.

The library's collection inventory includes both print and digital resources, with a strong emphasis on specialized materials for each program. The library utilizes **GOBI Library Services** to acquire the most current versions of print and digital books recommended by faculty and students.

LIBRARY SOURCES OF INFORMATION	COUNT
Reserve	415
General	149
Reference	143
Nursing	146
Public Health	128
eBooks	Unlimited included in databases.

THE INFORMATION LITERACY

The institution's library is dedicated to supporting student education through a robust integration of information literacy, technology, and modern resources.

Research Focus

Information literacy, research, and evidence-based medicine are integrated throughout the curriculum of each program. Library staff provides ongoing guidance to students, with a focus on the effective use of databases. Students also have access to tutorials through the school's Digital Library website, *www.sanjuanbautista.edu*, and the databases themselves allow users to easily filter literature to find peer-reviewed articles.

SPECIALIZED RESOURCES BY ACADEMIC PROGRAM

The library curates its collection to meet the specific needs of each academic program, ensuring students and faculty have access to the most relevant information for their fields.

MEDICINE PROGRAM

The medicine program provides a rich environment for learning and research. Key resources include:

- **OVID –** A leading platform with full-text access to 217 journals and a large collection of eBooks for research and decision-making.
- **EBSCO - MEDLINE Complete:** A comprehensive tool providing full-text access to over 1,800 medical journals, with records dating back to 1857.
- **BMJ (British Medical Journal):** A resource for over 60 peer-reviewed journals, which also includes **BMJ Best Practice** (clinical guidance) and **BMJ Case Reports** (case studies).
- **McGraw Hill:** A suite of resources that provide reliable information for various specialties:
    - **Case Files:** Interactive patient cases to help students learn core concepts.
    - **Access Medicine:** A resource with hundreds of books and videos for answering clinical questions.
    - **Access Emergency Medicine:** A tool for quickly finding diagnoses and treatment plans for emergency cases.
    - **Access Surgery:** Provides quick answers to surgical questions with hundreds of books and videos.
    - **Access Pharmacy:** An online database for pharmacy students and professionals, offering videos, quizzes, and essential textbooks.
- **EBSCO-eBook Clinical Collection:** A subscription service with unlimited, 24/7 access to over 4,200 clinical eBook.
- **Clinical Key for Medicine:** A next-generation search tool for physicians with a vast collection of resources, including over 1,038 books, 700 journals, videos, patient education handouts, and more.

- **Pharmaceutical Press – Medicines Complete:** Offers evidence-based guidance for professionals to support confident decision-making.
- **Acland's Video Atlas of Human Anatomy:** A database with detailed 3D videos of human anatomical specimens.
- **Aquifer's Teaching & Learning Platform:** Offers a growing compendium of online educational programs with over 150 continually updated virtual patient cases.

NURSING PROGRAM

The Nursing Program has all the necessary electronic and physical resources to support its programs. Key resources include:

- **Clinical Key for Nursing's:** This search tool supports clinical decision-making with access to evidence-based nursing monographs, books, journals, and procedural videos.
- **CINAHL Ultimate:** A definitive resource for nursing and allied health research, offering full text for over 1,660 journals, with coverage of 50 nursing specialties and evidence-based care sheets.
- **OVID:** Provides the *Nursing Essentials Journal Collection*, featuring leading titles such as *AJN – The American Journal of Nursing* and *MCN – The American Journal of Maternal/Child Nursing.*
- **EBSCO Nursing eBook Collection:** An unlimited curated e-book collection designed for use in hospitals and academic institutions.

Other electronic nursing resources are also available, including Harrison's Online via *AccessMedicine* and eBooks on the *VitalSource* virtual bookshelf.

PUBLIC HEALTH PROGRAM

The library provides all electronic and print resources to support the Public Health curriculum. Key resources include:

- **Global Health - CABI Digital Library:** A specialist bibliographic database dedicated to public health research and practice, with over 4.3 million records.
- **EBSCO Social Sciences Full Text:** Covers the latest concepts and theories from social sciences with detailed indexing for over 625 periodicals dating back as far as 1983 nearly 400 of which are peer reviewed.
- **OVID Public Health Journal Collection:** This is a specialized collection of titles, which includes many key publications like The *American Journal of Public Health* and *The American Journal of Epidemiology.*

AccessMedicine and *VitalSource* are two other sources for electronic Public Health materials.

FACULTY REGISTRY PER ACADEMIC PROGRAM

These are the faculty members of our institution by program. All members of our faculty meet the requirements established in Law 212 of 2018, which establishes the Office of Registration and Licensing of Educational Institutions (ORLIE), and in Regulation 9592 for the Registration of Basic Education Institutions. Information regarding the academic qualifications of all our faculty members is available at the Deanship of Administration and Human Resources.

MD PROGRAM

Last Name	First Name	Middle Name	Rank	Degree
Abreu	Fernando		Assistant Professor	MD
Acevedo	Hector	R.	Assistant Professor	MD
Arribas	Ricardo	L	Assistant Professor	MD
Ayala Pena	Sylvette		Associate Professor	PhD
Benabe	Erika	Michelle	Associate Professor	MD
Burgos	Grisel		Instructor	MS
Cartagena Ayala	Edgardo	Fidel	Assistant Professor	MD
Colon	Maricarmen		Assistant Professor	PhD
Cortes Rodriguez	Ada	Marie	Instructor	MS
Cruzado Ramos	Gustavo	Antonio	Assistant Professor	MD
Danet	John	Michael	Assistant Professor	MD
Davila Toro	Francisco	J.	Assistant Professor	MD
Del Rio	Veronica		Assistant Professor	MD
Delgado	Yamixa		Assistant Professor	PhD
Delgado	Juan	Alberto	Assistant Professor	MD
Estapé	Estela		Professor	PhD
Ferrer	Raul	Lorenzo	Instructor	MD
Garcia Santiago	Ernesto	Ernesto	Assistant Professor	MD
Hernandez Pagan	Carmen	Lourdes	Assistant Professor	MD
Inostroza	Yaritza		Assistant Professor	PhD
Laras	Linda	R.	Assistant Professor	MD
Maldonado	Irvin	Manuel	Associate Professor	PhD
Manautou Godreau	Jose	Antonio	Assistant Professor	MD
Manautou Godreau	Jose	E.	Professor	PhD
Marrero-Guadalupe	Julio	Armando	Assistant Professor	MD
Martin	Jose	Carlos	Associate Professor	MD
Mejia Rivera	Luis	Carlos	Professor	MD
Mercedes Maldonado	Milciades	Mercedes	Assistant Professor	MD
Moringlane	Michelle		Assistant Professor	MD
Ortiz Flores	Sonia	Enid	Assistant Professor	MD

Perez Carrasquillo	Eric	M.	Assistant Professor	MD
Perez Laras	Linda	Rose	Instructor	DrPH
Perez Pabon	Manuel	J.	Associate Professor	MD
Perez Rivera	Jorge		Associate Professor	MD
Pierantoni	Marlene	Michelle	Assistant Professor	MD
Ramos Mercado	Mirian		Associate Professor	MD
Ramos Ramos	Luis	E.	Assistant Professor	MD
Rentas Magaz	Luis	R.	Associate Professor	MD
Rivera Mercado	Jose		Assistant Professor	MD
Rivera Velazquez	Jose	Miguel	Assistant Professor	MD
Rodriguez Rivera	Angel	Miguel	Assistant Professor	MD
Roman Ruperto	Ednise	M.	Assistant Professor	MD
Santiago	Michelle	Marie	Assistant Professor	MD
Santiago	Michelangelo		Assistant Professor	MD
Scharbaai	Ramon		Assistant Professor	
Suarez Almedina	Luis	Cesar	Assistant Professor	MD
Sugranes	Miguel		Assistant Professor	MS
Tremblay	Raymond		Professor	
Valentin Berrios	Shirley	D.	Associate Professor	PhD
Veras	Wilson		Professor	MD

DNP & BSN PROGRAM

Last Name	First Name	Middle Name	Rank	Degree
Agosto Gonzalez	Francisco		Instructor	PhD
Aponte Rosado	Abel		Professor	DNP; Post Master
Baez Calderon	Raiza	D.	Professor	PhD, MA
Carrion Rodriguez	Ileana		Professor	MSN
Cotto Torres	Wilanis		Professor	MSN
Davila Ortiz	Nancy			PhD, MSN
Delgado Reyes	Yamixia		Associate Professor	PhD
Garcia Cadiz	Sor	M.	Professor	EdD, MSN
Garcia Ruiz	Luis	A.	Professor	MD, MS
Gonzalez Rodriguez	Zonet		Professor	EdD, MSN
Green	Tanya			DNP, MSN
Hernandez Nieves	Maritza		Professor	MA
Laras Garcia	Linda		Director of the Center for Health and Justice	MD
Lopez Rodriguez	Carmen			DNP
Marrero Rivera	Mariluz		Professor	PhD, MSN
Marrero Vazquez	Cristian	E.	Professor	MSN

Martinez Rios	Frank		Professor	MA
Mojica Rohena	Magaly		HRSA LPN-BSN Retention Counselor	PhD, MBA
Navarro Vazquez	Lidia		Clinical Practice Coordinator	MSN, MPH
Nogueras Colon	Maricelis		Instructor	PhD, MA
Otero Melendez	Nitza		HRSA LPN- BSN Program Coordinator	MPH, BSN
Padilla Rivera	Elizabeth		Associate Professor	EdD, MSN
Paniagua Ramirez	Carmen			EdD, MSN
Pedraza De Jesus	Janice			MSN
Perez Laras	Linda	R.	Title V	DrPH, MPA
Ramos Lopez	Elisabet		Skill Laboratory Coordinator	EdD, MSN
Rodrigo Pons,	Jose		Adjunct Faculty	PhD, MBA
Rosa Rivera	Susana		Instructor	MSN
Valentin Gonzalez	Maria		XX	DNP, MSN

MPH PROGRAM

Last Name	First Name	Middle Name	Rank	Degree
Caban Rivera	Jennifer	Y.	Instructor	DrPH
Colon Colon	Marcelino		Instructor	EdD
Diaz Algorri	Yaritza		Assistant Professor	DrPH
Gonzalez Perez	Jose	A.	XX	PhD, MPH
Marrero Medina	Miguel	E.	Instructor	PhD, MPH
Miranda Diaz	Christine		Assistant Professor	DrPH
Oliveras Torres	José	A.	Assistant Professor	MD, MPH
Orozco Gonzalez	Christopher	E.	Assistant Professor	PhD
Padilla Velazquez	Mariana		Instructor	DrPH
Parga Miranda	Francisco		Instructor	PhD
Roubert Rivera	Mayra		Professor	DrPH
Suarez Gomez	Deiver		Instructor	PhD, MS