

UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN

School of Medicine and University Hospital
"Dr. José Eleuterio González"

INFORMATIONAL BROCHURE

BACHELOR'S DEGREE IN MEDICINE



1ST EDITION
MARCH 2026

DEAN'S MESSAGE

The School of Medicine and the University Hospital 'Dr. José Eleuterio González' of UANL constitute a university institution where science and humanity meet every day. Here, our undergraduate students receive training in an academic environment that is human, patient-centered, and committed to the reality of our community.

Our institution harmoniously integrates teaching, research, and healthcare in an environment that fosters critical thinking, active learning, and comprehensive training. Here, each student takes a leading role in the educational process, developing professional competences grounded in science, human sensitivity, and social responsibility.

Education in the health sciences involves understanding the dignity of the person, acting with integrity, and maintaining a permanent attitude of updating and self-criticism. For this reason, we promote an inclusive, innovative academic culture oriented toward continuous improvement, where knowledge gains meaning when it is placed at the service of others.

To those who aspire to join our undergraduate programs, we extend an invitation to build their professional project in an institution that honors its tradition, strengthens the present, and projects the future with vision and commitment. Being part of this School means assuming both the privilege and the responsibility of contributing to the well-being of our society.



Oscar Vidal Gutiérrez, MD, Ph.D.

Dean of the School of Medicine and University Hospital
"Dr. José Eleuterio González" of Universidad Autónoma de Nuevo León

ASSOCIATE DEAN'S MESSAGE

For those who aspire to a profession with profound impact on people's lives and the well-being of society, the Bachelor's Degree in Medicine offers a solid, scientific, and humanistic academic training. This program prepares general physicians capable of comprehensively understanding the health-illness process through the development of critical thinking, the application of the scientific method, and evidence-based clinical decision-making. Their training integrates biomedical knowledge, clinical skills, and ethical principles that enable them to provide safe, equitable, and high-quality medical care, with sensitivity to diversity and the needs of each patient.

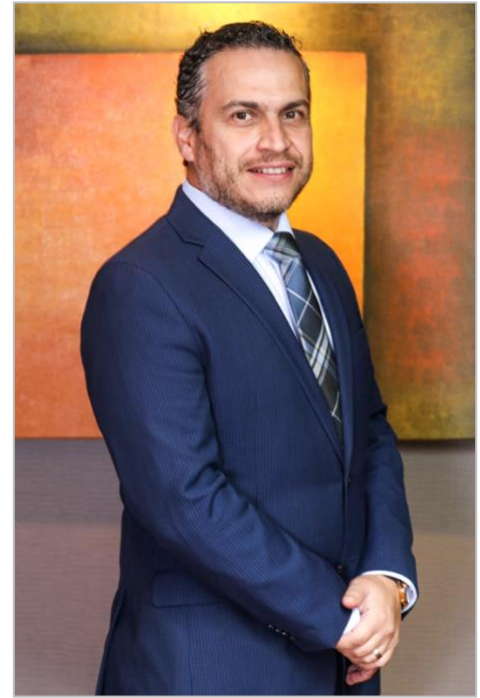
Graduates are distinguished by their ability to assess health status, diagnose and treat common diseases, as well as promote prevention and comprehensive health care in diverse clinical and community contexts. In addition, they develop competences in medical research, effective communication with patients and multidisciplinary teams, and the responsible management of healthcare resources. With a vision of service, leadership, and social commitment, physicians trained in our School contribute to improving the quality of life of the population, actively participating in health systems and maintaining continuous professional development that strengthens their practice for the benefit of the community.

Ricardo Ibarra Patiño, MD, Ph.D.

Associate Dean for Academic Affairs,
Medicine Degree Program

Rodrigo Enrique Elizondo Omaña, MD, Ph.D.

Coordinator of Academic Affairs,
Medicine Degree Program



AXIOLOGICAL FRAMEWORK OF THE SCHOOL OF MEDICINE



MISSION

To train health professionals with academic excellence in the various disciplines of biomedical sciences so that they may carry out their healthcare, teaching, and research tasks for innovation within an ethical, humanitarian, and inclusive framework, with a strong spirit of service and social responsibility, possessing the capacity for self-criticism and continuous updating of their knowledge, thereby strengthening their comprehensive development.

VISION

By the year 2030, the UANL School of Medicine is the country's leading institution in education, research, and health services. It is socially responsible and internationally competitive, recognized for the quality of its comprehensive training, its relevance in addressing sustainability, and its innovative scientific and technological contributions to the field of biomedicine for the benefit of diverse population sectors.

VALUES

- **Responsibility**
 - **Justice**
 - **Freedom**
- **Equality**
 - **Truth**
 - **Honesty**
- **Tolerance**
 - **Solidarity**
 - **Respect**



ATTRIBUTES OF THE SCHOOL OF MEDICINE

- Critical thinking
- Search for truth
- Ethical behavior
- Analytical thinking
- Academic rigor
- Collaborative work across multiple, interdisciplinary, and transdisciplinary fields
- Gender perspective
- University social responsibility
- Practice of planning and evaluation
- Legality
- Transparency, access to information, and accountability



ORIGIN OF THE SCHOOL OF MEDICINE

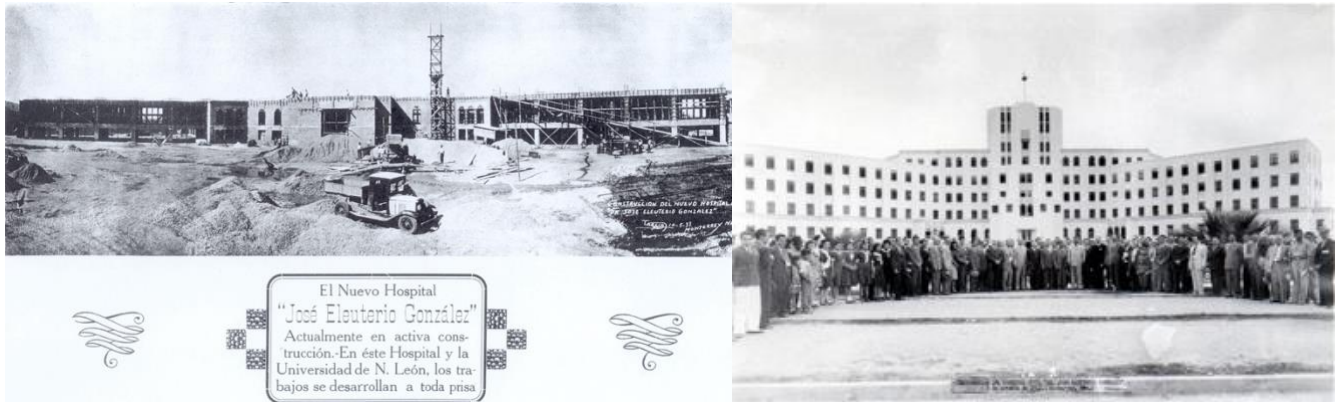
Since its foundation, the School of Medicine has recognized clinical field practice as a fundamental axis of medical training, carried out primarily at the University Hospital 'Dr. José Eleuterio González.' This historic link between teaching and hospital care has allowed generation after generation of students to complement their theoretical training with direct experience in diagnostic and therapeutic processes, actively participating in patient care under the guidance of their professors.



Dr. José Eleuterio González founded the School of Medicine on October 30th, 1859, and in 1860 the first Civil Hospital of Monterrey opened its doors, thus consolidating the foundations of medical education in the region.



Decades later, in 1932, during the government of Francisco Cárdenas, construction began on a new hospital in the western part of the city. It started operating partially in 1938 and was fully inaugurated in 1943.



At the end of the 1940s, the current building of the School of Medicine was constructed next to the Hospital and inaugurated in 1952. That same year, by decree of the State Congress, the Civil Hospital was transferred to the University of Nuevo León and converted into the Clinical Department of the School of Medicine, giving rise to the first University Hospital in the country.



ORIGIN OF THE BACHELOR´S DEGREE IN MEDICINE

The Bachelor´s Degree in Medicine has been the foundational academic program of the former School of Medicine since its creation in 1859, with the purpose of training professionals capable of meeting the health needs of northeastern Mexico.

Throughout its history, the curriculum has undergone various modifications aimed at continually incorporating the scientific, technological, and pedagogical advances of modern medicine, thereby strengthening the theoretical, practical, and clinical training of its students within a School-Hospital model.

In contemporary decades, the undergraduate rotating internship and social service were incorporated as fundamental stages to consolidate professional medical competences, aligned with national and international standards and norms of medical care and health. The objective has always been to train physicians with scientific excellence, ethical commitment, and social responsibility.



BACHELOR´S DEGREE IN MEDICINE

ADMISSION PROFILE

Applicants to the Bachelor's Degree in Medicine are expected to show and embody the following characteristics:

I. ASSESABLE CHARACTERISTICS

BASIC KNOWLEDGE IN THE FOLLOWING GENERAL AREAS:

- Solve problems using analytical reasoning.
- Communicate ideas effectively in both oral and written form.
- Apply logical-mathematical thinking.

SPECIFIC KNOWLEDGE RELATED TO:

- Biology
- Chemistry
- Health sciences

II. DESIRED CHARACTERISTICS

- Show genuine interest in health, well-being, and working with people.
- Demonstrate social sensitivity, professional ethics, and a vocation for service.
- Work willingly in collaborative and multidisciplinary teams.
- Self-organize, learn autonomously, and manage time effectively.
- Is resilient, proactive, and adaptable when facing clinical and academic challenges.
- Possess a good level of English to understand general vocabulary.
- Use digital technologies for learning and communication.
- Relate to others with respect, openness, and empathy toward diversity.

ADMISSION REQUIREMENTS

ACADEMIC REQUIREMENTS

- Have successfully completed the high school level or equivalent.

LEGAL REQUIREMENTS

- Those established by the current regulations and procedures of the UANL, or others, if applicable.

SELECTION REQUIREMENTS

- The student must take the Entrance Examination established by UANL.

SPECIFIC REQUIREMENTS OF THE DEGREE PROGRAM (for admitted students)

- Take the English language placement examination (EXCI).
- Those established by the current regulations and procedures of the School of Medicine.

GRADUATE PROFILE

PURPOSE

To train professionals in the Bachelor's Degree in Medicine with the necessary competences for prevention, diagnosis, treatment, rehabilitation, and timely referral at the primary health care level, through a comprehensive approach with a biopsychosocial, humanistic, and evidence-based perspective. Graduates will be prepared for decision-making grounded in critical thinking and the application of the scientific method, health research, effective communication with patients and multidisciplinary teams, as well as leadership and innovation in the management of healthcare resources. Their performance will be oriented toward improving the population's quality of life, ensuring equitable, inclusive, safe, and efficient medical care, with a training that enables them to continue their professional development through continuing medical education and admission to postgraduate studies.

GENERAL COMPETENCES

INSTRUMENTAL COMPETENCES

1. To apply autonomous learning strategies at different levels and fields of knowledge that allow them to make timely and relevant decisions in the personal, academic and professional spheres.

2. To use logical, formal, mathematical, iconic, verbal and non-verbal languages according to their stage of life, to understand, interpret and express ideas, feelings, theories and currents of thought with an ecumenical approach.
3. To manage Digital Information, Communication, Knowledge and Learning Technologies (TICCAD), in academic, personal and professional environments with cutting-edge techniques that allow their constructive and collaborative participation in society.
4. To master their mother tongue orally and in writing with correctness, relevance, timeliness and ethics, adapting their message to the situation or context, for the transmission of ideas and scientific findings.
5. To use logical, critical, creative and proactive thinking to analyze natural and social phenomena that allow them to make relevant decisions in their sphere of influence with social responsibility.
6. To use a second language, preferably English, clearly and correctly to communicate in everyday, academic, professional and scientific contexts.
7. To develop inter, multi and transdisciplinary academic and professional proposals in accordance with the best global practices to promote and consolidate collaborative work.
8. To use traditional and cutting-edge research methods and techniques for the development of their academic work, the exercise of their profession and the generation of knowledge.

PERSONAL AND SOCIAL INTERACTION COMPETENCES

9. To maintain an attitude of commitment and respect towards the diversity of social and cultural practices that reaffirm the principle of integration in the local, national and international context in order to promote environments of peaceful coexistence.
10. To intervene in the face of the challenges of contemporary society at the local and global level with a critical attitude and human, academic and professional commitment to contribute to consolidating general well-being and sustainable development.
11. To practice the values promoted by the UANL: truth, equity, honesty, freedom, solidarity, respect for life and others, peace, respect for nature, integrity, ethical behavior and justice, in their personal and professional environment to contribute to building a sustainable society.

INTEGRATIVE COMPETENCES

12. To make innovative proposals based on a holistic understanding of reality to help overcome the challenges of the interdependent global environment.
13. To assume leadership roles committed to social and professional needs in order to promote relevant social change.
14. To resolve personal and social conflicts, in accordance with specific techniques in the academic field and in their profession for appropriate decision-making.
15. To achieve the adaptability required by the uncertain social and professional environments of our time to create better living conditions.

SPECIFIC COMPETENCES

1. To assess the patient's health status through the collection and analysis of clinical, biomedical, psychological, social, and environmental data, applying critical thinking and scientific evidence, with the purpose of supporting medical decision-making and ensuring comprehensive and well-founded care.
2. To manage highly prevalent diseases and common medical emergencies by integrating a biopsychosocial approach and applying current clinical guidelines and care protocols, with ethics, equity, inclusion, and empathy, in order to ensure appropriate and timely treatment, prevent complications, promote rehabilitation, and improve the patient's quality of life.
3. To develop strategies for disease prevention and health promotion in medical practice, considering the social and epidemiological context, through health education and preventive medicine actions based on scientific evidence, with the aim of reducing the incidence of diseases considered public health problems and improving the quality of life of the patient and the community.
4. To provide comprehensive medical care at the primary, hospital, and community levels, making clinical decisions grounded in ethical principles and professional values, ensuring respect for diversity, patient autonomy, equity in medical care, and compliance with current regulations, in order to strengthen the doctor-patient relationship and guarantee dignified, high-quality care.
5. To generate medical knowledge by applying the scientific method to the investigation of clinical and epidemiological problems, and by integrating scientific evidence into medical decision-making, with the purpose of optimizing the diagnosis, treatment, and prevention of the principal causes of morbidity and mortality.

6. To establish effective communication in the doctor–patient relationship and in teamwork with other health professionals, applying strategies of active listening and clear language in the transmission of medical information, in order to improve patient understanding, shared decision-making, and coordination in healthcare delivery.

7. To manage healthcare, technological, and administrative resources in medical practice, making decisions based on quality standards and national and international regulations, with leadership and professional responsibility, in order to optimize efficiency and equity in the delivery of health services.

CAREER OPPORTUNITIES

PROFESSIONAL SETTINGS	TASK DESCRIPTION
Primary care medical units	<ul style="list-style-type: none"> • Conducts general medical consultations. • Provides follow-up for the main health problems identified during the consultation. • Applies health promotion measures and disease prevention strategies. • Performs early detection of pathologies through comprehensive clinical assessment of the patient, preparation of a complete medical history, and identification of warning signs and symptoms. • Refers patients to another level of care when the complexity of the case requires it. • Offers health guidance and education to promote patient self-care.
Hospital general medicine services	<ul style="list-style-type: none"> • Participates in the evaluation and clinical management of hospitalized patients, under supervision and in collaboration with specialists. • Performs basic procedures and provide support in the care of hospitalized patients. • Delivers comprehensive patient care in collaboration with other health professionals. • Collaborates in administrative processes related to hospital care, such as preparing medical notes and clinical records. • Applies quality and safety standards in the care of hospitalized patients.

<p>Emergency services and prehospital medicine</p>	<ul style="list-style-type: none"> • Stabilizes patients in emergency situations by applying clinical assessment protocols and initial care measures. • Performs cardiopulmonary resuscitation maneuvers and provide basic life support. • Delivers prehospital medical care in ambulances and emergency centers. • Supervises the stabilization and safe transfer of patients between hospital services. • Participates in the management of emergencies across hospitals and healthcare teams.
<p>Community health centers</p>	<ul style="list-style-type: none"> • Designs health promotion campaigns, informational sessions, and medical counseling directed at the community. • Administers vaccines and conduct screenings for the early prevention of diseases. • Implements health education strategies within communities. • Identifies cases of diseases of public health and epidemiological interest for notification. • Applies epidemiological surveillance protocols in the community.
<p>Research areas in academic and pharmaceutical institutions</p>	<ul style="list-style-type: none"> • Develops clinical and biomedical studies that address research questions in the medical field. • Analyzes clinical data, interpret results, and apply findings in medical practice. • Conducts population health studies, evaluate epidemiological factors, and propose medical interventions. • Publishes scientific findings in specialized journals, conferences, and academic forums.
<p>Health services planning and quality areas</p>	<ul style="list-style-type: none"> • Supervises administrative and operational processes in medical units. • Coordinates the management of medical supplies. • Implements clinical protocols and verify the recording of medical files. • Manages human, technological, and material resources in hospitals and clinics. • Formulates public health policies.

**Private and independent
medical practices**

- Conducts general medical consultations in private practices.
- Diagnoses and treat highly prevalent diseases using clinical guidelines.
- Implements preventive medicine strategies and health education.
- Manages a private office or clinic.
- Refers patients to specialists to ensure continuity of treatment.

GRADUATE REQUIREMENTS



ACADEMIC REQUIREMENTS

- Completion of all **339 credits** in the curriculum.
- Completion of the mandatory social service.

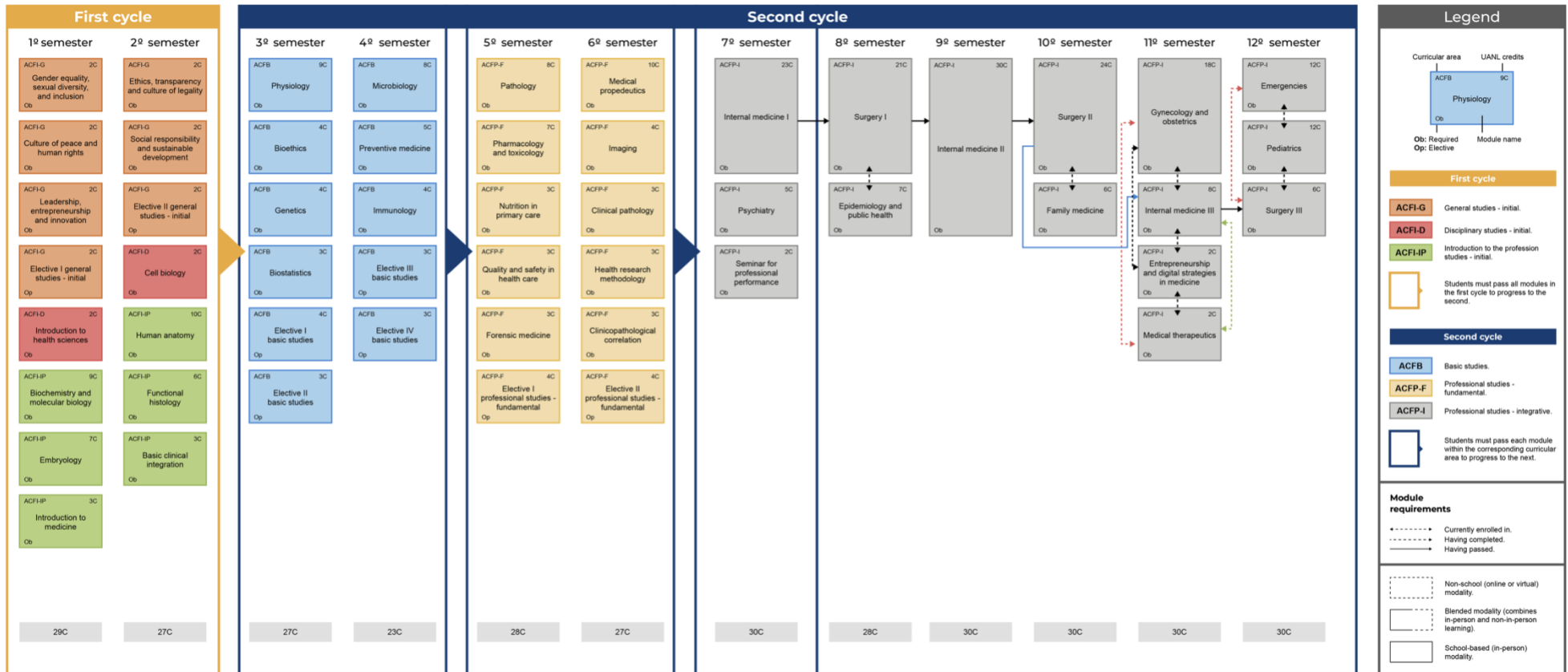
LEGAL REQUIREMENTS

- Those established by the current regulations and procedures of the UANL, or others, if applicable.

SPECIFIC REQUIREMENTS OF THE DEGREE PROGRAM

- Take the undergraduate exit examination.
- Complete the comprehensive training activities, in accordance with the guidelines and procedures established by the School of Medicine and the Autonomous University of Nuevo León (UANL).
- Demonstrate the development or strengthening of proficiency in a foreign language through completion of the institutional program for learning the English language.
- Obtain official certification of attendance at the Seminar on Introduction to Professional Clinical Practice.
- Complete the Final Evaluation of Clinical Competences.
- Prior to the commencement of Social Service, submit to the Registrar's Office of the School of Medicine, the following documentation:
 - a) Certification of attendance at the Seminar on Introduction to Professional Clinical Practice.
 - b) Proof of completion of the comprehensive training activities.
 - c) Proof of completion of the institutional program for learning the English language.

CURRICULUM MAP



ELECTIVE MODULES

CURRICULAR AREA	MODULE
ACFI-G Elective I	<ul style="list-style-type: none"> • Technology, information and communication in medicine • Basic study skills in medicine • Communication skills in medicine
ACFI-G Elective II	<ul style="list-style-type: none"> • Technology, information and communication in medicine • Basic study skills in medicine • Communication skills in medicine
ACFB Elective I	<ul style="list-style-type: none"> • Introduction to mental health • Strategies for health promotion
ACFB Elective II	<ul style="list-style-type: none"> • Medical communication in English • Understanding medical texts in English
ACFB Elective III	<ul style="list-style-type: none"> • Occupational medicine • Sports medicine and rehabilitation • Genomic medicine
ACFB Elective IV	<ul style="list-style-type: none"> • Medical communication in English • Understanding medical texts in English

CURRICULAR AREA	MODULE
ACFP-F Elective I	<ul style="list-style-type: none"> • Organ and tissue transplantation • Sexuality • Principles of surgical techniques • Complementary medicine
ACFP-F Elective II	<ul style="list-style-type: none"> • Seminars on the introduction to internal medicine • Anesthesia and pain management • Palliative care

NATIONAL AND INTERNATIONAL ACCREDITATIONS



Mexican Board for Accreditation of Medical Education (COMAEM)

- From April 2025 to April 2030



Inter-Institutional Committees for the Evaluation of Higher Education (CIEES)

- From May 2025 to June 2030



Accreditation Agency for Study Programmes in Engineering, Informatics, Natural Sciences and Mathematics (ASIIN)

- From September 2025 to October 2026

The Office for Quality and Accreditation Processes contributes to the management of evaluation and accreditation processes to ensure academic quality and the continuous improvement of the educational program before national and international organizations.

EDUCATIONAL PROGRAM INFRASTRUCTURE

SCHOOL OF MEDICINE

Teaching laboratories in areas such as: Embryology, Histology, Biochemistry, Microbiology, Pathology, Anatomy, Physiology, among others.



UNIVERSITY HOSPITAL



- **CEVAM:** Center for Evaluation of Medical and Surgical Training
- **Family medicine:** consultation.
- **General surgery:** consultation, hospitalization and recovery.
- **Internal medicine:** consultation and hospitalization.
- **Plastic surgery:** consultation and hospitalization.
- **Orthopedics and traumatology:** consultation and hospitalization.
- **Urology:** consultation and hospitalization.
- **Otorhinolaryngology:** consultation.
- **Ophthalmology:** consultation.
- **Neurosurgery:** consultation and hospitalization.
- **Gastroenterology:** consultation and hospitalization.
- **Hematology:** consultation and hospitalization.
- **Endocrinology:** consultation and hospitalization.
- **Pulmonology:** consultation and hospitalization.
- **Cardiology:** consultation and hospitalization.
- **Rheumatology:** consultation and hospitalization.
- **Neurology:** consultation and hospitalization.
- **Oncology:** consultation.
- **Geriatrics:** consultation and hospitalization.
- **Nephrology:** consultation and hospitalization.
- **Allergy and clinical immunology:** consultation and hospitalization.
- **Dermatology:** consultation and hospitalization.
- **Infectiology:** consultation and hospitalization.
- **Pediatrics:** consultation and hospitalization.
- **Gynecology and obstetrics:** consultation, hospitalization, recovery.
- **Emergencies:** consultation and hospitalization.

STUDENT SERVICES

CENTER FOR SELF-DIRECTED LANGUAGE LEARNING (CAADI)

The CAADI promotes the development of foreign language skills as a fundamental part of the students' comprehensive education. Through the management of English modules within the curriculum, the offering of extracurricular courses in languages such as German and French, and the implementation of the Institutional Program for Learning the English Language (PIAII) in a self-directed modality, CAADI strengthens linguistic proficiency and the academic profile of future professionals.

It also organizes and oversees the administration of the English Proficiency Exam (EXCI), ensuring compliance with institutional graduation requirements and promoting internationalization, academic mobility, and the global projection of its students.



UNIVERSITY TALENT PROGRAM



The University Talent Program identifies, supports, and accompanies students with outstanding academic performance, integrating them into the UANL Institutional Program for the Development of University Talent at the undergraduate level.

Through processes such as the detection of exceptional profiles, informational sessions, admission management, academic follow-up, and recognition ceremonies for continued participation, the program fosters the strengthening of students' skills, leadership, and professional projection.

This initiative provides opportunities for academic and personal growth, encourages excellence, and acknowledges sustained commitment, consolidating a student community distinguished by merit and high potential.

PEDAGOGICAL SUPPORT

The Pedagogical Support area provides academic guidance through workshops designed to strengthen students' study skills and school performance. Among its main initiatives is the Basic Skills Workshop for Effective Study, which addresses topics such as stress and procrastination management, strategic time organization, the influence of emotions on learning, and the application of study techniques.



These activities enable students to develop practical tools to optimize their academic performance, support their adaptation to university life, and consolidate solid study habits throughout their professional training.



OFFICE OF STUDENT SCHOLARSHIPS AND SUPPORT

The Office of Student Scholarships and Support guides and assists students in accessing various economic and academic support programs, both institutional and external. Available options include scholarships for academic merit, grade point average, effort, sports, workers and children of workers, special scholarships, and nutritional support, in addition to other programs managed by the School and the University.

Through the timely dissemination of calls, personalized advising, and follow-up with beneficiaries, this service facilitates student retention and academic achievement, while promoting equal opportunities and comprehensive support throughout professional training.

LIBRARY

The library offers access to a wide bibliographic collection and specialized resources that support students' academic training and research. It features reading rooms, internal and external book lending, thesis consultation, reference materials, and access to scientific databases and high-impact journals. In addition, it provides support in bibliographic searches, citation management, and the use of digital resources, strengthening the information skills necessary for study and professional practice. With extended hours and suitable spaces for both individual and collaborative learning, the library is consolidated as a fundamental support throughout the academic path in the university.

SCHOOL OF MEDICINE SPORTS CENTER

The School of Medicine Sports Center promotes athletic practice and competitive development as an essential part of students' comprehensive education. Through active participation in intra-university and external tournaments, the School consistently ranks among the top at UANL, excelling in multiple disciplines thanks to the commitment, discipline, and teamwork of its student athletes. These activities strengthen values such as leadership, perseverance, and sense of belonging, contributing to physical and emotional well-being throughout the university experience.

The student community benefits from modern and exclusive facilities, including the School of Medicine Gymnasium, the University Hospital Gymnasium, an



athletics track with official measurements, padel courts, a central court for official competitions, a recently renovated fast soccer field, and specialized spaces for basketball, volleyball, and martial arts. These facilities, equipped with strength, endurance, and cardio areas, support both competitive training and recreational physical activity, promoting healthy habits and an active university life.

CENTER FOR STUDENT DEVELOPMENT (CEDE)



CeDE is the institutional space dedicated to the comprehensive well-being of undergraduate students. It features modern, air-conditioned facilities specifically designed for the student community, including coworking areas, meeting and collaborative work rooms, relaxation and social spaces, an auditorium, creative areas, and offices for managing student projects. In this environment, students find a safe place to study, meet, organize activities, and strengthen their sense of belonging to the School of Medicine.

CeDE is composed of various offices that work in an integrated manner to support students' education beyond the classroom.

OFFICE OF LEADERSHIP AND RESEARCH IN BIOMEDICAL SCIENCES

Through the Office of Leadership and Research in Biomedical Sciences, student groups, workshops, and symposia are promoted to foster engagement with research and scientific work.

OFFICE OF SOCIAL RESPONSIBILITY AND MEDICAL BRIGADES

Through the Office of Social Responsibility and Medical Brigades, projects with community impact and service actions for society are promoted.

STUDENT PSYCHOLOGICAL SUPPORT CENTER AND COMPREHENSIVE WELLNESS PLAN

The Student Psychological Support Center and the Comprehensive Wellness Plan provide psychological care, emotional support, self-care workshops, and timely referral to specialized services.

OFFICE OF CULTURAL AND ARTISTIC OUTREACH AND OFFICE OF PHYSICAL AND SPORTS ACTIVITIES

The Office of Cultural and Artistic Outreach and the Office of Physical and Sports Activities encourage participation in cultural, recreational, and sports activities, strengthening healthy habits and social interaction.

COMPREHENSIVE TRAINING ACTIVITIES AND GENDER EQUALITY

Finally, through the Comprehensive Training Activities Program and the liaison with the Gender Equality Unit, formative activities are recorded and promoted, in addition to addressing and referring situations related to equality, respect, and the prevention of gender-based violence. Together, CeDE offers a support network that fosters the academic, personal, and social development of students throughout their university life.