

# SCHOOL OF MEDICINE

2018-2019



St. George's University  
SCHOOL OF MEDICINE

Grenada, West Indies • Newcastle, United Kingdom



## A GLOBAL EDUCATION

This is St. George's University, an educational institution that leads by example. More than 40 years ago, the University broke ground by founding the first truly international center of medical education. Creating this new opportunity gave our charter students, and all those who have followed, the chance to benefit from an international curriculum that not only helps students become doctors, but inspires them to become examples of all the great things medicine can do. To date, St. George's University has graduated more than 15,000 physicians who have practiced worldwide and whose good works are testaments to this belief.



**St. George's University**  
**THINK BEYOND**



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## STAY CONNECTED WITH SGU

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**St. George's University**  
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*The University reserves the right to make changes in the curriculum, degree requirements, course offerings, tuition/fees, and all rules and regulations at any time and without prior notice. The content of this catalog is current as of print time. The most up-to-date information can be found on our website at [sgu.edu](http://sgu.edu).*

# FROM THE CHANCELLOR

St. George's University School of Medicine prepares students for the lifelong study and practice of medicine. In addition to the essential knowledge and skills of practicing professionals, the program forwards the highest goals of health care professionals. The international character of our faculty and student body, coupled with locations on three continents, provides our graduates with an experiential education consonant with our modern world. The Doctor of Medicine (MD) program promotes the understanding that research into the

basic sciences and clinical medicine is an essential feature of health care. The establishment of our Medical Student Research Initiative provides the exceptional student with the opportunities to develop into a physician-scientist.

The commitment of the University to research underlies its affiliation with Windward Islands Research and Education Foundation (WINDREF) and its support of our Council on Education for Public Health (CEPH)-accredited Master of



Public Health degree program. This commitment promotes studies in a wider range of health care fields and preventive medicine, and an understanding into the cause, epidemiology, and treatment of diseases important to the communities of the Windward Islands and the greater Caribbean.

Throughout its history, part of our mission expressed a responsibility to improve the health care of Grenada. Over the decades, this has taken

many forms. Presently, St. George's University School of Medicine is planning on developing postgraduate training programs in Grenada to train family medicine and general practice physicians. Many of these physicians will be graduates of our School. We believe this will enhance the delivery of primary care on our island and improve the lives of all Grenadians.

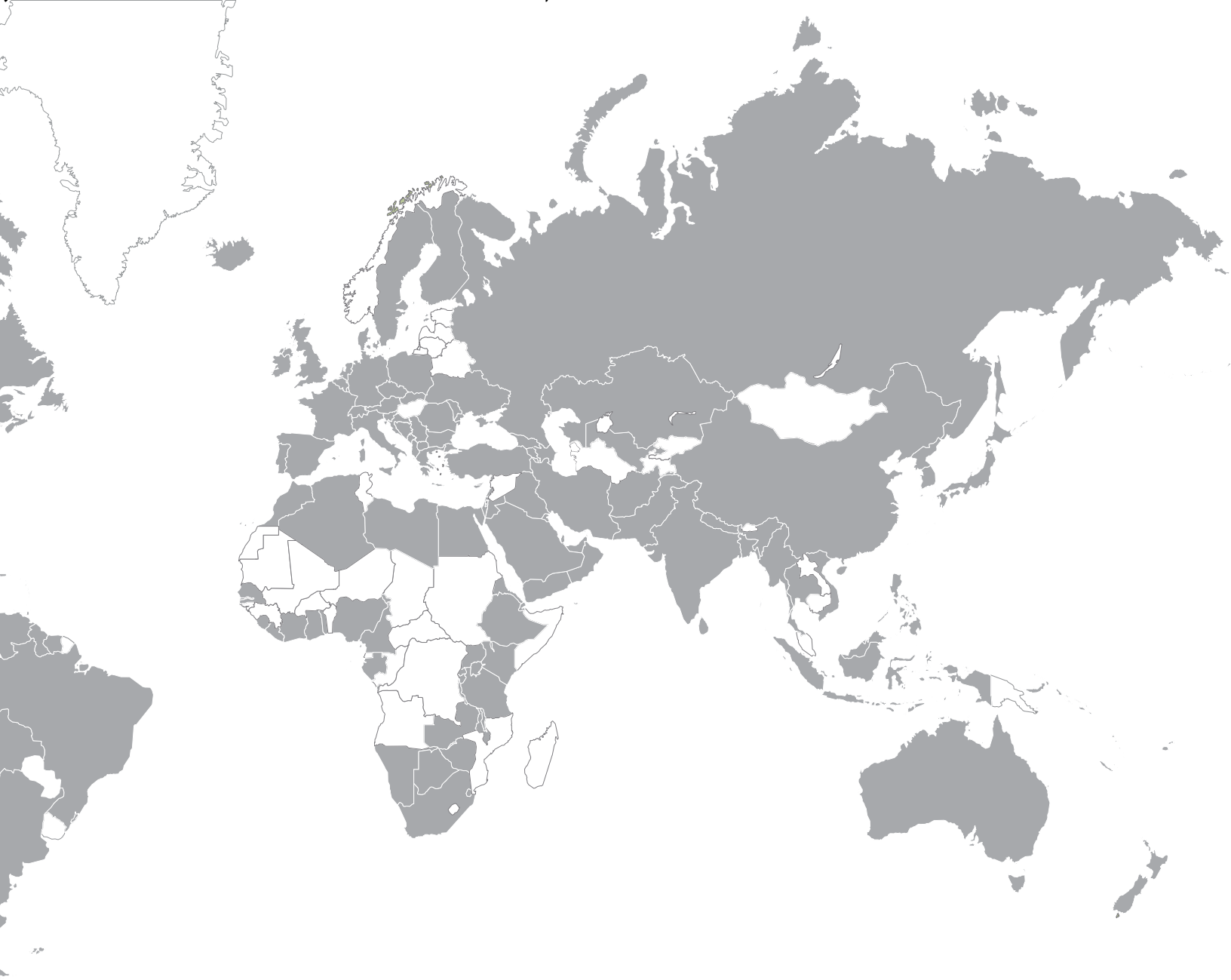
*Charles R. Modica, Chancellor*



# UNIQUE INTERNATIONAL EDUCATION

- Bringing together students, graduates, and faculty from more than 140 countries in a conscious effort to create and maintain a unique international education.
- SGU's Department of Public Health and Preventive Medicine has been designated as a World Health Organization (WHO) Collaborating Center on Environmental and Occupational Health, the first of its kind in the Caribbean.
- \$250 million USD, magnificent, purpose-built campus filled with state-of-the-art lecture halls, laboratories, library, and study space.
- St. George's University's Department of Educational Services is dedicated to teaching students how to learn and teachers how to teach. This unique and highly effective faculty is an important component of our student and graduate success.





SGU STUDENT/FACULTY/GRADUATE COUNTRIES OF ORIGIN





# ACCREDITATIONS AND APPROVALS

- Accredited by the Government of Grenada
- Accredited by The Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP), one of only three existing private medical schools to have this accreditation. CAAM-HP is recognized by the General Medical Council (GMC) of the UK and by the World Federation for Medical Education (WFME) Foundation for Advancement of International Medical Education and Research (FAIMER). After 2023, the Educational Commission for Foreign Medical Graduates (ECFMG) will issue ECFMG certification only for degrees obtained from a medical school with an accreditation recognized by the WFME.
- The National Committee on Foreign Medical Education and Accreditation (of the US Department of Education), for the purpose of conferring student loans, has deemed Grenada's accreditation standards to be comparable to those utilized by the United States.
- Approved by the New York State Education Department (NYSED) for the purpose of conducting clinical training programs in the State of New York
- Approved by the New Jersey State Board of Medical Examiners (NJSBME) to conduct clinical clerkship programs at SGU-affiliated New Jersey teaching hospitals and an Alternatively Accredited medical school by the Advisory Graduate Medical Education Council of New Jersey (AGMEC) within the New Jersey Commission of Higher Education
- Recognized by the Medical Board of California.
- Licensed by the Florida Commission on Independent Education (CIE)\*
- St. George's University's Master of Public Health program is only one of a few non-US programs to receive accreditation by the US Council on Education for Public Health (CEPH).
- SGU School of Medicine (SGUSOM) has been reviewed and approved by the following bodies internationally: The Bahamas Medical Council, The Bermuda Medical Council, The Sri Lankan Medical Council, The Thailand Medical Council, and The Medical Board of Trinidad and Tobago.

*\*Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free phone: 1 (888) 224-6684.*

# QUALIFIED AND ACCESSIBLE FACULTY

- The faculty is highly qualified, dedicated to teaching, and committed to learning and utilizing the best teaching techniques of the 21st century.
- Faculty members with professorial rank have terminal degrees—a PhD, an MD (or equivalent), or both.
- 1897 teach in the MD program, including:
  - 373 campus-based faculty
  - 1470 clinical faculty providing St. George’s University students with impressive access to hands-on training opportunities
- Distinguished visiting scholars from such highly regarded institutions as Cambridge University in the United Kingdom, as well as Harvard University, Georgetown University, and Emory University in the United States, lecture in the School of Medicine.







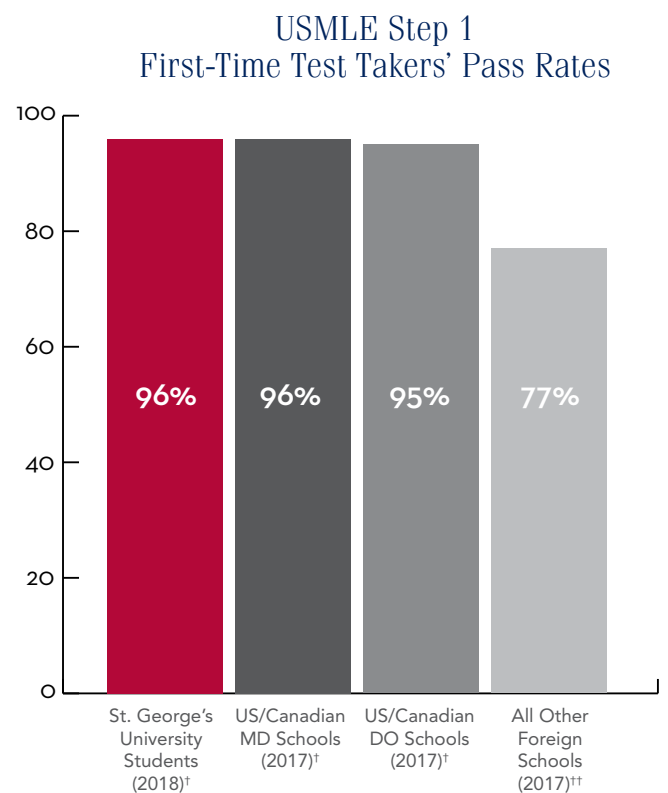


# BROAD CLINICAL EXPOSURE AND COHESIVE TRAINING

- MD students are presented with a wide range of patient populations.
- Clinical skills begin in Grenada and the clinical program is distributed throughout 70+ affiliated hospitals and clinical centers in the US, the UK, and Grenada, and delivered within a cohesive clinical training program.
- Directors of Medical Education, clerkship directors, and faculty at all hospitals adhere to the same learning objectives and examinations. Regular clinical faculty meetings culminate in annual meetings in Grenada ensuring consistency and excellence.

# OUTSTANDING PERFORMANCE AND GRADUATE OUTCOMES

- St. George's University students who took the USMLE 1 for the first time in 2018 achieved a 96 percent pass rate, including a 96 percent pass rate for students from the United States and Canada. The more than 1,200 SGU students taking the exam for the first time hailed from 49 countries over five continents. They posted an impressive mean score of 224, with a mean score of 230 for SGU's Canadian students.
- St. George's University has been the #1 provider of doctors into first-year US residencies for the last eight years combined. SGU graduates have obtained more than 930 residency positions in the US in 2018.\*
- St. George's University graduates are often matched in the positions of their choice, including highly competitive residencies in surgery, radiology, orthopedics, and emergency medicine.



\*Based on most recent performance data available

†usmle.org/performance-data

††Excluding SGU

\*According to published information from July 2018.







# TRANSFORMING THE US HEALTH CARE SYSTEM, IMPACTING GLOBAL HEALTH CARE

- SGU is the #1 international provider of physicians practicing in the US—more than any other non-US medical school in the world.\*
- St. George's University graduates have been licensed in every state in the United States, as well as in Canada and the United Kingdom, and have practiced in more than 50 countries around the world.
- In its 40 years of academic achievement, St. George's University School of Medicine has graduated more than 16,000 physicians into global health care systems.

\*According to US Medical Regulatory Trends and Actions 2018 as published by the Federation of State Medical Boards.

# ACCLAIMED ACADEMIC PARTNERSHIPS

- Students who enroll in a University joint-degree program receive direct entry into the Doctor of Medicine program at St. George's University School of Medicine upon completing their bachelor's degree.
- Joint-degree programs allow students to obtain their undergraduate and Doctor of Medicine degrees in six or seven years combined.
- Affiliated universities fit the University's mold of international education, with locations on four continents, including institutions in the United States, Canada, the United Kingdom, and the Caribbean.







# SCHOLARSHIPS PROVIDING ACCESS TO A TOP MEDICAL EDUCATION

- Approximately 28 percent of each entering MD class awarded institutional scholarships.
- A variety of scholarship awards are available and based on academic excellence and/or need:
  - The Legacy of Excellence Scholarship is a partial-tuition scholarship awarded to entering students who demonstrate the commitment and dedication necessary to achieve academic excellence in a rigorous medical curriculum, based on their academic history. Within the Legacy of Excellence, the prestigious Chancellor's Circle is a partial scholarship automatically awarded to accepted students who have earned an overall undergraduate GPA of 3.7, a 3.5 science GPA, and a 506 MCAT score.
  - The CityDoctors Scholarship Program awards full and partial scholarships to students committed to working as a primary care attending physician at one of SGU's participating CityDoctors hospitals.
  - Humanitarian Scholarship awards partial scholarships to incoming MD students who have demonstrated compassion and commitment to humanitarian causes in their local communities and beyond.
  - Geoffrey H. Bourne Scholarships
  - Stephen R. Kopycinski Memorial Scholarships
  - International Peace Bursary
  - Keith B. Taylor Bursary Program
  - Morris Alpert Scholarships
  - William M. McCord Scholarships

# SCHOOL OF MEDICINE

## OUR MISSION

To provide an international, culturally diverse environment in which students learn the knowledge, skills, and attitudes required for postgraduate training in the health professions while being inspired to develop compassion, curiosity, tolerance, and commitment to patients and society, dedication to lifelong learning, and an understanding of the vital role of research in health care.



**Founders:**  
(left to right) Edward McGowan, Louis J. Modica,  
Patrick F. Adams, and Charles R. Modica

## ACADEMIC PROGRAMS

With its dedication to a universal model of education, the School of Medicine at St. George's University offers a comprehensive program of study to accommodate the academic backgrounds and professional aspirations of students from all over the world.

## DOCTOR OF MEDICINE

Students wishing to achieve the Doctor of Medicine degree may, depending upon their academic achievement levels, enter the seven-, six-, five-, and four-year Doctor of Medicine (MD) program. The four-year program is a postgraduate degree and requires a bachelor's degree with the appropriate sciences at the undergraduate level. The seven-, six-, and five-year MD programs are comprised of preclinical sciences; the entry requirements are predicated by the model of education and achievement presented. Preclinical and basic medical sciences are taught in Grenada, West Indies, and the clinical training program is completed in our affiliated hospitals in the United States, the United Kingdom, or Grenada.

## Keith B. Taylor Global Scholars Program

The School of Medicine offers an option for medical students to spend the first year of the four-year Doctor of Medicine degree program on the campus of Northumbria University in the United Kingdom as part of the Keith B. Taylor Global Scholars Program (KBTGSP). A Diploma of Higher Education in Medical Sciences is awarded by the School of Applied Sciences at Northumbria University upon successful completion of the first year. Students continue the second year of the medical program in Grenada and complete clinical training in one of our affiliated centers in the United States, the United Kingdom, Canada, or Grenada. Students of the KBTGSP who may wish, at any time in their professional career, to become registered to practice medicine in the UK, must spend at least one year training in SGUSOM's clinical program in Grenada.

## INDEPENDENT GRADUATE DEGREE PROGRAMS

Through the School of Graduate Studies, the School of Medicine offers master's degree programs in public health, microbiology, bioethics, tropical medicine, physiology and neuroscience, and anatomy. The School also offers PhD programs in bioethics, microbiology, physiology and neuroscience, and anatomy.

## MD/DUAL DEGREE PROGRAMS

Students pursuing a Doctor of Medicine degree at St. George's University may simultaneously earn other degrees.

### Bachelor of Science/MD

Those who enter the University in seven- or six-year MD program may earn a bachelor's degree if the qualifications for a bachelor's degree are met. One of the major requirements of this degree includes being accepted to and completing the first year of the four-year medical program.

### MD/Master of Public Health, MD/Master of Business Administration, MD/Master of Science, and MD/Master of Biomedical Research

Students who wish to enhance their educational experience and broaden their career opportunities may simultaneously earn a graduate degree in public health, anatomy, microbiology and their related concentrations, or engage in scientific research in specific disciplines. These dual graduate degrees require students to study for at least one extra term.

“I loved my experience at St. George's University. I went there with a clear idea in my head of what my future held, and it came to fruition.”

*Tanner Brownrigg, MD '07*

“Anybody can be a doctor but it takes a very special person to be a physician. St. George's University taught us to be well-rounded physicians.”

*Louis Guida, MD '84*



# DOCTOR OF MEDICINE

## ONE WORLD, ONE HEALTH, ONE MEDICINE

St. George's alumni include more than 15,000 successful physicians, many who have gone on to practice in all 50 states in the US, and in more than 50 countries around the world. Through our many global affiliations, medical selectives are available in Prague, Thailand, India, Honduras, Kenya, and Sweden and public health practica at 150 locations in 46 countries throughout Africa, Asia, the Caribbean, Europe, and North and South America.



## SEVEN-, SIX-, AND FIVE-YEAR DOCTOR OF MEDICINE PROGRAM

Depending upon their academic achievement levels, students wishing to achieve the Doctor of Medicine (MD) degree may enter the seven-, six-, or five-year MD program, which starts with the preclinical phase delivered on the True Blue campus in Grenada, West Indies. The Faculty Student Selection Committee of the Committee on Admission places the applicants into the first, second, or third year of the preclinical phase according to the applicant's academic background. Throughout all years of the preclinical phase, there is a strong focus on study skills development and academic enhancement.

The preclinical phase curriculum is designed as a firm foundation for the advanced studies offered later in the medical phase of the MD program. These years of study are comprised of preclinical sciences, social sciences, and humanities, and serve as a foundation to the basic sciences which comprise the first two years of the medical phase.

The third year of the preclinical phase consists of upper-level biomedical and behavioral science courses designed to strengthen students' preclinical sciences foundation and learning development program to enhance the opportunity for success in advanced medical studies. The Supplemental Instruction Model of peer learning, as well as peer review groups and mentoring, are offered for science courses taught within the preclinical program. Throughout all years of the preclinical program, there is a strong focus on study skills development and academic enhancement.

Students who complete the preclinical phase with a grade point average (GPA) of 3.2 or better and pass the Preclinical Science Comprehensive Examination (PMSCE) meet the promotion requirements to advance into the first year of the basic sciences phase of the four-year Doctor of Medicine degree program.

Students who do not hold a first degree and who wish to obtain a bachelor's degree in the course of their studies may be eligible to do so. Evaluation of prior educational background will determine eligibility and appropriate placement within the BSc/MD program.

Additionally, any US citizen or US permanent resident is required to take the MCAT examination and have the scores reported to the School.

## FOUR-YEAR DOCTOR OF MEDICINE PROGRAM

The program for the four-year Doctor of Medicine (MD) degree consists of a 157-week curriculum. Many students complete the program in four calendar years. Students who matriculate into the MD program in January complete four years of instruction over a four-and-a-half year period due to the scheduling of the clinical sciences portion of the program. The program is divided into 10 terms requiring five academic years of study. The basic sciences consist of 77 weeks and the clinical sciences consist of 80 weeks.

During the first two years, which cover the basic sciences, students study on the True Blue campus in Grenada. Students are also given the option to enroll in the Keith B. Taylor Global Scholars Program, which offers the first year of basic sciences on the campus of Northumbria University in the United Kingdom.

During the last two clinical years, students move on to train at the University's clinical centers and affiliated hospitals in the United States, the United Kingdom, Canada, and/or Grenada. Our current policy as set forth in the Student Manual, is that students are eligible to be promoted to the clinical years if they have passed all Basic Sciences coursework and have at least a 75% WMPG. Passing of the United States Medical Licensing Examination (USMLE) Step 1 is a prerequisite for placement in clinical centers and affiliated hospitals in the United States and commencing with the third year of medical school in the United States.

### The Basic Sciences

The first two years of the Doctor of Medicine program involves training and instruction using an integrated organ systems-based curriculum. Year 1 of the Basic Sciences focuses on clinical integration of normal structure, function, and behavior as students learn about major organ systems, including musculoskeletal, cardiovascular, pulmonary, renal, endocrinology, reproduction, digestion and metabolism, and nervous system and behavioral sciences. Year 2 of the Basic Sciences curriculum builds a spiral element into the integrated curriculum by integrating abnormal structure, function, and behavior around the organ systems and threading basic sciences knowledge, clinical skills, ethics, and health promotion throughout the second year. Students thus spiral back through the organ systems covered in Year 1, adding layers of clinical

knowledge, skills, and professional behaviors during Year 2. This review and reinforcement of topics in a more complex manner with increased level of difficulty allows for enhanced connections between prior knowledge and new content, advanced application, and increased proficiency and clinical competence. Lectures throughout the Basic Sciences are complemented by small-group discussion cases and assessment through interactive multiple-choice question sessions. In the final term of the Basic Sciences, students interact with patients through hospital and clinic visits.

### The Clinical Years

The St. George's University approach to clinical education provides students with the opportunity to learn medicine in some of the best and best-known hospitals in the world. Located in the United States, the United Kingdom, Canada, and Grenada some of these hospitals have been designated by the University as clinical centers. A clinical center is a hospital or group of hospitals able to provide at least four of the five core rotations and offer sub-internships, primary care training, and elective rotations. The clinical centers allow students to complete all or part of their clinical training at one site, if they wish.

The clerkships at these hospitals conform to the curriculum, course descriptions, and educational goals of St. George's University School of Medicine, and are monitored carefully through site visits and faculty meetings. All core rotations and sub-internships must be taken only in those hospitals with which the University has an active, written affiliation agreement, and in which there are appropriate St. George's University clinical faculty members. Students are placed in hospitals with approved postgraduate training programs in the subjects to be studied. Any other hospital in which electives are taken must also have approved postgraduate programs in the areas of training offered.

In the Clinical Years, students are taught by more than 1,000 clinicians. In addition to clinical professors, the School of Medicine appoints a Director of Medical Education at every Clinical Center and affiliated hospital, and Clerkship Directors in each of the core clinical specialties studied there. Site visits from the Office of the Dean to affiliated hospitals occur regularly. This allows the School of Medicine administration to meet with students and faculty throughout the Clinical Years. Departmental meetings are held at least twice a year to maintain and

improve the strength of the departmental structure and to support comparability of the curriculum, program delivery, evaluation, and testing procedures across clinical sites.

In the Clinical Years, students are taught by an educational method based on the practical experience found in hospitals and clinics under careful supervision by practicing physicians. The knowledge acquired in the Basic Sciences serves as a basis for the facts and concepts necessary to understand the practice of modern medicine. In the Clinical Years, students develop the knowledge, skills, and attitudes needed to continue into postgraduate training. For all core rotations, the University has required web-based assignments and the hospitals offer small group teaching sessions, conferences, and lectures. Clinical skills introduced in Grenada now become a major component of students' education. In the hospital, students are involved in the care of patients and develop diagnostic decision-making, history, physical examination, and test interpretation skills. Students learn to communicate with patients and their families, as well as other health care workers, and are expected to grow into their roles as professionals.

During the Clinical Years, we emphasize responsibility, maturity, and compassion as important attributes in the development of professional excellence. Students are expected to learn how to conduct themselves in the professional role of physician and are judged on their ability to take responsibility, relate to and work harmoniously with professional colleagues, exhibit maturity in conduct on the wards, and demonstrate the disposition of a mature and qualified physician.

## Clinical Curriculum

The third year of the four-year medical program consists of 42 weeks of core rotations. These are structured experiences required of all students, regardless of where they train. The core rotations consist of 12 weeks of Medicine; 12 weeks of Surgery; and 6 weeks each of Psychiatry, Pediatrics, and Obstetrics/Gynecology. These core rotations traditionally form the educational foundation for all medical students regardless of future specialty.

In addition to core rotations, SGU requires four to six weeks of family medicine. +All students must complete a four-week medicine subinternship, a four-week medicine elective, and 24-26 weeks of additional electives, in order to graduate.

**Family Medicine** (four to six weeks): This mandatory rotation can be done out of network at any hospital with an approved ACGME or AOA residency in Family Medicine. The Family Medicine rotation focuses on learning aspects of acute medical problems commonly seen in outpatient settings, such as respiratory, cardiovascular, gastrointestinal, psychiatric, and genitorurinary illnesses, as well as hypertension, diabetes, pain management, and common mild musculoskeletal injuries. Subsets of patients seen in this setting include the clinically healthy, the socioeconomically disadvantaged, the elderly, high medical utilizers, immigrants, and those with chronic or terminal diseases.

A **sub-internship in Medicine** continues the educational goals and objectives of the core rotation but at a higher level of responsibility. Sub-interns share patient responsibility and participate in regularly scheduled night and weekend calls. Sub-interns follow a limited number of patients very closely throughout the diagnostic workup and management. In this way, sub-internships prepare students for internships and first postgraduate years.

**Electives** are offered at the University's Clinical Centers and affiliated hospitals. Additional electives are available at hospitals outside the University system, but these are subject to the review and approval of the Dean of the School of Medicine. Students who seek licensure in the United States should carefully note that the licensing boards of some states require that students take electives only at affiliated hospitals. This will also be true in other countries. The University requires that each clerkship (whether core or elective) be completed at a hospital with an approved postgraduate training program in that specialty. Since licensing regulations may vary from state to state, and from one year to the next, this matter must be considered as students devise elective programs. Each elective is usually at least four weeks long.

**General Strategy:** The principal objective of the elective program is to provide the best preparation for students' career choices, while coordinating balanced yet broad clinical experiences. In recognition of the individual plans and needs of all students, choices of both subject matter and course location are made by students with advice from supervising clinical teachers and with the approval of the Dean.

Details about each of the core rotations are found under the departmental descriptions.

## FOUR-YEAR MEDICAL PROGRAM OUTCOME OBJECTIVES

### Mission

To provide an international, culturally diverse environment in which students learn the knowledge, skills and behaviors required for postgraduate training in the health profession, while being inspired to develop compassion, curiosity, tolerance and commitment to patients and society, dedication to lifelong learning and an understanding of the vital role of research in health care.

### Four-Year Outcome Objectives

#### 1. MEDICAL KNOWLEDGE

- a. Apply the multidisciplinary body of basic sciences to clinical analysis and problem solving using:
  - i. The knowledge of normal structure, function, physiology and metabolism at the levels of the whole body, organ systems, cells, organelles and specific biomolecules, including embryology, aging, growth and development.
  - ii. The principles of normal homeostasis including molecular and cellular mechanisms.
  - iii. The etiology, pathogenesis, structural and molecular alterations as they relate to the signs, symptoms, laboratory results, imaging investigations and causes of common and important diseases conditions.
- b. Incorporate the impact of factors including aging, psychological, cultural, environmental, genetic, nutritional, social, economic, religious and developmental on health and disease of patients, as well as their impact on families and caregivers.
- c. Utilize the important pharmacological and non-pharmacological therapies available for the prevention and treatment of disease based on cellular and molecular mechanisms of action and clinical effects. Identify and explain factors that govern therapeutic interventions, such as clinical and legal risks, benefits, cost assessments, age and gender.
- d. Apply the theories and principles that govern ethical decision making in the management of patients.
- e. Evaluate and apply clinical and translational research to the care of patient populations.

#### 2. CLINICAL SKILLS

- a. Communicate effectively with patients, their families and members of the health care team.
- b. Obtain a comprehensive and/or focused medical history on patients of all categories.
- c. Perform physical and mental status examinations on patients of all categories appropriate to each patient's condition.
- d. Document pertinent patient health information in a concise, complete and responsible way.
- e. Select appropriate investigations and interpret the results for common and important diseases and conditions.
- f. Recognize and communicate common and important abnormal clinical findings.
- g. Develop a problem list and differential diagnosis based on the history, physical findings and initial investigations.
- h. Apply effective problem solving strategies to patient care.
- i. Perform routine and basic medical procedures.
- j. Provide patient education for all ages regarding health problems and health maintenance
- k. Identify individuals at risk for disease and select appropriate preventive measures.
- l. Recognize life-threatening emergencies and initiate appropriate primary intervention.
- m. Outline the management plan for patients under the following categories of care: preventive, acute, chronic, emergency, end of life, continuing and rehabilitative.

*Continued on next page.*

## FOUR-YEAR MEDICAL PROGRAM OUTCOME OBJECTIVES (CONTINUED)

n. Continually reevaluate management plans based on the progress of the patient's condition and appraisal of current scientific evidence and medical information.

### 3. PROFESSIONAL BEHAVIOR

- a. Establish rapport and exhibit compassion for patients and families and respect their privacy, dignity and confidentiality.
- b. Demonstrate honesty, respect and integrity in interacting with patients and their families, colleagues, faculty and other members of the health care team.
- c. Be responsible in tasks dealing with patient care, faculty and colleagues including health care documentation.
- d. Demonstrate sensitivity to issues related to culture, race, age (including those related to geriatrics and end of life), gender, religion, sexual orientation and disability in the delivery of health care.

e. Demonstrate a commitment to high professional and ethical standards.

f. React appropriately to difficult situations involving conflicts, nonadherence and ethical dilemmas.

g. Demonstrate a commitment to independent and lifelong learning including evaluating research in health care.

h. Demonstrate the willingness to be an effective team member and team leader in the delivery of health care.

i. Recognize one's own limitations in knowledge, skills and attitudes, as well as the need for asking for additional consultation.

j. Participate in activities to improve the quality of medical education, including evaluations of courses and clerkships.



# PROGRAM OUTLINE: PRECLINICAL PHASE OF THE MD PROGRAM

## PRECLINICAL SCIENCES

### Year One (Start of the Seven-Year MD Program)

TERM 1 17 credits	BIOL 220*	General Biology	4 cr.
	CHEM 122/123	General Chemistry II/General Chemistry I Lab	3/1 cr.
	ENGL 211* OR 212*	Intro to College Writing OR Intro to College Reading	3 cr.
	PSYC 201*	Introduction to Psychology	3 cr.
	AH*	Arts and Humanities Elective	3 cr.
TERM 2 17 credits	BIOL 221*	Human Biology	4 cr.
	CHEM 124/125	General Chemistry II/General Chemistry II Lab	3/1 cr.
	COMP 111*	Computer Concepts OR Computer Elective	3 cr.
	MATH 120* OR 131*	College Math OR Math for Physical Sciences OR Math Elective	3 cr.
	AH*	Arts and Humanities Elective	3 cr.

\*Course can be taken in Term 1 or 2.

Course outline is subject to change

Only qualified students in the preclinical program who are enrolled in the Bachelor of Science program will be eligible to receive a Bachelor of Science degree at the end of the first year of the four-year Doctor of Medicine degree program.

### Year Two (Start of the Six-Year MD Program)

TERM 3 18 credits	BIOL 101	Anatomy and Physiology I	4 cr.
	CHEM 222/223	Organic Chemistry II/Organic Chemistry I Lab	3/1 cr.
	NUTR 201*	Nutrition	3 cr.
	PHYS 200	Physics for Life Sciences	4 cr.
	PSYC 205*	Health Psychology	3 cr.
TERM 4 18 credits	BIOL 202	Anatomy and Physiology II	4 cr.
	CHEM 224/225	Organic Chemistry II/Organic Chemistry II Lab	3/1 cr.
	MATH 220	Statistics	3 cr.
	COMH 201	Community Health	3 cr.
	ENGL 204	Public Speaking	3 cr.

### Year Three (Start of the Five-Year MD Program)

TERM 5 20 credits	BIOL 320	Genetics	3 cr.
	BIOL 401	Microbiology	4 cr.
	CHEM 450/451	Biochemistry/Biochemistry Lab	3/1 cr.
	PSYC 401	Introduction to Psychopathology	3 cr.
	PCLN 301	Learning Strategies for the Preprofessional Programs	1 cr.
	PCLN 302	Communication for the Health Professions I	3 cr.
	PCLN 390	Research Project	2 cr.
	BCHM 550	Medical Biochemistry	5 cr.
TERM 6 19 credits	BIOL 321/331	Molecular Biology/Molecular Biology Lab	3/1 cr.
	BIOL 441	Physiology	3 cr.
	BIOL 460	Human Anatomy	4 cr.
	PCLN 303	Communication for the Health Professions II	3 cr.
	PCLN 380	Clinical Cases	2 cr.
SSCI 412	Social Sciences and Medicine	3 cr.	

# PROGRAM OUTLINE: FOUR-YEAR MD PROGRAM

## BASIC SCIENCES

### Academic Year One

<b>TERM 1</b> 17 credits	BPM500	<b>Basic Principles of Medicine 1</b> <ul style="list-style-type: none"> <li>• Foundation to Medicine (6 weeks)</li> <li>• Musculoskeletal (4 weeks)</li> <li>• Cardio Pulmonary Renal (7 weeks)</li> </ul>	17 cr.	<b>AUGUST 2018 ENTRANTS</b>  Aug. 20, 2018 to Dec. 14, 2018
<b>TERM 2</b> 17 credits	BPM501	<b>Basic Principles of Medicine 2</b> <ul style="list-style-type: none"> <li>• Reproductive/Endocrine (3 weeks)</li> <li>• Gastrointestinal/Metabolism (5 weeks)</li> <li>• Neurosciences and Behavioral Sciences (10 weeks)</li> </ul>	17 cr.	Jan. 14, 2019 to May 16, 2019

### Academic Year Two

<b>TERM 3</b> 8 credits	BPM502	<b>Basic Principles of Medicine 3</b> <ul style="list-style-type: none"> <li>• Basics of Immunology and Microbiology</li> <li>• Public Health Assessment Tools</li> <li>• Culture and Societal Issues/Physician-Patient Relationship</li> <li>• Ethics, Professionalism and Medical Jurisprudence</li> </ul>	8 cr.	July 1, 2019 to Aug. 9, 2019
<b>TERM 4</b> 21 credits	PCM 500	<b>Principles of Clinical Medicine 1</b> <ul style="list-style-type: none"> <li>• General Principles</li> <li>• Renal and Cardiovascular Systems</li> <li>• Respiratory and Hematopoietic Systems</li> <li>• Digestive, Endocrine and Reproductive Systems</li> </ul>	21 cr.	Aug. 13, 2019 to Dec. 12, 2019
<b>TERM 5</b> 23 credits	<i>Through August 2018</i> CLSK 655 Introduction to Clinical Medicine I PATH 674 Pathophysiology PATH 676 Basic Science Foundation for Clinical Reasoning PHAR 681 Pharmacology		3 cr. 12 cr. 2 cr. 6 cr.	Jan. 13, 2020 to May 15, 2020
	<i>Starts January 2019</i> PCM 501 Principles of Clinical Medicine 2		23 cr.	

JANUARY 2019  
ENTRANTS

Jan. 21, 2019 to  
May 17, 2019

Aug. 6, 2019\* to  
Dec. 13, 2019

Jan. 13, 2020 to  
Feb. 21, 2020

Feb. 24, 2020 to  
June 25, 2020

Aug. 4, 2020 to  
Dec. 11, 2020

AUGUST 2019  
ENTRANTS

Aug. 19, 2019 to  
Dec. 13, 2019

Jan. 13, 2020 to  
May 14, 2020

June 29, 2020 to  
Aug. 7, 2020

Aug. 11, 2020 to  
Dec. 10, 2020

Jan. 11, 2021 to  
May 14, 2021

JANUARY 2020  
ENTRANTS

Jan. 20, 2020 to  
May 15, 2020

Aug. 4, 2020\* to  
Dec. 4, 2020

Jan. 11, 2021 to  
Feb. 19, 2021

Feb. 22, 2021 to  
June 24, 2021

Aug. 3, 2021 to  
Dec. 3, 2021

*\*Students in the Keith B. Taylor Global Scholars Program will begin the term a day prior to the date listed.*

*Course outline and calendar are subject to change.*



## MEDICAL PROGRAM OUTLINE

### CLINICAL YEARS

#### Academic Years Three, Four, and Five

#### 42 weeks—Core Rotations

Medicine: **12 weeks**

Surgery: **12 weeks**

Pediatrics: **6 weeks**

Obstetrics/Gynecology: **6 weeks**

Psychiatry: **6 weeks**

#### 38 weeks—Sub-internships and Electives

Family Medicine: **4-6 weeks**

Medicine Sub-internship: **4 weeks**

Medicine Elective: **4 weeks**

Additional Electives: **24-26 weeks**

The Clinical Years consist of five terms for a total of 80 weeks.

This listing does not indicate the sequence of courses. The core rotation schedules are determined by the hospital at the time students are admitted into the clinical program. In general, students complete their core rotations before doing additional requirements and electives. Electives listed are examples of the many options available. Elective choices and schedules are arranged individually by students, in consultation with the hospital administration.

Hospitals have the option of requiring students to attend an orientation. This orientation can last up to a week and is a non-credit experience. Clinical rotations in the United Kingdom begin in January, July, and October.



# GRADUATE DEGREE PROGRAMS

The general policies, procedures, and requirements to earn a master's degree at St. George's University follow those of the School of Graduate Studies (SGS) of the University. The specific program in each department is defined by the rules developed within these SGS guidelines by the departmental Graduate Affairs Committee (GAC). The chair of the GAC is responsible for administration of the departmental program. Many departments will offer a research/thesis program and some may elect to also offer a non-thesis or capstone program. Three graduate degree programs—the MPH, MBA, and MSc in Biomedical Research—are currently offered online. While other degree programs have many courses available online, they are predominately taught in-house.

## ADVANCED STANDING AND TRANSFER OF CREDITS

Up to 12 transfer credits can be made from a prior graduate degree program or during the course of the master's degree from approved universities. Recommendation for transfer of credits for advanced standing and for acceptance of non-SGU courses will be determined by the departmental GAC and presented to the Dean of the SGS for approval.

## COURSE REQUIREMENTS

Students must complete at least 34 credit hours. The distribution of the credit hours will be determined by the GAC and approved by the Board of Graduate Studies (BOGS) after review by the Graduate Review Committee (GRC). For the master's degree program, which includes research and thesis, these components must be a total of 12 credits (6 for research and 6 for thesis).

## SUBSTITUTIONS WITHIN THE PROGRAM

Courses may be substituted at the discretion of the departmental GAC.

## TEACHING REQUIREMENTS

At the discretion of the head of the department and following the recommendation of the departmental GAC, students may be required to serve as teaching assistants or instructors in departmental courses. Students who are required to teach will typically be remunerated for this service.

## GRADUATE DEGREE PROGRAMS

### Stand-Alone Degrees

PhD Anatomy/Anatomical Sciences  
PhD Anatomy/Anatomical Education  
PhD Bioethics  
PhD Microbiology  
PhD Physiology and Neuroscience  
MSc Anatomy  
MSc Biochemistry  
MSc Bioethics  
MSc Microbiology  
MSc Physiology and Neuroscience  
MSc Tropical Medicine  
MPH Public Health  
MA in Clinical Community Psychology

### Dual Degrees

MD/Master of Public Health  
MD/MBA in Multi-Sector Health  
Management  
MD/MSc in Biomedical Research  
MD/MSc Anatomy  
MD/MSc Bioethics  
MD/MSc Microbiology  
MD/MSc Neuroscience  
MD/MSc Physiology  
MD/MSc Tropical Medicine

## SATISFACTORY ACADEMIC PROGRESS

For students to maintain satisfactory academic progress, a GPA of at least 3.0 (B grade average) and a passing grade in all pass/ fail courses must be obtained. If the GPA falls below 3.0, students will be placed on academic probation and must correct the deficiency within the stated period of time, as determined by the Committee for Satisfactory Academic Progress and Professional Standards (CAPPS). Failure to do so may result in dismissal. Students must achieve a B grade or better in all departmental courses. A C grade in any departmental course will require that students repeat the course at its next offering. A course may only be repeated once.

Students' academic progress will be reviewed biannually by the departmental GAC to identify and deal with any academic or nonacademic issues. A report of each meeting will be forwarded to the Dean of the School of Graduate Studies for any further action. Students who are dismissed may appeal through the established SGS appeals process.

## SUPERVISORY COMMITTEE

By the beginning of the second term, students are expected to have selected a mentor with whom they wish to work. For students in the research/thesis program, both student and mentor will determine the research project and, within two months of selecting a mentor, both will choose a thesis Supervisory Committee (SC) from faculty, whose interests and expertise will complement the research project. The SC will oversee all aspects of research, administer the thesis, and review students' progress. The SC will be composed of at least three members, with at least two faculty members from the department and one from outside the department.

## THESIS PREPARATION

Students under the direction of student mentors will prepare the master's thesis. Members of the SC will act as consultants during the research and must approve the thesis during its development, as well as in its final form. At least four weeks should be allowed for committee review and revision of drafts of the thesis.

## THESIS FORMAT AND SUBMISSION

The thesis must be prepared and formatted according to the thesis rules and regulations of the School of Graduate Studies. Final submission of the thesis must follow the established SGS guidelines.

## FINAL THESIS EXAMINATION

The thesis presentation and defense is the culmination of the SGS experience. Following the final review by the SC and the required alterations made to the satisfaction of the SC, students will present their research in a public seminar, duly advertised, at which all the SC members must be present. Following the seminar, the SC will make a final evaluation of both the thesis and its presentation.

## CAPSTONE PRESENTATION

For students in the non-thesis master's program, students and mentors must choose a topic related to the chosen program on which students will prepare a paper and make a seminar presentation at the end of their course of study. This presentation will be duly advertised within the University.

## REQUIREMENTS FOR GRADUATION

Students will be deemed to have fulfilled all requirements for the master's degree after successfully completing at least 34 credits with a cumulative GPA of at least 3.0.

## TIME FRAME FOR THE COMPLETION OF THE MASTER OF SCIENCE DEGREE

All requirements for the master's degree must be completed within five years of matriculation into the program.

## THE INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF RESEARCH PARTICIPANTS

Scientists, physicians, other health care professionals, attorneys, clergy, and members of the Grenada community serve as members of the Institutional Review Board (IRB) at St. George's University. As its mission, the members state that "the IRB exists to ensure that all human research proposed under the auspices of St. George's University or referred to the IRB for review is conducted according to the highest ethical standards. It is the vision of the St. George's University Institutional Review Board that investigators are provided with a thorough and timely review of their research proposals, and human participants in research are assured that all research is conducted in a compassionate, ethical, and accountable manner. We envision the facilitation and support of research and the education of investigators and participants in ethical research principles."

## WINDWARD ISLANDS RESEARCH AND EDUCATION FOUNDATION

Founded in 1994, the Windward Islands Research and Education Foundation (WINDREF), an independent nonprofit organization located on the True Blue campus, seeks to advance health and environmental development through multidisciplinary research and education programs. Currently, WINDREF carries out short- and long-term studies in epidemiology, anthropology, virology, conservation ecology, marine biology, and other topics relevant to community health and tropical climates in developing nations. WINDREF strives for program excellence by promoting collaborative relationships between internationally recognized scholars and regional scientists, by adhering to the highest ethical and academic standards in the design and conduct of research, and by maintaining a professional network of the world's scientific community.



# INDEPENDENT GRADUATE DEGREE PROGRAMS

## FULLY ACCREDITED MPH PROGRAM



St. George's University's MPH program is accredited by the US

authority for public health programs, the Council on Education for Public Health (CEPH). SGU is one of only a few non-US institutions to receive CEPH accreditation for its MPH degree program.

## WHO COLLABORATING CENTER

In August 2012, the Department of Public Health and Preventive Medicine was designated as the first World Health Organization (WHO) Collaborating Center on Environmental and Occupational Health in the region.

## MASTER OF PUBLIC HEALTH

The vision of the Department of Public Health and Preventive Medicine (DPPM) at St. George's University is to be a dynamic regional and international center of excellence in public health education, service, research, and scholarly activities; attracting students, faculty, and partners of diverse backgrounds who contribute to the strengthening and empowerment of communities, in an ever-changing environment. The vision is supported by the mission to cultivate, produce, and disseminate public health knowledge, to train practitioners, and collaborate with partners and communities to promote public health regionally and internationally through an integration of education, service, research, and scholarly activities. This mission is accomplished through community empowerment, collaboration, and team concept, offering continued professional educational opportunities, translating research and knowledge through high-quality research-to-practice applications, producing graduates of high quality, and aligning the program with the needs of the community. The department offers its graduate program within the School of Medicine, administers the Community Preventive Medicine component of the Doctor of Medicine program and collaborates with the School of Veterinary Medicine.

The Master of Public Health (MPH) program offers the freestanding MPH, giving students the option to specialize in one of three tracks: epidemiology, environmental and occupational health, or health policy and administration. An MD/MPH track is also offered for MD/MPH dual degree students. A track offered in collaboration with the School of Veterinary Medicine—veterinary public health—is specific to DVM/MPH dual degree students. The MPH program requires 42 credits of graduate public health coursework. Of the total credits, 15 are completed in public health core courses, 6 in program-required courses, 12 in track-required courses, 3 in elective courses, 3 in the field-based practicum; and 3 in the culminating Capstone Seminar.

The department is the academic home for many public health practitioners who serve as our core, adjunct, and visiting faculty. Many of these members have years of public health experience and continue to engage in teaching, research, service, and workforce development activities. MPH students and alumni are qualified to sit the US National Board of Public Health Examiners (NBPHE) Certified in Public Health (CPH) examination, which is offered on the True Blue campus. The MPH program allows its faculty and students to pursue

interdisciplinary opportunities in scholarly activities, service and workforce development. The DPHPM also hosts the Gamma Kappa Chapter of the Delta Omega Honors Society in Public Health and serves as a World Health Organization Collaborating Center (WHO CC) in Environmental and Occupational Health and a United Nations Framework Convention on Climate Change, Regional Collaborating Center (UNFCCC, RCC). The faculty is encouraged to participate in research collaboration with other public health institutions and have existing links with the Centers for Disease Control and Prevention (CDC), National Institute of Health (NIH), University of the West Indies, and many others. Service links exist with the Grenada's Ministries of Health and Agriculture, as well as regional and international agencies, such as the Caribbean Public Health Agency (CARPHA), Pan American Health Organization (PAHO), Caribbean Community (CARICOM), the United Nations Children's Fund (UNICEF), the United Nations Development Fund for Women (UNIFEM), and the United Nations Framework Convention on Climate Change and the World Health Organization.. All of these dimensions contribute to the academic experiences that our students receive within the program.

The US accreditation authority for public health programs, The Council on Education for Public Health (CEPH), has granted SGU's Master of Public Health program accreditation for an additional seven years, affirming the University's leadership position in the region through the year 2022. The MPH program was initially accredited by the CEPH for a five-year term beginning in 2010.

## MASTER OF SCIENCE

All Master of Science (MSc) degree options require at least 30 credits of graduate work. Research and coursework is directed by the candidate's supervisory committee. All completed theses, upon the recommendation of the chair of the Supervisory Committee, are submitted to the Dean of the School of Graduate Studies and forwarded to an external examiner for independent evaluation. A final oral presentation and defense of the thesis must be successfully completed prior to being awarded the degree.

### Anatomy

The MSc in anatomy is a two-year program that focuses on contemporary topics in anatomical sciences such as:

ultrasound, endoscopy, immunohistochemistry, medical education, etc., and is available as a thesis or non-thesis master's program.

### Biochemistry

The MSc in biochemistry is a two-year program which has both a course component and a research component. It is anticipated that the course requirements can be completed in the first year of the program while the research and thesis components will be completed in the second year of enrollment. This program is intended to provide laboratory (hands-on) research training in biochemistry. The training will involve three important components addressing a specific research proposal :1) Experimental design; 2) Performing experiments and 3) Interpretation of experimental results and compiling them in the final thesis.

### Bioethics

This MSc degree provides a unique cultural and socioeconomic environment in which students develop bioethical insights and skills needed for successful international and multicultural interaction. Students explore the connections between bioethics and societal concerns, including the impact of climate change on health.

### Microbiology

The microbiology master's program provide a rich, laboratory-based curriculum, supporting students in the development of independent research projects, and encouraging them in their efforts to develop and contribute new ideas in selected areas of microbiology. Areas of concentration include, but are not limited to, clinical microbiology, marine microbiology, parasitology, mycology, and virology. A student's individualized program of study and pursuant research is determined by the student's interests, as well as academic background, and is directed by a chosen advisor and selected Supervisory Committee, in consultation with the student. The microbiology department also offers students an opportunity to concentrate on medically related issues in microbiology. With similar academic requirements, this degree program includes courses delivered in the basic medical sciences, preparing students for careers in medical research and clinical laboratory work.

## Physiology and Neuroscience

The MSc program in physiology and neuroscience is designed to expose students to the latest developments in medical physiology and neuroscience, both in terms of content knowledge and methodologies. The program aims to provide a solid foundation in physiology and neuroscience-related fields with an opportunity to choose a specialist subject in which to conduct research, either as a practical project or a literature-based project. Both of these tracks teach the student how to develop their evidence-based learning skills and introduce students to critical thinking and project management.

## Tropical Medicine

This one-year, 34-credit MSc in tropical medicine is designed for postgraduate students who have a keen interest in global health and who wish to gain firsthand experience in tropical medicine in a tropical setting. The course focuses on parasitic diseases and is delivered through 15 credits of required coursework (10 from the MD basic sciences curriculum) and 19 credits of 900-level (thesis) courses. Dual MD/MSc students only require 24 credits outside of their MD coursework to complete the MSc degree. A large component of the degree is spent developing and testing a hypothesis which is completed in the form of a thesis. Research is carried out in a tropical or developing country setting under the guidance of a Supervisory Committee. Students who complete this degree have been exposed to research ethics, epidemiology of tropical parasitic diseases and health systems in developing countries, cultural competence, and research design, as well as interpretation, scientific writing, and oral presentation of research findings. Projects are designed to facilitate publication in peer-reviewed international journals.

## DOCTOR OF PHILOSOPHY

The Doctor of Philosophy (PhD) degree programs at St. George's University require a minimum of 60 credits. All PhD programs require the production and defense of a doctoral thesis. Transfer credits are accepted from approved institutions and the candidate's Supervisory Committee determines the number of credits that may be incorporated, following specified guidelines. Research and coursework are directed by the candidate's Supervisory Committee. All completed theses, upon

the recommendation of the chair of the Supervisory Committee, are submitted to the dean of the School of Graduate Studies and forwarded to an external examiner. A final oral presentation and defense of the thesis must be successfully completed prior to being awarded the degree.

## Anatomy/Anatomical Sciences

The PhD in anatomy/anatomical sciences provides students with training in clinical anatomy topics such as ultrasound, endoscopy, immunohistochemistry and their application in clinical practice.

## Anatomy/Anatomical Education

The PhD in anatomy/anatomical education provides students with training in clinical anatomy topics, such as ultrasound, endoscopy, and immunohistochemistry, with special emphasis on their applications in medical education.

## Microbiology

The PhD in microbiology offers specific areas of concentration in clinical microbiology, marine microbiology, parasitology, mycology, and virology. Graduate courses will complement the specific areas of concentration and are set by the candidate's supervisory committee.

## Physiology and Neuroscience

The PhD in physiology and neuroscience trains students to become critical-thinking and self-supporting project managers with specialized content knowledge in the physiology and neuroscience sphere.

## MASTER OF SCIENCE IN ANATOMY

### SPECIFIC COURSE REQUIREMENTS (THESIS AND NON-THESIS OPTION)

#### MD COURSES

12–13 credits

ANAT 531	Histology and Cell Biology*	4 cr.
ANAT 550	Human Gross and Developmental Anatomy	8 cr.
PHY 510	Neuroscience*	5 cr.

\*Students can take either ANAT 531 or PHY 510.

\*\*Students can complete either the thesis or non-thesis option

#### GRADUATE COURSES

2 credits

ANAT 804	Seminar in Anatomical Sciences	1 cr.
BIOE 801	Research Ethics and Human Subjects	1 cr.

#### THESIS OPTION (18 CREDITS)

#### RESEARCH COURSES\*\*

3 OR 18 credits

IDGS 901	MSc Project Proposal Seminar	1 cr.
IDGS 902	MSc Written Project Proposal	2 cr.
IDGS 903	MSc Thesis	12 cr.
IDGS 904	MSc Thesis Seminar	2 cr.
IDGS 905	MSc Thesis Defense	1 cr.

#### NON-THESIS OPTION (3 CREDITS)

ANAT 890	Capstone in Anatomical Sciences	3 cr.
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#### GENERAL GRADUATE ELECTIVES

7–8 credits OR  
16–17 credits

THESIS OPTION—MUST TAKE 7–8 credits

NON-THESIS OPTION—MUST TAKE 16–17 credits

The elective credits are comprised of a combination of 800- and 900-level courses that will be determined from existing graduate courses by the Supervisory Committee in consultation with the students.

## MASTER OF SCIENCE IN BIOCHEMISTRY

### SPECIFIC COURSE REQUIREMENTS

#### GRADUATE COURSES

11 credits

BCHM 816	Advanced Techniques in Biochemistry	2 cr.
BCHM 817	Biochemistry for Graduate Students	6 cr.
PUBH 804	Biostatistics	3 cr.

#### THESIS COURSES

12 credits

IDGS 904	MSc Thesis Seminar	2 cr.
IDGS 913	MSc Research and Thesis	10 cr.

#### TAKE ANY 11 CREDITS

#### GENERAL GRADUATE ELECTIVES

11 credits

ANAT 531	Histology and Cell Biology	4 cr.
MICR 805	Microbial Genetics	2 cr.
MICR 813	Medical Microbiology	5 cr.
MICR 824	Advanced Biochemical Methods in Microbiology	2 cr.
MICR 828	General Immunology	2 cr.
PUBH 849	Environmental Toxicology	3 cr.

## MASTER OF SCIENCE IN BIOETHICS

### SPECIFIC COURSE REQUIREMENTS

<b>GRADUATE COURSES</b> <b>11 credits</b>	BEHS 640	Behavioral Sciences and Medicine	6 cr.
	BIOE 501	Bioethics and the Professional: Medicine in Society I	1 cr.
	BIOE 801	Research Ethics and Human Subjects	1 cr.
	BIOE 805	Clinical, Ethical, and Neurological Aspects of Pain	1 cr.
	PUBH 501	Topics in Community and Preventive Medicine: Medicine in Society II	1 cr.
	SCSK 529	Bioethics Today	1 cr.
<b>THESIS COURSES</b> <b>17 credits</b>	IDGS 902	MSc Written Project Proposal	2 cr.
	IDGS 903	MSc Thesis	12 cr.
	IDGS 904	MSc Thesis Seminar	2 cr.
	IDGS 905	MSc Thesis Defense	1 cr.
<b>GENERAL GRADUATE ELECTIVES</b> <b>6 credits</b>	<b>TAKE ANY 6 CREDITS</b>		
	EDUC 801	Professional Development Seminar	2 cr.
	EDUC 802	Seminar in University Teaching	2 cr.
	EDUC 803	Classroom Testing and Measurement	2 cr.
	IDGS 805	Community Health	1 cr.
	IDGS 807	Research Design and Biostatistics	3 cr.
	PUBH 803	Principles of Epidemiology	3 cr.
	PUBH 804	Principles of Biostatistics	3 cr.
	PUBH 805	Health Policy and Management	3 cr.
	PUBH 806	Social and Behavioral Aspects of Public Health	3 cr.
	PUBH 807	Principles of Environmental Law	3 cr.
PUBH 827	International Public Health Law and Policy	3 cr.	

## MASTER OF SCIENCE IN MICROBIOLOGY

### SPECIFIC COURSE REQUIREMENTS

<b>GRADUATE COURSES</b> <b>24 credits</b>	<b>ANY 800- OR 900-LEVEL COURSES</b>		
	The 24 credits of 800- and 900-level courses will be determined from existing graduate courses by the Supervisory Committee in consultation with the students.		
<b>THESIS COURSES</b> <b>6 credits</b>	MICR 920	Research in Microbiology for MSc	6 cr.



# DUAL DEGREE PROGRAMS

## STAND OUT AS A MEDICAL LEADER

A dual degree will help you stand apart from the crowd, preparing you to achieve leadership roles in private practice, business, government, international, and research organizations. Physicians have a unique ability to view problems from an alternate perspective using their medical training to come up with real solutions—from public health to the business of health care. Students in the CEPH-accredited MPH program, available as a dual MD/MPH degree, will find that they not only have the skills and global insight to continue the ongoing battles of public health, but they are better prepared to see new threats on the horizon.

St. George's University School of Medicine offers several paths for medical students to increase their knowledge in one area of medical study while pursuing the Doctor of Medicine degree.

## BACHELOR OF SCIENCE/MD

Students who enter the University during the first or second year of the preclinical program may earn a bachelor's degree upon acceptance into and completion of their first year of the four-year Doctor of Medicine degree program.

## MD/MASTER OF PUBLIC HEALTH

The Department of Public Health and Preventive Medicine administers the graduate public health degree in the Doctor of Medicine/Master of Public Health (MD/MPH) program. The department also delivers the Community Preventive Medicine component of the Doctor of Medicine degree program.

For dual MD/MPH degree-seeking students, 12 credits from the medical curriculum will be included towards the MPH degree. These credits together with the 1-credit Seminar Series in Community Health offered by the Department will form the basis of the MD/MPH degree track specialization. Students are required to complete 30 credits of graduate public health coursework, including the field-based practicum, for a total of 42 credits and the award of an MPH degree.

Students who enter during the August term complete Term 1 of the MPH program and begin the medical program in spring of the following year. Term 2 of the MPH program continues in the summer term. These students then resume their Term 2 of the medical program in the fall term while completing the MPH coursework including the Capstone and Practicum during the remaining period of basic sciences for the medical program.

MD students who enter during the January term complete Terms 1 and 2 of the MPH program during the spring and summer terms respectively, and begin their medical program, in the fall of that year. They will then complete the 6 credits of Capstone and Practicum for the MPH program during the remaining period of basic sciences in the medical program.

Students seeking admission to the MD/MPH program will first be reviewed for acceptance into the four-year medical program. Upon acceptance, the Office of Admission will forward the application to the

Department of Public Health and Preventive Medicine for review and consideration.

The US accreditation authority for public health programs, The Council on Education for Public Health (CEPH), has granted SGU's Master of Public Health program accreditation for an additional seven years, affirming the University's leadership position in the region through the year 2022. The MPH program was initially accredited by the CEPH for a five-year term beginning in 2010.

MPH graduates and students who complete 21 credits of coursework are eligible to sit the National Board of Public Health Examiners (NBPHE) to become Certified in Public Health (CPH). The Department of Public Health and Preventive Medicine also hosts the Gamma Kappa chapter of Delta Omega, an honorary society into which alumni with distinguished service to public health are inducted.

## MD/MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration (MBA) offered through St. George's University's School of Graduate Studies offers a US-style master's degree, which is projectcentered and tool-driven, designed for experienced managers and professionals from diverse backgrounds and cultures, and focuses on managing the dimensions and complexities of community wellness, including economic enterprise. Combining a creative mix of blended learning methods, the program is taught primarily online to international project teams, with short residencies on the True Blue campus supplementing the multi-mode delivery.

Over a 14-month period, participants complete a 34-credit program that equips them to manage every aspect of small- to medium-sized organizations, in the private or social sectors, with an emphasis on international settings. A distinctive holistic approach underlies learning that reaches across disciplines and sectors, seeking the total health of communities, and is a unique feature of our MBA program.

The dual MD/MBA in Multi-Sector Health Management requires 34 credits of MBA courses and two separate one-week residencies in Grenada. This requires an additional semester of study in Grenada to complete the basic medical sciences curriculum.

Students seeking admission to the MD/MBA program will first be reviewed for acceptance into the four-year Doctor

of Medicine degree program. Upon acceptance, the Office of Admission will forward the application to the School Graduate Studies for review and consideration. Acceptance into the MBA program is based on the following requirements: a bachelor's degree (BA or BS from a regionally accredited university or college) or a competitive GPA, unless exempted by the Committee on Admission.

## MD/MASTER OF SCIENCE

The dual degree program offers opportunities for research in the areas of anatomy, bioethics, biomedical research, microbiology, physiology and neuroscience, and tropical medicine.

The curriculum for the dual Doctor of Medicine/Master of Science (MD/MSc) degree reflects the areas of applied investigative research. Medical students who wish to obtain a dual MD/MSc degree must decelerate the preclinical medical program (basic medical sciences) by six months to facilitate research activities which contribute to the MSc program. Depending on the concentration of the MSc degree, 10 appropriate credits of the MD degree contribute to the 34-credit MSc part of the dual degree.

Many of the dual degree program's research components are facilitated through the Research Institute of the Windward Islands Research and Education Foundation (WINDREF), a nonprofit 501(c)3 organization located on the True Blue campus of St. George's University. Depending on the specific area of research, studies may be conducted through community-based or field studies, or within WINDREF, in departmental laboratories, or in approved laboratories at other universities or institutes. Non-thesis dual degree options are also available. A Supervisory Committee oversees the MSc curriculum and research, which culminates in the production of a thesis. The MSc degree will be awarded upon the successful completion of the 10 required credits from the preclinical medical program and all prescribed graduate-level courses as outlined in the curriculum.

Admission criteria for entry into a master's degree program is an undergraduate degree from an approved university. Course requirements for the specific dual degree programs are outlined on the succeeding pages and more detailed information may be obtained from the Office of the Dean of the School of Graduate Studies. Prospective students can apply online or download a PDF application from the SGU website at [sgu.edu/apply](http://sgu.edu/apply).

# GENERAL RULES AND REGULATIONS

## HONOR CODE

St. George's University School of Medicine is an institution of medical education dedicated to a high standard of ethics and academic achievement. It is the duty of the University community to nurture safe, competent physicians who exhibit professional maturity and sound moral character. To this end, the University has instituted an Honor Code to which all students must adhere upon matriculation at the School.

As a member of the student body of St. George's University, which is an institution of education dedicated to a high standard of ethics and academic achievement, and recognizing that it is the duty of all of the University community members to nurture honesty and social responsibility, I agree:

- to adhere to the University policy of maintaining a high standard of honor and academic integrity;
- to refrain from violations of these ideals by breach of this Code of Conduct, for example,, cheating, plagiarizing, lying, or stealing; and
- to accept the responsibility for reporting such wrongdoing upon witness.
- to adhere to all University safety and security rules and regulations as stated in the student manual. This includes wearing a helmet while riding a motorcycle, a motor scooter, or any two-wheeled vehicle in Grenada

Once signed, adherence to this code is required and expected for the duration of students' matriculation at the University.

## PROMOTION, PROGRESS, AND ACADEMIC RETENTION

SGU reviews the records of all students twice a year. Students are evaluated in terms of their academic performance, professional attitude, and moral character. The faculty reserves the right to refuse promotion to

students who are believed to be unsuited for continued study at the University. Information detailing promotion, progress, and academic retention guidelines are delineated in the SGU Student Manual on the University website Members Center. The policies, guidelines, and requirements set forth in the Student Manual are applicable to admitted and matriculated students and are subject to change.

## HEALTH FORM

The University Health Form is comprised of three parts: Part I—Health History; Part II—Physical Examination; and Part III—TB Screening and Immunization Record. All three parts, filled out completely and accurately, should be submitted prior to registration at the University. After a leave of absence (LOA) for medical reasons, a new medical clearance may be required for rematriculation.

Due to public health regulations, students' health histories, physical examination reports, and immunization records must be current and accurate in order for students to do clinical rotations at hospitals in the United States and the United Kingdom. Students will not be admitted to the clinical program unless their health forms are complete, current, and cleared.

This information is also required for postgraduate training and when joining a hospital's medical staff as a fully licensed physician. Therefore, a copy of all this material, including updates, should be kept by students at all times and arrangements for current physicals should be made at appropriate intervals to eliminate delays in academic and career progress.

## OUTSIDE EMPLOYMENT

Students are not permitted to obtain outside employment during the official school term without the written consent of the appropriate dean. Students who are not citizens of Grenada may not obtain employment in Grenada unless specifically permitted to do so by authorization of the applicable Grenadian authorities.

# COURSE DESCRIPTIONS

## PRECLINICAL PROGRAM

### **BIOL 101**

#### **Anatomy and Physiology I**

Anatomy and Physiology I is an introductory course to the structure and function of the human body. Through lectures, self-guided study, and online learning, this course will develop the students' theoretical knowledge of the structure and function of the human body inclusive of the cell, tissues, organs, organ systems and accessory structures. The students' basic understanding of the physiological processes which arise from the body's structure will develop throughout the delivery of the course. Students will learn to apply their knowledge of anatomy and physiology to normal and a variety of abnormal pathological conditions.

### **BIOL 201**

#### **Anatomy and Physiology II**

This is the second and more advanced portion of this science course on the structure and function of the human body. Through lectures, self-guided study, on-line learning and applied sessions, this course will develop the students theoretical knowledge of the structure and function of the human body inclusive of the cell, tissues, organs, organ systems and accessory structures. The student's basic understanding of the physiological processes which arise from the body's structure will develop throughout the delivery of the course. Students will learn apply their knowledge of anatomy and physiology to normal and a variety of abnormal pathological conditions that are clinically relevant in the practice of medicine.

### **BIOL 220/BIOL 221**

#### **General Biology/Human Biology**

General Biology and Human Biology can be taken in any order, and are designed specifically for students in the preprofessional programs. These courses aim to explain the role of macromolecules in the organization of cells, the compartmentalization of metabolic reactions, and the role of the cell cycle with regards to inheritance.

### **BIOL 320**

#### **Genetics**

This course is designed to introduce undergraduate students in the preprofessional programs to the principles of classical, molecular, and population genetics. It will summarize one of the most dynamic and productive areas of modern biology by providing a historical background of heredity and a review of advances in gene structure and function. Students are expected to develop problem-solving skills in the course of their study. Testing will emphasize the use of problem-based questions in which students must apply principles learned in lectures to novel situations. The application of genetic principles to medicine (human and veterinary) will be emphasized throughout the course.

### **BIOL 321/BIOL 331**

#### **Molecular Biology/Molecular Biology Lab**

This course is designed to help students to develop an understanding of the molecular mechanisms that biological organisms use to store and preserve genetic information, the means by which they use that information to create functional biological structures, and the techniques that are commonly used to manipulate and study these processes in the laboratory. A basic understanding of chemistry, biology, and biochemistry will be assumed. The goal of the accompanying laboratory sessions is to help students to develop an understanding of the study of molecular biology in the laboratory; develop an understanding of the technical limitations and potential errors that can be encountered in the laboratory; develop an understanding of the scientific method and the source of the facts studied in lectures; and develop the ability to interpret, organize, and present scientific information.

### **BIOL 401**

#### **Microbiology**

This course attempts to provide a general introduction into the microbial world with information on microbial physiology, growth and its control, nutrition, interactions within various ecosystems, biotechnology, and industrial aspects.

**BIOL 441****Physiology**

This course is designed to provide a fundamental basis for understanding mammalian physiology, especially human physiology. In particular, this course will study the physiology of the muscular, nervous, endocrine, cardiovascular, respiratory, renal, digestive, and reproductive systems.

**BIOL 460****Human Anatomy**

Students will learn basic human anatomy and develop an understanding of the basic applications to clinical practice.

**CHEM 122/CHEM 123****General Chemistry I/General Chemistry I Lab**

General Chemistry I is a one-semester course for science-related majors and students in the preclinical program. The course will introduce basic concepts in physical and inorganic chemistry.

**CHEM 124/CHEM 125****General Chemistry II/General Chemistry II Lab**

This is a course in kinetics, equilibrium, acid-base, thermodynamics, electrochemistry, metallurgy, nonmetals, nuclear chemistry, transition elements, and organic chemistry.

**CHEM 222/CHEM 223****Organic Chemistry I/Organic Chemistry I Lab**

This is a course in nomenclature and classification of organic molecules, in addition to the structure and reactivity of functional groups (hydrocarbons, alcohols, alkyl halides, alkenes, and allylic systems).

**CHEM 224/CHEM 225****Organic Chemistry II/Organic Chemistry II Lab**

This is an advanced course in the structure and reactivity of functional groups (aromatic compounds, carbonyl compounds, carbohydrates, organometallic compounds, carboxylic acids and their derivatives, amines, and amino acids). This course covers all the essential material needed for biochemistry.

**CHEM 450/451****Biochemistry/Biochemistry Lab**

The course covers the structure and function of biological molecules, the biochemical pathways of intermediary metabolism and their regulation in normal and aberrant

states. It is designed to help students integrate the biochemical information covered by this course into meaningful knowledge with an emphasis on the functional significance and regulatory mechanisms governing metabolic pathways. The lab portion teaches basic experimental techniques used in the study of biologically significant macromolecules (biochemistry).

**COMH 201****Community Health**

Health is more than a personal matter. People do not live in isolation, unaffected by others; their health is very much determined by the world they live in and the dynamic relationship that they experience with their community. The goal of the Community Health course is to provide an understanding of population-based health as opposed to individual health.

**ENGL 204****Public Speaking**

There are many occasions in professional and private life that call for individuals to speak in public. This course is designed to introduce students to the fundamentals of public speaking. It will consider the importance of communication and cover speech building (including the collection and collation of material, structure, and content), speech writing, and event management.

**MATH 120****College Mathematics**

This course provides a working knowledge of college-level mathematics and its applications. The following topics will be covered in this course: sets, computation, measurements, statistics, algebra, relations, functions and graphs, geometry, and trigonometry.

**MATH 220****Statistics**

Statistics is designed to assist students in acquiring a good intuitive grasp of statistics, specifically in terms of what they are, how and when to apply various statistical techniques, how to interpret results, and how to draw meaningful conclusions from the data.

**NUTR 201****Nutrition**

This course introduces students to basic nutrition information, which will help them to understand the

relationship between diet and the prevention and/or control of diseases.

### **PHYS 201**

#### **General Physics I**

This course consists of linear kinematics, work, power, energy, momentum, a brief introduction to heat, thermodynamics, and sound. This course does not require mastery of calculus and is designed to help students understand the basic principles of mechanics, heat, and sound.

### **PHYS 202**

#### **General Physics II**

This course is an introduction to basic principles of electricity, magnetism, electromagnetism, alternating current, electric fields, and optics. This course does not require mastery of calculus.

### **PCLN 301**

#### **Learning Strategies for Preprofessional Programs**

This is a skills development course through which students in the preprofessional programs will find creative and constructive ways to gain and apply knowledge in learning situations. Students will develop a commitment to learning in a more personalized, efficient, and effective way. Significant attention will be given to study strategies and how to best place these strategies into practice in their course of study. Class sessions will provide opportunities for students to gain exposure to various learning strategies and for students to share their experiences, successes, and concerns with other students. Students will gain exposure to various learning techniques. Students will be exposed to levels of learning, types of studying, time management and planning, active review, memory, note-taking strategies, group study, and methods of developing critical-thinking skills.

### **PCLN 302**

#### **Communication for Health Professions I**

This course aims to develop students' skills in locating, selecting, evaluating, and using research to answer questions, which are personally and professionally relevant. The course will help students to develop skills in reading, paraphrasing, and summarizing, and in using APA style to document sources. Students will learn to evaluate research methods and will analyze structure and writing style in research articles.

### **PCLN 303**

#### **Communication for Health Professions II**

This course aims to train students of the health professions to write clearly and effectively, to identify and correct punctuation and grammatical errors, and to write in style and registers that are appropriate for academic and professional contexts. Students will analyze several writing tasks commonly required in the health professions in order to identify and then apply the principles contributing to effectively performing these tasks. A process approach will be taken.

### **PCLN 380**

#### **Clinical Cases**

This course is designed to introduce students in the final year of the preclinical program to clinical medicine. It provides an insight into the knowledge, skills, attitudes, and values individual students need to acquire as physicians, as well as an understanding of how material currently taught in physiology lectures applies to clinical medicine.

### **PCLN 390**

#### **Preclinical Project Research**

This course is offered in the final year of the preclinical program. It is a requirement for students in the School of Medicine combined degree program (Bachelor's/MD). An emphasis of the class is to equip students with the skills needed to assess, understand, and critically evaluate published medical research. The course begins by reviewing standard research design and common pitfalls. It then covers other relevant topics, such as methodology, ethics, online research resources, survey design, and basic data interpretation. Students work together in small groups to produce a research paper and present a poster to the campus community.

### **PSYC 201**

#### **Introduction to Psychology**

Introduction to Psychology covers systematic and experimental approaches to understanding human behavior and cognition. The course is an in-depth introduction to the science and profession of psychology. It will present a summary of what is known about human nature, how it reveals general principles of the functioning of the brain, and the behavior of individuals and groups.

**PSYC 205****Health Psychology**

This course will engage concepts in health psychology and describe the effects of heredity, maturation, and environmental factors on individuals throughout their lifetime. It will examine the main theories of personalities and disorders of personalities, cognition, and emotion. It will describe main psychological disorders, the relationship between behavior and specific chronic diseases, pain perception, stress and coping, death, dying, and bereavement.

**PSYC 411****Introduction to Psychopathology**

The course examines the etiology, epidemiology, description/classification, and treatment of disordered behavior. Major mental disorders are systematically examined from several different theoretical viewpoints, including psychodynamic, learning, cognitive, and physiological. A survey of psychological disorders is provided and students are introduced to the DSM-5 classification system. Treatment approaches based upon the major theoretical perspectives are covered.

**SSCI 412****Social Science and Medicine**

This course examines several aspects of medicine. First, it examines how the health care system is a social institution with norms and belief systems that may differ in other cultures. Second, the doctor-patient relationship is examined and the concepts of doctor communication, patient adherence, and compliance, in addition to types of health care delivery, are highlighted. Third, behavior and how it affects patient health is examined. Specifically, the course discusses stress, personality, drug and alcohol use, smoking, diet, and pain management as important factors contributing to a person's health. As fewer people die from infectious diseases and more people die from diseases (such as cancer) that may be prevented through a healthy lifestyle, understanding patients' lifestyles outside of the hospital becomes imperative. Overall, the course discusses health and illness within the biopsychosocial model that is replacing the biomedical model in medicine.

**DOCTOR OF MEDICINE PROGRAM**

The medical program curriculum is divided into two segments, the Basic Sciences and the Clinical Years.

**Basic Science Courses**

The following descriptions are overviews of the Basic Science courses. The subject matter and course objectives will continually change to reflect advances and new directions within the discipline, as well as growth and new dimensions within the faculty and academic community of the School.

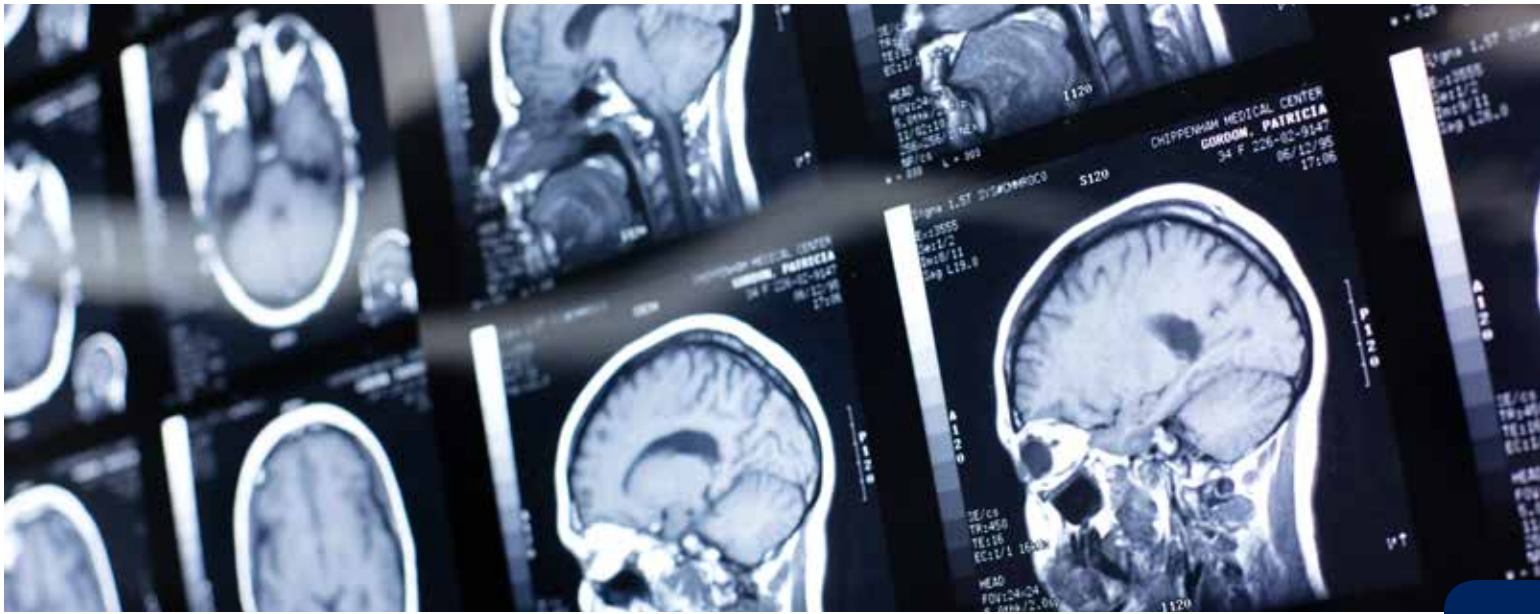
**BASIC PRINCIPLES OF MEDICINE****BPM 500****Basic Principles of Medicine 1 (BPM1)**

This is a 17-credit course taught over 17 weeks in Term 1 of the Doctor of Medicine (MD) program of St George's University School of Medicine, Grenada, and within the Keith B Taylor Global Scholar's Program (KBT GSP), in collaboration with Northumbria University, Newcastle upon Tyne, UK. It is part one of an organ system-based curriculum for the first academic year of the Basic Sciences program and is taught in three consecutive modules:

- Foundations to Medicine (6 weeks)
- Musculoskeletal System (4 weeks)
- Cardiovascular, Pulmonary and Renal Systems (7 weeks)

**Foundations to Medicine**

In this first module, students will learn about the biological molecules associated with cells, tissues and organs from biochemical and cellular discussions towards a molecular understanding of human disease and pathology. Students will learn about normal and abnormal physiological states including homeostasis and how it is controlled via biochemical and genetic means. Cellular control of proliferation, senescence, apoptosis and necrosis will be explored. Histological, biochemical, physiological, and genetic aspects of cancer will be synthesized to develop a comprehensive analysis of the principles of this disease state. Students will increase their knowledge of human patterns of genetic inheritance beyond Mendelian concepts with the objective of seeing patients through a genetic lens. Genetic and genomic tests for diagnosis and characterization will be taught so that students will have a broad understanding of the advantages and limitations of



these technologies. An overarching theme of this module is to introduce students to the language embedded in pathology tests and to provide an understanding and interpretation of the results. To this end, biochemical, physiological and genetic aspects of pharmacology will also be introduced.

#### Musculoskeletal System

The Musculoskeletal System module is an interdisciplinary study of the anatomical, histological, physiological and pharmacological principles of this organ system. The overall goal of this module is to provide a comprehensive knowledge base for understanding the normal gross anatomical and microscopic structures as well as the development and functioning of the musculoskeletal system. Case studies, practical laboratory sessions and small group discussions are an integral component throughout the entire module. The module also exposes students to cadaveric prosections and ultrasound simulation sessions with standardized patients to aide in their understanding of key anatomical concepts and allows them to apply this knowledge to a clinical setting.

#### Cardiovascular, Pulmonary and Renal Systems

The Cardiovascular, Pulmonary, and Renal Systems modules an interdisciplinary study of the anatomical, histological, physiological, biochemical, and pharmacological principles of these organ systems. The overall goal of this module is to provide a sound comprehensive knowledge base for understanding the normal anatomical and microscopic structures, biochemical processes, and functioning of the cardiovascular, pulmonary and renal organs. Case studies and practical laboratory sessions are also presented as an integral component throughout the entire module.

An introduction to inflammation, various cardiovascular, pulmonary and renal acid-base disorders will be explored to aid with the application and integration of the normal basic science principles into pathological disease process.

#### BPM 501

##### Basic Principles of Medicine 2 (BPM2)

This is a 17-credit course taught over 18 weeks in Term 2 of the Doctor of Medicine (MD) program of St George's University School of Medicine, Grenada, and within the Keith B Taylor Global Scholar's Program (KBT GSP), in collaboration with Northumbria University, Newcastle upon Tyne, UK. It is part two of an organ system-based curriculum for the first academic year of the Basic Sciences program. BPM2 consists of the remaining three systems-based modules in Year 1, which are taught consecutively:

- Endocrinology and Reproduction (3 weeks)
- Digestion and Metabolism (5 weeks)
- Nervous System and Behavioral Sciences (10 weeks).

##### Endocrinology and Reproduction

In this module, students learn the gross and microscopic structure, physiology, biochemical processes and metabolic disorders in relation to endocrine organs. This module also includes the study of gross and developmental anatomy, physiology, microscopic anatomy and cell biology of the male and female reproductive systems. With this knowledge a student learns to integrate and apply it to the cadaver in wet lab sessions and micrographs and radiological images in small group sessions. At the end of each system, two to three pathological conditions are explained through micrographs and imaging relevant to the specific organ systems. Developmental genetics, genetic

screening techniques and facts about nutrition in relation to neonates, infants and elderly are also covered in this module. At the end of this module students will appreciate the normal structure and functions of these organ systems and will be able to correlate pathological outcome due to abnormal changes within the respective tissue.

### Digestion and Metabolism

In the Digestion and Metabolism module, students learn the anatomy and histology of the digestive system and actively integrate it with the biochemistry and physiological function of this organ system. Students familiarize themselves with the digestion and metabolism of the macromolecules: carbohydrates, lipids and proteins and their nutritional significance. Special emphasis is placed on the inborn errors of metabolism associated with each of these metabolic pathways and the lab tests and the molecular basis for the clinical signs and symptoms of these disorders. The module is interspersed with clinical cases and study of imaging and histology of the gastrointestinal tract. Clinical cases on inborn errors of intermediary metabolism and metabolic disorders would enhance the understanding of the importance of these aspects of metabolism.

### Nervous System and Behavioral Sciences

This module is an interdisciplinary study of the function of the head and neck and the nervous system, entailing almost simultaneously its anatomy, histology, physiology, biochemistry and some pharmacology and pathophysiology. The module also includes behavioral science (psychopathology), life span development and learning theory. Neurological and psychiatric case studies are presented as an integral component wherever possible. The overall goal of the course is to provide a contemporary and thorough knowledge as a basis for understanding the effects of damage to the head, neck and nervous system as seen in general clinical medicine and in specialties such as Neurology, Neurosurgery, Psychiatry and Ophthalmology.

### BPM 502

#### Basic Principles of Medicine 3 (BPM3)

The Basic Principles of Medicine (BPM3) course is an 8-credit course taught over 6 weeks in Term 3 of the Doctor of Medicine (MD) program of St George's University School of Medicine, Grenada. The core aim of this course is to equip physicians with: the knowledge and skills to understand fundamental principles inherent to a future

understanding and diagnosis of microbial infections; devise and utilize strategies that improve the health of entire communities and populations and help reduce health inequities among population groups; and to uphold standards of ethics and professionalism expected across North America. The BPM3 course is sub-structured into four thematic areas:

#### Basics of Immunology and Microbiology

Microorganisms are the single most significant contributor to human health and disease worldwide. The Basics of Immunology and Microbiology component focuses on presenting the fundamental principles of microorganisms in the context of their interaction with humans as the core knowledge necessary for effective and efficient diagnosis and treatment of infectious diseases. The course begins with an overview of microbial groups, introduction of some common pathogens, their features, replication strategies and basic mechanisms of pathogenesis. In parallel the key immunological principles will be discussed. This will facilitate cross-linkage and a more in-depth understanding of the body's natural defense mechanisms against infectious agents. Examples of immune system failure will be presented in the context of diversity of the infectious disorders and some primary immunodeficiency syndromes. This compound knowledge will allow students to understand how microbial growth and pathogenicity could be controlled through the use of therapeutic compounds combined with physical and chemical control methods. The detail as to the specific microbial infections that result from human-microbial interactions will be covered in MICR672 Introduction to Infectious Disease (Term 4).

#### Public Health Assessment Tools

Basic biostatistics concepts and tools are introduced, which will enable physicians to understand and critically examine the medical literature. Core concepts in clinical epidemiology, preventive medicine and evidence-based medicine that are most relevant to physicians are taught. Emphasis is on recognizing patterns of disease occurrence and disease outcomes in human populations and using such information to 1) inform diagnosis and treatment strategy in patient care; and to 2) foster application of ethically and scientifically sound principles in community intervention. Quantitative topics are enhanced with clinical examples from the medical literature, providing a transition from research findings to care of individual patients. The ways in which human behavior, the environment, and

politics influences health in different societies are also considered. An international comparison of health systems is provided, and factors underlying existing disparities in healthcare is explored. Current issues in healthcare financing and delivery are discussed, along with insurance systems, cost containment, different types of medical practice, and medical practice economics.

#### **Culture and Societal Issues/Physician-Patient Relationship**

The biopsychosocial approach to patient care is introduced, and the role of cultural factors within the doctor-patient encounter is discussed. Emphasis is placed on development of cultural sensitivity and competence in the provision of care. The role of the family and the patient's social network are explored, and life-disrupting conditions such as substance abuse, domestic violence, child/elder abuse, and self-harm behavior are discussed with reference to the physician's role in detection and intervention.

#### **Ethics, Professionalism and Medical Jurisprudence**

A survey of bioethics introduces research ethics, public health ethics, medical and clinical ethics, professional ethics, and the professional responsibilities of today's physicians. These responsibilities derive from professional knowledge, attitudes, and practices involved in clinical medicine, medical research, and disease prevention, surveillance, and control. They stem from the medical profession itself, and from fundamental concepts of law and ethics related to the medical profession and doctor-patient relationships. Specific topics addressed include environmental health ethics, physician impairment, social and community ethics, patient autonomy and informed consent, beginning of life issues and termination of pregnancy, and end-of-life decisions. Fundamental concepts of law and ethics that relate to the medical profession are discussed, along with issues bearing on physician professionalism and boundary crossings. Societal trust and related concerns involving the regulation of medical practice are emphasized along with basic principles of patient privacy, confidentiality, medical malpractice and liability.

## **CLINICAL SKILLS**

*Dolland Noel, MD, Chair*

### **CLSK 655**

#### **Introduction to Clinical Medicine**

The Introduction to Clinical Medicine course consists of approximately 189 scheduled class hours where it serves as the bridge to help facilitate the student's transition from the basic science to the clinical years. The course provides an introduction and opportunity to learn and practice the fundamental clinical and reasoning skills that are required to enter the third year clerkship.

The goal of the primary learning activity is to develop those analytic and problem-solving abilities that are needed to formulate a differential diagnosis, using information obtained from an appropriately done history taking and physical diagnosis that they learn in Term 4.

The teaching method (and learning) is defined as symptom-based differential diagnosis. Students must be able to determine and ask relevant questions in order to further elucidate all the symptoms. On completion of the history, the student should be able to make a tentative differential diagnosis, and determine the systems that require physical examination. Based upon this analysis of the system(s) to be examined, a focused (or if needed a complete) physical examination is carried out.

Students will focus primarily on obtaining and presenting the historical and physical examination findings to clinical preceptors during hospital and clinic visits. They will organize, prioritize, and accurately report these findings in the written and oral case presentation formats.

The clinical data gathered during the history and physical examination must be correctly interpreted. Students will also learn to interpret their findings from the history and physical examination, formulate a problem list and generate a differential diagnosis. Basic elements of the selection and interpretation of laboratory tests, as well as patient management concepts are also introduced.

Students will further develop their clinical problem-solving skills and critical thinking by actively participating in classroom small group sessions. During these sessions, a case is discussed each week that focuses on a different organ system. Each small group of students is given the

presenting complaint(s) of a patient, in vignette format, by the tutor. Students are expected to determine what appropriate questions need to be asked and answered in order to progress toward a tentative differential diagnosis. Additional information from the history is then given by the tutor. Based on the complete history, students are expected to determine the appropriate organ system(s) on which the physical examination should be primarily focused. This process of critical thinking starts from the presentation of the vignette. Students then indicate the possible physical findings that may be expected. The actual physical findings are then given to the students by the tutor. A differential diagnosis is then prepared along with possible investigations and their likely findings. This leads to a final diagnosis with brief reference to management principles.

#### Student Assessment

- Home Study—Clinical vignette of presenting complaints. Students make a list of differential diagnoses with supporting and non-supporting evidence.
- Small Group—Detailed discussion of above vignette to arrive at a tentative diagnosis with brief discussion of investigation and management.
- Hospital Rotation—One hospital visit per week.
- Case Write-up—Based upon cases seen at hospital visits.
- Written Examinations—Unified, Midterm, Final
- 1 OSCE—Seven stations each with history and physical examinations.

## PATHOPHYSIOLOGY

*Subramanya Upadhyaya, MBBS, MD, DNB, Chair*

### PATH 674

#### Pathophysiology

The course in Pathophysiology consists of approximately 124 scheduled lecture hours devoted to providing a platform for active learning where the students learn to analyze clinical problems using the concepts learned in all the basic sciences in an integrated fashion. The course is designed to allow students to restructure their basic science learning and to organize it around clinical presentations to prepare them for USMLE 1 and the clerkship.

There are four small group sessions which are based on clinical vignettes covering the combined objectives of

Pathophysiology, Pharmacology, and Clinical Skills. These sessions also allow students to demonstrate professional behaviors, communication and clinical skills as well as their knowledge of the subject matter. In addition, students will be provided with a series of online quizzes and practice questions for study.

#### Evaluation

Two midterms and one final examination will cover topics discussed in the lectures and small groups. In addition, students are required to take the Comprehensive Basic Sciences Examination (CBSE), administered by the National Board of Medical Examiners (NBME), United States, toward the end of the term. Scores obtained in term examinations and NBME-CBSE are considered while grading.

The course is specifically designed to enhance clinical integration of Basic Sciences material. In addition, the exams are in a USMLE board format to familiarize students with standardized testing methods required by medical licensers.

### PATH 676

#### Basic Science Foundation for Clinical Reasoning

The course in Basic Science Foundation for Clinical Reasoning (BSFCR) consists of 28 Lab-hours devoted to review basic science concepts by solving clinical problems through group discussions. These are facilitated by clinical tutors and monitored by subject experts from various departments of basic sciences. The course is designed to integrate basic sciences in clinical context. In addition, students are also trained to develop professional competencies, interpersonal skills, and communication skills.

#### Evaluation

Two midterms and one final examination cover topics discussed in lab-based group discussions. In addition, written tests are administered every week as continuous assessment. Also, students are required to take the Comprehensive Basic Sciences Examination (CBSE), administered by the National Board of Medical Examiners (NBME), United States, toward the end of the term. Scores obtained in term examinations, continuous assessment, and NBME-CBSE are considered while grading. The term exams are in a USMLE board format to familiarize students with standardized testing methods required by medical licensers.

## PHARMACOLOGY

*Leonardo Dasso, PhD, Chair*

### PHAR 681

#### Pharmacology

The primary objective of the Pharmacology course is to provide the student with a solid basis for understanding the pharmacology of therapeutic agents, and thus with a foundation for future clinical decision-making with respect to pharmacological therapies.

The course begins with a basic principles module exploring the fundamental principles of pharmacokinetics and pharmacodynamics. This is followed by systematic discussion of the major drugs used in specific clinical situations. Topics covered include the pharmacology of the autonomic and central nervous systems, cardiovascular, respiratory, gastrointestinal, renal, endocrine and autacoid pharmacology, and chemotherapy. Particular emphasis is placed on the mechanisms of action, therapeutic and adverse effects and clinical indications of drugs used in medical practice.

The lecture sequence is coordinated with the Pathophysiology course and the schedules are subdivided into different subject blocks to facilitate learning across disciplines.

Each lecture has well-defined learning objectives intended to help students organize their study and prepare for exams.

For advanced discussion of selected topics, the class is divided into small groups, and short high-yield clinical cases are presented and discussed by students under the guidance of a group facilitator. The small group sessions are designed to provide a clinical context to help students apply acquired knowledge and explore new knowledge, as well as to integrate Pharmacology with Clinical Medicine and Pathophysiology.

The final grade of the Pharmacology course is based on the results from the three written examinations, as well as the participation in the small group sessions.

## PRINCIPLES OF CLINICAL MEDICINE

### PCM 500

#### Principles of Clinical Medicine 1 (PCM1)

PCM1 is a 21-credit course taught over 18 weeks in Term 4 of the Doctor of Medicine (MD) program of St George's University School of Medicine, Grenada. It is a systems-based curriculum for the second academic year of the Basic Sciences program and is taught in four consecutive modules:

- General Principles (4 weeks)
- Renal and Cardiovascular Systems (4 weeks)
- Respiratory and Hematopoietic Systems (4 weeks)
- Digestive, Endocrine and Reproductive Systems (6 weeks)

#### General Principles

In this module, students learn how to perform a clinician-centered medical interview with focused history taking, physical examination and writing of SOAP notes. They are introduced to the general principles of pathology, which includes cell injury, inflammation, repair, healing, neoplasia and hemodynamics. This has been integrated with the general principles of pharmacology, inclusive of pharmacodynamics, pharmacokinetics, pharmacogenetics, anti-cancer drugs, and drugs used in disorders of coagulation and antimicrobials.

#### Renal and Cardiovascular Systems

This module introduces students to systemic pathology, wherein diseases of the renal and cardiovascular system are emphasized. This has been closely integrated with the pharmacology of the autonomic system and drugs used in cardiovascular diseases. This module also covers the microbiological aspect of cardiovascular infections and relevant history taking and examination for cardiovascular diseases.

#### Respiratory and Hematopoietic Systems

This module is dedicated to the pathology of the respiratory system with close integration with the of microbiology of respiratory infections and drugs used in respiratory disorders. The focused history taking and physical examination of the respiratory system, head, eyes, ears, nose and throat is also taught. The module then delves into the study of hematopoietic pathologies, blood and lymphatic infections, and drugs used for anemia, malaria and tuberculosis.

### Digestive, Endocrine and Reproductive Systems

Students learn to obtain a focused medical history and examination of the abdomen, female reproductive system, male genitourinary and rectum. The module also includes the pathology of the gastrointestinal tract, gastrointestinal infections and their therapies. Students are taught about the diseases affecting the endocrine system with adjunct therapeutic drugs. The module concludes with pathologies of the breast, ovary, female genital tract and male genital tract, as well as the hormones and drugs acting on the uterus and urinary tract infections.

The PCM 1 course is formed on the spine of a system-based approach to pathology. Throughout each system the integration of pharmacology and microbiology add to the systems pathology. In addition, lectures, simulation labs and B-line sessions on clinical skills (communication and physical diagnosis) weave into the curriculum along with practical clinical experiences in small group sessions and simulation labs, which incorporate standardized clinical cases.

### PCM 501

#### Principles of Clinical Medicine 2 (PCM2)

PCM2 is a 23-credit course taught over 18 weeks in Term 5 of the Doctor of Medicine (MD) program of St George's University School of Medicine, Grenada. It is a systems-based curriculum for the second academic year of the Basic

Sciences program PCM2 continues with the pathologic basis of disease as the core subject around which pharmacology and microbiology are based. The topics will include bone and skin, endocrine, neuropathology, forensics, and infant pathology. As with PCM1, lectures on clinical skills (clinical medicine) will weave into the curriculum to allow application of basic knowledge into clinical practice exposing students to the expectations of USMLE Step 2 CS. The final module spirals once again through all the systems. This repetition of systems is directed to merge all the disciplines so that students can view the body as one holistic unit with the organs working together. Lectures are complemented by small group clinical cases, knowledge review and assessment through multiple choice question sessions. Students will visit hospitals and clinics where they can interact with patients and apply the holistic approach in patient care. This final module serves as a concentrated intensive review of all basic sciences content and as an enhancement of clinical reasoning skills in preparation for the USMLE Step 1 Examination.

### SELECTIVES

Selectives are offered to basic sciences students during the first two years of the four-year medical program. The objective is to provide a structured learning experience in



diverse basic science, clinical, and scholarly areas. Some selectives give students the opportunity to integrate basic sciences knowledge into clinical areas. Selectives are offered by various departments and coordinated through the Office of the Dean of Basic Sciences. There is a cost associated with some of the following selectives.

### **ELEC 524**

#### **Culture and the Practice of Medicine**

*Diana Stone, MPH, DVM, PhD*

Health care practitioners have become increasingly aware of the significant impact of cultural beliefs and practices on health, illness, and disease. This course is designed for both human and veterinary medical students. The goal of this course is to enable students to identify cultural beliefs and practices that impact disease in human and animal populations and the practice of human and veterinary medicine. Students will understand the concept of "One Health One Medicine" and will incorporate cultural aspects and interdisciplinary approaches to health care problem solving. Students will use cultural knowledge, including an understanding of their own cultural beliefs and practices, to improve their ability to effectively practice medicine.

### **SCSK 500**

#### **The Prague Experience in Medicine**

*Walter Kolbinger, PhD*

*Martin Stransky, MD*

This popular two-credit selective takes place in Prague in the Czech Republic during the last three weeks of July. Students are introduced to three teaching hospitals and a private practice clinic with 25 physicians. The students gain exposure to both adult and pediatric settings, and participate in team discussions, teaching rounds, lectures, and direct patient interaction. The thinking process that clinicians use when examining patients is introduced and discussed. Students assess the medical, cultural, and economic forces impacting different medical systems. After this selective, students will have developed an increased awareness of the globalization of medicine, expanding their perspectives and knowledge bases in patient care.

### **SCSK 504**

#### **International Health and Human Rights in Honduras**

*TBD*

This is a one-credit selective that takes place in Honduras. As there are fundamental differences between health care provision in developed and underdeveloped countries,

a recognition and understanding of some of these issues should help to build partnerships and support international health efforts. Human rights are essential to the full attainment of health. Most traditional medical curriculums do not address this subject. This selective is designed to give students a fuller comprehension of the global aspects surrounding health and human rights. This selective is designed to promote a better understanding of the broad determinants of individual and population health, which can be applied to issues in Honduras and regionally to other developed countries. The core of the selective will be facilitated in Honduras by our relationship with ASONOG (Asociación de Organismos No Gubernamentales, the Association of Non-Governmental Organizations), a nonprofit organization which works throughout Honduras. ASONOG was founded in 1988 and works on the coordinating of objectives strengthening primary health services, developing local capacities in the prevention of illnesses, and health promotion.

### **SCSK 505**

#### **Integrated Approach of Basic Science Related to the Head and Neck Area**

*Robert Hage, MD, PhD, DLO, MBA*

This one-credit selective is offered twice a year. Students will have two sessions per week for five weeks at the beginning of each semester. Visits to outside institutions are arranged during the semester according to preference and availability. Students will receive a total of five case studies by email, and are expected to attempt to solve the problems before these cases are presented on Monday afternoons. On Thursday afternoons there will be sessions covering maxillofacial surgery, radiology, examination technique, and demonstrations. Visits to the General Hospital operating room, radiology department, School for the Deaf, ENT Clinic, and special homes are opportunities for students to gain valuable experience. A CD must be provided by students so that material related to the selective (clinical pictures, video clips, text) can be made available for home study.

### **SCSK 506**

#### **Integrative Medicine**

*Jacqueline Stanley, PhD*

This is a one-credit pass/fail selective that introduces students to a number of complementary therapies defined by the National Center for Complementary and Alternative Medicine (NCCAM), a division of the US National Institute

of Health (NIH). This selective relies heavily on visiting professors, as well as on local practitioners to deliver material in a cohesive manner based on their area of expertise. The selective consists of eight lecture hours, two quizzes, and 14 workshops to be completed in a minimum of two terms, but a maximum of five terms. Although the lectures are open to everyone, students who wish to participate in the workshops, or receive credit on their transcript, must officially register for this selective.

### **SCSK 507**

#### **Regional Anatomical Dissection**

*Kathleen Bubb, MD*

*Benjamin Turner, MSc*

This one-term, two-credit selective will give participants the opportunity to undertake four detailed regional dissections of the human body. These regions include head and neck; back and thorax; extremities; and abdomen, pelvis, and perineum. Each regional dissection will be limited to the appropriate area but need not be a complete dissection of all the structures within the topic area. The ultimate objectives are to give students the opportunity to dissect regions of the human body of particular interest to obtain a deeper understanding of the anatomy of selected areas and for detailed anatomical preparation to be created for future clinical aspirations.

### **SCSK 508**

#### **Scientific Literature and Evidence-Based Medicine**

*Walter Kolbinger, PhD*

*Joanna Rayner, PhD*

This one-credit selective is offered to students in Term 2 or higher. Major components of the course are tutorials and practical hands-on experience through small group and online assignments. The course aims to have the students understand the underlying principles of evidence-based medicine and to enable them to actively engage in searching for scientific literature, using tools that are available to the general public, as well as specific tools offered in the St. George's University academic environment. The practical components are aimed toward actively learning to assess the methodological quality of scientific publications, differentiation between different types of trials, systematic reviews and meta-analyses, and the ability to question or defend their findings in a small group interactive setting.

### **SCSK 509**

#### **Imaging and Anatomy**

*Robert Hage, MD, PhD, DLO, MBA*

This one-credit selective will give participants the opportunity to review the typical anatomical structure of the human body as seen in various radiological films, such as X-rays, MRIs, and CT scans. A major emphasis will be placed on the clinical application of gross anatomy as it relates to the various imaging methods, especially with hands-on experience with ultrasonography. Ultimately, the students' overall knowledge of clinical anatomy will be enhanced.

### **SCSK 511**

#### **Pulmonary Function Testing**

*Mark Clunes, PhD*

This one-credit selective will familiarize students with the performance and evaluation of clinical flow/volume pulmonary function tests and allow them to develop the clinical skills required to perform successful tests. This course will use didactic lectures to review lung physiology and pathophysiology of different lung diseases. After demonstration of a pulmonary function test, students will practice administering the test, using American Thoracic Society guidelines, to their peers. Students will examine how test results are analyzed and how the results help in the diagnosis of various lung disorders. Students will receive a clinical case and will make a presentation based on that case to assess understanding of implementation, analysis, and diagnosis.

### **SCSK 512**

#### **Gross Anatomy Special Dissection**

*Kathleen Bubb, MD*

*Michael Snosek, MSc*

This one-term two-credit course will give participants the opportunity to undertake detailed, professional-quality dissections of the human body. The ultimate objective is to allow students to dissect specific regions and/or organs of the human body in order to create "museum quality" specimens for teaching purposes. In so doing, students will learn the various techniques involved in the preparation of cadaveric material for display and teaching. These include dry bone/ligamentous preps, plastic embedding, and various plastination procedures. Ultimately, the students' overall knowledge of anatomy will be enhanced.

**SCSK 513****Medical Spanish for Health Care Professionals***Debbi Johnson, MA*

This one-credit selective, which will meet once a week for the entire term, is designed primarily to meet the needs of medical students who anticipate contact with Spanish-speaking patients in their future. In the United States, particularly, it has become an absolute necessity for health care providers to have at least a minimal understanding of the Spanish language in order to reduce frustrations stemming from the lack of ability to communicate with the nation's fastest-growing non-English speaking group. In addition to the significant lack of control that health care providers feel at not being in command of the language of their patients, the predicament of non-English speaking patients in need of medical care is of crucial concern as well. The course, which will be offered at the University's main campus, will provide students with a basic introduction to Spanish grammar and sentence structure, as well as an overview of vocabulary for specific medical purposes. Students will be expected to have had some exposure to Spanish language instruction, as well as be in good academic standing in order for the more specialized medical instruction to be beneficial. The course will cover such topics as emergency medicine, a visit to the family practitioner, basic anatomy, and dealing with sensitive cultural issues.

**SCSK 514****American Sign Language (ASL)***Robert Hage, MD, PhD, DLO, MBA*

This one-credit selective is offered once per semester and will fall within the start/stop dates of Term 1. Ten sessions are scheduled per semester. Students are expected to attend and actively participate twice a week in a one-hour session during which a teacher from the School for the Deaf will teach American Sign Language (ASL). Guest speakers will cover topics such as speech training, causes of deafness, prevention of deafness, and hearing aids. This will add to each session an element of theory and practical information related to deafness. Students are expected to practice their acquired sign language skills with each other between sessions and demonstrate some of their skills during each session. Videocassettes are available for viewing in the library. Visits to the School for the Deaf are recommended.

**SCSK 515****Clinical, Ethical, and Neuroscience Aspects of Pain***Katherine Yearwood, MBBS*

Pain is an important symptom in medicine but undertreated pain and its management are relatively neglected in medical curricula. This one-credit selective will define pain and introduce it as a public health problem. It will explore the neuroanatomy and neurophysiology of pain, and psychological, sociological, and bioethical aspects of pain. Students will be taught to do pain histories, assess levels of pain and effectiveness of pain relief, and be introduced to treatment options. The course includes visits to Grenada General Hospital and/or geriatric homes and/or rounds with community nurses.

**SCSK 516****Research Ethics***Cheryl Macpherson, PhD*

This selective fosters professional development, strengthens ethical sensitivity and reasoning ability, and enhances knowledge and understanding of the complexities of existing research ethics guidelines. This course focuses on the role of human participants and the intersection of research with medical and veterinary medical clinical practice and public health. Students participate in seminars and case discussions involving international guidelines, therapeutic misconception, use of stored tissues, and cultural and socioeconomic factors that bear on international research collaborations. The ethics of authorship and plagiarism are explored. The course expands upon the SOM and SVM required curriculum on research ethics, enabling students to gain deeper insight.

**SCSK 521****Thailand Medical Experience***Stephen Weitzman, MD**Michael Weitzman*

This selective offers a diverse clinical and cultural experience. Students spend one week in Bangkok (Thailand's largest city) and one week in Ao Nang in southern Thailand (a rural town on the Andaman Coast). In this way, the selective exposes students to both "modern Western-style" medicine in Bangkok and "ancient Eastern-style" health practices in Ao Nang.

The week in Bangkok is based at Siriraj Hospital, the oldest, largest, and most respected hospital in Thailand. Students observe modern medical practices in the emergency room

and on the wards and clinics in surgery, pediatrics, OB/GYN, medicine, and other specialties. An exciting feature of this week is the opportunity to meet and interact with Thai medical students. Students experience the cultural aspects of Bangkok as well. Bangkok has become one of the most exciting cities in the world. While there, students stay at a guesthouse located in a prime location for visiting interesting sites in Bangkok.

Students spend two weeks in southern Thailand in Ao Nang, the program focuses on Complementary and Alternative Medicine (CAM) as practiced for centuries in the East. By the end of the week, students learn to give a one-hour Thai Massage and perform the 24 Form Yang Style Tai Chi set, the most popular Tai Chi set in the world. Not only do students acquire these new skills, they deepen their understanding of Integrative Medicine and the role these ancient Eastern practices can play in modern health care. Students have the opportunity to augment their CAM learning with outdoor activities, taking advantage of the physical beauty and tranquility in southern Thailand on the Andaman Sea.

The location in Thailand exposes students to a fascinating country and leads to a greater appreciation of global health.

### **SCSK 522**

#### **International Spanish Experience**

*Debbi Johnson, MA*

This one-credit selective allows students to build and expand on medical Spanish language skills by participating in hands-on patient interaction in health care settings located in international settings. The course director assists with the identification and selection of a program that best meets student needs from a large variety of approved options available to them. All international programs have some degree of Spanish language immersion and practice opportunities throughout the selective. Settings will primarily focus on students applying those skills to patient interviews and basic medical care in clinics and hospital settings, participating in community health initiatives.

### **SCSK 523**

#### **Surgery**

*Chamarthy Subbarao, BSc, MBBS*

In this four-week, one-credit selective, students attend three lectures about history taking, communication skills, and the history and running of the Grenada Health

Services. Students attend clinics and surgical operations under guidance of a surgeon. They participate in taking histories from patients and observe the examination of these patients followed by discussions with the attending surgeon. They observe the examinations and surgical procedures in different specialties. They are required to keep a log of their activities and submit detailed case histories. A one-credit version with less time commitment is offered during the school term.

### **SCSK 524**

#### **Community Health**

*Chamarthy Subbarao, BSc, MBBS*

In this four-week one-credit selective, students attend three lectures about orientation of the course including health care systems in Grenada, history taking and communication skills. Students attend the clinics under guidance of a Medical Officer. They participate in taking history from patients and observe the examination of these patients followed by discussions with the attending physician. They are required to keep a log of their activities and submit one detailed case history. A one-credit version with less time commitment is offered during the school term.

### **SCSK 525**

#### **A Practical Experience in Tropical Medicine in Kenya**

*Calum Macpherson, PhD*

This selective provides a practical field based introduction to tropical medicine in an East African cultural context. The annual selective runs for 2 weeks and is open to all MD and DVM students. The selective, which has run continuously since 2009, provides opportunities to shadow local consultants, conducting rounds in a wide range of clinical specialties in district and provincial hospital settings. Visits to orphanages, historical sites, animal sanctuaries and cultural and scenic areas make for a comprehensive experience in East Africa. Time is spent in remote rural areas with the nomadic pastoral Masai people where "One Health" comes into sharp focus. The people live on the milk and blood from their livestock which are heavily dependant on the environment. All aspects of medical and veterinary medicine, public health, and climate change can be debated in this fast disappearing and unique way of life. The selective culminates with a flight to the world famous Masai Mara game reserve where the greatest concentrations of African wildlife are to be found. Here two nights are spent in a luxury tented camp and one can learn about wildlife,

domestic animal, and human interface. The selective is run by Cal Macpherson who spent more than 30 years in East Africa including 10 years with the Flying Doctors (AMREF), which is today one of the largest NGOs in Africa. He has spent over 10 years working with nomadic populations in East Africa and in many other parts of the world.

### **SCSK 526**

#### **Applied Cell Biology and Histology**

Using basic knowledge acquired in Cell Biology and Histology during the first term of the four-year medical program, selective students during their second term explore in more depth some of the topics related to medical applications in applied cell biology, histology of the human body, as well as applying advanced morphological and related ancillary techniques. The Applied Cell Biology and Histology selective will review six major areas of cell, tissue, and organ system investigations, as they can be relevant to reinforce cell biology and histology knowledge. Students are also introduced to principles of clinical histopathology. Students are given the opportunity to critically read publications in these topics to discuss and review the reports or presentations of morphological data acquired in view of understanding their clinical implications.

### **SCSK 527**

#### **Applied Anatomy Using Ultrasound and Nerve Mapper**

This selective improves the anatomical knowledge of students in the second term of the four-year medical program by using cadaveric material to revisit the basic anatomy, and then using an ultrasound machine to view the internal structure on live volunteers of vital areas such as the neck and femoral triangle, and a nerve mapper to show the position of nerves and vessels in the living body in areas such as the neck, cubital fossa, and femoral triangle. The course uses new technology to show students the position of vital structures and reinforces the relevance of clinical anatomy.

### **SCSK 528**

#### **Clinical Professionalism in Sweden**

*Cheryl Macpherson, PhD*

This intensive selective is hosted by a neurologist at Uppsala University in Sweden for one week. Students build upon their professional competencies and skills while learning about conflict resolution, cultural competence, the Swedish health care system, and other topics. Students interact with patients, doctors, and other medical students

in clinical and classroom settings. They are assessed through team projects on the topics of their choice and presented conference style on the last day. Uppsala's medical school is among the oldest in the world.

### **SCSK 529**

#### **Bioethics Today**

*Cheryl Macpherson, PhD*

The selective is designed for students with an interest in bioethics who want to further develop their knowledge. It uses a seminar format to examine aspects of medicine, public health, research, environment, and other topics. Fifteen contact hours can be spread over several semesters in Grenada. These are led by faculty, visiting professors, and students. Students in the Keith B. Taylor Global Scholars Program are encouraged to enroll and options for written assignments, sonic foundry, and/or teleconferencing will be provided. Students are required to lead one seminar or journal club discussion during their last year in Grenada. Most sessions are held at noon as part of the Bioethics Grand Rounds Series.

### **SCSK 530**

#### **Forensics for First Responders**

This selective acquaints future physicians, veterinarians, and law enforcement personnel with the underlying principles and concepts of modern forensic procedure. Emphasis is on preservation of evidence, securing of crime scenes, and proper maintenance of chain-of-custody of evidence. Through lectures, demonstrations, and practical exercises, students who successfully complete the course should be able to recognize a crime scene, take appropriate steps to secure the area, and preserve the integrity of the scene. Students learn about types of physical evidence that may be found, how it is obtained, and how it is analyzed. The course covers legal procedures in the forensic sciences and specific groups that are involved in the scientific analysis of legal evidence.

### **SCSK 531**

#### **Community Health in Obstetrics and Gynecology**

*Shazmi Khan, MD*

This selective involves integration and application of basic science knowledge with clinical medicine in obstetrics and gynecology. It is a one-credit course with eight lecture hours, including self-study and 14 clinical hours. A logbook needs to be kept. The topics to be covered will be mastered by self-study, lectures, and classroom interaction and demonstrations. The course includes one weekend at

Carriacou Health Services (CHS) where clinical hours will encompass time in the operating room, examining room, and evaluation of patients in outpatient and inpatient settings, including imaging procedures.

### **SCSK 534**

#### **India Medical Experience**

*Bharti Bhusnurmath, MBBS, MD*

The students spend 15 days at the Krishna Institute of Medical Sciences University (KIMS), Karad, Maharashtra, India, usually in the last two weeks of July or December. They get hands-on clinical exposure under dedicated clinical professors in medicine, surgery, OB/GYN, pediatrics, ICU, radiology, radiotherapy, clinical anatomy, pathology, alternative systems of medicine, community outreach projects in breast cancer, oral cancer, etc. They assist in surgeries, childbirth, and management in out-patient departments (OPDs), wards, and casualties. Students interact with other medical students and residents from India, Malaysia, Sri Lanka, Indonesia, and United States. They also get exposed to health practices in a rural community teaching hospital. The cultural exposure has been very rewarding to students.

### **SCSK 536**

#### **Current Topics in Medical Mycology**

*Gary Brown, PhD*

This selective is conducted in a journal club format; 7 hours of direct contact (1 hour/week for 7 weeks), and 18 other hours. Direct contact will include instruction on selection of topics and presentation skills. Other hours include preparation of one or two presentations to the entire group and critical assessment question preparation of peer-presented articles. The selective will offer both medical and graduate students an opportunity to review and evaluate current scientific research in medical mycology.

### **SCSK 537**

#### **Dive Emergency and Rescue**

*Brenda Kirkby, PhD*

This one-credit scuba diving selective involves completion of two modules. Module I provides theoretical and practical training in avoiding, recognizing, and managing dive-related emergencies underwater, at the surface, and on land. Module I, which is taught by professional dive instructors, takes two days and leads to PADI Rescue Diver certification. Module II provides an introduction to hyperbaric oxygen treatment for dive-related injuries and includes training

in conducting a neurological exam in persons suspected of having decompression illness. Module II involves seven hours of classroom sessions scheduled across multiple days. Prerequisites for this selective are Advanced Open-Water Diver certification and Basic Life Support certification.

### **SCSK 538**

#### **Current Topics in Neuroscience and Neurology**

*Departmental Faculty*

This course follows a journal club format and will lean toward learning critical reading and appraisal of an article, keeping up to date with current medical literature relevant to neurology and neuroscience, identifying research areas of interest in neuroscience, and improving the background basic knowledge for future interactions in a clinical setting. In the beginning of the course, an introduction is given on how to conduct literature searches. At the end, students will attend a critical summary lecture of the course. The other hours include student-driven presentations or optional presentations given by persons not enrolled in the course (not for credit), as well as preparation of presentations. Each student must give one presentation as well as serve as an audience member during other students' presentations and ask at least one question of each article, which they also have read. The course director will choose the level of complexity of the articles, to fit the level of the individual student to reflect his/her level of education.

### **SCSK 539**

#### **Psychotropic Drugs and Drug Demand Reduction**

*Dirk Burkhardt, MD*

Students receive a primarily didactic orientation to drugs and are required to prepare and present educational sessions to secondary school students in Grenada. Phase One is composed of four three-hour lectures given on four consecutive Saturdays from 9 am to 12 noon. The content of this selective will cover the different types and families of psychotropic drugs, highlighting how they are administered or taken, their acute and protracted effects, including their neurobiological actions, their addictive potential, their lethal potential, their psychosocial consequences, and treatment and prevention implications.

Phase Two requires students to prepare and present four 30–45 minute presentations to high school students on a schedule that the course directors will arrange to be convenient to both the students and the schools. Following



the participation in the didactic sessions of Phase One, students will have to prepare four PowerPoint presentations for high school students on some aspect of the topics taught. If the necessary permissions from the Ministry of Education cannot be achieved in time, the presentation will be held for the class. The presentations may be limited to one drug or category of drugs, or be even more comprehensive, depending on each student's preference. They may focus on some particular aspect of the drug(s) such as effects, lethality, addictive potential, etc. The particular message selected will be the choice of each student, who will be expected to deliver four such presentations to classes of students on different occasions. As noted, the schedule and venue of these sessions will be arranged by the course directors.

#### **SCSK 540**

##### **Global Touch of Medicine**

*David Holmes, BSc (Hons.), PhD, CSci, FIBMS*

*Robert Hage, MD, PhD, DLO, MBA*

Students in Term 1 can register for this selective. It runs over three terms, two in Newcastle (Terms 1 and 2) as part of the KBTGSP and one (Term 3) in Grenada. At completion of this selective, students will understand why different systems have evolved and exist over time and interpret the pros and cons of each. While in the KBTGSP in Newcastle you will learn about the UK National Health System (NHS), then go on to learn about the Grenada health care system during your final year of basic sciences on the True Blue campus. The elements of this selective consist of: public lectures, seminars, active participation in research days, participation in health fairs and/or activities linked to charity organizations, and other activities by discretion of the course directors. Lectures and seminars usually are a one-hour activity and count toward one hour for the selective. Activities such as research days

and health fairs add to half an hour for every two hours of active participation in the event. A logbook must be kept by each student and should be signed off at every event. A total of 15 hours is sufficient to be eligible for obtaining one credit for this selective. In closing the selective there will be a session where all participants give a short presentation of their experience to peers, faculty, and interested parties.

#### **SCSK 541**

##### **Global Community Medicine**

*Robert Hage, MD, PhD, DLO, MBA*

*Nirupma Kakkar, MD*

This course consists of involvement with local charity and voluntary organizations, nursing homes, institutions for people with special needs, and health fair organizations. By engaging and interacting with the local communities and culture, both in the UK and Grenada, medical students are exposed, early in their careers, to the various social problems which impact on the health of the population. Students gain insight into the organization and management of various social issues and resource implications thereof, as well as gain a greater understanding of how charity and voluntary organizations may prove valuable for research into social problems and issues, which in turn might have a significant impact on government policy and decision-making.

#### **SCSK 542**

##### **Membrane Biophysics and Electrophysiology**

*Departmental Faculty*

This selective introduces the basics of membrane biophysics, specifically introducing electrophysiological methods for studying cell membranes, ion channels and receptors. The course will be evaluated based on joint

writing of a short review-type paper of a related assigned topic and a presentation given by the student. It contains lectures, interactive sessions with discussions and writing of a short communication article or conference abstract related to the basics of membrane biophysics and electrophysiology methodology. The course is relevant for understanding some of the current methodology used in drug development for treatment of diseases, such as various channelopathies. The course director will assign tasks (writing summaries, abstracts, or short proceedings/reviews) to each student based on the level of the student's education and related to diseases and drug development.

### SCSK 543

#### Observation in Medical Settings in UK and Grenada

*David Holmes, BSc (Hons.), PhD, CSci, FIBMS*

*Robert Hage, MD, PhD, DLO, MBA*

*Nirupma Kakkar, MD*

This selective is offered to expose students early to the life as a physician on both sides of the Atlantic. Students will be able to apply basic science knowledge to cases seen in the physician's everyday practice and present these to their peers and faculty. They will have a unique experience of two different health systems. A number of lectures/seminars will cover the history and management of health systems.

### SCSK 544

#### Sports Medicine (Northumbria)

*David Holmes, BSc (Hons.), PhD, CSci, FIBMS*

*Nirupma Kakkar, MD*

*Duncan French, PhD*

This selective exposes students to the current topics of research in sports medicine, allows them to interact with leading world experts specializing in sports physiology and medicine, and increases awareness about current issues and concerns in the field of sports medicine. Students will be expected to attend various lectures and will have the opportunity to ask questions and interact with the invited speakers.

### SCSK 545

#### Microbiology Selective I

*Gary Brown, PhD*

*Svetlana Kotelnikova, PhD*

This course consists of laboratory and/or field research on an ongoing problem under the direction of one of the three above-named principal investigators. Thirty-two hours of

active research participation must be documented in order to obtain credit.

### SCSK 546

#### Microbiology Selective II

*Gary Brown, PhD*

*Svetlana Kotelnikova, PhD.*

This course consists of laboratory and/or field research on an ongoing problem under the direction of one of the three above-named principal investigators. Thirty-two hours of active research participation must be documented in order to obtain credit.

### SCSK 547

#### Clinical Microbiology Practice in Labs with Limited Resources

*Ateef Qureshi, PhD.*

The laboratory component of the Medical Microbiology (MICR 570) course is the minimum required for future physicians who intend to practice in developed countries with automated, professional laboratory support. Students planning to serve in developing nations will benefit from the extra laboratory experience that will be provided by this one-credit selective. Students who have an interest in infectious disease and diagnostic microbiology will also benefit from this selective. The objectives of the selective are to provide extensive practical hands-on laboratory-based experience and foster an appreciation of the safe handling of infectious materials and/or microorganisms. Students must have a minimum GPA of 3.0, and either General Microbiology (BIOL 401) or Medical Microbiology (PATH 570) (pre- or co-requisite), as well as the permission of both the course director and Dean of Students. A minimum of four to five students must be registered.

## CLINICAL YEARS

There are 80 weeks of clinical training. Every student takes 42 weeks of core clinical rotations in the five major specialty areas—12 weeks of internal medicine, 12 weeks of surgery, and 4-6 weeks each of obstetrics/gynecology, pediatrics, and psychiatry. In addition to the core rotations, all students must complete 4-6 weeks in family medicine, a four-week medicine subinternship, a four-week medicine elective. To complete the clinical requirements, every student takes 24-26 weeks of electives.

## Emergency Medicine

*Theodore Gaeta, DO, MPH, Chair*

The goal of the rotation in emergency medicine is to teach medical students the necessary skills to take care of patients with a wide variety of undifferentiated urgent and emergent conditions. Students learn how to approach patients with common and potentially life-threatening complaints (such as chest pain, headache, abdominal pain, and many others). Emphasis is placed on teaching how to develop a working differential diagnosis and how to appropriately narrow it. During the rotation, students have the opportunity to gain proficiency in rapidly collecting data and performing focused physical examinations appropriate for the acutely or emergently ill patient. Students function as an effective and essential part of the emergency medical team in the patient assessment, stabilization, and management of a variety of acute medical and surgical conditions. Students learn to formulate appropriately organized and succinct medical records and problem lists. Students are familiarized with the indications, limitations, and methodology of emergency department (ED) diagnostic procedures and introduced to the multifaceted psychological, social, and economic challenges faced in an emergency medical setting. Students function under the direct supervision of the ED faculty. During the rotation, students attend departmental conferences, lectures, skills labs, and teaching rounds. Evaluations are based on clinical performance, written examination, and case-log presentations.

## Family Medicine and General Practice

*Everett Schlam, MD, Chair*

The goals of the family medicine and general practice rotation are to ensure that all medical students have a full understanding and appreciation of an integrative approach to the care of patients, families, and communities. Students will be introduced to the aspects of family medicine that are applicable to all fields of medical practice, including comprehensive and continuous care provided by family physicians to patients of all ages. The importance of family systems and the impact of chronic illness on patients and their families will be incorporated into patient care. Students will accompany precept physicians performing patient care in the office setting, nursing home, and house calls. Participation in community services involving health care will be encouraged. By the end of the rotation, students will be expected to perform and present a focused patient history and physical examination to

diagnose and manage patients. Students will be able to provide effective patient education and utilize evidence-based decision making in clinical practice. Students will use the Fifth Edition of Sloan's Essentials of Family Medicine as a text for the rotation.

## Internal Medicine

*Jeffrey Brensilver, MD, Chair*

The 12 weeks of the internal medicine rotation are designed to expose students to a wide variety of medical problems. Students are expected to develop a logical approach to the diagnosis and treatment of patients' complaints. Some of the skills that must be acquired and refined are how to elicit and assess patient information, how to perform a complete and accurate physical examination, how to formulate a differential diagnosis and problem list, how to construct a diagnostic workup and a plan of management, and how to write up and present cases.

Students thoroughly study at least two new patients per week, present them on teaching rounds, follow them throughout their hospital stay, and use patient problems as a basis for reading.

The end of the rotation should accumulate large amounts of experience-based knowledge as students are assigned cases in various major areas of medicine such as cardiology, gastroenterology, and endocrinology. Self-learning techniques, as well as compulsory attendance at lectures, conferences, and teaching rounds, in concert with a careful study of patients, should foster a sound pathophysiological approach to medical diseases and a concern for and awareness of patient needs.

## Obstetrics/Gynecology

*Paul Kastell, MD, Chair*

The goals of the clinical rotation in obstetrics/gynecology are to provide students with knowledge and experience in managing the normal and abnormal changes that occur during pregnancy, labor, delivery, and the puerperium, and in diagnosing and treating gynecological disorders. Students become proficient in taking histories from and examining such patients, learning to perform pelvic examinations, including how to pass a speculum and obtain a cervical smear, as well as in attending to their patients in the operating and delivery rooms. Additional student experiences include the observation of labor, delivery of cases, installation of intravenous infusions,

recording of partograms, helping with problems of anesthesia, and attendance at special clinics such as pre- and post-natal care, family planning, infertility, and high-risk cases. Students attend conferences, lectures, and teaching rounds. They are expected to follow their patients carefully, read textbooks and literature relevant to their patients' problems, and pay special attention to public health aspects of reproductive medicine, especially as they relate to maternal and perinatal morbidity and mortality, sexually transmitted disease, cancer detection, and human sexuality.

### **Pediatrics**

*Ninad Desai, MD, Chair*

The goal of the rotation in pediatrics is to allow students to acquire the basic knowledge of the normal physical, mental, and emotional development of children. Students learn how this development is influenced by medical, social, and educational factors, as well as understand the common disorders and diseases of childhood, especially their diagnosis, management, and prevention. Students will be taught to be aware of the special needs of the newborn, the handicapped child, and the adolescent. An integral part of the rotation is the opportunity to acquire the necessary skills of taking a pediatric history, to examine children of all ages, and to acquire experience in evaluating the essential clinical information so that a coherent plan of management can be formulated and explained to the parents and, as appropriate, to the child. Students learn to appreciate the value of a confident but sympathetic approach to the child and the family while recognizing and accepting the limits of that unit's expectations and understanding. Student reading is structured during the six weeks so that they first become acquainted with the normal child and then learn history taking and physical examination, reactions of children to illness and hospitalization, the principles of infant feeding, and fluid and drug therapy.

### **Psychiatry**

*Amy Hoffman, MD, Chair*

The purpose of the rotation is to convey psychiatric concepts, attitudes, and skills that are needed by all students, regardless of their future career plans. By the conclusion of the rotation, students should be able to elicit, organize, and present a full psychiatric history, perform a mental status examination and a differential diagnosis, and suggest methods of treatment. Students will have improved their ability to establish a physician-patient relationship and will

have acquired knowledge of psychological factors in physical illness. Students will demonstrate improved interviewing skills and know the major indications, uses, and side effects of commonly used psychotropic drugs. They will become familiar with the major psychiatric syndromes in children and adolescents, as well as with the effects on the child/adolescent/family of the life-disrupting syndromes of child abuse and substance abuse. Students will learn detection and treatment of these syndromes, as well as how to evaluate and manage psychiatric emergencies. The goal is for students to feel more comfortable with psychiatric patients, and, ultimately, possess an understanding of biological, psychological, and social determinant behavior. Students must fully work up at least one patient a week. The history and mental status examination are presented to the preceptor and the case is discussed. Students must follow each patient's progress throughout the duration of the rotation. Students must attend ward rounds and outpatient sessions.

Attendance will be expected at case conferences and seminars. Special experiences are recommended. These include attendance at Alcoholics Anonymous meetings and visits to local mental health facilities, county, and/or state hospitals, addiction programs, and any other special programs in the vicinity of the hospital. Observation and participation in group therapy, pre-discharge, and post-discharge group management are required.

### **Surgery**

*James Rucinski, MD, Chair*

The goal of the surgery rotation is to acquaint students with those clinical problems that require surgery as part of the therapeutic management. The emphasis of this rotation is not primarily on surgical technique, but on the understanding of the pathophysiology of surgical disease, as well as on the management of pre-operative and post-operative therapy. Besides the many short histories and physical examinations done during this rotation, students are required to perform detailed histories and physical examinations on at least two patients admitted to the surgical service each week, and to follow these patients through surgical and post-operative therapy.

Attendance in the operating room is required when surgery is performed on a patient for whom students obtained an admission history and performed a physical examination. Students must assist in the operating room to gain an understanding of basic surgical techniques, surgical

discipline in relation to asepsis, and care of the unconscious patient. The more common post-operative complications must be recognized. Student follow-ups of patients are required (for example, pathology, radiology, rehabilitation medicine). Procedures that involve manual skills, such as venipuncture, placing and removing sutures, and urethral catheterization are incorporated into the surgical rotation. Initially, students are under direct supervision. After demonstrating proficiency, they are indirectly supervised.

## SCHOOL OF GRADUATE STUDIES

### ANATOMICAL SCIENCES

*Robert Hage, MD, PhD, DLO, MBA, Co-Chair*  
*Marios Loukas, MD, PhD, Co-Chair*

#### ANAT 801

##### Educational Development

This course will give graduate students the opportunity to enhance their general anatomical knowledge and explore in greater detail areas of the body that were covered only superficially in previous coursework. This course will enable students to enter their fields of interest prepared to effectively teach pertinent concepts and applied anatomy in that field, as well as allow students to prepare a body of work with educational value for future students by developing educational materials through dissection or other media forms, such as computer or medical imaging. Students will learn various techniques involved in the preparation of cadaveric material for display and teaching, including dry bone/ligamentous preps, plastic embedding, and various plastination procedures.

#### ANAT 802

##### Graduate Anatomy Special Regional Dissection

This course allows students to hone their dissection expertise, as well as their academic and three-dimensional understanding of a particular body area through detailed cadaveric dissection.

Students will produce prosections for the department while gaining a chance to learn a particular region of the body in great and professional-level detail, well beyond that covered in the standard anatomy course. Project topics focus on four regions: head and neck; back and thorax; extremities; and abdomen, pelvis, and perineum. Each regional dissection will be limited to the appropriate area and will be a complete

dissection of all the structures within the topic area, either through one or a series of dissections. Each project will be researched, dissected, and presented to the faculty and peers of students involved.

#### ANAT 803/ANAT 813

##### Instructional Development I/ Instructional Development II

Instructional Development is an elective or selective to assist students with the development of their teaching skills and topic proficiency by providing teaching opportunities in the core anatomical science courses (Human Gross and Developmental Anatomy, Embryology, Histology and Cell Biology, or Neuroanatomy). This course is designed to provide students with practical teaching experience as a teaching assistant. They must either pass the course that they wish to teach with a minimum passing grade of B, or they must have permission from the course director to waive this prerequisite. As graduate teaching assistants, they will be required to attend and teach in the relevant labs, in addition to the preparation and delivery of two lectures throughout the term to faculty and, upon approval of faculty, to students of the course.

This practical experience is a crucial part of any educator's training. Students are eligible to take this course twice. The first is Instructional Development I (ANAT 803) and the second is Instructional Development II (ANAT 813). Students cannot apply these to the same core subject. If they elect to take both courses, they must select two of the four core anatomy courses (Human Gross and Developmental Anatomy, Embryology, Histology and Cell Biology, or Neuroanatomy). Letter grades will be based on the course director's evaluation and the delivered lectures to colleagues and other course instructors, as well as to students of the course. The subjective evaluation of attendance and work effort in relevant labs, as well as the quality of oral presentations will be considered as a component of the grade. It is intended that students will be formally evaluated at the end of the term by the students of the course, but it is up to the course director as to whether or not to use this feedback in their evaluation.

#### ANAT 804

##### Seminar in Anatomical Sciences

A core course requirement for the MSc and PhD, this course aims to provide an awareness of important current issues in clinical anatomy education and improve student understanding of both the educational issues confronting

the profession and the ethical issues associated with the use of human tissue. Members of the department will meet with graduate students to discuss topics, to be determined by the course director, that are issues in the field of clinical anatomy education. The seminar will be held three times each term and graduate students will participate in the seminar for a minimum of four terms. The course is graded as satisfactory/unsatisfactory and performance will be determined by the level of student participation in the discussions over the four terms.

### **ANAT 805**

#### **Biomedical Research Methods**

The students will explore basic and modern methods for the study of cells and tissues, including biotechnology of laboratory animals and use and care of laboratory animals to be discussed. The course will foster the understanding of the principles and practice of tissue culture and tissue processing for insitu localization of cellular and subcellular molecules by chemical and immunological reactions, as well as dye staining techniques. The researcher idea will be examined to identify the role of critical thinking in problem solving. Critical review of biomedical literature as well as the capacity to develop high quality research proposals will form a major focus of the course.

### **ANAT 806**

#### **Fundamentals of Microscopy and Imaging**

The course consist of lectures, laboratory exercises, demonstrations and discussions that will enable students to obtain and interpret microscope images of high quality, to perform quantitative optical measurements and to produce video and digital records for documentation and analysis. Principles of image formation and microscope design will be discussed, alongside clarification and types of Light microscopy. Types of cameras, analog and digital image processing and analysis, as well as an introduction to fluorescence microscopy and application of optical methods to live cells will be explored.

### **ANAT 820**

#### **Graduate Gross Anatomy**

An independent study course that aims to provide graduate students with the knowledge of gross anatomy necessary for postgraduate teaching, Graduate Gross Anatomy goes beyond the level attained in the Human Gross and Developmental Anatomy (ANAT 550) course and includes historical perspectives and anatomical variation. Students will be responsible for preparing full-body prosection following the same sequence as the dissection in Human Gross and Developmental Anatomy. The prosection will be used as a teaching specimen for current ANAT 550 students. Students will work under the supervision of a full-time member of the department. Students will be



responsible for assigned readings for the area prosected and will be evaluated by oral examination periodically. The course will be taken the term immediately following the completion of Human Gross and Developmental Anatomy.

### **ANAT 831**

#### **Anatomy Prosection and Preservation**

The goals of this course are to improve students' understanding of a region or regions, improve their dissection and presentation skills, develop a body of high-quality teaching materials with anatomical purpose, and develop the ability to discuss and educate others on a particular region of the body. Graduate students are provided the opportunity to enhance their general anatomical knowledge and explore in far greater detail areas of the body that were covered only superficially in their previous coursework. They will learn the finer anatomical points of the body, as well as be exposed to and trained in the various means of specimen preparation, preservation, and display available today. They will be able to revisit anatomical areas of interest to obtain a deeper understanding of those areas, in addition to the production and study of detailed anatomical preparations for future application in their teaching careers. This one- or two-term course will give participants the opportunity to undertake detailed, professional-quality dissections of the human body. The various techniques involved in the preparation of cadaveric material for display and teaching include dry bone/ligamentous preps, plastic embedding, and various plastination procedures. This course gives a letter grade and involves 24 lecture hours and 70 lab hours. A formal 50-minute seminar/presentation must be presented to departmental faculty and invited guests a minimum of twice per term, as well as a formal presentation of the students' finished program projects will be given to peers and faculty.

### **ANAT 890**

#### **Capstone Anatomical Sciences**

Students are required to meet or follow-up with their Faculty Advisor to discuss their ideas for the paper as needed. A final paper and its presentation must be completed before a grade will be awarded.

#### **Proposal: Significance of Problem/Question**

Students will write a persuasive argument (two to three pages), supported by published literature, describing/defending the significance of their chosen question or topic.

#### **Preliminary Review of Literature: Relevance Screening**

Students are required to review a minimum of 50 abstracts to determine their relevance to their chosen question or topic. These abstracts must be of peer-reviewed articles and submitted to the program supervisor and GAC.

#### **Quality Assessment and Data Extraction**

Students are required to select the 15 most relevant articles from the 50 reviewed abstracts of peer-reviewed articles that are relevant to their topic. They must submit a summary of each of the 15 most relevant articles, including the statistical and/or scientific merit of each.

#### **Findings**

The final paper will be a report on the synthesis of these articles, emphasizing their usefulness to the student's question or topic. This report cannot be more than 10 pages and must be organized according to the following outline:

- Title
- Abstract
- Introduction: Describes the selected topic and summarizes the significance
- Body: Summarizes the designs, outcomes, and data analyses of the articles reviewed
- Discussion: Synthesis of the reviewed articles, including the student's interpretation of their relationship to the initial question
- Conclusion
- References

### **ANAT 980**

#### **Research for the PhD**

10 credits

### **ANAT 991**

#### **Doctoral Dissertation in the PhD**

9 credits

## **BEHAVIORAL SCIENCES**

*John P. Pettus, PhD, Chair*

### **BEHS 640**

#### **Behavioral Sciences and Medicine**

This course aims to contribute to the education of skilled

physicians. Students will be able to integrate biomedical, clinical, and behavioral knowledge, leading to improved patient well-being and community health. There are three modules:

#### Module 1: Fundamental Principles of Human Behavior and Development

Module 1 focuses upon fundamental principles of human behavior and development. Theories of normal lifespan development and psychopathology are examined. The importance of effective communication within the doctor-patient relationship is emphasized in terms of patient compliance and positive health outcomes.

An overview of models of human behavior, which include behavioral, cognitive, and biological approaches are provided. Lecture topics include psychopathology/diagnosis, biological/genetic bases of behavior, brain-behavior relationships, cognitive-behavioral therapy, behavioral medicine, sexual functioning and identity, psychological assessment, suicide, and psychopharmacological intervention.

A biopsychosocial approach to patient care is promoted, including the role of cultural factors within the doctor-patient encounter. There is an emphasis on development of cultural sensitivity and competence in provision of care. The role of the family and patient's social network are explored, and such life-disrupting disorders as substance abuse, domestic violence and child abuse are discussed with reference to the physician's role in detection and intervention.

#### Module 2: Quantitative Principles of Medicine

An introduction to biostatistics provides fundamental concepts that quantify variation and uncertainty. Clinical epidemiology involves concepts of epidemiology, preventive medicine and evidence-based medicine tailored to the needs of future clinicians. Emphasis is on recognizing patterns of disease occurrence and disease outcomes in human populations, using that information to decide on diagnostic strategy and therapeutic interventions, and applying sound scientific principles to patient care. Introduction to the concepts and practice of evidence-based medicine is provided with a special emphasis on the evaluation of complementary medicine techniques. Quantitative topics are enhanced with clinical examples from the medical literature, providing a transition from research

findings to care of individual patients.

How behavior, environment and politics influence health in different societies is also considered—an international comparison of health systems is provided, and factors underlying existing disparities in health care are explored. Current issues of health care financing and delivery are discussed, along with changes in insurance systems, cost containment, and different types of medical practice.

#### Module 3: Medical Jurisprudence and Clinical Ethics

Module 3 focuses on fundamental concepts of law and ethics in relation to the medical profession. The concerns of society in the regulation of medical practice are emphasized. Basic principles of malpractice are discussed, along with such topics as informed consent and confidentiality. The module surveys the history of medical ethics, the ethical duties of a physician, patient autonomy, termination of pregnancy and end-of-life decisions, social ethics and rationing of services.

#### Small Group Sessions

Small group sessions (six students per group) focus on topics introduced in lectures. Small group session format varies, and may involve discussion around case-based clinical videos, interpretation of clinical data, critical evaluation of medical research literature, or application of epidemiological principles to clinical decision making.

Exam format is consistent with NBME guidelines.

## BIOCHEMISTRY AND GENETICS

*Sharmila Upadhy, MBBS, MD, DNB, Chair*

### BCHM 816

#### Advanced Techniques in Biochemistry

The course is primarily comprised of a series of lab experiments (five to six) aimed at introducing graduate students to modern techniques in biochemistry and cell biology. In addition, students will be trained in the basic principles of designing and conducting scientific experiments.

### BCHM 817

#### Biochemistry for Graduate Students

This course is a comprehensive course in biochemistry which will cover the following: 1) Structure and function of

biological molecules; 2) Enzymes regulations and kinetics; 3) Intermediary metabolism; 4) Replication, transcription and translation; 5) Mechanisms of hormone action and signal transduction; 6) Role of vitamins in normal and aberrant conditions; 7) Inherited errors of metabolism; and 8) Integration of metabolism and organ function.

## BIOETHICS

*Cheryl Macpherson, PhD, Chair*

### BIOE 801

#### Research Ethics and Human Subjects

International guidelines for ethical research are presented in lectures, current journal articles, and student presentations. Use of stored data and genetic information, as well as the conflicting goals of medical research and medical practice are among the topics examined. The course also addresses scientific integrity and authorship, ethical issues in prevalence and control programs, and the relevance of culture and socioeconomics to the responsible conduct of research. This course fulfills a graduate program requirement of a course in research ethics.

### BIOE 804

#### Independent Study in Research Ethics

The specific interests of students are identified and addressed through library research and/or field work, tutorials, and case discussions. Permission of the instructor is required.

### BIOE 805

#### Clinical, Ethical, and Neuroscience Aspects of Pain

This course introduces pain as a public health problem. Topics covered include the definition of pain; the different qualities of acute and chronic pain; the neuroanatomy and neurophysiology of pain; and psychological, sociological, and anthropological aspects of pain. Students will be taught to take a pain history, perform a physical examination, and assess pain and pain relief. The course introduces treatment options and discusses ethical issues related to pain management. The laboratory hours involve visits to the General Hospital and geriatric homes, and rounds with community nurses.

## CLINICAL SKILLS

*Dolland Noel, MD, Chair*

### CLSK 820

#### Alcohol and Drug Addiction

The objective of this course is to provide participants with an overview of prevalence, etiology, clinical presentations, treatment modalities, and preventive strategies of drug use in Grenada, with particular reference to alcohol.

## EDUCATIONAL SERVICES

*Glen Jacobs, DEd, Chair*

### EDUC 801

#### Professional Development Seminar

A core course requirement for the MSc degree, this seminar exposes students to the skills and strategies needed for successful careers by investigating a wide variety of educational topics. Seminar presentations and discussions of topics essential to enhancing the awareness, personal satisfaction, and professional success of graduate students are featured. Topics include graduate students' roles and responsibilities, professor/student relations, thesis/dissertation, grant and publication writing, preparing effective presentations, effective teaching, curriculum vitae development, ethics, and interviewing techniques.

### EDUC 802

#### Seminar in University Teaching

This is a seminar-based course that addresses current research and teaching topics of relevance to university educators. Principles of teaching and learning, methods of instruction, modes of academic discourse, and the role of teaching in university scholarship are topics covered. The course is designed to assist graduate students in the development of knowledge and skills related to research and teaching in a university environment.

### EDUC 803

#### Classroom Testing and Measurement

This course explores the role of measurement, testing, and evaluation in postsecondary education. Topics include the principles of test construction, issues relating to the reliability of measurement instruments, methods of assessing the validity of test procedures and instruments,

and techniques of item analysis. In addition, the course provides students with background information regarding the various sources of information about standardized tests and, more specifically, reviews major testing tools used to measure standard academic achievement (for example, the USMLE and NAVLE examinations). Other topics include the measurement of interests and attitudes, learning styles, and learning disabilities. Readings and discussions also focus on the issues of the ethics of educational evaluation and testing, as well as on methods for disseminating and reporting test information.

## INTERDEPARTMENTAL COURSES

### **IDGS 804**

#### **Biology of Aging**

This course examines theories of aging, the physiological and pathophysiological aspects of aging, cellular and extracellular aspects of aging, organ system changes, goals of gerontology, and predictors for increased longevity.

### **IDGS 805**

#### **Community Health**

This course is designed to provide an understanding of the basic sciences in relation to the practice of medicine. The course will allow students to apply clinical skills developed in their preclinical studies to real-life situations, and thus provide a smooth transition from preclinical to clinical studies. The program allows students to improve their abilities in patient interviews, history taking, and physical and laboratory diagnosis, as well as therapeutics.

### **IDGS 806**

#### **Critical Appraisal of Research Methods**

By the end of the course, students will be able to critically appraise observational and interventional studies in humans, and describe the principles of research synthesis using examples from human parasitic infections. This course includes preparatory reading, lectures, group/individual work, seminars, discussions, and preparation of a four-page policy brief.

### **IDGS 807**

#### **Research Design and Biostatistics**

This course is designed to provide students with the skills necessary to conduct population-based research, consider questions being asked, and select appropriate measurement tools and types of data to be collected.

Also addressed will be data management and the ethical considerations of conducting population research.

### **IDGS 821**

#### **Perinatal Epidemiology—International Perspectives**

This course is designed to expand students' understanding of basic concepts and research strategies of epidemiology, and by way of context, introduce major maternal and child health issues in Grenada and worldwide.

### **IDGS 900**

#### **MSc Seminar**

1 credit

### **IDGS 901**

#### **MSc Project Proposal Seminar**

1 credit

### **IDGS 902**

#### **MSc Written Project Proposal**

2 credits

### **IDGS 903**

#### **MSc Thesis**

12 credits

### **IDGS 904**

#### **MSc Thesis Seminar**

2 credits

### **IDGS 905**

#### **MSc Thesis Defense**

1 credit

### **IDGS 913**

#### **MSc Research and Thesis**

The research and thesis component of the MSc is a substantial component of the MSc degree. This is a student devised and driven research project that is expected to provide original input, or confirm established data, in an area chosen by the candidate.

### **IDGS 914**

#### **Authorship and Manuscript Preparation**

This course will assist graduate students in appreciating authorship issues, journal selection, and the preparation of manuscripts for publication and peer review journals. The first part of the course will start with four overview lectures and small group discussions on why authorship

matters, who should be an author, collaborators who are not authors, and selecting an appropriate journal for publication. The second part of the course will be a self-study on reviewing appropriate journals and developing the manuscript using the principles obtained during the first four lectures.

## MICROBIOLOGY

Joanna Rayner, PhD, Chair  
Swetlana Kotelnikova, PhD, Chair of the Graduate Affairs Committee for the Department of Microbiology

### MICR 670 Microbiology

The course is designed to focus the student on the clinical presentation of infectious disease, while encompassing the pathogenesis of the causative agent. The learning and examinations are integrative and not compartmentalized.

The microbiology course is comprised of 30% introductory material addressing the bacterial, viral, fungal & parasitic groups, and the remaining 70% is delivered in an organ system framework. The main emphasis of the course is microbial infections within each of the human organ systems with special emphasis on clinical correlates presenting the range of infectious agents.

#### Laboratory Exercises

Two “hands-on” laboratory sessions are designed to expose students to basic microbiology laboratory techniques for the safe handling and identification of microorganisms.

#### Small Group Sessions

Six sessions are conducted by clinical tutors to engage critical thinking and reasoning to enable application of the basic science information presented in the course in a clinical manner. Student are placed in groups of 8–9 members, discussing 3–4 clinical vignettes, emphasizing the integration of basic science knowledge with clinical medicine.

#### Web-based/Self-study

Three “in-class” quizzes on current topics in medical microbiology related to each organ system taught. Each quiz is designed to encourage students to read current research/review articles and summarize the content in a manner that will be advantageous to their future.

Both midterm and final examinations cover topics discussed in lectures.

The course is specifically designed to enhance clinical integration of the Basic Sciences material. In addition, the exams will be in a USMLE board format to familiarize students with standardized testing methods required by medical licensers and given electronically using Examssoft®.

### MICR 802 Public Health and Sanitation

This course involves the study of pathogenic organisms present in air, water, sewage, food, and dairy products, as well as their epidemiology, prevention, and control in relation to public health.

### MICR 803 Topics in Virology

This course involves a discussion of current knowledge relating to viral structure, interference, multiplication, immunology, and pathogenesis. In addition, students will perform an in depth study of any two current topics in virology.

### MICR 805 Microbial Genetics

This course covers the genetics of bacteria, bacteriophages, and viruses, with consideration of plasmids, transposons, and more, as well as practical applications of bacterial genetics (DNA probes, recombinant vaccines, etc.).

*Prerequisite: Any course in microbiology or genetics*

### MICR 806 Applied Food Microbiology

This course considers the relationship between the chemistry and microbiology of food, the epidemiology of food poisoning outbreaks and procedures of control, detailed analysis of current and emerging foodborne pathogens, their isolation and detection, current topical problems in food technology and their possible resolution, food control systems, such as Hazard Analysis and Critical Control Point (HACCP), current legislation of food quality, and hygiene.

*Prerequisite: General Microbiology (BIOL 401)*

### MICR 810 Bacterial Physiology, Growth, and Development

This course provides students with an overview of how

microbes function, including their nutritional requirements and metabolic activities.

*Prerequisite: General Microbiology (BIOL 401)*

### **MICR 812**

#### **Tropical Medical Parasitology**

This course is designed to provide participants with laboratory and clinical experience with common parasitic diseases, which are the cause of much mortality and morbidity in the tropics. The biology, epidemiology, diagnosis, screening, and control of tropical parasites form the focus of the course. Field and clinical experience will take place in Guyana.

### **MICR 813**

#### **Medical Microbiology**

This is a general course in medical microbiology that looks at bacterial structure, function, growth, nutrition, metabolism, genetics, and control of microorganisms. Medical Microbiology also includes a survey of pathogenic bacteria and fungi, as well as an introduction to viral structure replication, pathogenesis, and control of common viral agents that cause disease in humans. A laboratory component is attached to the course and an extensive paper is to be submitted on an assigned topic.

*Prerequisite: General Microbiology (BIOL 401)*

### **MICR 816**

#### **Tropical Medical Parasitology I**

This course examines parasites causing diarrheal episodes in humans. This course covers life cycles, diagnosis, treatment, clinical manifestations, epidemiology, and control, in addition to socioeconomic and human behavioral considerations in relation to these disease organisms.

### **MICR 817**

#### **Tropical Medical Parasitology II**

This course is designed to provide participants with laboratory, field, and clinical experience dealing with *Wuchereria bancrofti*, *Plasmodium falciparum*, *Plasmodium vivax*, *Leishmania*, and *Echinococcus granulosus*, all of which are common parasites that are the cause of considerable mortality and morbidity throughout the tropics. Complementing Tropical Medical Parasitology I (MICR 816), this course looks in greater detail at the epidemiology and public health importance of two or three major tropical medical parasites. This course is accompanied by a visit to a region where these parasitic diseases are endemic.

### **MICR 818**

#### **History of Microbiology**

History of Microbiology studies the origins and development of the science of microbiology using a historical approach from the Renaissance to the post-antibiotic era. The course will involve lectures, discussions, guided readings, and the preparation of a term paper.

*Prerequisite: General Microbiology (BIOL 401) or Biology (BIOL 301)*

### **MICR 819**

#### **Medicinal Plants**

This course examines the influence of medicinal plants (herbal remedies) in 20th century medicine. The advantages and disadvantages of medicinal plant usage are examined, as is the evaluation of the use of certain medicinal plants.

### **MICR 820**

#### **Marine Microbiology**

Marine Microbiology studies microorganisms found in oceanic littoral, pelagic, and benthic environments. This course covers microbial ecology, including microbial loops, evolutionary trees, sediment, deep seas, and the sun-independent ecosystem.

### **MICR 822**

#### **Medical Biofilms**

This course will discuss the relevance of the biofilm mode of growth with regard to infectious diseases and disease processes (enhanced microbial survival, evasion of immune response components, etc.), focus on infections of indwelling medical devices (heart valves, catheters, artificial joints), and examine the relevance of biofilm formation with regard to treatment strategies and failures.

### **MICR 823**

#### **Microbial Effects on Climate and Geosphere**

This course covers geomicrobiology, the role of microorganisms in geochemical reactions, oil and gas origins, the production of methane and carbon dioxide, and how life in deep subsurface is similar to life on Mars.

### **MICR 824**

#### **Advanced Biochemical Methods in Microbiology**

This course examines strict anaerobe maintenance, DNA extraction, DNA-DNA reassociation, sequencing, electrophoresis of proteins, indirect immunofluorescence, chemical analysis of cell walls, G+C content in DNA, gas chromatography, radioisotope techniques, microbial



physiology, light-scanning electron microscopy, PCR primer design, detection of specific microorganisms, gene cloning, plotting and reference programs, and 16S rRNA database interaction.

#### **MICR 825**

##### **Scientific Text: Organization and Presentation (STOP)**

The effective organization and presentation of scientific information is a necessary skill for students in the master's and PhD degree programs to acquire. Scientific texts tend to follow very specific rules in terms of style, grammar, and format, regardless of whether a graduate thesis or journal article is being produced. This course aims to provide students with an introduction to some of the stylistic rules and technical aspects of presenting scientific data. Specifically, this course will target graduate-level theses, scientific articles, poster presentations, and oral presentations. As this is a course aiming to teach practical writing skills, a large component of the class is the production of a formal research proposal by students.

#### **MICR 828**

##### **General Immunology**

This two-credit course has been designed to provide students with an understanding of the major principles and mechanisms underlying the various aspects of the immune system, including tissues, cells, and soluble molecules. There is an emphasis on the interaction between innate and acquired immunity in response to inflammation and infection by different groups of pathogens. Clinically relevant topics are also emphasized. In addition to classroom instruction, students must do extensive literature research on a particular topic and submit a 20-page essay on this topic. Classroom

instruction is completed with medical students enrolled in Medical Immunology (MICR 580).

#### **MICR 829**

##### **Current Topics in Immunology**

This is a one-credit course that includes extensive literature research with the option of either two 10-page essays on two different topics or one 20-page essay on one topic based on researched material. Regardless of the option selected, students must present one 45-minute PowerPoint presentation (followed by an oral question-and-answer session) on one of the selected research topics. Evaluation will be based on the essays, the PowerPoint presentation, and the ability to answer oral questions after the PowerPoint presentation.

#### **MICR 831**

##### **Microbiology Teaching Practicum**

This course is no less than 30 hours per term of direct contact teaching in laboratories, small group sessions, and/or lectures in ongoing regular courses conducted by the department. This may take place at undergraduate, graduate, and/or professional levels. All contact shall be under direct personal supervision of departmental faculty.

#### **MICR 901**

##### **Graduate Seminars in Microbiology**

This is an ongoing seminar series. Registration and participation every term is required for all students while in residence for the MSc and PhD programs in Microbiology. In this series, students and faculty present reports on current topics. Credit students must organize and present at least one one-hour seminar per term and attend all other seminars to receive credit. Permanent, as well as visiting

faculty, shall also present. This course is repeatable up to nine terms for cumulative credit. Graduate students are expected to enroll in this course repeatedly—a minimum of three times for freestanding MSc students and a minimum of four times for PhD students.

### **MICR 920**

#### **Research in Microbiology for MSc**

Students shall conduct research on a topic approved by their graduate supervisory committee for the MSc thesis.

### **MICR 980**

#### **Research in Microbiology for PhD**

Students shall conduct research on a topic approved by their graduate supervisory committee for their PhD dissertations.

### **MICR 990**

#### **Master's Thesis in Microbiology**

Students shall prepare and submit an original thesis, which must be defended before the microbiology faculty and invited guests. This course cannot be repeated for credit. This course may be offered by different instructors and/or faculty members engaged in research and willing to supervise students.

### **MICR 991**

#### **Doctoral Dissertation in Microbiology**

Students shall prepare and submit an original dissertation, which must be defended before the microbiology faculty and invited guests. This course cannot be repeated for credit.

## **PHYSIOLOGY AND NEUROSCIENCE**

*Walter Kolbinger, PhD, Chair*

### **PHNS 800**

#### **Physiology for Graduate Students**

The course will cover the basic physiology of all major organ systems as didactic lectures and clinical cases are presented in a small group learning environment. In addition, a chosen specialist subject will also be researched and presented both as a review paper and as a seminar.

### **PHNS 801**

#### **Neuroscience for Graduate Students**

The major components of the course are didactic lectures, clinical case discussions, small group practical sessions,

and online activities, as well as directed self-study and monitored activities.

### **PHNS 890**

#### **Capstone Presentation for MSc**

The Capstone Presentation is a 50-minute seminar presented by the student to an audience and their supervisory committee. The presentation will cover the student's chosen specialist field.

### **PHNS 891**

#### **Capstone Paper for MSc**

The Capstone Paper is based upon the student's chosen specialist subject. The student, having thoroughly and critically researched the literature, will write a review paper based upon their literature research. The paper is appraised by the supervisory committee and awarded a letter grade based upon the current SOM grading system.

## **PUBLIC HEALTH AND PREVENTIVE MEDICINE**

*Martin Forde, ScD, PEng, Chair*

### **PUBH 501**

#### **Topics in Community and Preventive Medicine: Medicine in Society II**

This course focuses on contemporary topics and issues in the field of community and preventive medicine—disease prevention, health promotion, and population health—and how these issues affect physicians in clinical practice. As the second component of the Medicine-in-Society course series, this course addresses the interaction between the practice of medicine and society, and gives special attention to disease prevention strategies used in clinical practice. The first part of the course focuses on the three pillars of preventive medicine—screening, counseling, and immunizations. The second part of the course addresses the interaction and contributions of public health information to day-to-day clinical practice, as well as the expectations, interaction, and contribution of physicians in clinical practice to the public health infrastructure. In considering these issues in community and preventive medicine, the course continues to promote the overarching themes of professionalism, ethics, and the societal, legal, economic, and cultural contexts in which medicine is practiced. Structurally, the course includes 14 seminar-style lectures and one small group interactive workshop.

The course grade comprises the results of a final exam (100%) at the end of course, and awards extra points for participating in the workshops. The lectures and course materials present students with basic community and preventive medicine concepts, and test the mastery of those concepts through clinical scenarios during the final exam.

### Course Learning Objectives

Following successful completion of this class, students should be able to:

- Describe the relevance of community medicine and preventive medicine to clinical practice

- Describe at least three disease prevention strategies that are components of successful clinical practice
- List three ways in which the public health system provides useful information to physicians in clinical practice
- List three ways in which physicians in clinical practice provide useful information to the public health system
- For at least two contemporary health issues discussed in the course, describe the competing concerns and perspectives that affect individual, clinical, or public policy decision-making

### **MPTH 802**

#### **Public Health Sanitation**

This course involves the study of pathogenic organisms present in air, water, sewage, food, and dairy products, as well as their epidemiology, prevention, and control in relation to public health.

### **MPTH 806**

#### **Applied Food Microbiology**

This course considers the relationship between the chemistry and microbiology of food, the epidemiology of food poisoning outbreaks and procedures of control, detailed analysis of current and emerging foodborne pathogens, their isolation and detection, current tropical problems in food technology and their possible resolution, food control systems, such as Hazard Analysis and Critical Control Point (HACCP), current legislation of food quality and hygiene.

### **PUBH 803**

#### **Principles of Epidemiology**

Principles of Epidemiology is the investigation of the factors that determine the distribution and dynamics of health and disease in human populations. This course

covers the measure of disease frequency, descriptive epidemiology, study types, and methods to document variation in disease occurrence. The tools of epidemiology are used in all aspects of public health to describe the patterns of illness in populations, design research studies, evaluate public health programs, and keep abreast of changes in the health status of populations.

### **PUBH 804**

#### **Principles of Biostatistics**

Principles of Biostatistics presents the principles and methods of data description and statistical analysis used for planning, development, and evaluation of health problems. This course provides an introduction to descriptive statistics, probability distributions, sampling, estimation, inference, and basic parametric and nonparametric tests. A program called Epi Info™, developed by the World Health Organization and Centers for Disease Control, is the primary computer program used for the course, although other computing programs will be demonstrated. Emphasis is placed on understanding and interpretation of data used in public health.

### **PUBH 805**

#### **Health Policy and Management**

The focus is on a comprehensive background in the organizational, financial, legal, and political issues surrounding the health care environment. Health Policy and Management examines the major substantive issues confronting health policy makers in the areas of health systems, health sector reform, family and community health, and environmental and occupational health.

### **PUBH 806**

#### **Social and Behavioral Aspects of Public Health**

This course explores the influence of social, psychological, and cultural factors on the health status of individuals and communities. While this topic may be studied from many perspectives, the class seeks to understand the origins of health-compromising behaviors, their distribution in the population, and ways to change or prevent them.

### **PUBH 807**

#### **Principles of Environmental Health**

In this course, students learn about the interaction between humans and physical, chemical, and biological agents, in addition to the important impact they have on health. This course considers important environmental

health issues facing society. Topics include population dynamics, occupational health, air pollution control, water and wastewater management, food protection, hazardous material management, ecology and control of animal vectors of disease, and basic community sanitation issues.

### **PUBH 808**

#### **Maternal and Child Health**

This course covers the major issues involved in the provision of maternal and child care services across countries, special needs and programs targeting women and children, the changing structure of the family, domestic violence, and child abuse. Special focus is given to issues involving maternal and child health in the Caribbean region.

### **PUBH 812**

#### **Nutrition and Public Health**

Nutrition and Public Health covers the roles and applications of nutrition to assess community needs, shape policies that affect the public's health, and manage public health nutrition programs. This course examines major health conditions and diseases within populations that have strong nutritional components.

### **PUBH 813**

#### **Chronic Disease Epidemiology**

This course covers principles, methods, and issues in the epidemiology of chronic diseases. Chronic Disease Epidemiology starts with a strong focus on preventive medicine, and explores the risk factors for various chronic conditions. The course covers major conditions in extensive detail, including cardiovascular disease, cancer, diabetes, lung disease, arthritis, and neurological disorders.

### **PUBH 816**

#### **Occupational Health**

This course provides students with the knowledge and skills to recognize and evaluate common occupational hazards (e.g., chemical, physical, biological, and psychosocial), which are followed by a review of common approaches that can be taken to prevent these hazards from causing work related diseases and injuries. The relationship between workers and their jobs, with respect to health outcomes, are explored from historical, scientific, and policy perspectives. A systematic approach to the study of the causes and extent of work-related injuries and ill health is emphasized. Principles of occupational safety and models of accidents, causation, and investigation are also covered.

### **PUBH 831**

#### **Concepts, Practice, and Leadership of Public Health**

This course is one of four that the department requires of all graduate students in the Master of Public Health program. It focuses on the determinants of health, and the philosophical and organizational foundations of the professional practice of the core areas of public health. It provides an integrated overview of the field by surveying epidemiology, biostatistics, preventive medicine, environmental health, social and behavioral aspects of health, and health policy. The course will also give students an understanding of the tools needed to be effective leaders in carrying out the core public health functions of assessment, policy development, and assurance.

### **PUBH 832**

#### **Public Health Research Methods and Ethics**

As the second course required by the department, Public Health Research Methods and Ethics covers basic research tools needed to work successfully in public health and explores some of the common types of research encountered in public health settings. Topics include qualitative and quantitative data collection, design of research instruments, interpretation and dissemination of data, community assessments, and presentation of research findings. The course integrates case studies in public health ethics throughout the discussion of research so that the latter is considered in light of moral and ethical dilemmas that often occur. A combination of lecture, discussion, reading of literature, and computer applications are used to familiarize students with public research methods in public health.

### **PUBH 835**

#### **Practical Data Management and Analysis**

In this course, students will learn the concepts and practice of sound data management, data editing, and cleaning, as well as plan and conduct an analysis of actual public health data. Students will use Epi Info™ to create data entry screens and edits, enter and clean data they have collected, and analyze data from a large cross-sectional survey, in addition to an analytic epidemiologic cohort or case-control study. The knowledge and skills acquired in this course will be useful for any student whose future plans include epidemiology, biostatistics, or medical or veterinary research.

**PUBH 837****Environmental Sustainable Development**

Principle I of the Rio Declaration on Environment and Development (1992) states, "Human beings are at the center of concerns for sustainable development. They are entitled to a healthy and productive life in harmony with nature." The objectives of this course are to introduce students to the definition and concepts of sustainable development, and to explore the cross-cutting relationship between health and sustainable development. The areas of focus include energy for sustainable development, atmospheric pollution and climate change, integrated water resources management, integrated solid waste management, health and sustainable development, disaster reduction and management, biodiversity, trade and environment, sustainable consumption and production, sustainable tourism, agriculture, transport, human settlements, international law, industrial development, poverty, and national sustainable development strategies.

**PUBH 842****Intermediate Epidemiology**

In this course, students will be exposed to a more in-depth look at basic study designs, including the measures of disease occurrence, measure of effect, and the concept of validity and methods to deal with threats to validity, as well as defining and assessing heterogeneity. This course will also expose students to the most common analytic methods used by epidemiologists.

**PUBH 843****Infectious Diseases Epidemiology**

During the first half of this course, students are introduced to basic epidemiological concepts and methods, which form part of the standard armament of all epidemiologic activity. This includes the most common measures of disease frequency, measures of effect, basic study designs, concepts of validity, and basic statistical concepts. In the second half, emphasis is placed on how these basic tools are applied in the disease dependence context typical of infectious disease epidemiology. In this part of the course, students will look at models for epidemics, outbreak investigation and analysis, surveillance, measurement of infectivity, contact patterns, and the epidemiology of vaccination. An effort will be made to demonstrate the application of these methods in the context of important infectious diseases of human, animal, and zoonotic origin.

**PUBH 844****Decision-Making for Public Health Policy**

This course is all about "doing the right things right." It gives an overview of different techniques for decision-making in health policy and management. Decision-making is an essential part of working as a public health professional; it forms the critical link between theory and practice, and thus ensures implementation of the right interventions with the maximum impact on the well-being of the population or groups of patients.

**PUBH 849****Environmental Toxicology**

The course covers basic principles of toxicology and mechanisms by which chemicals cause health problems and environmental damage. The student will be able to apply the principles of toxicology for compounds found in the environment and workplace.

**PUBH 850****Leadership and Management**

The main emphasis of this course is guided by recent events and new trends; public health training increasingly requires new and more advanced information—leadership and management skills drawn from business, industry, education, and government. This course offers skills necessary for students entering the field of public health management with a specific focus on developing knowledge and skills in the cross-cutting competency domains.

The course provides students with the tools needed to diagnose and solve organizational problems; to influence the actions of individuals, groups, and organizations; and to lead high-performing, successful public service organizations. A key leadership task is to assemble the skills, talents, and resources of individuals and groups into those combinations that best solve the organizational problems at hand. Leaders must manage people, information, and processes to accomplish organizational goals; they must make things happen, and often not under conditions or time frames of their own choosing. The successful execution of these goals requires leaders to be able to understand what they bring to and need from their organizations, formulate a mission and strategy, make effective decisions, influence and motivate diverse individuals, apply their own skills and abilities to their teams, optimize the structure of their organization, diagnose problems, and drive organizational change.

Each class will focus on a particular set of leadership skills. The goal will be to distinguish between effective and ineffective strategies. Students will accomplish this by discussing key theoretical concepts, analyzing related cases, engaging in exercises, and completing team projects. This course reflects a dual focus on practice and conceptual training. The course packet readings introduce key concepts and useful ways of thinking about common situations in complex organizations. Case studies and class exercises provide opportunities to apply theories, concepts, and research findings to particular situations, sectors, and fields of interest to the students and to hone skills in problem definition and problem solving. The written assignments, including the team project, ask students to consolidate their insights and to practice their analytic skills.

### **PUBH 851**

#### **Foundations in Health Policy Analysis**

Foundations in Health Policy Analysis is the introductory course to health policy concepts and analysis, with special emphasis on the political framework and the problem-centered model. This is based on the thinking that good policy analysis is built on economics, resource management strategies, and political processes. Policy analysis can be described as the science and the art of giving advice that affects public policy decisions. This course familiarizes students with the policy process, the role of political actors, and the implications of research and resources within health policy-making.

The larger economic, political, and governmental context on health policy decisions is introduced, as well as an understanding of the effect or impact of policies on target groups, institutions, and society more generally. Specific global health policy issues are chosen for discussion on the basis of their relevance to current public policy debates. Particular emphases are placed on students' ability to understand, assess and critique the policy process, and apply concepts within real-world settings and initiatives

### **PUBH 852**

#### **Environmental Health Management**

Environmental Health Management is designed to prepare students to confidently step into community situations in a professional capacity and experience, understand, evaluate, and solve real-world environmental and occupational health issues in the developing world. Emphasis will be placed on understanding the linkages between the physical and social aspects of environmental and occupational health issues. Topics are variable and will draw upon the cumulative expertise of the Environmental Health Track faculty. Course time will be split approximately evenly between field project time conducted off-campus and in-class instruction designed to prepare students for field projects.

### **PUBH 853**

#### **Public Health Surveillance**

This course provides a comprehensive overview of the key



aspects of surveillance: history of public health surveillance, sources and collection of data, analysis and interpretation of surveillance data, communication of surveillance data, technology of public health surveillance systems, evaluation of public health surveillance activities, ethical and legal issues in surveillance, international and regional issues in surveillance, and future considerations. The course structure will be based on the principle that the purpose of surveillance is to enable evidence-based development of prevention and control programs, and to promote the most effective use of health resources. Surveillance is built upon dynamic and flexible principles of careful resource allocation, the best response to the current epidemic state, use of biological and behavioral data, and integration of various data sources.

#### **PUBH 854** **Health Economics**

The course will introduce students to the main concepts of the public health field and the critical links between global health and social and economic development. Students will get an overview:

- To provide an economics perspective for management decision-making
- To provide theoretical groundwork for the study of finance, accounting, marketing, and planning
- To enable them as future health care managers to play positive roles in the reform of health care. The course will cover key concepts and frameworks but be very practical in orientation

#### **PUBH 862** **Fundamentals of Global Health**

Fundamentals of Global Health will introduce students to crosscutting issues in global health through a series of cases, reports, videos and articles addressing communicable and non-communicable diseases, global health cooperation and diplomacy, and humanitarian emergencies, including that caused by climate change in the global and regional contexts in which they occur. The course will contextualize current efforts in global health and describe likely future trends. A major goal of this course is to equip students with some fundamental perspectives and resources they will need as public health professionals operating in a global context.

#### **PUBH 889** **Practicum/Internship in Public Health**

This course is the third requirement of the department is the practicum. The practicum experience is a critical part of the Master of Public Health program, which integrates academic preparation with field-based experience. The internship allows students to apply academic coursework and training within a public health agency setting under the direction of a mentor or on-site supervisor. Internships are arranged on an individual basis with written goals spelled out in advance and approved by the student, practicum coordinator, and on-site supervisor. Students complete a minimum of 240 hours of fieldwork in the public health practice setting.

#### **PUBH 893** **Capstone Seminar**

The fourth departmental requirement is designed as a practical seminar to assist students to work through systematic steps in preparation of their Capstone Paper. The seminar covers topics in a planned sequence, such as selecting a topic, reviewing the literature, selecting data sources, selecting methods of analysis, preparing a proposal, and writing stepwise drafts. The Capstone Paper demonstrates mastery of selected concepts of public health by integrating the core functions of public health within a comprehensive research paper. Students determine the topic of the paper and work according to the schedule of the Capstone Seminar to show understanding and mastery through the application of public health concepts to chosen research questions. Finished papers are presented orally in a seminar setting and kept in the department as reference documents; they may also be submitted for publication.

# CLINICAL CENTERS AND AFFILIATED HOSPITALS

## UNITED STATES

### NEW YORK

- The Brooklyn Hospital Center
- Coney Island Hospital
- Flushing Hospital Medical Center
- Kings County Hospital Center
- Kingsbrook Jewish Medical Center
- Lincoln Medical and Mental Health Center
- Maimonides Medical Center
- Manhattan Psychiatric Center
- Metropolitan Hospital Center
- Montefiore Mount Vernon
- Montefiore New Rochelle
- NYC Health + Hospitals, Elmhurst/Queens
- Richmond University Medical Center
- Southside Hospital
- Woodhull Medical and Mental Health Center

### NEW JERSEY

- Hackensack University Medical Center
- Jersey City Medical Center
- Jersey Shore University Medical Center
- JFK Medical Center
- Morristown Medical Center
- Mountainside Medical Center
- New Bridge Medical Center
- Newark Beth Israel Medical Center
- Overlook Medical Center
- Saint Barnabas Medical Center
- St. Joseph's Regional Medical Center
- St. Michael's Medical Center
- St. Peter's University Hospital
- Trinitas Regional Medical Center

### CALIFORNIA

- Alameda Health System, Highland Hospital
- Arrowhead Regional Medical Center
- Borrego Community Health Foundation
- O'Connor Hospital
- San Joaquin General Hospital
- St. Francis Medical Center

### FLORIDA

- The Center for Haitian Studies, Health and Human Services
- Cleveland Clinic Hospital
- Delray Medical Center
- Larkin Community Hospital
- Nicklaus Children's Hospital
- University of Florida

### MARYLAND

- Holy Cross Hospital
- Saint Agnes Hospital
- Sheppard Pratt Health System
- Sinai Hospital of Baltimore
- Spring Grove Hospital Center

### MICHIGAN

- Ascension Providence Hospital
- Ascension St. John Hospital
- Pontiac General Hospital

### ILLINOIS

- Norwegian American Hospital
- Saint Anthony Hospital

### CONNECTICUT

- St. Mary's Hospital

### OHIO

- The Jewish Hospital
- Mercy St. Vincent Medical Center

### GEORGIA

- DeKalb Regional Health System

### NEVADA

- Renown Health

### WASHINGTON, DC

- MedStar National Rehabilitation Hospital

### WISCONSIN

- Mercy Health System

## UNITED KINGDOM

### BUCKINGHAMSHIRE

- Stoke Mandeville Hospital\*

### DORSET

- The Adam Practice
- Poole Hospital NHS Foundation Trust†
- St. Ann's Hospital, Poole\*

### GREATER LONDON

- Medicus Health Partners
- North Middlesex University Hospital†
- St. Ann's Hospital, London\*

### HAMPSHIRE

- North Hampshire Hospital†
- Royal Hampshire County Hospital†

### HERTFORDSHIRE

- Sheepcot Medical Centre
- Watford General Hospital†

### KENT

- Kent and Canterbury Hospital\*\*
- Queen Elizabeth the Queen Mother Hospital†
- St. Martins Hospital (Kent and Medway NHS)\*
- William Harvey Hospital†

### NORWICH

- Norfolk and Norwich University Hospital†
- Norfolk and Suffolk NHS Foundation Trust, Hellesdon Hospital\*

### WEST MIDLANDS

- Russells Hall Hospital, Dudley†

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## GRENADA

### ST. GEORGE'S

- Grenada General Hospital†



# ACADEMIC PARTNERSHIPS

In order to provide select students with different avenues for pursuing their academic career goals, St. George's University has developed a number of academic partnerships with other institutions of higher learning. These partnerships are designed to expand the number of entry tracks into SGU's professional programs, and to broaden and enhance the educational experience. In addition, when the guidelines for continuation in these programs are met, they simultaneously serve to streamline the entry process into St. George's University School of Medicine.

## BERMUDA COLLEGE

### Bermuda

#### COMBINED BS/MD DEGREE PROGRAM WITH ASSOCIATE'S DEGREE

This seven-year educational sequence begins with enrollment in the two-year Associate of Science degree program at Bermuda College. After successfully completing the associate's degree program, qualified students are eligible for admission to a combined BS/MD degree program at St. George's University.

The third year of this sequence is comprised of the final year of the preclinical program at St. George's University. Students are eligible for promotion into the Doctor of Medicine program after successful completion of the preclinical program. Students must meet the admission requirements and qualifications to enter the School of Medicine, and continue to meet the standards for promotion.

The professional program, representing the fourth through seventh years of this sequence, is four calendar years in duration. Upon successful completion of the first year of the professional program, students will have completed four academic years of college-level coursework and will be awarded a Bachelor of Science degree from St. George's University.

After successful completion of the seven-year program, St. George's University School of Medicine will confer the Doctor of Medicine degree. The medical degree from St.

George's University has been approved by the Bermuda Medical Council.

Bermuda College, Bermuda's only postsecondary educational institution, recognized for advanced standing in universities and colleges overseas, and St. George's University have partnered to bring students a unique opportunity to meet interim educational milestones (an associate's degree and a bachelor's degree) while pursuing the long-term goal of earning a degree in medicine.

For more information on this program, contact:  
Colin Dowe, Associate Dean of Enrolment Planning  
+1 (473) 444-4680

## BRANDON UNIVERSITY

### Canada

#### COMBINED BS/MD PROGRAM

St. George's University has joined with Brandon University in Manitoba, Canada to offer students an opportunity to obtain a BS/MD degree. Through the partnership, qualified students are able to pursue a career in medicine at St. George's University following successful completion of the BSc degree at Brandon University. Upon successful completion of the BSc degree and meeting the requirements for entry, students enter the four year MD program at SGU.

Brandon University, founded in 1899, promotes excellence in teaching, research, and scholarship, and educates students so that they can make a meaningful difference as engaged citizens and leaders. The university has a distinctive focus on teaching and learning through academic and professional programs that are based on a strong liberal arts and science tradition and supported by the leading research, scholarly and creative activities of faculty and staff members. Brandon University offers undergraduate and graduate degrees through its faculties of Arts, Education, Health Studies, and Science and its School of Music.

For more information about this program, contact:  
Bob Ryan, Dean of Admission  
bobryan@sgu.edu

## BUSINESS MANAGEMENT SCHOOL Sri Lanka

### COMBINED BS/MD PROGRAM

St. George's University has joined with Business Management School (BMS) to offer students an opportunity to obtain the Doctor of Medicine Degree at Saint George's University following successful graduation with Higher National Diploma in Biomedical Science Program at BMS and meeting the requirements for entry to the MD program.

BMS is entering its sixteenth year of success in providing high quality education in association with the best of the British universities, while incorporating the flexibility of the module credit systems leading to a British degree. BMS has an unparalleled reputation for quality across all its services and has received commendations from students, parents and partner institutions. BMS is committed to creating an intellectually stimulating learning environment through inspirational teaching and research within an inclusive academic culture that benefits the learner, community, country, and the region.

For more information about this program, contact:  
Bob Ryan, Dean of Admission  
bobryan@sgu.edu

## CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS California, USA

### COMBINED BS/MD DEGREE PROGRAM

St. George's University has joined with CSU Dominguez Hills to offer students an opportunity to obtain a BS/MD degree. Through the partnership, qualified students are able to pursue a career in medicine at St. George's University following successful completion of the BS degree or pre-health professions certificate at CSU Dominguez Hills. CSU students who apply and are admitted to the combined degree program may enter the four-year MD program at SGU upon successful completion of the undergraduate degree program.

Centrally located in the South Bay and the heart of Los Angeles, CSU Dominguez Hills is a diverse, welcoming community of learners and educators collaborating to

change lives and communities for the better. Through strong and relevant academic programs, dedicated faculty mentors, supportive staff, and attractive campus and student amenities, CSU Dominguez Hills is committed to connecting our students to an affordable, high-quality and transformative education while providing its communities with a vital resource for talent, knowledge, skills, and leadership needed to thrive today and tomorrow.

For more information about this program, contact:  
Joseph Franza, Assistant Director of Admission  
jfranza@sgu.edu  
1 (800) 899-6337 or ext. 1297  
+1 (631) 665-8500 ext. 1297

## CALIFORNIA STATE UNIVERSITY, FULLERTON California, USA

### COMBINED BS/MD DEGREE PROGRAM

St. George's University has joined with CSU Fullerton to offer students an opportunity to obtain a BS/MD degree. Through the partnership, qualified students are able to pursue a career in medicine at St. George's University following successful completion of the BS degree or pre-health professions certificate at CSU Fullerton. CSU students who apply and are admitted to the combined degree program may enter the four-year MD program at SGU upon successful completion of the undergraduate degree program.

CSU Fullerton is a major regional university in a vital, flourishing area that includes Orange County, metropolitan Los Angeles, and the expanding Inland Empire. The beautiful 236-acre campus is set in Fullerton in north Orange County, about 25 miles from downtown Los Angeles and about 21 miles from nearby beaches. Cal State Fullerton has more than 37,000 students and approximately 1,800 full- and part-time faculty members. The University offers 107 degree programs in eight colleges.

For more information about this program, contact:  
Joseph Franza, Assistant Director of Admission  
jfranza@sgu.edu  
1 (800) 899-6337 ext. 1297  
+1 (631) 665-8500 ext. 1297

## CALIFORNIA STATE UNIVERSITY, LONG BEACH

California, USA

### COMBINED BA OR BS/MD PROGRAM

St. George's University and California State University, Long Beach, have launched a new academic partnership that will allow qualified CSULB students to gain expedited admission into SGU's School of Medicine. The program allows students to finish their medical degrees a semester early. Students will spend their final semester of undergraduate studies at St. George's University, after which they'll be awarded their BA or BS by California State University, Long Beach. They will then complete another year-and-a-half of medical studies at SGU, before moving onto the final two years of graduate medical education at clinical rotation sites in the United States and the United Kingdom.

California State University Long Beach is a diverse, student-centered, globally-engaged public university committed to providing highly-valued undergraduate and graduate educational opportunities through superior teaching, research, creative activity and service for the people of California and the world.

For more information about this program, contact:

Joseph Franza, Assistant Director of Admission

[jfranza@sgu.edu](mailto:jfranza@sgu.edu)

1 (800) 899-6337 ext. 1297

+1 (631) 665-8500 ext. 1297

## CANADIAN EDUCATIONAL INSTITUTE OF TECHNOLOGY

Ontario, Canada

### COMBINED DEGREE PROGRAM

St. George's University and Canadian Education Institute of Technology (CEIT) offer students an opportunity to obtain an MD degree through a combined degree program. Qualified students are able to pursue a career in medicine at St. George's University following successful completion of secondary education requirements at CEIT. Applicants admitted to this combined degree program complete their studies at Canadian Education Institute of Technology

before proceeding to the six year medicine degree program at St. George's University.

For more information about this program, contact:

Bob Ryan, Dean of Admission

[bobryan@sgu.edu](mailto:bobryan@sgu.edu)

## COLLEGE OF SAINT ELIZABETH New Jersey, USA

### COMBINED BS/MD PROGRAM

St. George's University and the College of Saint Elizabeth have established a combined degree program that allows qualified students to receive simultaneous admission to CSU and SGU's School of Medicine. If they maintain certain minimum academic standards as undergraduates, they will be eligible to continue on to SGU to pursue postgraduate medical degrees. Students interested in the new program must declare their intention when they apply to the College of Saint Elizabeth.

Located in Morristown, New Jersey, the College of Saint Elizabeth provides a community of learning in the Catholic liberal arts tradition for students of diverse ages, backgrounds, and cultures. CSE is sponsored by the Sisters of Charity of Saint Elizabeth.

For more information about this program, contact:

Erin O'Brien, Assistant Director of Admission

[eobrien@sgu.edu](mailto:eobrien@sgu.edu)

1 (800) 899-6337 ext. 1241

+1 (631) 665-8500 ext. 1241

## UNIVERSITY OF DELAWARE Delaware, USA

### COMBINED BS/MD PROGRAM

The University of Delaware has joined with St. George's University to offer students an opportunity to obtain a BS/MD degree. Qualified students are able to pursue a career in medicine at St. George's University following successful completion of four years of undergraduate study at the University of Delaware.

Qualified applicants successfully completing four years

of study at the University of Delaware and meeting the requirements for promotion are granted a pathway from their undergraduate degree to the Doctor of Medicine program.

The University of Delaware is the largest university in Delaware. The main campus is in Newark, with satellite campuses in Dover, Wilmington, Lewes, and Georgetown. UD offers a broad range of degree programs: 3 associate programs, 147 bachelor's programs, 119 master's programs, 54 doctoral programs, and 15 dual graduate programs through our seven colleges and in collaboration with more than 70 research centers. The student body encompasses more than 17,000 undergraduates, more than 3,600 graduate students and nearly 800 students in professional and continuing studies from across the country and around the globe.

For more information about this program, contact:  
Erin O'Brien, Assistant Director of Admission  
eobrien@sgu.edu  
1 (800) 899-6337 ext. 1241  
+1 (631) 665-8500 ext. 1241

## ERASMUS UNIVERSITY COLLEGE Netherlands

### COMBINED BS/MD PROGRAM

St. George's University has joined with Erasmus University College to offer students an opportunity to obtain a BS/MD degree. Through the partnership, qualified students are able to pursue a career in medicine at St. George's University via direct entry following successful completion of a BS degree at Erasmus. Medical students will be eligible to complete their first year of medical study at SGU's Keith B. Taylor Program in Newcastle, United Kingdom, and then year two in Grenada. (Students may opt to spend both the first and second year in Grenada.) The final two years of the combined program consist of clinical rotations at affiliated hospitals in the United States, Canada, and/or United Kingdom.

Erasmus University Rotterdam is a specialized research university with a focus on social orientation in its education and research. The university's vision is that its scientists and students should work on global societal challenges in the areas of prosperity, health, governance and culture.

For more information about this program, contact:  
Bob Ryan, Dean of Admission  
bobryan@sgu.edu

## FELICIAN UNIVERSITY New Jersey, USA

Felician University has joined with St. George's University to offer students an opportunity to obtain a BS/MD degree. Qualified students are able to pursue a career in medicine at St. George's University following successful completion of four years of undergraduate pre-medicine study at Felician University.

Qualified applicants successfully completing four years of study at the Felician University and meeting the requirements for promotion are granted a pathway from their undergraduate degree to the Doctor of Medicine program.

For more information about this program, contact:  
Erin O'Brien, Assistant Director of Admission  
eobrien@sgu.edu  
1 (800) 899-6337 ext. 1241  
+1 (631) 665-8500 ext. 1241

## FAIRLEIGH DICKINSON UNIVERSITY New Jersey, USA

### COMBINED BS/MD PROGRAM

Fairleigh Dickinson students will be eligible to apply for admission to the medical and veterinary schools at St. George's University if they complete their undergraduate courses with a minimum cumulative 3.4 GPA and attain an MCAT score within five points of the average among SGU matriculants the previous term. FDU undergrads who have completed a minimum of 30 credits and met SGU's admissions standards will be invited to interview.

Between its Florham and Metropolitan campuses, Fairleigh Dickinson is the state's largest private university, offering more than 100 programs to a student body, which studies less than an hour north of midtown Manhattan.

For more information about this program, contact:  
Erin O'Brien, Assistant Director of Admission  
eobrien@sgu.edu  
1 (800) 899-6337 ext. 1241  
+1 (631) 665-8500 ext. 1241

## FRANKLIN PIERCE UNIVERSITY

New Hampshire, USA

### COMBINED BS/MD PROGRAM

Franklin Pierce University has joined with St. George's University to offer students an opportunity to obtain a BS/MD degree. Qualified students are able to pursue a career in medicine at St. George's University following successful completion of the preclinical program and their bachelor's degree at Franklin Pierce University.

Applicants admitted to this combined degree program are granted a pathway from their undergraduate degree in biology or health sciences to a Doctor of Medicine program. Students admitted to the pathway program complete their undergraduate degree in biology or health sciences at Franklin Pierce in four years, and upon meeting established admission criteria, progress into the four-year Doctor of Medicine program at SGU.

Franklin Pierce University is a regionally accredited university grounded in the liberal arts, with a focus on personal attention and high-quality instruction. The University consists of the College at Rindge and the College of Graduate & Professional Studies with locations in Arizona and throughout New Hampshire.

For more information about this program, contact:  
Erin O'Brien, Assistant Director of Admission  
eobrien@sgu.edu  
1 (800) 899-6337 ext. 1241  
+1 (631) 665-8500 ext. 1241

## GEORGIAN COURT UNIVERSITY

New Jersey, USA

### COMBINED BS/MD PROGRAM

St. George's University and Georgian Court University in Lakewood, New Jersey, have launched a new academic partnership that will allow qualified Georgian Court students to gain admission into SGU's School of Medicine. Students will spend their final year of undergraduate studies at St. George's University in the first year of the MD program. Upon successful completion of the first year of the MD program and after meeting all of the requirements for an undergraduate degree, students will be awarded

their BS by Georgian Court University. They will then complete another year of medical studies at SGU, before moving onto the final two years of graduate medical education at clinical rotation sites in the United States and the United Kingdom.

Founded and sponsored by the <http://www.sistersofmercy.org>, Georgian Court University is located in Lakewood, New Jersey. Set on a magnificent 156-acre estate formerly belonging to financier George Jay Gould, the campus is conveniently situated 60 miles from New York and Philadelphia, and only 10 miles from the Jersey Shore. Bordering Lake Carasaljo, the site is a National Historic Landmark with alluring statuary, beautiful architecture and lush gardens.

After a long history as a women's college with coeducational graduate programs and undergraduate evening programs, Georgian Court became fully coeducational in 2013.

For more information about this program, contact:  
Erin O'Brien, Assistant Director of Admission  
eobrien@sgu.edu  
1 (800) 899-6337 ext. 1241  
+1 (631) 665-8500 ext. 1241

## HELP UNIVERSITY MALAYSIA

Malaysia

### COMBINED BS/MD PROGRAM

St. George's University and HELP Malaysia, have signed a memorandum of understanding that opens the door for graduates of HELP Malaysia's health science programs to enter graduate programs at SGU.

HELP University is a private university in Kuala Lumpur, Malaysia. It was founded in 1986 and offers a diverse range of academic programs.

For more information about this program, contact:  
Bob Ryan, Dean of Admission  
bobryan@sgu.edu

## KINGS COLLEGE

### Pennsylvania, USA

#### COMBINED BS/MD PROGRAM

Kings College has joined with St. George's University to offer students an opportunity to obtain a BS/MD degree. Kings College students who complete required courses in biology, sports biology or a science-based major, as well as meet the requirements for promotion to St. George's University, will gain entrance to the University's Doctor of Medicine program. Upon completing their first year at St. George's, students will obtain their Bachelor of Science from Kings College, and will then be eligible to complete the remaining three years of study toward an MD degree at St. George's University.

Founded in 1946, King's College is a Catholic institution of higher education animated and guided by the Congregation of Holy Cross. King's pursues excellence in teaching, learning, and scholarship through a rigorous core curriculum, major programs across the liberal arts and sciences, nationally-accredited professional programs at the undergraduate and graduate levels, and personal attention to student formation in a nurturing community.

For more information about this program, contact:  
Erin O'Brien, Assistant Director of Admission  
eobrien@sgu.edu  
1 (800) 899-6337 ext. 1241  
+1 (631) 665-8500 ext. 1241

## LARKIN UNIVERSITY

### Florida, USA

#### COMBINED MSc/MD PROGRAM

St. George's University has joined with Larkin University to offer students an opportunity to obtain a MSc/MD degree. Larkin students who express interest in the combined degree program are admitted to the St. George's University's Doctor of Medicine program with the requisite GPA and MCAT scores, a letter of recommendation, and an interview. Admitted students will enter the first year of the MD program immediately after completing their master's degree at Larkin.

Founded in 2013 as Larkin Health Sciences Institute, Larkin is a not-for-profit graduate school that specializes

in biomedical sciences and pharmacology. It provides an inclusive interprofessional learning environment to enable students to learn together utilizing modern technologies, research, innovation, and personal and professional engagement to serve the needs of the community, state, nation, and world.

For more information about this program, contact:  
Erin O'Brien, Assistant Director of Admission  
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1 (800) 899-6337 ext. 1241  
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## LONG ISLAND UNIVERSITY

### New York, USA

#### COMBINED BS/MD PROGRAM

Long Island University has joined with St. George's University to offer students an opportunity to obtain a BS/MD degree. Qualified students are able to pursue a career in medicine at St. George's University following successful completion of four years of undergraduate study at Long Island University.

Qualified applicants successfully completing four years of study at Long Island University and meeting the requirements for promotion are granted a pathway from their undergraduate degree to the Doctor of Medicine program.

Long Island University offers more than 500 undergraduate, graduate, and doctoral degree programs and certificates, offering degree-credit and continuing education programs in Brooklyn, Brookville (LIU Post), Brentwood, Riverhead, and Rockland and Westchester (LIU Hudson). Other academic units include LIU Pharmacy (the Arnold & Marie Schwartz College of Pharmacy and Health Sciences), which prepares students for successful careers in the fields of pharmacy and health care, and LIU Global, which provides a wide range of study abroad options at overseas centers.

For more information about this program, contact:  
Erin O'Brien, Assistant Director of Admission  
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1 (800) 899-6337 ext. 1241  
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## MAHIDOL UNIVERSITY INTERNATIONAL COLLEGE

### Thailand

#### COMBINED BS/MD PROGRAM

Through a partnership with SGU, qualified students have an opportunity to obtain a dual BS/MD degree. Applicants interested in the dual degree program must meet all admission requirements of Mahidol University (MUIC) and St. George's University School of Medicine program. Once admitted to the program, and after successfully completing three years of undergraduate study at MUIC, qualified students will proceed to the first year of the medical program at St. George's University.

Upon successful completion of the first year of the MD program at SGU, qualified students will have fulfilled the requirements for a Bachelor of Science degree from MUIC and will be eligible to complete the remaining three years of study at SGU leading to the MD degree.

Initially established in 1986 as the International Students Degree Program (ISDP), Mahidol University International College (MUIC) was Thailand's first international bachelor's degree program at a public university, with its mission to produce well-rounded graduates and to excel in broad international education research and academic services for the benefit of humankind. MUIC maintains a strong liberal arts focus and promotes a learning culture that prepares its students to meet the challenges of living and working in a diverse and globalized world.

For more information about this program, contact:  
Bob Ryan, Associate Dean of Enrolment Planning  
bobryan@sgu.edu

## MASSACHUSETTS COLLEGE OF PHARMACY AND HEALTH SCIENCES

### Massachusetts, USA

#### COMBINED BS/MD PROGRAM

Massachusetts College of Pharmacy and Health Sciences has joined with St. George's University to offer students an opportunity to obtain a BS/MD degree. Qualified students are able to pursue a career in medicine at St.

George's University following successful completion of undergraduate study at Massachusetts College of Pharmacy and Health Sciences.

Qualified applicants successfully completing undergraduate study at Massachusetts College of Pharmacy and Health Sciences and meeting the requirements for promotion are granted a pathway from their undergraduate degree to the Doctor of Medicine or program.

Massachusetts College of Pharmacy and Health Sciences is an accredited, private institution located in the Longwood Medical and Academic Area of Boston, Massachusetts. Specializing in medical careers, the University provides traditional and accelerated programs of study that combine in-depth knowledge with hands-on clinical practice focused on professional education in pharmacy and the health sciences. MCPHS University prepares students for successful careers in healthcare through excellence in teaching, scholarship, research, professional service, and community engagement.

For more information about this program, contact:  
Erin O'Brien, Assistant Director of Admission  
eobrien@sgu.edu  
1 (800) 899-6337 ext. 1241  
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## MAKERERE UNIVERSITY

### Uganda

St. George's University and Makerere University have an agreement to work toward mutual collaboration in the areas of research, shared curricula, faculty, and student exchange in various degree programs, and collaboration on graduate and postgraduate training. Each institution will recognize the other's credit in compatible courses and will jointly review relevant curricula. The two institutions encourage collaborative research and graduate students' research supervision, as well as facilitate, when possible, accommodations for academic exchange visits.

For more information about this program, contact:  
Bob Ryan, Associate Dean of Enrolment Planning  
bobryan@sgu.edu

## MEDICAL EDUCATION ADVISING

Ontario, Canada

### COMBINED BS/MD PROGRAM

St. George's University has joined with Medical Education Advising in Toronto to offer students an opportunity to obtain a BS/MD degree. Through the partnership, qualified students are able to pursue a career in medicine at St. George's University following successful completion of an undergraduate degree and science prerequisites at Medical Education Advising and meeting the requirements for entry into the four year MD program, students enter the four year MD program at SGU. Students completing 90 undergraduate credits and who meet the requirements for entry will be admitted to the five year MD degree program

Medical Education Advising is a professional career college with campus locations in Downtown Toronto, Brampton, Markham, Mississauga, Oakville, Scarborough and Calgary, Alberta. The college provides training in the areas of business, health care, hospitality, social work, and technology.

For more information about this program, contact:  
Bob Ryan, Dean of Admission  
bobryan@sgu.edu

## MONMOUTH UNIVERSITY

New Jersey, USA

### COMBINED BS/MD DEGREE

Students may enter a joint BS/MD program offered by Monmouth University and St. George's University. Qualified students are able to pursue a career in medicine at St. George's University following successful completion of the preclinical program at Monmouth.

Applicants admitted to this combined degree program are granted a pathway from their undergraduate degree in biology or health sciences to a Doctor of Medicine program. Students complete their undergraduate degree in biology or health sciences at Monmouth University in four years, and upon meeting established admission criteria, progress into the four-year Doctor of Medicine program at SGU.

Monmouth University is a leading private institution in West

Long Branch, New Jersey, that offers a comprehensive array of undergraduate and graduate degree programs. The University provides students with a highly personalized education that builds the knowledge and confidence of tomorrow's leaders. Monmouth University's magnificent and historic campus is approximately one hour from both New York City and Philadelphia and is within walking distance of the Jersey Shore's ocean beaches.

For more information about this program, contact:  
Erin O'Brien, Assistant Director of Admission  
kviola@sgu.edu  
1 (800) 899-6337 ext. 1241  
+1 (631) 665-8500 ext. 1241

## NIAGARA CHRISTIAN COMMUNITY OF SCHOOLS

Ontario, Canada

### COMBINED BS/MD PROGRAM

St. George's University and Niagara Christian Community of Schools (NCC) offer students an opportunity to obtain a BS/MD degree through a joint degree program. Qualified students are able to pursue a career in medicine at St. George's University following successful completion of secondary education requirements at NCC. Applicants admitted to this dual degree program complete their studies at NCC before proceeding to the seven-year MD program track at St. George's University. Upon successful completion of the first year of the MD program at SGU, the qualified student will have fulfilled the requirements for a Bachelor of Science degree from St. George's University, and will then be eligible to complete the remaining three years of study at SGU leading to the MD degree.

Niagara Christian Community of Schools was established in 1932 and is situated on the shores of the Niagara River in Fort Erie, Ontario, Canada. NCC is an international community of schools established to educate students with excellence in a family-like environment, equipping them to live the Christian lifestyle, and empowering them to make a difference in the world.

For more information about this program, contact:  
Bob Ryan, Dean of Admission  
bobryan@sgu.edu

## NEW JERSEY INSTITUTE OF TECHNOLOGY

New Jersey, USA

### COMBINED BS/MD DEGREE

The New Jersey Institute of Technology Degree Program is a highly selective program developed by St. George's University School of Medicine, in cooperation with New Jersey Institute of Technology (NJIT)/Albert Dorman Honors College and St. Michael's Medical Center. NJIT is a public research university located in Newark, New Jersey, providing instruction, research, and public service in several science and engineering fields. St. Michael's Medical Center is an affiliated hospital at which SGUSOM students complete clinical rotations.

After meeting stringent admission criteria, students follow the Honors Curriculum in biology or engineering science at NJIT's Albert Dorman Honors College and fulfill the requirements of the college. Students proceed to Grenada and enter the first year of the Doctor of Medicine program at St. George's University after three successful years at NJIT.

Successful completion of the first year of medical study at St. George's University School of Medicine will fulfill the requirements for the Bachelor of Arts in biology or the Bachelor of Science in engineering science at NJIT's Albert Dorman Honors College. After the second year of the Doctor of Medicine degree program at SGU, students will enter the clinical phase of the MD program at SGU's affiliated hospital, St. Michael's Medical Center in Newark. Successful completion of the medical program leads to the conferral of the Doctor of Medicine degree.

For more information about this program, contact:

Erin O'Brien, Assistant Director of Admission

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1 (800) 899-6337 ext. 1241

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## NORTH CAROLINA STATE UNIVERSITY North Carolina, USA

### COMBINED BS/MD PROGRAM

North Carolina State University has joined with St. George's University to offer students an opportunity to obtain a BS/MD degree. Qualified students are able to pursue a career in medicine at St. George's University following successful completion of four years of undergraduate study at North Carolina State University.

Qualified applicants successfully completing four years of study at North Carolina State University and meeting the requirements for promotion are granted a pathway from their undergraduate degree to the Doctor of Medicine program.

North Carolina State University has developed into a vital educational and economic resource, with more than 34,000 students and 8,000 faculty and staff. Consistently ranked a best value among the nation's public universities, NC State—the state's largest university—is an active, vital part of North Carolina life. Today, more than 128 years after its founding, NC State continues to follow its original mission: opening the doors of higher education to the citizens of North Carolina and providing teaching, research and extension that strengthen the state and its economy.

For more information about this program, contact:

Lysa Selli

Assistant Director of Admission

lselli@sgu.edu

1 (800) 899-6337

+1 (631) 665-8500 ext. 1357

## NORTHUMBRIA UNIVERSITY United Kingdom

### COMBINED BS/MD PROGRAM

St. George's University and Northumbria University have entered into an agreement providing an exciting pathway to becoming a medical doctor. Students begin their studies in the School of Life Sciences at Northumbria University in a Diploma of Higher Education in Medical Sciences, which equates to a Certificate of Higher Education in Medical Sciences. After successful completion of the one-year

certificate course, qualified students proceed to Grenada to commence the St. George's University Doctor of Medicine degree program or alternatively remain at Northumbria in the Keith B. Taylor Global Scholars Program (KBTGSP). Students who opt to remain at Northumbria will, upon successful completion of the first year of basic medical sciences, also be awarded the Diploma of Higher Education in Medical Sciences. Qualified students accepted into this competitive program will complete the degree of Doctor of Medicine (MD) after a total of five years of study.

Students apply initially to Northumbria University for the Medical Sciences Diploma Course. Applicants who meet the admission criteria for the joint medical program will then be invited to submit a Supplemental Application to St. George's University School of Medicine. Upon receipt of the applications, St. George's University and Northumbria University will liaise to establish suitable candidates and dates for interview. An offer for the joint program can only be made after an interview is conducted. Entry into St. George's University School of Medicine is conditional on a minimum overall mark of 65 percent in the Northumbria University Medical Sciences Certificate and a satisfactory reference from Northumbria University.

Northumbria University, located in Newcastle upon Tyne, is well known for its excellence in biomedical sciences and recognized as a principal innovator in the field. The agreement links the scientific aspects of preclinical training in the United Kingdom with a comprehensive and excellent medical education.

For more information about this program, contact:  
Bob Ryan, Associate Dean of Enrolment Planning  
bobryan@sgu.edu

## REGIS COLLEGE Massachusetts, USA

### COMBINED BS/MD DEGREE PROGRAM

St. George's University and Regis College offer students an opportunity to obtain a BS/MD degree through a joint degree program. Qualified students are able to pursue a career in medicine at St. George's University following successful completion of three years of preclinical coursework at Regis College. Qualified students meeting the requirements for promotion are admitted into the

MD program at St. George's University. Upon successful completion of the first year of the MD program at SGU, qualified students will have fulfilled the requirements for a Bachelor of Arts or Bachelor of Science degree from Regis College and will then be eligible to complete the remaining three years of study at SGU leading to the MD degree. Regis College is a Catholic liberal arts and sciences co-educational college founded in 1927 by the Congregation of Sisters of St. Joseph Boston. The college sits on a 32-acre campus located in the town of Weston, 12 miles west of Boston. Regis offers majors and graduate/professional programs to prepare students for such in-demand fields as nursing, health, public service, education, business, and communication.

For more information about this program, contact:  
Erin O'Brien, Assistant Director of Admission  
eobrien@sgu.edu  
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+1 (631) 665-8500 ext. 1241

## SEATTLE COLLEGES Washington, USA

### COMBINED BS/MD DEGREE

St. George's University and Seattle Colleges offer students an opportunity to obtain a BS/MD degree through a joint degree program. Qualified students are able to pursue a career in medicine at St. George's University following successful completion of secondary education requirements at Seattle Colleges. Applicants admitted to this dual degree program complete their studies at Seattle Colleges before proceeding to the five-year MD program track at St. George's University. Upon successful completion of their preclinical degree program at SGU, the qualified student will have fulfilled the requirements for a Bachelor of Science degree from St. George's University, and will then be eligible to complete the remaining four years of study at SGU leading to the MD degree.

The Seattle Colleges serve all of metropolitan Seattle and its surrounding communities, and comprise the largest community college district in the state, educating more than 50,000 students each year. Students choose from an array of more than 135 academic and career-technical programs, the largest number in the state. The curriculum has led the way as the Puget Sound area moved from a manufacturing and resource-based economy to

information-based industries. Like the region, the college population is dynamic. The student body is the most diverse in the Northwest, reflecting nearly 80 different languages spoken in homes throughout the city.

For more information about this program, contact:  
Joseph Franza, Assistant Director of Admission  
jfranza@sgu.edu  
1 (800) 899-6337 ext. 1297  
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## TRENT UNIVERSITY

Ontario, Canada

### COMBINED BS/MD PROGRAM

St. George's University and Trent University offer qualified Trent undergraduates the opportunity to obtain direct admission to SGU's Schools of Medicine and Veterinary Medicine. To qualify, Trent University students must complete the Medical Professional Stream, a four-year program designed to guide students into careers in medicine and public health.

St. George's medical students may spend their first two years studying in Grenada, or choose to complete their first year at Northumbria University in the United Kingdom as part of the Keith B. Taylor Global Scholars Program before returning to Grenada for their second year. During the third and fourth years, students will complete clinical rotations in the United States, United Kingdom, or Canada. In recent years, SGU students have completed more than 300 electives in Canadian hospitals.

Veterinary students spend their first three years studying in Grenada. They then complete their final year at one of the many veterinary schools throughout the United States, United Kingdom, Canada, Australia and Ireland affiliated with SGU. After sitting the North American Veterinary Licensing Exam, students can begin practicing in the United States or Canada.

Trent's Peterborough campus boasts award-winning architecture in a breathtaking natural setting on the banks of the Otonabee River, just 90 minutes from downtown Toronto, while the Durham GTA campus offers a close-knit community with an urban vibe, conveniently located in Oshawa, 40 minutes from downtown Toronto.

For more information about this program, contact:  
Bob Ryan, Associate Dean of Enrolment Planning  
bobryan@sgu.edu

## TUNG WAH COLLEGE

Hong Kong

St. George's University and Tung Wah College (TWC), Hong Kong, have signed a memorandum of understanding that opens the door for graduates of TWC's Bachelor of Medical Science or Bachelor of Health Science programs to enter graduate programs at SGU. Furthermore, St. George's University and TWC will work together to create a semester-based exchange program that will enhance each student's international learning experience.

For more information about this program, contact:  
Bob Ryan, Associate Dean of Enrolment Planning  
bobryan@sgu.edu

## UNIVERSITY OF DELAWARE

Delaware, USA

### COMBINED BS/MD DEGREE

The University of Delaware has joined with St. George's University to offer students an opportunity to obtain a BS/MD degree. Qualified students are able to pursue a career in medicine at St. George's University following successful completion of four years of undergraduate study at the University of Delaware.

Qualified applicants successfully completing four years of study at the University of Delaware and meeting the requirements for promotion are granted a pathway from their undergraduate degree to the Doctor of Medicine program.

The University of Delaware is the largest university in Delaware. The main campus is in Newark, with satellite campuses in Dover, Wilmington, Lewes, and Georgetown. UD offers a broad range of degree programs: 3 associate programs, 147 bachelor's programs, 119 master's programs, 54 doctoral programs, and 15 dual graduate programs through our seven colleges and in collaboration with more than 70 research centers. The student body encompasses more than 17,000 undergraduates, more than 3,600 graduate students and nearly 800 students in professional

and continuing studies from across the country and around the globe.

## UNIVERSITY OF GUYANA

### Guyana

St. George's University, Grenada, and the University of Guyana, in recognition of each other as regional institutions with high academic standards, have entered into a partnership that encourages the sharing of graduate and postgraduate students and staff between the two institutions. These academic exchanges take place within the context of the degree programs and research initiatives, and the universities collaborate in the development of programs that enhance the education and research initiatives in the region.

For more information about this program, contact:  
Bob Ryan, Associate Dean of Enrolment Planning  
bobryan@sgu.edu

## UNIVERSITY OF ST. THOMAS

### Minnesota, USA

#### COMBINED BS/MD PROGRAM

The University of St. Thomas has joined with St. George's University to offer students an opportunity to obtain a BS/MD degree. Qualified students are able to pursue a career in medicine at St. George's University following successful completion of the preclinical program at St. Thomas.

Enrolled students begin their studies at the University of St. Thomas where they spend the first three years of the preclinical program. Qualified students then proceed to Grenada to enter the first year of SGU's Doctor of Medicine program.

Upon successful completion of their first year at SGU, students fulfill the requirements for the Bachelor of Science in biology from St. Thomas. Qualified students are then eligible to complete the three remaining years of study at St. George's University leading to the completion of the Doctor of Medicine degree.

The University of St. Thomas is a Catholic, comprehensive university that fosters a tradition of service to the public

and an energetic, thoughtful approach to the challenges of contemporary life. Located in Minnesota's vibrant Twin Cities area, St. Thomas offers its students a wide range of employment opportunities, cultural events, and volunteer activities. It is a campus connected to community to meet the challenges of today.

For more information about this program, contact:  
John Marimuthu, Assistant Director of Admission  
jmarimuthu@sgu.edu  
1 (800) 899-6337 ext. 1498  
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## VIDYA SANSKAR INTERNATIONAL SCHOOL

### India

Vidya Sanskar International School has joined with St. George's University to offer students an opportunity to obtain an MD degree. Vidya Sanskar International School students who complete A-Levels in chemistry, biology, and either math or physics, as well as meet the requirements for promotion to St. George's University, will gain entrance to the preclinical phase of the University's Doctor of Medicine program. Students are eligible for promotion into the Doctor of Medicine program after successful completion of the preclinical program. Students must meet the admission requirements and qualifications to enter the School of Medicine, and continue to meet the standards for promotion.

The Vidya Sanskar International School for Holistic Learning, also known as Vidya Sanskar, is an international school located near the National Capital Territory of Delhi, India, giving education from Primary to A Level. The school is situated on ten acres in village Bhopani, Faridabad and is affiliated with CIE Cambridge International Examinations. Students take IGCSE Levels, AS Level, and A Level Examinations.

## WESTERFIELD COLLEGE

### Nigeria

#### COMBINED BS/MD DEGREE PROGRAM

St. George's University and Westerfield College offer students an opportunity to obtain a BS/MD degree through a joint degree program. Qualified students are able

to pursue a career in medicine at St. George's University following successful completion of secondary education requirements at Westerfield College. Applicants admitted to this dual degree program complete their studies at Westerfield College before proceeding to the five-, six-, or seven-year MD program track at St. George's University. Upon successful completion of the first year of the MD program at SGU, qualified students in the seven-year program will have fulfilled the requirements for a Bachelor of Science degree from St. George's University, and will then be eligible to complete the remaining three years of study at SGU leading to the MD degree.

Westerfield College is a further education college offering a range of University access courses into advanced entry at undergraduate degrees at top universities in the US, UK, Europe, and Caribbean. The college is recognized by the British Council and other international examination bodies.

For more information about this program, contact:  
Bob Ryan, Associate Dean of Enrolment Planning  
bobryan@sgu.edu

## WIDENER UNIVERSITY Pennsylvania, USA

### COMBINED BS/MD DEGREE PROGRAM

Widener University has joined with St. George's University in an agreement to offer qualified students the opportunity to pursue a career in medicine at St. George's University following successful completion of three years of preclinical sciences at Widener University, allowing the students to obtain the BS/MD degree.

Enrolled students begin their studies at Widener University, completing three years of undergraduate study. After meeting the requirements for promotion, qualified students then proceed to Grenada to enter the first year of the St. George's University Doctor of Medicine program.

For more information about this program, contact:  
Erin O'Brien, Assistant Director of Admission  
eobrien@sgu.edu  
1 (800) 899-6337 ext. 1241  
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# STUDENT SUPPORT SERVICES

In accordance with its mission, the University is fully committed to the creation and maintenance of an environment conducive to academic success for all students. A wide range of student academic and nonacademic support services are offered to ensure that the University is in partnership with each student to provide support for success.

## DEAN OF STUDENTS

*C. V. Rao, PhD, Dean*

The mission of the Dean of Students Office (DOS) is to encourage and enable students to achieve academic success, and to exhibit the highest standards of professionalism in their chosen fields of study at St. George's University. This is accomplished by providing support and guidance in nonacademic areas. From orientation to graduation, the DOS assists all students in the University including the School of Medicine, the School of Veterinary Medicine, the School of Arts and Sciences, the School of Graduate Studies, as well as other University programs.

The DOS Office accomplishes its mission by providing guidance in both academic and nonacademic areas, enabling students to freely access the services and support mechanisms needed to achieve their professional goals, and enhance their personal growth during their tenure at St. George's University.

The DOS enforces the student code of conduct as described in the SGU Student Manual. All students who have cognitive or non-cognitive concerns are provided with a wide range of support services, and the DOS serves as a student advocate in accessing needed services on- or off-campus. For additional ongoing support, matriculated students are assigned a faculty advisor as part of the Faculty Advisor Program, which is administered by the DOS. The advisor becomes personally acquainted with the student's goals, strengths and challenges and serves as a source of support and advice throughout the student's tenure at the University.

The office of Student Accessibility and Accommodation Services (SAAS) is located in the DOS office with Ms. Andrea Blair as Director. SAAS provide support to students with disabilities. The mission is to consider requests for accommodations, determine student eligibility, and if appropriate, provide reasonable accommodations. This may include accommodations for the classroom (ie, test accommodations),

## "LET'S TALK TEACHING AND LEARNING" PROGRAM

The Department of Educational Services has established a faculty development program that provides faculty members with different avenues for exploring new advances in pedagogy, classroom and laboratory technology, and course delivery. Through workshops and individual consultation, the program supports instructional faculty in their goals of developing techniques to enhance student learning and retention; defining learning styles to identify individual needs; reciprocal assessments of colleagues in mutual support; and sustaining the vitality, passion, and enthusiasm that captivate and motivate students to strive for their personal best.

## INTERNATIONAL CLINICAL TUTOR TEACHING FELLOWSHIP PROGRAM

The international clinical tutor teaching fellowship program is a unique, locally developed program designed for recently graduated physicians from around the world who want to enhance their teaching and communication skills, as well as pursue board examinations (USMLE, PLAB, etc.) to be accepted into postgraduate residency programs. Tutors are recruited initially for one year; upon satisfactory performance, tutors are renewed for another year. During this program, they are expected to pass the board examinations and move on to postgraduate training.

The Clinical Tutors are trained by the department faculty to function as preceptors for the small groups and lab experiences for the students.



in housing, or accessible parking/transportation. To request an accommodation, a completed application form and supporting documentation is required. More information regarding the application process and documentation guidelines can be found at [www.sgu.edu/saas](http://www.sgu.edu/saas) (students not admitted) or [mycampus.sgu.edu/group/saas/](http://mycampus.sgu.edu/group/saas/) (admitted students). Other services provided include peer-support groups and assistance on applying for accommodation on the USMLE Step exams. The office is open 8am–5pm, Monday–Friday, and walk-ins are welcome.

The DOS supports nearly 60 student organizations that enhance student life by promoting a variety of activities with a range of goals: religious, cultural, professional, political, social, and academic. In addition, campus wide Athletics and Wellness programs are coordinated through the DOS office, by Mr. David Twum-Barimah (Assistant Dean of Students).

The DOS supports nearly 50 student organizations that enhance student life by promoting a variety of activities with a range of goals: religious, cultural, professional, political, social, and academic.

The Dean of Students is a member of the University Council of Deans, the School of Medicine Council of Deans, and the Student Nonacademic Affairs Committee. The Dean of Students is active on other committees and panels constituted in the interests of student affairs.

## DEPARTMENT OF EDUCATIONAL SERVICES

*Sara Rabie*

*Chair of Department of Educational Services*

*Director of Student Support and Development*

St. George's University's dedicated Department of Educational Services (DES) teaches students how to learn and teachers how to teach. This unique and highly effective faculty is the largest on campus, and is an important component of our student and graduates success. Close to 100 percent of the University's students and many of the professors in all schools avail themselves of the support offered through a variety of innovative programs, including time management, note-taking skills, and utilizing technology effectively in teaching and learning.

DES provides academic support services in Grenada through a variety of programs, courses, and workshops focused on student and faculty skills development. These services include the Academic Enhancement Program, a proactive retention initiative; the Specialized English Language Program (SELP) offering classes and workshops, as

well as individualized programs with training in reading efficiency and comprehension, writing, oral communication, pronunciation, and grammatical accuracy; and the Faculty Development Program, which offers seminars and workshops in concepts, methods, and techniques of education. DES works closely with the Dean of Basic Sciences on faculty development, and with the Dean of Students on student academic progress.

## OFFICE OF CAREER GUIDANCE AND STUDENT DEVELOPMENT

*John F. Madden, MD*  
Director

The Office of Career Guidance and Student Development (OCGSD) assists students in the Doctor of Medicine program to find their way through postgraduate medical training and licensure procedures successfully and effectively. These programs introduce students to the processes early in their academic careers in order to make a smoother transition. Starting in the basic science years, students are invited to a series of seminars. The seminars focus on the importance of preparation for the required comprehensive examinations as well as the USMLE Step 1, examination requirements, clinical rotation time schedules, and obtaining postgraduate training with specifics on how to prepare for the residency application process. As part of the Office of the Dean of Students, the OCGSD is staffed by faculty and alumni who can advise students on preparing for licensing examinations and offer counseling in specialty and residency selection, as well as the residency application process in the United States and the United Kingdom.

## TRUE BLUE CLINIC

*Katherine Bourne-Yearwood, MBBS*  
Director, University Health Services

The True Blue Clinic maintains modern clinic facilities with scheduled and walk-in hours from 9 am to 4:30 pm AST, Monday through Friday.

Additionally, there is daily 24-hour coverage by well-credentialed physicians and physician assistants to provide students with emergency care when the clinic is not open. Medical emergencies in Grenada are referred to the Grenada General Hospital. University Health Services facilitates air evacuation, if indicated, on campus.

## PSYCHOLOGICAL SERVICES CENTER

*Barbara Landon, PsyD*  
Director

The Psychological Services Center (PSC) is independent from the faculty and administration. While the Dean of Students may refer students to counseling, no report returns to the Dean or to any other faculty member. Students have a completely secure avenue to confidentially discuss concerns with trained professionals. Counseling services are available on the Grenada campus. In the clinical years, counseling can be arranged on an individual basis through the Office of Clinical Studies.

# STUDENT ORGANIZATIONS

## ST. GEORGE'S IN THE GRENADA COMMUNITY

The University is the largest employer in the private sector and contributes over \$100 million USD into the economy annually (direct subsidies, charitable giving, local salaries, faculty and students living and spending, etc.). The University community is an active partner in the wider Grenadian community through its outreach programs, some of which include island-wide health fairs, fundraisers for local charities, ecological programs, education programs, and other activities.



St. George's University's student organizations are centered on different areas of student life—cultural, religious, social, academic, professional, and community service. The Student Government Association (SGA) is a highly developed and active group that has representation on the Faculty Senate committees of the University. The Office of the Dean of Students, cognizant of the benefits of active student involvement, offers support for more than 50 student organizations in Grenada and for students in clinical rotations. Students seeking additional information on organizations that support the following categories may contact the Office of the Dean of Students.

The following descriptions of the student organizations are provided by the organizations and do not represent the views or policies of St. George's University. St. George's University does not discriminate in its support of student organizations.

## ACADEMIC ORGANIZATIONS

### American Medical Student Association

As an International chapter of the American Medical Student Association (AMSA), this group promotes active improvement in medical education, world health care delivery, and the enhancement of social, moral, and ethical obligations of the medical profession. The St. George's University chapter has on average 600 AMSA members, making it one of AMSA's largest chapters. You can join at [amsa.org](http://amsa.org).

### Clinical Research Society

The Clinical Research Society strives to provide selected basic science medical students the opportunity to perform interdisciplinary research in the fields of basic and clinical medical science and produce, under the direction of specific faculty principal investigators, quality and relevant research while simultaneously emphasizing and fostering academic excellence.

### Emergency Medicine Club

Students from a variety of backgrounds choose to join the Emergency Medicine Club (EMC) to learn more about emergency medicine, help the local community, and get a jumpstart on their clinical years through several hands-on workshops. The club regularly invites guest speakers to talk with students about emergency medicine, obtaining residencies, and recent advances that have been made in the field. All students are welcome to join.

## Family Medicine Club

The Family Medicine Club aims to educate current and future SGU medical students about the range of opportunities and challenges of a family practice career. The goals of the club are educating, volunteering, mentoring, and encouraging caring and compassion in developing primary care physicians.

## Humanitarian Service Organization

The Humanitarian Service Organization aims to support SGUSOM's chapter of the Gold Humanism Honor Society (GHHS) by promoting community service and professionalism in medicine and medical education during SGUSOM's preclinical curriculum. Each term, HSO organizes one or more educational or developmental projects for volunteer service in the Grenadian community and/or on campus. These may involve campus activities to promote cultural sensitivity, community health fairs, health education at Grenadian schools, home care visits to support patients and relieve caregivers, and other options. Society and the medical profession gain directly through such services and, less directly, from future physicians who have nurtured a social conscience in themselves and among their peers. Student members also benefit through experience in project development and implementation, leadership, developing professional competencies associated with patient care, engaging with communities that are socioeconomically and culturally different from their own, and/or in other areas.

## Internal Medicine Club

The Internal Medicine Club (IMC) at SGU is aimed at exposing students to the practice of internal medicine as well as the many sub-specialties it encompasses. The organization acts as an educational resource to members by providing career guidance, hosting guest lecturers, and conducting clinical skills seminars. One of the goals of the organization is to familiarize students with the general field of internal medicine and its many medical sub-specialties in order to provide better insight into what career the student wishes to pursue. Through our clinical skills seminars focused on physician/student interactions, we plan to better prepare SGU students for their third/fourth years. By learning about the different training paths offered through internal medicine, it is hoped that students will be aided in thinking about future career goals.

## International Federation of Medical Students' Associations

The International Federation of Medical Students' Associations (IFMSA) is an independent, non-governmental, and non-political federation of medical students' associations worldwide. IFMSA-Grenada is the forum for medical students in Grenada to the worldwide IFMSA body, which represents more than one million medical students to the United Nations and the World Health Organization. Internationally, there are nearly 100 member countries of IFMSA; IFMSA-Grenada joined the international body in 2009. IFMSA is considered a major partner when it comes to issues relating to global health.

## Iota Epsilon Alpha International Honor Medical Society

Iota Epsilon Alpha (IEA) is a student organization comprised of students who have excelled academically and are willing to participate in various extracurricular activities and international health projects. The mission of IEA is to promote the pursuit of academic excellence and integrity of scholarship and research; to recognize outstanding achievements in the study, practice and science of medicine; to encourage the highest standards of character, conduct, leadership, and compassion; to improve the overall morale of medical students and graduates locally and worldwide; and to promote, and where possible, provide for the public health and welfare of the underprivileged and medically indigent, locally and worldwide.

## Journal Club

The Journal Club of St. George's University was founded to provide a forum for students to discuss current biomedical research. Members read and analyze recent research and reviews of clinical significance and particular interest to them. They then present encapsulations of this research to their peers in an organized format. Keeping up with current research and developing effective presentations are critical skills for health care professionals and the Journal Club seeks to prepare SGU students for the challenges they will meet along these lines in clinical years and beyond.

## Pediatrics Club

The Pediatrics Club is a student organization for students in the SGU community who seek to learn more about the field of pediatrics. The goal of the club is to promote and

stimulate interest in pediatric medicine through various events and activities, as well as provide service to children of the local Grenadian community.

## Physicians for Human Rights

The purpose of Physicians for Human Rights (PHR) is to mobilize health professionals to advance health, dignity, and justice and promote the right to health for all. Harnessing the specialized skills, rigor, and passion of doctors, nurses, public health specialists, and scientists, PHR investigates human rights abuses and works to stop them. The purpose of this student chapter is to support the campaigns of PHR and to advance the understanding and commitment to health and human rights activism locally, nationally and globally. The SGU student chapter operates in Grenada, at Northumbria in the UK, and in the US for students who are completing clinical placements there. Visit [physiciansforhumanrights.org](http://physiciansforhumanrights.org) for more information.

## Preclinical Biology Student Organization

The Preclinical Biology Student Organization (PBSO) was developed with the aim of promoting scientific research in the biological sciences and to increase awareness of chronic and prevalent diseases in Grenada. The group seeks to provide future scientists and physicians with opportunities that will nurture and foster professional development. This organization aims to increase the academic performance of students in the biology and preclinical departments and to provide members with leadership skills critical for the work world. Finally, it strives to create a bond among members that will last beyond the walls of St. George's University through hosting events such as guest lectures, workshops, seminars, visits to health care facilities, and a variety of social activities. The club is open to anyone who is interested in the biological sciences.

## Public Health Student Association

The Public Health Student Association (PHSA) is a student organization primarily consisting of MPH, MD/MPH and DVM/MPH students. PHSA's main focus is to partner with community and governmental agencies to respond to the needs of the community. The areas of collaboration include school health, community health education and promotion, human rights, fund raising and charitable efforts for underprivileged communities and supporting research and service efforts with several other student organizations.

## Radiology Club

This organization was established with the belief that diagnostic radiology has a place in the future of all students of St. George's University. The primary focus is on students who have an interest in radiology as a career, but the club acknowledges and champions the reality that knowledge in this specialty is applicable to many careers in medicine. This group provides a source of information about pursuing a career in radiology and additional exposure to diagnostic imaging through group discussion, tutoring, and guest lecturing. It is the belief of this organization that this will better prepare students of SGU for the amount of imaging encountered in clinical and residency training and well into their careers.

## St. George's University Neuroscience Society

St. George's University Neuroscience Society (SGUNS) is a student-run organization, provided with invaluable guidance by the neuroscience department of St. George's University. Primarily, it is dedicated to medical, undergraduate, and preclinical students interested in the fields of general surgery, neurology, psychiatry, neurosurgery, and/or neuroscience research. Secondly, it is an organization that focuses on providing knowledge and fun activities for local school kids in the field of neurosciences through the Brain Awareness Program. To that aim, as part of SGUNS, the group will sponsor and organize events, per semester, that will focus on different aspects of neurosciences, and importantly provide valuable knowledge and enjoyment in taking part in a number of activities. SGUNS events include setting up clinical workshops, inviting guest speakers, and the Brain Awareness Program.

## Student Government Association (SGA)

The SGA has been organized to provide the students at St. George's University with a structured, democratic body that will represent them in administrative matters, student affairs, and provide representation to the Alumni Association. The organizational goals of the SGA are:

1. Represent student needs and concerns to University administration.
2. Assist the administration with the task of making improvements in SGU.
3. Increase the sense of community and cooperation among the students, faculty and administration of SGU.

## Surgery Club

The Surgery Club offers all SGU students, regardless of future professional interests, an opportunity to participate in a variety of activities including learning suturing techniques, as well as observing surgeries at the local hospital. For more information, visit [sgusurgery.com](http://sgusurgery.com).

## Undergraduate Student Government Association

The Undergraduate Student Government Association (USGA) of St. George's University is a representative of all Undergraduate students in the School of Arts and Sciences, which comprises the following programs: preclinical, preveterinary medicine, life sciences, business, management information systems, liberal studies, information technology, and nursing. The USGA acts on behalf of undergraduate students to address concerns, and assist in their development in academic and non-academic matters in an effort to ensure that they are afforded the best experience possible at the University.

## Women in Medicine

Women in Medicine (WIM) is a committee that advocates for the interests of women in medicine, particularly physicians-in-training. It promotes women's health, emphasizing well-being and autonomy and works for the inclusion of women's health issues in medical school curricula and continuing medical education. The organization also works to affirm the basic right of reproductive freedom and to educate women to become full participants in their own health care. For example, as a part of community education, the group participates in community health fairs and offers breast exam screening, self-exam instruction, resources, and referrals. There are many workshops, guest lectures, and activities planned during each semester to benefit students, staff, and the community.

## RELIGIOUS/CULTURAL ORGANIZATIONS

### African Cultural Students Association

The African Cultural Students Association (AFCSA) is a union of different cultures of African descent representing the African cultural student body, and the unique needs of students in all aspects of the school. The group provides

a medium for unifying African cultures (between students on campus and people in the community), aid in the progression of students through their academic careers at SGU, and also establishing a network for students and alumni. Activities include weekly forums on development of leadership skills, community projects, and a once-per-semester cultural show that incorporates their cultural heritage and tradition to educate SGU of the diverse nature of Africa's culture on the continent and in the diaspora.

### Armenian Students' Association

The Armenian Students' Association at St. George's University (ASA at SGU), founded in November 2012, strives to cultivate an understanding and appreciation of Armenian history, heritage, and culture through social, philanthropic, and educational activities. As an organization, they are focused on providing a space where students of Armenian descent can connect with their roots, network with one another, and give back to their communities—whether on campus or in Armenia—and local charity organizations supporting Grenada. The ASA at SGU works with other cultural, social, philanthropic, and academic groups on campus to promote an appreciation of all cultures and people.

### Asian Pacific Islander Student Association

The Asian Pacific Islander Student Association (APISA) is an organization devoted to spreading awareness and visibility of Pan-Asian culture at St. George's Schools of Medicine, Veterinary Medicine, Public Health, Undergraduate Studies, and the various professional schools with the goal of increasing the diversity of experiences of the student body and the island of Grenada. It is an all-inclusive organization and welcomes anybody interested in learning more about Asian culture and being involved with the community of St. George's and the island of Grenada.

### Canadian Students Association

The Canadian Students Association (CanSA) is an organization dedicated to the development of a community that supports and enhances the lives of Canadian and non-Canadian students alike, at St. George's University. The goal of the club is to facilitate the transition of students to life at SGU and to provide information for Canadians studying abroad through a series of guest speakers. The organization also strives to enrich the entire community by sharing the rich heritage of Canada.



### Caribbean Students Association

The Caribbean Students Association (CaSA ) was started in 2001 by students who saw a need for Caribbean unity on campus. However, membership is open to all students, Caribbean and non-Caribbean. The purpose of the Association is not only to bring together Caribbean students, but to provide further knowledge of the Caribbean culture and customs.

### Catholic Students Organization

The goal of the Catholic Students Organization (CSO) is to provide the students, faculty and staff of St. George’s University with the spiritual guidance needed to live each day as practicing Catholics. In addition to facilitating weekly Sunday Mass on campus, the CSO is committed to providing support in celebrating the holidays of the Liturgical Year and sponsoring events that remind us that we walk with the Lord in faith. The CSO welcomes, as members, all SGU students and does not discriminate based on religion, race, gender, sexual orientation, or other personal beliefs.

### Christian Students Association

The Christian Students Association (CSA) offers a non-denominational church service every Sunday morning at 11 am in Bourne Lecture Hall. The services are composed of a worship service, prayer time, a short Biblical message given by a member of their leadership team, and a time of fellowship and refreshments afterward. The students that attend CSA come from a wide range of church backgrounds which lends to a balanced, enjoyable service

for all. It is student-led and tries to offer an encouraging environment in which to go to school and grow in the knowledge of Christ.

### Indian Cultural Student Association

The Indian Cultural Student Association (ICSA) is an organization that endeavors to share the Indian culture with the entire university and country of Grenada at large. The organization welcomes members from all races, colors, and creeds. ICSA hosts many different events on campus including a Diwali Show in the fall and a Holi Show in the spring. Both cultural shows include Indian dances, vocal acts, and various other performances.

### Jewish Students Association

Being a medical/veterinary medical student and new resident of Grenada, it can be difficult to maintain a religious lifestyle. This is particularly true for the Jewish students of St. George’s University, since there is no local affiliation. With the help of Chabad in New York and Puerto Rico, the Jewish Students Association (JSA) brings shofar blasts for the Jewish New Year, seders for Passover and get-togethers throughout the term. JSA makes services comprehensible to all sects of Judaism and is open to all SGU students interested in participating.

### Muslim Students Association

The Muslim Students Association (MSA) is a student organization that provides religious services and support for the SGU community. Its goal is to promote a positive

understanding of Islam and its practice among people of all faiths and nationalities. Besides providing weekly Jummah (Friday) Prayer Services, MSA also sponsors community gatherings, dinners, and biannual holiday celebrations.

### Persian Students Association

The Persian Students Association (PSA) is a non-profit, non-political student organization whose objective is to sponsor Persian social and cultural activities and events, promote an understanding of Persian culture, to help foster friendship among different cultural groups, and to provide a source of union and support for the Persian community at SGU. PSA also provides various services to Iranian medical students in the form of its scholastic education which may include academic and or financial support, general inquiries, or anywhere else the PSA can be of assistance.

### Seventh-Day Adventist Students Organization

The Seventh-day Adventist Students Organization (SDASO) is comprised of Seventh-day Adventist students and staff from around the world. Members range in nationality from the Caribbean region to the African, North and South American continents. Membership in the organization transcends the barriers of religious affiliation. The group's mission is to foster the social and spiritual growth of students through fellowship and to proclaim the love of God and the second coming of Jesus Christ by the way they live. The members' vision is to be a perpetual light reflecting God's truth to the wider community. All are welcome to join and share in the life-changing experience that is the Seventh-day Adventist Students Organization.

### St. John's Orthodox Club

The Orthodox Church is the oldest church in Christian history. It is rich in its sacraments, rituals, and teachings. The St. John's Orthodox Club (SJOC) welcomes all Orthodox Christian students as well as any other interested members. Its aim is to gain spiritual, social, and personal growth. The club's mission is summarized by what St. John the Beloved said, "Behold, if God so loved us, we also ought to love one another" (1 John 4:11).

## SPECIAL INTEREST GROUPS

### Angels in Armor (Animal Rescue Fund)

The mission of Angels in Armor (Animal Rescue Fund) (AAARF) is to provide financial relief to those students or faculty members of St. George's University who opt to rescue sick or injured companion animals in need of emergency care and are without ownership. The Angels in Armor Organization of St. George's University is a group of volunteers dedicated to encourage Good Samaritan behavior in our community as well provide an outlet to save the lives of animals that would otherwise be euthanized for lack of financial capabilities. AAARF intends to promote and advance emergency medicine and critical care as a specialty for veterinary students through demonstrations, case studies and lectures.

### Athletics Facilities Committee

Sports and sporting facilities on campus are organized by the Athletic Facilities Committee (AFC). Currently, campus supports an intramurals program consisting of basketball, volleyball, soccer, flag football, badminton, tennis, street hockey, and a developing softball and cricket tournament. It also supports several SGU rep teams that participate in community-based competitions such as cricket, soccer, netball, and basketball. For those with less competitive interests, there is a plethora of regular pick-up events that take place on the athletic field and court facilities. In addition to the above-mentioned core activities, the campus supports numerous aerobics classes, lacrosse, martial arts, ultimate Frisbee, and an expanding weight room and cardio center. There are also community-based activities available such as scuba diving, snorkeling, kayaking, swimming, and cross country running or hiking. Check the Athletics section on Sakai for more information.

### Improv Comedy Club

The mission of the Improv Comedy Club (ICC) is to practice improvisational comedy games on a weekly basis, and perform a free monthly show on campus. If you have never tried improv comedy before and you've always wanted to this is your chance. Anyone skill level is welcome to come and have fun. The club members practice basic acting skills, as well as work on public presentation skills and thinking on one's feet.

## Orphanage Students Organization

The Orphanage Students Organization (OSO) is a group of volunteers that are committed to providing care and assistance to the abused, neglected and abandoned children in the Bel Air and Queen Elizabeth orphanages in Grenada. Many of the children suffer from development, social, and educational inadequacies. Through volunteer interactions the children receive well-needed attention, find a role model, and most importantly have fun. In addition to hosting beach days and holiday parties, the OSO also helps to address medical, academic, and other basic needs of the children.

## Photography Club

The SGU Photography Club strives to provide students of the SGU community who seek to share their talent and learn more about the art of photography and/or filmmaking. The club will be based on the exchange of talents, knowledge, and techniques between each student coming from a different background and expertise. In a way, every member will teach or improve his/her skills in the art of photography. Also, the members will have the opportunity to put their skills into action by being the photographer of a club event. The goal of the club is to introduce photography as a hobby that is accessible to everyone in the SGU community, be it a beginner, an amateur, or a professional.

## Pothounds Against Pregnancy Student Association

Pothounds Against Pregnancy Student Association's (PAPSA) mission is to work with Pothounds Against Pregnancy in the sterilization of dogs and cats in Grenada. PAPSA's goal is to leave a PAWSitive impact by providing education to the local citizens of Grenada regarding proper animal husbandry and care, and veterinary services to surgical candidates presented for third year St. George's University School of Veterinary Medicine students. The association provides short-term foster homes for surgical candidates that are rejected due to health problems, so they can be rehabilitated and surgery can be rescheduled. Long term foster homes are also provided for unwanted puppies that need to find permanent adoptive homes and for severely injured or sick patients that need a place to recuperate.

## Pride & Equality SGU

Pride & Equality (P&E) SGU exists for the benefit of all members of the University in the hope of enriching their experience at SGU. As a result, the organization is open to anyone and everyone. P&E SGU is committed to the development of an atmosphere that is both open and equitable, specifically as that goal pertains to the needs of those who have been marginalized on the basis of their sexual and/or gender orientations, and/or identities. By working with a wide variety of excellent faculty and visiting professors, the club is able to offer a number of educational events and social activities throughout the term focusing on various aspects of the LGBT community.

## Significant Others Organization

The Significant Others Organization (SOO) is comprised of spouses and significant others of students and faculty who have relocated to Grenada, in order to attend St. George's University. The mission of the SOO is to facilitate the transition of the significant others and their families to Grenada, to provide social and recreational activities for significant others and their families, to act as an informal support group for them, to participate in and organize philanthropic activities for the Grenadian community, and to work together with students and administrators of SGU on various projects and activities. Visit SOO at [sgusignificantothers.org](http://sgusignificantothers.org).

## Volunteer Services

The student body has become increasingly involved with the community in Grenada through various volunteer projects. Students have donated time, money, and a tremendous amount of energy to projects such as the Kennedy Home for the Handicapped, the Grenada Health Fair, the St. George's University Fund for the Orphans and the Elderly, the Limes After School Program, the Queen Elizabeth Home for Orphans, and the Dorothy Hopkins Home for the Disabled. Information regarding volunteer opportunities can be found by contacting the Significant Other Organization.

# ADMISSION

The School of Medicine begins classes in mid-August and mid-January of each year. The Committee on Admission utilizes a rolling admission policy in the School of Medicine; therefore, applications are accepted and reviewed on an ongoing basis. The final deadline for receipt of applications and all supporting documentation is June 15 of the current year for the August class, and November 15 of the preceding year for the January class. Prospective candidates should note that entering classes are highly competitive and applications completed early have the advantage of being reviewed at the beginning of the admission process. The time necessary to secure official transcripts, standardized test scores, and letters of recommendation should be taken into consideration. The Committee reserves the right to defer an application to the following semester if there are no available seats.

St. George's University does not discriminate based on race, sex, color, gender, religious creed, sexual orientation, national origin, disability, military status, or any other legally protected status. Please contact University Counsel to report a suspected infraction of this policy.

## ALL APPLICANTS

Applicants are advised that the Committee on Admission requires an academic indicator (completed coursework or examination score) within the three years prior to application. North American applicants are advised that MCAT scores may be used as a recent academic indicator.

## DOCTOR OF MEDICINE DEGREE PROGRAM

### Admission Requirements

St. George's University School of Medicine offers a range of entry options for applicants of all ages and academic qualifications.

Up to three years of preclinical sciences are offered as a foundation for basic medicine to accommodate students from different academic backgrounds. Students presenting secondary school (or Advanced Level or International Baccalaureate) credentials will be placed into the seven-, six-, or five-year Doctor of Medicine program based on their academic backgrounds.

Students who do not hold a first degree and wish to obtain a bachelor's degree in the course of their medical studies may be eligible to do so. Evaluation of prior educational background will determine eligibility and appropriate placement within the BSc/MD programs.

## SEE SGU ON US

SGU boasts an impressive \$250 million campus with more than 60 buildings featuring state-of-the-art classrooms, an impressive medical library, lecture halls, laboratories, a student center, health services center, and climate-controlled student housing.

But don't take our word for it.

It's important for you to actually see the foundation of your entire career, visit the campus, meet the faculty, mingle with your peers, and see our facilities for yourself. And we will pay for that to happen.

If you take advantage of the **See SGU Program** and visit the campus, apply, get accepted, and ultimately matriculate, SGU will refund you the cost of your airfare and hotel.

Take the first step toward your future. See SGU. Visit [sgu.edu/seesgu](http://sgu.edu/seesgu) or call an admission advisor today for details.

All applicants must provide a financial plan indicating that they have adequate funding for the duration of the Doctor of Medicine program.

As the world has become an increasingly technical environment, a basic knowledge in the use of a computer is imperative for all students.

If English is not the principal language, the applicant must have achieved a minimum score of 600 (paper-based), 250 (computer-based), or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL), or a 7.0 overall score on the International English Language Testing System (IELTS). (The University's TOEFL code is 2864.)

### SEVEN-YEAR DOCTOR OF MEDICINE PROGRAM

- Passes in Caribbean Secondary Education Certificate, Ordinary Levels, or the equivalent are required in mathematics, science, biology, chemistry, English, and at least one other subject.

OR

- High school diploma (or the equivalent) with a strong GPA in science and SAT scores for North American candidates.

### SIX-YEAR DOCTOR OF MEDICINE PROGRAM

- A matriculation examination, such as the South African or Australian examination (or the equivalent) with strong science grades.

OR

- Minimum of 30 university/college undergraduate level credits that include biology, chemistry, and some science foundation courses.

### FIVE-YEAR DOCTOR OF MEDICINE PROGRAM

- A minimum of three General Certificate of Education (GCE) Advanced Level Examinations, CAPE, or the equivalent with strong science grades, which must include chemistry and biology.

OR

- The IB diploma with higher level sciences.

OR

- Minimum of 60 university/college undergraduate level credits that include all science foundation courses.

## FOUR-YEAR DOCTOR OF MEDICINE PROGRAM

### FOR NORTH AMERICAN APPLICANTS

- A bachelor's degree from an accredited university is required. Candidates accepted during the final year of undergraduate study are accepted with the assumption that their undergraduate degrees will be completed before matriculation into the School of Medicine; candidates' acceptance will be withdrawn if degrees are not obtained.
- The following specific undergraduate coursework (or the equivalent) is part of the preclinical requirements for admission: one year of general biology or zoology, with lab; one year of inorganic chemistry (general or physical), with lab; one year of organic chemistry (applicants may substitute one semester of biochemistry for one semester of organic chemistry), with lab; one semester of physics, with lab; one semester of math (calculus, computer science, or statistics); and one semester of English. The Committee on Admission recommends courses in biochemistry, microbiology, and physiology as preparation for medical school.
- All North American applicants must submit Medical College Admission Test (MCAT) scores. The University's MCAT code is 21303. For inquiries concerning applications, test dates, and locations, visit [aamc.org/students/applying/mcat](http://aamc.org/students/applying/mcat) or call +1 (202) 828-0600.

### FOR BRITISH APPLICANTS

- A bachelor's degree with a strong science background is required.
- Applicants with passes at the Advanced Level in the sciences will be assessed individually and will be considered for entry into the five-year Doctor of Medicine program.
- If English is not the principal language, the applicant must have achieved a minimum score of 600 (paper-based), 250 (computer-based), or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL), or a 7.0 overall score on the International English Language Testing System (IELTS). The University's TOEFL code is 2864.

### FOR APPLICANTS FROM OTHER SYSTEMS OF EDUCATION

- Successful completion of secondary school (12 years post-kindergarten, comprising four years post-primary/

elementary that in itself is at least eight years long), preferably in a science curriculum or track.

- A bachelor's degree (or its equivalent), which includes a science background and the study of English.
- If English is not the principal language, the applicant must have achieved a minimum score of 600 (paper-based), 250 (computer-based), or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL), or a 7.0 overall score on the International English Language Testing System (IELTS). The University's TOEFL code is 2864.

#### MCAT EXAM FOR NON-US AND NON-CANADIAN APPLICANTS

Based on the complexities of different curricula from around the world, we do not encourage our non-US and non-Canadian citizens (including those educated in North America) to sit the Medical College Admission Test (MCAT). The MCAT is a US-centric exam, and international students do not tend to score well on this exam.

#### KEITH B. TAYLOR GLOBAL SCHOLARS PROGRAM

The academic admission requirements for the Keith B. Taylor Global Scholars Program are the same as entry into the four-year Doctor of Medicine program in the School of Medicine in Grenada.

### Academic Indicators

Applicants are advised that the Committee on Admission requires an academic indicator (completed coursework or exam score) within the three years prior to submitting an application. North American applicants are advised that MCAT scores may be used as a recent academic indicator.

## Admission Process and Student Selection

### ADMISSION PROCESS

The faculty of the School of Medicine seek students for its MD program who exhibit strong academic potential; who are compassionate, competent, flexible, motivated, perceptive, and empathetic with strong communication skills; they must be aware of the realities of medical health care delivery in the 21st century and be familiar with the

ethical questions they will face on a daily basis. They must have a sense of community responsibility and have interest in and exposure to knowledge creation. The faculty also seeks students from diverse backgrounds, cultures, countries and various states within the US.

A student's whole background will be taken into account during this process: academic achievement and trajectory, volunteer and job experience, extracurricular activities, and exposure to the medical profession.

1. Upon receipt of the application, an admissions counselor from the Office of Enrolment Planning staff is assigned to the applicant. That counselor will aid the candidate in ensuring that all supporting documentation is in and complete and that minimum admission requirements (courses, degree or diploma, tests, etc.) have been satisfied.
2. When the application is complete (all required documentation is received) the counselor informs the applicant that the application is being presented to the School of Medicine Committee on Admission (SOMCOA). The SOMCOA reviews the application and determines whether it will go to the next step (the interview) or whether the applicant is not suitable for admission.
3. Applicants that are granted an interview (about 60%) are informed of this by phone and email. They are given the name and email address of the interviewer (typically a graduate), the interviewer is given the name and email address of the candidate and they set a date and time for the interview, that is suitable to both.

The SGU Office of Admission encourages candidates who have been approved for an interview to request interviews in Grenada and will schedule one upon the applicant's request. The University recognizes that financial considerations may prevent many candidates who reside at great distances from Grenada from choosing this option. Interviews, therefore, may be conducted in the United States, the United Kingdom, Africa, the Middle East, the Far East, the Caribbean, or other locations that best serve the diverse applicant pool. The interview gives us a chance to know candidates better and gives the candidates a chance to articulate themselves in ways that might not be evident in an application.

4. After the interview has been completed, the interview form is added to the candidate's application and the SOMCOA makes a final determination on the candidate.
5. This determination can be:
  - a. Accept (sometimes into an academic enhancement program)
  - b. Not Accept
  - c. Wait list/Accept to a later class
  - d. Accept into another program with a guarantee of MD later upon requisite performance markers

Acceptances cannot be deferred. Applicants who wish to matriculate in a later term than the one offered must put their request in writing to be reviewed with the application by the Committee on Admission for a final determination. Applicants should be aware that there is no guarantee that they will be offered the same terms of acceptance as all candidates are reviewed with consideration of the existing pool of applicants.

At all times an applicant is encouraged to contact the Admission Counselor with questions and concerns.

## STUDENT SELECTION

The Committee on Admission takes seriously its charge of choosing future physicians who will contribute positively to the world's community of health care practitioners. The selection of students is made after careful consideration of many aspects: academic ability, emotional and professional maturity, academic achievement, community service, indicators of responsibility and motivation, Medical College Admission Test scores (when applicable), health professions experience, and letters of recommendation regarding the applicant's personal qualities, character, motivation, and academic abilities. Candidates for admission will be invited for an interview. The medical school faculty specified the following non-academic and academic standards which applicants/medical students are expected to meet to participate in the medical education program and the subsequent practice of medicine:

### Observation Skills

The applicant/medical student must be able to participate actively in all demonstrations and laboratory exercises in the basic medical sciences and to assess and comprehend

the condition of all patients assigned to him or her for examination, diagnosis and treatment.

### Communication Skills

**Communication Skills:** Applicants/Medical students must be able to communicate effectively and sensitively with patients in order to elicit information, describe changes in mood, activity, and posture, assess verbal and non-verbal communications, and be able to effectively and efficiently transmit information to patients, fellow students, faculty, staff, and all members of the health care team. Communication skills include speaking, reading, and writing, as well as the observation skills described above. Applicants/medical students should be able to hear the history of a patient and respond to the patient verbally. They must be able to read and write in standard format and must be able to interact with computers in rendering patient care.

### Motor Skills

The applicant/medical student must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers, be able to perform basic laboratory tests, possess all skills necessary to carry out diagnostic procedures and be able to execute motor movements reasonably required to provide general care and emergency treatment to patients.

### Intellectual-Conceptual, Integrative and Quantitative Abilities

**Intellectual/Conceptual, Integrative, and Quantitative Abilities:** Applicants/Medical students must be able to measure, calculate, reason, analyze, and synthesize. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, applicants/medical students must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Applicants/Medical students must have the capacity to perform these problem-solving skills in a timely fashion. Applicants/medical students must be able to learn effectively through a variety of modalities including the use of computer-based technology.

### Behavioral and Social Attributes

The applicant/medical student must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive,

and effective relationships with patients and others. The applicant/medical student must also be able to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, commitment, and motivation are personal qualities which each applicant/medical student should possess.

A student's acceptance into the School of Medicine is granted upon the presumption by the Committee on Admission that:

1. All courses currently being taken by the applicant will be completed prior to registration.
2. All statements made by the applicant during the admission process, whether oral, written, or in submission of academic documentation, are true and correct. If it is subsequently discovered that false or inaccurate information was submitted, the University may nullify a candidate's acceptance or, if the student is registered, dismiss the student.

## Application Checklist

Here's a helpful checklist to help you through the admission process. If you have a question, please contact the Office of Admission.

1. Personal History Form (Only for students who submitted an AMCAS application and did not complete an online or physical SGU application)
2. US \$75 application fee\*
  - Electronic payment via PayPal. Please submit a copy of your receipt with your application.
  - Check or money order payable to St. George's University (must be drawn from a US bank).
3. One passport-sized photograph
4. Official standardized test scores
  - If applicable, MCAT. Our school code is 21303.
  - If applicable, ILTS or TOEFL. Our TOEFL code is 2864.
5. Two letters of recommendation, preferably from science professors, or a preclinical committee evaluation. We

accept electronic letters of recommendation from services such as Interfolio and VirtualEvals.

6. Official transcripts from all institutions attended, including degree bearing. Final transcripts must be submitted prior to matriculation. We accept electronic transcripts from services such as such Parchment and eSCRIP-SAFE.

All documents must be in English or have a certified translation attached, and must be originals or certified copies.

Please forward all application material to:

Office of Admission  
St. George's University  
c/o University Support Services, LLC  
The North American Correspondent  
3500 Sunrise Highway, Building 300  
Great River, NY 11739 USA

## Advanced Standing Applications

Applications for advanced standing are considered rarely, and only for the beginning of the second year of the medical program. The Committee on Admission does not seek or encourage transfer applications. Candidates seeking advanced standing should write to the chairman of the Committee on Admission to determine whether their application will be considered. Letters should include the citizenship of the candidate, the prior medical school with years attended, a brief summary of academic achievement, and the reason for leaving. Should the Committee on Admission consider the application, candidates will be notified of the procedures for application.

## INDEPENDENT GRADUATE DEGREE PROGRAMS

### MPH Program

#### ENTRANCE REQUIREMENTS

##### FOR NORTH AMERICAN APPLICANTS

1. A bachelor's degree from a recognized university or college.
2. Work experience or a strong interest in public health.

3. Two letters of recommendation are necessary.

#### **FOR BRITISH APPLICANTS**

1. A first- or second-class degree.
2. Work experience or a strong interest in public health.
3. Two letters of recommendation are necessary.

#### **FOR APPLICANTS FROM OTHER SYSTEMS OF EDUCATION**

1. A bachelor's degree (or the equivalent) with a strong science background.
2. Work experience or a strong interest in public health.
3. Two letters of recommendation are necessary.
4. If English is not the principal language, the applicant must have achieved a minimum score of 600 (paper-based), 250 (computer-based), or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL), or a 7.0 overall score on the International English Language Testing System (IELTS). (The University's TOEFL code is 2864.)

#### **OR**

1. Minimum equivalent of two years of academic education such as an associate's degree or diploma, and at least five years of working experience in the field of community health.
2. Two letters of recommendation are necessary.
3. If English is not the principal language, the applicant must have achieved a minimum score of 600 (paper-based), 250 (computer-based), or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL), or a 7.0 overall score on the International English Language Testing System (IELTS). (The University's TOEFL code is 2864.)

#### **MCAT EXAM FOR NON-US AND NON-CANADIAN APPLICANTS**

Based on the complexities of different curricula from around the world, we do not encourage our non-US and non-Canadian citizens (including those educated in North America) to sit the Medical College Admission Test (MCAT). The MCAT is a US-centric exam, and international students do not tend to score well on this exam.

## **APPLICATION PROCESS**

St. George's University now participates in the Schools of Public Health Application Service (SOPHAS)—the centralized application service for schools accredited by the Council on Education for Public Health (CEPH). SOPHAS simplifies the process of applying to public health schools and programs. By using SOPHAS, you are able to complete one application and send one set of documents to the centralized service. SOPHAS will verify your coursework for accuracy, calculate your GPA, and send your application to as many public health schools and programs as you wish to designate who utilize the service. To begin your application please visit [sophas.org](http://sophas.org) and be sure to first carefully read all Frequently Asked Questions.

## **MSc and PhD Programs**

### **ENTRANCE REQUIREMENTS**

#### **FOR NORTH AMERICAN APPLICANTS**

1. A bachelor's degree (or the equivalent) with a GPA of 3.0 and a strong science background.
2. GRE tests are not required, but a strong GRE performance enhances an application.
3. Two letters of recommendation are necessary.
4. Prior research experience is a benefit, but not a requirement.

#### **FOR BRITISH APPLICANTS**

1. Applicants from the United Kingdom system must have a first- or second-class degree.
2. Two letters of recommendation are necessary.
3. Prior research experience is a benefit, but not a requirement.

#### **FOR APPLICANTS FROM OTHER SYSTEMS OF EDUCATION**

1. A bachelor's degree (or the equivalent) with a strong science background.
2. Two letters of recommendation are necessary.
3. Prior research experience is a benefit, but not a requirement.

4. If English is not the principal language, the applicant must have achieved a minimum score of 600 (paper-based), 250 (computer-based), or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL), or a 7.0 overall score on the International English Language Testing System (IELTS). (The University's TOEFL code is 2864.)

#### **MCAT EXAM FOR NON-US AND NON-CANADIAN APPLICANTS**

Based on the complexities of different curricula from around the world, we do not encourage our non-US and non-Canadian citizens (including those educated in North America) to sit the Medical College Admission Test (MCAT). The MCAT is a US-centric exam, and international students do not tend to score well on this exam.

#### **APPLICATION PROCESS**

Students interested in applying solely to an MSc or PhD program must submit a School of Medicine graduate application and all the supporting documentation.

### **DUAL DEGREE PROGRAMS**

#### **BS/MD Degree**

Students interested in the BS/MD degree must submit an application to the Office of the University Registrar and the Office of the Preclinical Program during their first term of enrollment. Students who enter the final year of the preclinical program directly (e.g., with Advanced Levels or Caribbean Advanced Proficiency Examination [CAPE]) cannot earn a BS degree without spending additional semesters in the program.

### **THE ORIENTATION PROCESS**

The Office of Admission and the administration as a whole consider a realistic assessment of the medical program and the student experience in Grenada, the United States, and the United Kingdom, a necessary component of a responsible decision to attend St. George's University School of Medicine. Therefore, accepted and prospective candidates are invited to visit the campus in Grenada during the academic year, if possible. Accepted candidates who are unable to do so are encouraged to attend one of the Welcome Sessions for entering students that are held before registration, usually in New York City, Los Angeles, Port St. Lucie, Toronto, Trinidad, and Grenada. Enrolment Planning representatives, faculty members, graduates, students, and others will attend the Welcome Sessions in order to guide prospective students in making their decisions and preparing for medical school.

As part of welcoming all new students, there is an extensive mandatory academic orientation program on campus commencing five days prior to the start of classes. For students arriving by air, this includes reception and transportation to the campus from the airport.

Entering students are required to attend all academic sessions as well as the seminar on safety, campus rules, Grenadian law, off-campus housing, busing, and disaster preparedness. All students are encouraged to participate in walking tours of the campus and to familiarize themselves with the many recreational opportunities on campus and in Grenada.

# FINANCES

## SCHOLARSHIPS

St. George's University offers a wide variety of institutional scholarships designed to recognize academic excellence and provide access to the best and brightest students regardless of circumstance.

Approximately 28% of each entering class is awarded institutional scholarships with awards based on academic excellence and/or need.

### Academic Merit-Based Scholarships

- Chancellor's Circle, Legacy of Excellence Scholarship
- Legacy of Excellence Scholarship
- CityDoctors Scholarship
- Humanitarian Scholarship

### Need-Based Scholarships

- Geoffrey H. Bourne Scholarship
- Stephen R. Kopycinski Memorial Scholarship
- International Peace Bursary
- Keith B. Taylor Bursary
- Canada Scholarship
- Grenadian Scholarships
- Morris Alpert Scholarship
- William M. McCord Scholarship

## FINANCIAL OBLIGATIONS

### Tuition

All tuition fees and other University charges must be paid before students are permitted to register for classes (see tuition and fees chart on separate insert). Responsibility for payment of tuition and all other University charges is solely that of the student. Billing is posted to the Student Self-Service Account. Notification that bills are available for viewing is sent via email to students' University email accounts approximately one month prior to the due date. In the event students do not have fees posted to their account, it is their responsibility to contact the Office of Student Finances to request proper billing.

### Housing

University policy requires that entering medical, veterinary medical, and graduate students live in campus residence halls for their first term; students entering into the preclinical, preveterinary medical, and undergraduate programs must live in the campus residence halls for their first year and will be billed accordingly. Students will be assigned housing and roommates in order of their acceptance. If students have a specific roommate request, it should be indicated to the housing coordinator. After this initial period on campus, upperclassmen who did not initially contract for their second term will be accommodated on campus according to availability by a lottery system and will be billed accordingly (see housing rates on separate insert). There are many houses, apartments, and efficiency units close to campus. All matriculated students on the Grenada campus are strongly advised to live in University-recommended housing either on- or off-campus, at the discretion of the University. There are currently no housing accommodations available on campus for students with children or pets. Students residing off-campus are responsible for their own housing expenses. The University reserves the right to require students to live on campus. During clinical terms, students are responsible for their own room and board; although, the University and affiliated hospitals may provide some assistance.

## UNIVERSITY REFUND POLICY

### University Charges

Students who withdraw or take a LOA, who fail to return from an approved LOA, who are dismissed, or otherwise fail to complete the term for which they are charged, will receive a refund of University

charges based on a pro rata calculation if the student withdraws during the first 60% of a term. University charges are prorated based on the percentage of the term that has elapsed. Applicable University charges may consist of tuition, administrative fees, and on campus housing. If a withdrawal takes place after the 60% point, full University charges remain due. All tuition refunds for students on LOA or students withdrawing are based on the date the LOA begins or the date the student began the withdrawal process or was administratively withdrawn. For refund information related to the Housing Cancellation Policy, please consult the University Website.

Students who take a Leave of Absence during a term may apply for a McCord Scholarship by writing a letter to the Office of Financial Aid requesting consideration for this one-time award. A McCord scholarship is a partial tuition scholarship awarded to students who take a Leave of Absence from a term due to compelling personal circumstances beyond the student's control, causing them to suffer undue financial hardships which affect their ability to pay for their education upon their return. The scholarship is used to help defray all or part of the penalty paid as a result of the withdrawal. The scholarship committee will review the details of the student's circumstances noted in their application letter and may require further documentation before determining eligibility for the scholarship. These awards are grants-in-aid and do not have to be repaid.

## Return of Title IV Funds

In accordance with US Federal Title IV Regulations (34 CFR 668.22), St. George's University is required by the Higher Education Act to recalculate the eligibility for federal Title IV aid for students who withdraw or take a Leave of Absence (LOA), up to 60% of a semester. When a student withdraws or takes a leave during the semester, the amount of Title IV program assistance that a student has earned up to the point of withdrawal is determined on a pro-rata basis. The amount earned is based on the number of days the student completes in the semester as of the withdrawal date or Leave of Absence begin date for official withdrawals and the last date of documented attendance at an academically related activity as determined by SGU, for unofficial withdrawals. Scheduled breaks of five days or more are excluded from the calculation. For students who officially withdraw from SGU, the withdrawal date is the date the student began the withdrawal process

Though Title IV aid is generally posted to a student's account at the start of each semester, these funds are earned as a student progresses through the semester up to the 60% point when the funds are completely earned. If a student withdraws or takes a leave during the semester, the amount of Title IV program aid earned up to the withdrawal date is determined by a specific pro-rata formula of days completed to the total days in the semester and is called the return to Title IV funds (R2T4) calculation. For example, if a student completes 30% of the days in the semester, the student would earn 30% of the Title IV aid originally scheduled for the semester and the 70% of unearned funds is returned. Once more than 60% of the semester is completed, all the Title IV aid the student was scheduled to receive for the semester is earned. However, some earned Title IV aid may not be eligible for disbursement due to other eligibility requirements.

In compliance with federal regulations, the Financial Aid Office will perform the R2T4 calculation within 30 days of the student's date of determination (DOD) of withdrawal and funds will be returned to the appropriate federal aid program within 45 days of the DOD. As part of the R2T4 calculation process, an evaluation is done to determine if aid was eligible to be disbursed but was not disbursed as of the withdrawal date.

If a student received less Title IV aid than the amount earned, a student may be eligible to receive those additional funds as a post-withdrawal disbursement. If a student received more assistance than earned however, the excess funds must be returned by the school and/or the student.

Students who are eligible for a post-withdrawal disbursement are notified of their eligibility within 30 days of determining the student's date of withdrawal and permission must be given by the student to make the disbursement within 14 days of this email notice. A student may choose to decline some or all of the post-withdrawal disbursement, to avoid additional debt

If the student received Title IV aid in excess of what was needed to pay tuition and fees, a portion of the unearned funds may be considered an overpayment and due to be repaid from student instead of the institution. An overpayment exists when the excess unearned Title IV funds are to be returned in part by the institution and in part by the student because each party received a portion

of the unearned funds according to the R2T4 calculation. For any loan fund overpayment that a student is required to return, repayment will be in accordance with the terms of the promissory note. That is, scheduled payments should be made to the holder of the loan over the term of repayment.

Unearned Title IV funds held by the institution are returned within 45 days of the date of determination of withdrawal in the following order:

- Federal Direct Unsubsidized Loan
- Federal Direct Grad PLUS Loan
- Private or institutional sources of aid
- The student

The requirements for the R2T4 policy calculation described above are separate from the calculation of the University's Refund Policy, which determines the amount of tuition and fees a student is charged upon withdrawal from a semester. Therefore, a student may owe unpaid institutional charges that were once paid by Title IV aid which were deemed unearned by the R2T4 calculation.

The student will receive a notice from the University, which details the outcome of both the R2T4 policy and the University's Refund policy and information on any returns that were paid or balance due.

If you have questions about your Title IV program funds, you may contact the Office of Financial Aid directly, or call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available online at [studentaid.ed.gov](http://studentaid.ed.gov).

## FINANCIAL AID

Approximately 80 percent of students enrolled in the Doctor of Medicine program use financial aid to pay for part or all of their educational expenses. The Office of Financial Aid administers the financial aid programs available to St. George's University students; assists in financial planning, budgeting, and completion of the application documents; and counsels students regarding management of their debt.

Applicants who wish to review the process or receive counseling prior to acceptance are welcome to contact the Office of Financial Aid.

The financial aid process is described in detail with instructions and application forms on the University website. Applications for financial aid can be completed almost entirely online.

For information or applications, please contact:

### Office of Financial Aid

c/o University Support Services, LLC  
3500 Sunrise Highway, Building 300  
The North American Correspondent  
Great River, NY 11739  
Phone: +1 (631) 665-8500 ext. 1232  
Fax: +1 (631) 666-9162

Partial scholarships are available to some entering students who demonstrate financial need and/or academic excellence. Those students who meet the criteria for one or more of the programs offered are encouraged to apply. Although an application may be reviewed for several programs, a recipient generally will receive only one type of scholarship. The University participates in US and Canadian government loan programs and private educational loan programs offered by private lenders. The credit-based private educational loan programs are available to US students. US students who meet the eligibility requirements are able (if necessary) to finance their entire cost of attendance through loans. International students whose governments do not provide scholarship and loan programs usually need substantial personal and private resources to pay for costs of attendance not covered by the partial scholarships and loans made available through the University.

Students may wish to research and pursue outside sources of financial aid; however, the responsibility for paying for the cost of attendance is solely with the student. It is important that students anticipating the need for financial assistance at any time during their medical education undertake early long-term planning. The Office of Financial Aid welcomes the opportunity to help students develop these plans. Financial aid is used only to supplement personal and/or family financial resources. In some cases, because both the personal contribution and sources of financial aid are limited, students may be unable to enroll

in medical school. Students who believe they may be unable to attend due to financial constraints should call the Office of Financial Aid for information and counseling.

## UNIVERSITY-SPONSORED SCHOLARSHIPS

St. George's University seeks intelligent, dedicated, passionate students who will succeed in their professional objectives and become successful practitioners adding value to their communities and to global health as a whole. To that end, the scholarship program at SGU is robust, offering partial scholarships to students in need, and to those who have demonstrated academic excellence.

For more information about scholarship opportunities and to download applications, visit [sgu.edu/som-scholarships](http://sgu.edu/som-scholarships).

### Entering Freshman Scholarship Programs

#### LEGACY OF EXCELLENCE SCHOLARSHIP PROGRAM

No application needed. Candidates for admission are automatically reviewed.

The Legacy of Excellence Scholarship Program was established more than 10 years ago to assist students with superior academic achievement defray the high costs of medical school education. There are two components of this scholarship.

#### The Chancellor's Circle, Legacy Of Excellence (CCLOE)

The CCLOE is an automatic award of \$80,100 to students with a minimum overall undergraduate GPA of 3.7, a 3.5 science GPA, and a 29 (old)/506 (new) MCAT score who have been accepted by the Committee on Admission. This scholarship is awarded to the first 50 qualified students accepted in each class and is distributed over four years.

The University withholds the right to award this scholarship under certain unusual conditions.

Students are identified during the admission application process and notified of their award through the Office of Admission upon acceptance into the University.

#### Legacy Of Excellence (LOE)

An award granted to students demonstrating academic excellence in their undergraduate education, the Legacy of Excellence Scholarship is a partial-tuition scholarship awarded to entering students who demonstrate the commitment and dedication necessary to achieve academic excellence in a rigorous medical curriculum based on their academic history.

“The Legacy of Excellence scholarship is incredibly helpful in helping me fulfill my goal of becoming a physician. It has made medical school and the prospect of contributing to the lives of others in a positive way a more feasible option.”

*Nicole Cahalan, MD '16*

Students are identified during the admission application process and notified of their award through the Office of Admission upon acceptance into the University.

### HUMANITARIAN SCHOLARSHIP (HUM)

Furthering our commitment to global medicine and humanitarian causes, SGU offers partial scholarships to incoming MD students who have demonstrated compassion and commitment to humanitarian causes in their local communities and beyond. Students who have community-based humanitarian experiences and a desire to help ease the suffering of people who have been impacted by natural and manmade disasters around the world are eligible.

This scholarship is available to US citizen/permanent resident MD students matriculating in the August or January class. Students are identified during the admission application process and notified of their award through the Admissions Office upon acceptance into the University. No application is needed.

### CITYDOCTORS

The CityDoctors Scholarships Program, the brainchild of St. George's University and its affiliated hospitals, is a scholarship program designed to attract and educate the best and brightest students to become doctors committed to serving in urban hospitals.

Full and partial tuition scholarships are awarded to US citizen/Permanent Resident students interested in primary care medicine and meeting the specific requirements of each of our participating affiliated hospitals. All eligibility requirements and applications are available at [citydoctors.com](http://citydoctors.com).

#### Application Deadline

November 20 for January class.

#### CityDoctors NYC Health + Hospital Scholarship

Eligible students must have a permanent address within the five boroughs of The City of New York, and must meet one or more of the following criteria: be a graduate of a New York City high school, have lived in the City of New York for the past five years, have a parent employed by the City of New York or NYC H+H or is employed themselves

by the City of NYC H+H. More information is available at [citydoctors.com/new-york-hhc.html](http://citydoctors.com/new-york-hhc.html).

#### CityDoctors Hackensack Meridian Health: Hackensack University Medical Center Scholarship

Eligible students must be residents of Bergen County, NJ and either a HackensackUMC's employee or an immediate family member of an employee. Awards are granted for 50% tuition and applied to the four years of medical school while enrolled at SGU School of Medicine. More information is available at [citydoctors.com/hackensackumc.html](http://citydoctors.com/hackensackumc.html).

#### CityDoctors Hackensack Meridian Health: Jersey Shore University Medical Center Scholarship

Eligible students must be residents of Monmouth County or Ocean County, NJ and either be a Jersey Shore University Medical Center employee or an immediate family member of an employee .

Awards are granted for 50% tuition and applied to the four years of medical school while enrolled at SGU School of Medicine. More information is available at [citydoctors.com/jersey-shore-university-medical-center.html](http://citydoctors.com/jersey-shore-university-medical-center.html).

### Scholarship Programs For Non-US Students

The scholarship programs designed for international students (non-US) include: The International Peace Bursary, the Keith B. Taylor Bursary, and the Canada Scholarship. All are partial tuition awards. The International Peace Bursary application should be utilized when applying for any of our International awards and can be download at [sgu.edu/som-scholarships](http://sgu.edu/som-scholarships).

### INTERNATIONAL PEACE BURSARY

Partial bursary awards are granted to non-US citizen/permanent residents who demonstrate financial need and can fund the balance of their education beyond the bursary award. The International Peace Bursary program is committed to promoting a student body of diverse nationalities and cultural backgrounds, and students who will return to their home countries as physicians dedicated to the enhancement of the countries' medical care systems. These awards are grants-in-aid and do not have to be repaid.

Submit the International Bursary application located on the SGU website and be sure to submit the Confidential Financial Statement section of the admission application.

## KEITH B. TAYLOR BURSARY

Partial bursary awards are granted to non-US citizen/permanent residents entering the Keith B. Taylor Global Scholars Program. The Keith B. Taylor Bursary program is committed to promoting a student body made up of diverse nationalities and cultural backgrounds specifically within the Keith B. Taylor Global Scholars Program, which in the future will contribute to a worldwide medical community.

Partial Tuition Scholarships are awarded to international students who exhibit academic excellence, demonstrate financial need, and who will return to their home countries as physicians dedicated to the enhancement of the countries' medical care systems. These awards are grants-in-aid and do not have to be repaid.

Submit the International Scholarship application located on the SGU website and be sure to submit the Confidential Financial Statement section of the admission application.

## CANADA SCHOLARSHIP

The Canada Scholarship offers partial tuition awards to Canadian citizens/permanent residents who exhibit academic excellence, demonstrate financial need, and are dedicated to the enhancement of medical care systems. These awards are grants-in-aid and do not have to be repaid.

Submit the International Scholarship application located on the SGU website and be sure to submit the Confidential Financial Statement section of the admission application.

## Needs-Based Scholarships

### GEOFFREY H. BOURNE SCHOLARSHIPS

Partial scholarships are awarded to entering US Citizen/Permanent Resident students who possess the personal qualities of motivation and integrity, as well as demonstrate financial need.

Submit the U.S. Student Need-Based Scholarship application located on the SGU website. Applications will be reviewed and award determinations are made in a timely manner.

All students applying for need-based scholarship programs must complete the financial aid application process; submit

a FAFSA with financial information, required whether or not student will borrow federal loans.

#### Application Deadlines

June 1 for August class

November 1 for January class

## STEPHEN R. KOPYCINSKI MEMORIAL SCHOLARSHIPS

Partial tuition scholarships are awarded to student with financial need under the auspices of the Polonians, a national organization that promotes Polish heritage and culture. The awards are made in memory of Stephen R. Kopycinski, a former administrator at St. George's University. Preference is given to students of Polish descent; however, students of all heritages have received these awards. This award is a grant and does not have to be repaid.

Submit the U.S. Student Need-Based Scholarship application located on the SGU website. Applications will be reviewed and award determinations are made in a timely manner.

All students applying for need-based scholarships must complete the financial aid application process; submit a FAFSA with financial information, required whether or not student will borrow federal loans.

#### Application Deadlines

June 1 for August class

November 1 for January class

## Upperclassmen Scholarships

### MORRIS ALPERT SCHOLARSHIPS

This scholarship is dedicated to the memory of Morris Alpert, MD, the first Dean of Kingstown Medical College. Each year several partial tuition scholarships will be awarded to upperclassmen who have achieved academic excellence. Recipients of these awards must also demonstrate financial need and meet the high moral and ethical standards set by Dr. Alpert for his students during his tenure on the faculty of St. George's University.

A prospective upperclassman award candidate must have completed Terms 1 and 2 of their academic program. Determinations are made twice yearly in the fall and spring.

Students are welcome to re-apply each academic year.

Submit the Morris Alpert Scholarship application located on the SGU website. Applications will be reviewed and award determinations are made in a timely manner.

#### Application Deadlines

June 1: Applicants will have the opportunity to be awarded for full academic year.

November 1: Applicants will have the opportunity to be awarded for their remaining term(s) of the academic year.

### WILLIAM M. MCCORD SCHOLARSHIPS

This scholarship is dedicated to the memory of William M. McCord, MD, a leader in the field of medical education in the United States who had a major impact on the development of St. George's University School of Medicine's clinical program. These partial tuition scholarships are awarded to students who withdraw from a term due to compelling personal reasons, and when they return to resume their studies suffer undue financial hardships which affect their ability to pay for their education. These awards are grants-in-aid and do not have to be repaid.

Send an email to Cynthia Lessing at [clessing@sgu.edu](mailto:clessing@sgu.edu) detailing your circumstances surrounding your leave of absence or contact her at +1 (631) 665-8500 ext. 1364 with any questions about this scholarship.

## Special Scholarships

### GRENADIAN SCHOLARSHIPS

Fifteen scholarships are awarded annually to Grenadian citizens. Applicants must have been accepted into the University by the Committee on Admission, nominated by the Scholarship Selection Panel, and awarded by the Grenadian Government. The scholarship provides full tuition and administrative fees. This scholarship is only awarded in January.

Applications are made to the Grenada Ministry of Education and Human Resource Development. Contact your regional admissions counselor or Colin Dowe at [cdowe@sgu.edu](mailto:cdowe@sgu.edu) or +1 (473) 444-4680.

## LOAN PROGRAMS

### United States Citizens or Permanent Residents

#### US FEDERAL STUDENT LOANS

St. George's University participates in the William D. Ford Federal Direct Loan Program. These loans are available to students in the School of Medicine who are or have been enrolled in the Basic Sciences portion of their program in Grenada. (Students in the Keith B. Taylor (KBT) Global Studies Program are not eligible for the Federal Direct Loan Program.)

The William D. Ford Federal Direct Loan Program consists of the Federal Direct Unsubsidized Stafford Loan and Federal Direct Graduate PLUS Loan. The maximum loan amount for which a student is eligible may not exceed the cost of attendance (as defined by St. George's University) minus any other assistance received for the academic period in which the student is enrolled. Eligible students can borrow up to \$20,500 per academic year from the Federal Direct Unsubsidized Stafford loan, not to exceed an overall aggregate amount borrowed of \$138,500. The Federal Direct Graduate PLUS loan program is used to bridge the gap between the Unsubsidized Loans and the remaining cost of attendance. Students must have a satisfactory credit history in order to qualify for a Federal Direct Graduate PLUS loan. The Direct PLUS loan does not have an aggregate limit.

The interest is currently set at an annual fixed rate of 6.6% for Direct Unsubsidized Stafford loans and 7.6% for Direct Graduate PLUS loans. Students may choose to pay the interest while attending school; if allowed to accrue it will be capitalized (added to the principal balance) at the beginning of the repayment period. The student will be required to pay a 1.062 origination fee on Unsubsidized loans and a 4.248% origination fee on Direct PLUS loans. These origination fees are as of October 2018 and are subject to change every October. These fees will be subtracted from the amount borrowed, and will be reflected in the disbursements issued to the student's account.

Loans are typically processed for an academic year and are disbursed in two installments. Disbursements typically occur 10 days before the start of an academic term. For example, if a student requests a \$20,500 Federal Direct Unsubsidized Stafford Loan, the Department of Education will release half the requested amount, minus any

applicable fees for the first term of the academic year and release the second half of the approved amount (minus fees) 10 days before the start of the second term.

Under the Direct Unsubsidized and Graduate PLUS loan programs, the student is responsible for all accruing interest and may choose to repay the interest while in school or defer it until repayment begins. Upon graduation, a grace period is applied automatically to your Federal Direct Stafford loans. The grace period is a six-month period of time during which no payments are required, although interest will continue to accrue on these loans. If a student ceases to be enrolled at least half time (withdraws or takes a leave of absence), the six-month grace period would apply in most circumstances.

Students can apply for US federal loans by completing the Free Application for Federal Student Assistance (FAFSA) at [fafsa.ed.gov](https://fafsa.ed.gov). When completing the FAFSA, be sure to the appropriate school code. The SGU School of Medicine federal school code is G22333. Students will also need to complete online Entrance Counseling and Master Promissory Notes in order to complete the application process.

To receive Direct Loans, recipients must be either citizens or permanent residents of the United States, be enrolled in the School of Medicine at least half-time, maintain satisfactory academic progress, and not be in default on any prior US government guaranteed loan. These guidelines are subject to statutory and/or regulatory changes in the US Higher Education Act and the Title IV Program Regulations.

For details on how to apply, [sgu.edu/som-loans](https://sgu.edu/som-loans).

## PRIVATE EDUCATIONAL LOANS

Private educational lenders in the United States offer St. George's US students alternate loans. Students can obtain these loans to meet all or part of their cost of attendance. These private loan programs are all credit-based and are offered only to students who have a satisfactory credit history as determined by the lender. The loans typically have a variable interest rate, with the interest rate tied to an index, such as LIBOR or PRIME, plus a margin. The interest rates and fees paid on a private student loan are based on the student's credit score and the credit score of the cosigner, if applicable. These loans have repayment terms

that begin following graduation or withdrawal from school and may be extended up to 25 years.

The Office of Financial Aid at SGU provides extensive financial aid counseling services to students in order to help them understand the eligibility requirements, terms and conditions.

## Canadian Citizens

St. George's University is approved by the Canadian Ministry of Education, entitling most students to the ability to receive Canadian federal loans, provincial loans, and federal grants. The Canada Student Loans Program (CSLP) offers financial assistance to full-time students pursuing post-secondary education in the form of loans, grants, and also offers repayment assistance. The CSLP delivers student financial assistance in partnership with most provinces and territories. Quebec and the Northwest Territories operate their own programs.

These loans are interest-subsidized by the Canadian government while the student is enrolled in school and maintaining satisfactory academic progress as determined by the individual province. Below is a comprehensive list of available funding by province.

To supplement the financing of their education, students usually apply for a professional line of credit available through the banks in Canada. Credit lines can be approved for between \$150,000 and \$500,000 depending on the bank you choose to apply with. Please note all banks will require a co-signer.

St. George's University is committed to ensuring that students are aware of all of their financial aid options. We have designated a Financial Aid Counselor to work directly with Canadian students to address their questions and needs. For more information, please contact:

### **Beth Cohen**

Canadian Loan Specialist

1 (800) 899-6337 ext. 1237

Fax: +1 (631) 666.9162

[bcohen@sgu.edu](mailto:bcohen@sgu.edu)

## CANADIAN FUNDING AMOUNTS

### **Alberta Student Financial Assistance** [studentaid.alberta.ca/](http://studentaid.alberta.ca/)

Students are eligible for both the federal and provincial funding as well as low and middle income grants. The combined maximum a student can receive is \$42,000 CAD Canadian per year. If the term starts/ends mid-month, the award is prorated and the award is made for the whole month or nothing for that month. Students are awarded funding by the month.

### **British Columbia Student Financial Aid** [studentaidbc.ca/](http://studentaidbc.ca/)

Students are eligible for both the federal and provincial funding as well as low and middle income grants. Students can receive up to \$320 CAD per week (\$210 federal and \$110 provincial) and \$4,500 CAD per year in a grant. Students are awarded funding by the month. If the term starts/ends mid-month, the award is prorated and the award is made for either two or four weeks of funding depending on the exact date.

### **Manitoba Student Aid** [edu.gov.mb.ca/msa/](http://edu.gov.mb.ca/msa/)

Students are eligible for the federal and provincial funding as well as low and middle income grants. Students can receive up to \$350 CAD per week (\$210 federal and \$140 provincial) and \$4,500 CAD per year in a grant. Funding is awarded by the literal number of weeks in a term.

### **New Brunswick Student Financial Services** [www2.gnb.ca](http://www2.gnb.ca)

Students are eligible for both the federal and provincial funding as well as low and middle income grants. Students can receive up to \$320 CAD per week (\$210 federal and \$110 provincial) and \$4,500 CAD per year in a grant. Funding is awarded by the literal number of weeks in a term.

### **Newfoundland and Labrador Student Financial Assistance** [aes.gov.nl.ca/studentaid/](http://aes.gov.nl.ca/studentaid/)

Students are eligible for both the federal and provincial funding as well as low and middle income grants. Students can receive up to \$375 CAD per week through a combination of federal loans, provincial loan funding and grants. Funding is awarded by the literal number of weeks in a term.

### **Nova Scotia Student Assistance** [novascca/studentassistance](http://novascca/studentassistance)

Students are eligible for both the federal and provincial funding as well as low and middle income grants. Students can receive up to \$410 CAD per week through a combination of federal loans, provincial loan funding, (\$210 federal and \$1245 provincial) and grants. Students may be awarded up to 40% of the provincial loan amount in a scholarship.

### **Northwest Territories Student Financial Assistance** [ece.gov.nt.ca/income-security/student-financial-assistance-sfa](http://ece.gov.nt.ca/income-security/student-financial-assistance-sfa)

Students are eligible to receive scholarships and bursaries up to \$14,400 CAD in combined loans and grants per year.

### **Ontario Student Assistance Program** [ontario.ca/page/education-and-training](http://ontario.ca/page/education-and-training)

Students are eligible for federal funding only (not provincial). Maximum federal funding is \$210 CAD per week of instructional time. Students are also eligible for low- or middle income- grants (up to \$4,500 CAD per year).

### **Quebec Student Financial Assistance Programs** [afe.gouv.qc.ca/en/index.asp](http://afe.gouv.qc.ca/en/index.asp)

Quebec does not offer funding to students studying medicine outside of the Province of Quebec however students in other programs are eligible to apply for funding.

### **Saskatchewan Student Loans Program** [saskatchewan.ca/residents/educated-and-learning/student-loans](http://saskatchewan.ca/residents/educated-and-learning/student-loans)

Students are eligible for both the federal and provincial funding up to \$662 CAD per week (\$210 federal and \$452 provincial). Awards are based on the actual number of weeks of instructional time. Students are also eligible for low- or middle-income grants (up to \$4,500 CAD per year).

## VETERAN AFFAIRS BENEFIT PROGRAMS

St. George's University is a participant in the Department of Veteran Affairs Educational Programs. Only students who are/were a uniformed service member, veteran, veteran's dependent, surviving spouse, or child of a deceased veteran, and are registered in the MD or DVM programs are eligible for the VA Benefit.

### Veteran Affairs Education Programs

The following is a list of Veteran Affairs benefit programs that the SGU MD program is eligible for:

- Chapter 30, Montgomery GI Bill™
- Chapter 32, Veterans Educational Assistance Program (VEAP)
- Chapter 33, Post-9/11 GI Bill
- Chapter 34, GI Bill
- Chapter 35, Dependents' Educational Assistance Program (DEA)
- Chapter 1606, Montgomery GI Bill—Selective Reserves

Student eligibility for each of these programs is first determined by the Department of Veteran Affairs. Once eligibility is determined, the School's Certifying Official will fill out an Enrollment Verification Form and submit it to the Department of Veterans Affairs on the student's behalf. The claim will be handled by the Buffalo Regional Processing Office.

### Application

Submit the appropriate application form listed below to the VA.

#### VETERANS/SERVICEPERSONS/RESERVISTS

Submit VA Form 22-1990, Application for Education Benefits, if you are a veteran, serviceperson, or reservist and are applying for the first time.

Submit VA Form 22-1995, Request for Change of Program or Place of Training, if you are a veteran, serviceperson, or reservist and you are requesting a change of program or place of training.

#### VETERANS' DEPENDENTS

Submit VA Form 22-5490, Application for Survivors' and Dependents' Educational Assistance, if you are a spouse or a child of a veteran and are applying for the first time.

Submit VA Form 22-5495, Request for Change of Program or Place of Training—Survivors' and Dependents' Educational Assistance, if you are a spouse or a child of a veteran and you are requesting a change of program or place of training.

#### DISABLED VETERANS

Submit VA Form 28-1900, Disabled Veterans Application for Vocational Rehabilitation, if you have a service-connected disability which the VA has rated at least 20 percent disabling, or 10 percent disabling if you have a serious employment handicap.

Once your eligibility for VA Benefits has been approved, you will be issued a Certificate of Eligibility showing the number of months of entitlement you have, as well as the date your eligibility expires. If possible, you should have this document in your possession prior to enrollment in the SGU MD program. You will need to supply a copy of your Certificate of Eligibility to the Financial Aid Office in order for a VA enrollment certification form (Form 22-1999) to be completed and sent to the VA on your behalf. Payment of benefit can take up to eight weeks.

For more information, please contact:

#### **Laurie Wagner**

St. George's University Certifying Official

Assistant Director of Financial Aid

Phone: 1 (800) 899-6337 or +1 (631) 665-8500 ext. 1350

Email: lwagner@sgu.edu

For additional information, please visit:

[gibill.va.gov/](http://gibill.va.gov/)

[gibill.va.gov/Vet\\_Info/OS\\_TrngV.htm](http://gibill.va.gov/Vet_Info/OS_TrngV.htm)

[todaysgibill.org/](http://todaysgibill.org/)

## DUAL MD/MPH AND MD/MSC DEGREE PROGRAMS

### Scholarships

For more information regarding scholarships available for the School of Graduate Studies, please contact the Office of Financial Aid.

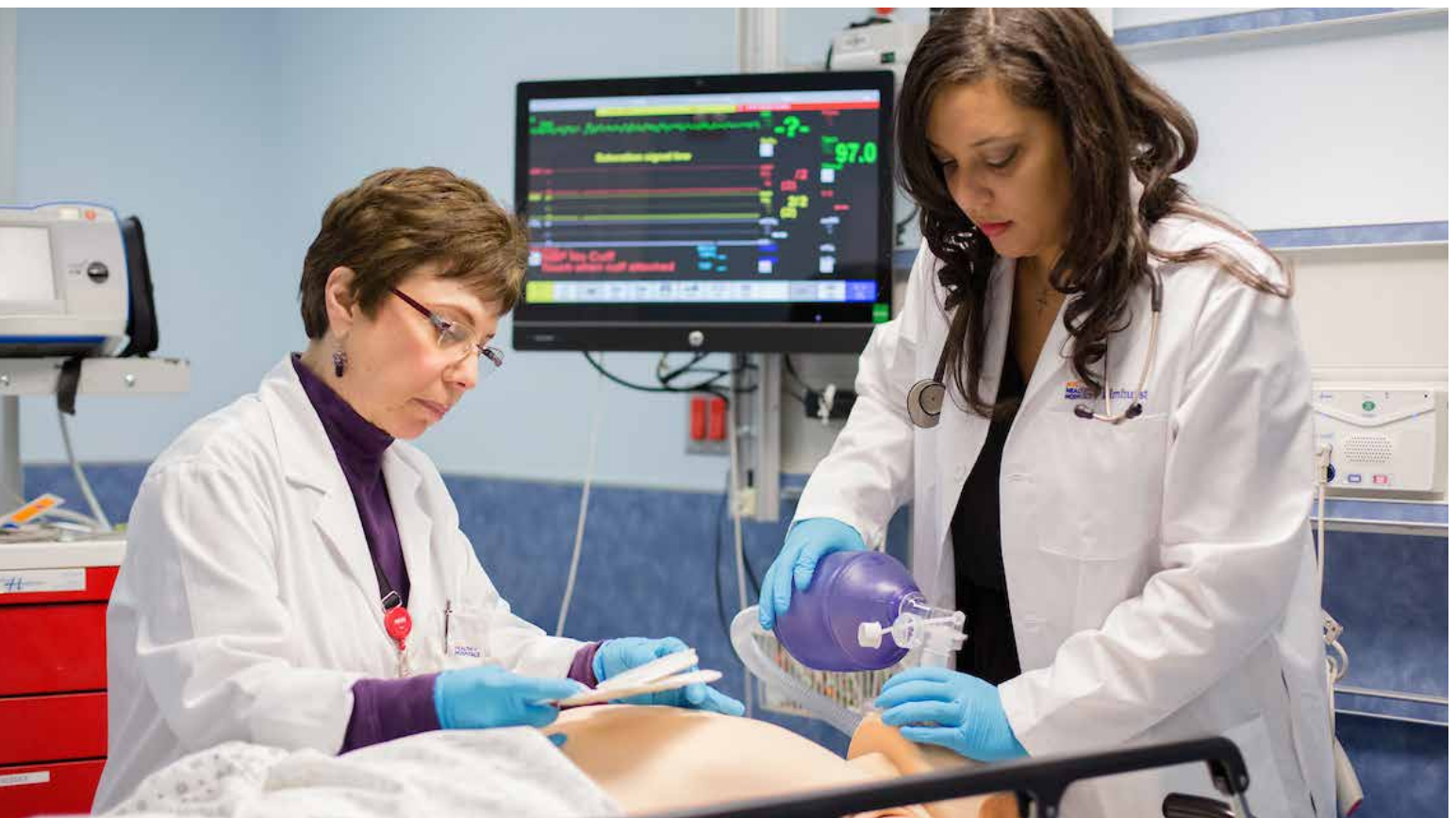
### Private Education Loans for the Dual MD/MPH or MD/MSc Degree Programs

Private educational loans may be available to US students. Students who qualify for private loans may be able to use these loans to fund the full cost for the MPH or MSc portion of their education. These private loan programs are credit-based and offered only to students who meet the credit requirements determined by the lender. Students may be required to have a cosigner for these loans. Repayment begins after graduation or withdrawal from the University.

Applications for private loans are completed by the applicant and certified by the Office of Financial Aid. The Office of Financial Aid also provides counseling services to our students to help them understand the eligibility requirements, terms, and conditions of these loans.

For further information about our financial aid counseling services and alternate loan programs, contact the Office of Financial Aid.

Further information about credit services and alternate loan programs is available on the University website at [sgu.edu/som-loans](http://sgu.edu/som-loans).



# IMPORTANT DATES FOR ENTERING STUDENTS 2018–2019

## Doctor of Medicine (Grenada Campus and Northumbria Campus)

### AUGUST 2018

August 10	Registration check-in—all students
August 13	Mandatory academic orientation (freshmen only) <b>NU</b>
August 13	Term 2 classes begin <b>NU</b>
August 13	Holiday: Grenada Carnival (whole day) <b>GND</b>
August 14	Late registration period begins for Term 2 <b>NU</b>
August 14	Holiday: Grenada Carnival (half day) <b>GND</b>
August 14	Terms 2, 4, and 5 classes begin <b>GND</b>
August 15	Mandatory academic orientation (freshmen only) <b>GND</b>
August 16	Late registration period begins for Terms 2, 4, and 5 <b>GND</b>
August 17	Convocation <b>NU</b>
August 17	White Coat Ceremony <b>NU</b>
August 20	Convocation <b>GND</b>
August 20	Term 1 classes begin
August 20	Late registration period ends for Term 2, 5 pm <b>NU</b>
	<b>(NO REGISTRATION AFTER THIS DAY)</b>
August 21	Late registration period ends for Terms 2–5, 5 pm <b>GND</b>
	<b>(NO REGISTRATION AFTER THIS DAY)</b>
August 21	Late registration begins for Term 1
August 27	Late registration period ends for Term 1, 5 pm <b>GND</b>
	<b>(NO REGISTRATION AFTER THIS DAY)</b>
August 27	Bank Holiday <b>NU</b>
August 28	Late registration period ends for Term 1, 5 pm <b>NU</b>
	<b>(NO REGISTRATION AFTER THIS DAY)</b>
August 31	White Coat Ceremony <b>GND</b>
Aug. 31–Sept. 2	Family Weekend <b>GND</b>
October 25	Holiday: Thanksgiving <b>GND</b>
December 13	Last day of examinations for Term 4
December 14	Last day of examinations for Terms 1, 2,

December 17–20	Completion examinations for Term 4
December 17–21	Completion examinations for Term 5
December 19–21	Completion/make-up examinations for Term 2
December 21	Completion examinations for Term 1
TBA	Committee for Satisfactory Academic Progress and Professional Standards (CAPPS) for Terms 1, 2, 4, and 5 <b>GND</b>
TBA	CAPPS for Terms 1 and 2 <b>NU</b>

### JANUARY 2019

January 1	Graduation diploma date (no ceremony)
January 4	Graduation diploma date (no ceremony)
January 11	Registration check-in—all students
January 11	Term 3 registration begins
January 14	Terms 2, 3, and 5 classes begin
January 14	Mandatory academic orientation (freshmen only) <b>NU</b>
January 15	Late registration period begins for Terms 2, 3, and 5
January 16	Mandatory academic orientation (freshmen only) <b>GND</b>
January 18	Convocation <b>NU</b>
January 18	White Coat Ceremony <b>NU</b>
January 21	Convocation <b>GND</b>
January 21	Term 1 classes begin
January 21	Late registration period ends for Terms 2, 3, and 5, 5 pm <b>GND</b>
	<b>(NO REGISTRATION AFTER THIS DAY)</b>
January 22	Late registration begins for Term 1
January 28	Late registration period ends for Term 1, 5 pm
	<b>(NO REGISTRATION AFTER THIS DAY)</b>
February 1	White Coat Ceremony <b>GND</b>
February 1–3	Family Weekend <b>GND</b>

February 7	Holiday: Independence Day <b>GND</b>
February 22	Last day of Term 3 examinations
February 25	Term 4 classes begin
February 26	Late registration begins for Term 4
TBA	Interim Review for Term 3
March 4	Late registration period ends for Term 4 <b>(NO REGISTRATION AFTER THIS DAY)</b>
TBA	Last day to enter ITI Term 1, 5 pm <b>NU</b>
TBA	Last day to enter ITI Term 2, 5 pm <b>NU</b>
April 12	Graduation diploma date (no ceremony)
April 19	Holiday: Good Friday
April 22	Holiday: Holy Monday
May 1	Holiday: Labor Day <b>GND</b>
May 6	Holiday: May Day <b>NU</b>
May 10	Graduation diploma date (no ceremony)
May 17	Last day of examinations for Terms 1, 2, and 5
May 20–22	Completion/make-up examinations for Terms 1, 2, and 5
May 22	Completion examinations <b>NU</b>
TBA	CAPPS for Terms 1, 2, and 5 <b>GND</b>
TBA	CAPPS for Terms 1 and 2 <b>NU</b>
May 27	Bank Holiday <b>NU</b>
June 10	Holiday: Whit Monday <b>GND</b>
June 14	Graduation diploma date (no ceremony)
June 20	Holiday: Corpus Christi <b>GND</b>
June 27	Last day of examinations for Term 4
TBA	CAPPS for Term 4
June 28	Term 3 registration begins
July 1	Term 3 classes begin
July 1–2	Completion examinations, Term 4
July 2	Late registration period begins for Term 3
July 8	Late registration period ends for Term 3, 5 pm <b>(NO REGISTRATION AFTER THIS DAY)</b>
TBA	Graduation ceremony

## AUGUST 2019

August 5	Term 2 classes begin <b>NU</b>
August 6	Terms 2 and 5 classes begin <b>GND</b>
August 9	Last day of Term 3 examinations
August 9	Registration check-in—all students
August 12	Mandatory academic orientation (freshmen only) <b>NU</b>
August 12	Holiday: Grenada Carnival (whole day) <b>GND</b>
August 13	Holiday: Grenada Carnival (half day) <b>GND</b>
August 13	Term 4 classes begin <b>GND</b>
August 14	Mandatory academic orientation (freshmen only) <b>GND</b>
TBA	Completion Examinations Term 3
TBA	Interim review for Term 3
August 16	Convocation <b>NU</b>
August 16	White Coat Ceremony <b>NU</b>
August 19	Term 1 classes begin
August 30	White Coat Ceremony <b>GND</b>
Aug. 30–Sept. 1	Family Weekend <b>GND</b>
December 12	Last day of examinations for Term 4
December 13	Last day of examinations for Terms 1, 2, and 5
December 16–17	Completion/make-up examinations for Terms 4 and 5
December 18	Completion examinations for Terms 1 and 2
TBA	CAPPS for Terms 1, 2, 4, and 5 <b>GND</b>
TBA	CAPPS for Terms 1 and 2 <b>NU</b>

*Dates are subject to change*

**GND** Applies only to Grenada Campus

**NU** Applies only to KBTGSP at the Northumbria University Campus

## Preclinical Sciences, Charter Foundation Program, and Postbaccalaureate Program

### AUGUST 2018

August 10	Registration check-in—all students
August 13	Holiday: Grenada Carnival (whole day)
August 14	Holiday: Grenada Carnival (half day)
August 15	Mandatory academic orientation (freshmen only)
August 20	Convocation
August 20	Classes begin (all programs)
August 21	Late registration period begins
August 27	Last day to add/drop a course, 5 pm (Preclinical Year 1 and 2 only)
August 21	Late registration period ends, 5 pm <b>(NO REGISTRATION AFTER THIS DAY)</b>
Aug. 31–Sept. 1	Family Weekend
October 25	Holiday: Grenada Thanksgiving
November 2	Last day to withdraw from a course, 5 pm
November 5–9	Course selection for preregistration for January 2019
December 7	Last day of course examinations for Preclinical Sciences and Charter Foundation Program
December 10–11	PMSCE Examinations (Preclinical)
December 11	PMSCE Examinations (CFP)
December 13–14	Completion Examination
December 14	Last day of course examinations (Postbacc only)
December 14	Committee for Satisfactory Academic Progress and Professional Standards (CAPPS) for Preclinical and CFP
December 17	PBSCE Examination 2 (Postbacc)
December 18	CAPPS (Postbacc)
December 30	Graduation diploma date (no ceremony)

### JANUARY 2019

January 11	Registration check-in—all students
January 16	Mandatory academic orientation (freshman only)
January 21	Convocation
January 21	Classes begin for all programs
January 22	Late registration period begins
January 28	Last day to add/drop a course, 5 pm (Preclinical Year 1 and 2 only)

January 28	Late registration period ends, 5 pm <b>(NO REGISTRATION AFTER THIS DAY)</b>
February 1–3	Family Weekend
February 7	Holiday: Independence Day
March 11–15	Midterm Week
April 5	Last day to withdraw from a course, 5 pm (Preclinical Year 1 and 2 only)
April 8–12	Course selection for preregistration for August 2019
April 19	Holiday: Good Friday
April 22	Holiday: Holy Monday
May 1	Holiday: Labor Day
May 10	Last day of course examinations (Preclinical and CFP)
May 13–14	PMSCE Examinations (Preclinical)
May 14	PMSCE Examinations (CFP)
May 16–17	Completion Examination
May 17	Last day of course examinations (Postbacc)
May 17	CAPPS (Preclinical and CFP)
May 18	Graduation ceremony and diploma date
May 20	PBSCE Examination 1 (Postbacc)
May 21	CAPPS (Postbacc)
June 10	Holiday: Whit Monday
June 20	Holiday: Corpus Christi

### AUGUST 2019

August 9	Registration check-in—all students
August 12	Holiday: Grenada Carnival (whole day)
August 13	Holiday: Grenada Carnival (half day)
August 14	Mandatory academic orientation (freshmen only)
August 19	Classes begin
Aug. 30–Sept. 1	Family Weekend
December 6	Last day of course examinations (Preclinical and CFP)
December 9–10	PMSCE examination
December 13	Last day of course examinations (Postbacc only)
December 13	CAPPS (Preclinical and CFP)
December 16	PBSCE Examination 2
December 17	CAPPS (Postbacc)
December 30	Graduation diploma date (no ceremony)

*Dates are subject to change*

# RELEVANT ORGANIZATIONS

## FAMILY WEEKEND

St. George's University Family Weekend provides the students' families with an insider's view of the island, its people and the University. Showcasing our beautiful True Blue campus in Grenada, West Indies, SGU hosts the families of our enrolled students as they see the campus, meet the administration, and experience what the beautiful island of Grenada has to offer. Family Weekend is held twice yearly in September and February.

For more information visit [sgu.edu/familyweekend](http://sgu.edu/familyweekend).



## PARENTS' COALITION OF SGUSOM

The Parents' Coalition is an independent organization, founded in 1985, in response to a changing political atmosphere that affected the School of Medicine students. The coalition has had significant impact on legislation at both state and federal levels, and today students enjoy the progress that the coalition has made over the years. Presently, the coalition remains politically oriented, monitoring the changes that will be occurring in health care and medical education. The Parents' Coalition is a nonprofit organization. Meetings are held at least once a year. The coalition welcomes membership from all students, parents, or friends of St. George's University School of Medicine.

**Miriam Jacobs, Director**

Phone: 1 (800) 474-8766

Fax: +1 (973) 467-6743

Outside of US: +1 (973) 467-6714

## NATIONAL RESIDENT MATCHING PROGRAM

The function of the National Resident Matching Program (NRMP) is to match applicants seeking postgraduate residency positions in the United States with institutions offering those positions. Students are given the opportunity in the final year to rank preferences confidentially. The students are matched to training programs ranked highest that offer prospective graduate positions. Students and graduates of foreign medical schools may enroll as individuals and will be retained in the match program if they submit proof of having passed the examinations required to obtain the ECFMG certification by the date of submission of Rank Order Lists in January of each year. ECFMG certification must be obtained before beginning residency training. Residency applications are now generally done through the Electronic Residence Application Service (ERAS). International medical students obtain the necessary software to complete the electronic format application from the ECFMG and return it to them for processing in the early fall, prior to the expected start of a residency in July. Candidates who intend to enter the United States as exchange visitors must also be able to qualify under the conditions of applicable US law. Residency program directors must determine that alien students of foreign medical schools will be able to obtain a visa if matched, that applicants are ECFMG-certified, and that applicants are also eligible under state law for any license or permit that may be necessary to study as residents.

Information and materials may be obtained from:

**National Resident Matching Program®**

2121 K Street, NW, Suite 1000  
Washington, DC 20037

Phone: 1 (866) 653-NRMP  
Outside of US: +1 (202) 400-2233  
support@nrmp.org  
nrmp.org

## MEDICAL COLLEGE ADMISSIONS TEST (MCAT)

Inquiries concerning application, test dates, and worldwide test locations should be directed to:

**Association of American Medical Colleges**

Medical College Admission Test  
655 K Street, NW, Suite 100  
Washington, DC 20001-2399

Phone: +1 (202) 828-0690  
mcat@aamc.org  
aamc.org/mcat

MCAT Code: 21303

## EDUCATIONAL COMMISSION FOR FOREIGN MEDICAL GRADUATES

Medical students who are considering the practice of medicine in the United States should familiarize themselves with the components of licensure for students/physicians who have attended foreign medical schools. There is now in place a single, three-step examination process for achieving medical licensure in the United States:

1. USMLE Step 1
2. USMLE Step 2
  - a. Clinical Knowledge (CK—Written Exam)
  - b. Clinical Skills (CS—Clinical Skills Exam)
3. USMLE Step 3

USMLE Step 1 is a test of basic science knowledge and is usually taken at the completion of the Basic Medical Sciences curriculum. Step 2 is a two-part examination given during the final year of the Medical Sciences. Clinical Knowledge is a written examination. Clinical Skills is a bedside examination that utilizes standardized patients to test students' abilities in clinical skills, (for example, medical history taking, physical examination and diagnosis of the patient, and composition of a written record of patient contact). Spoken English is also assessed at this time. USMLE Step 3 is administered after graduation by individual state licensing boards. Information on the scheduling of and application for these examinations is distributed to students in a timely fashion during their medical programs. More information and a pamphlet can be obtained from:

**Educational Commission for Foreign Medical Graduates**

3624 Market Street  
Philadelphia, PA 19104-2685  
Phone: +1 (215) 386-5900  
Fax: +1 (215) 386-9196 or +1 (215) 386-6327 or  
+1 (215) 387-9963  
info@ecfm.org  
ecfm.org

Students needing information on School of Medicine procedures may contact:

**Director of Record Services**

c/o The North American Correspondent:  
University Support Services, LLC  
3500 Sunrise Highway, Building 300  
Great River, NY 11739  
Phone: +1 (631) 665-8500  
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# ALUMNI AFFAIRS

## ALUMNI ADMISSION MENTOR PROGRAM VOLUNTEER DIRECTORY

Practicing physicians trained at St. George's University are available to help guide and assist prospective students as they prepare for the next step in their professional career. We are delighted to connect our prospective students with some of our network of over 11,000 School of Medicine alumni who are practicing worldwide. Thousands of prospective and current students have used this service to learn more about the University's clinical programs, faculty, life in Grenada, licensing processes, and more. See [sgu.edu/avd](http://sgu.edu/avd).

## POSTGRADUATE RECORDS

St. George's University School of Medicine has a continuing commitment to its graduates and other former students. The services of the Office of the Registrar include assistance to graduates who wish to sit for qualifying examinations, obtain licensure, secure postgraduate training programs, and achieve employment. The registrar maintains the records of all graduates; certifies their medical education; and sends transcripts, letters of recommendation, and other supporting documentation to places of employment, educational institutions, and government agencies. Records are released only upon the written request of graduates and the subsequent authorization of the registrar. There is a fee for these services.

This office also provides access to information needed to address the examination and licensing requirements of state and national boards. Although it is not a placement service, the office acts as a liaison between graduates involved in job searches and medical institutions that have indicated an interest in employing graduates of the University. Statistical data about postgraduate training, examination results, medical specialty associations, and licenses are kept on file and are continually updated to enhance postgraduate professional contacts. Much of this information is received from graduates voluntarily. The University urges its graduates to report regularly all accomplishments, such as postgraduate residency positions acquired, licenses issued, and specialty board certifications. The Office of the Registrar works in conjunction with the Alumni Association to help graduates keep in touch with one another and to inform them of developments within the University. It is the University's goal to provide a basis of support that allows this network of graduates to continue to benefit from the trust and cooperation they share as members of the St. George's University community.

## LICENSURE

Applicants for licensure should bear in mind that it is their responsibility to see that their applications are properly processed in accordance with the requirements of the particular authority from which licenses are sought. The Office of the Registrar maintains some information on the requirements for licensure in the 54 American jurisdictions, and in many international jurisdictions; however, the University is not an agent of any licensing authority. For precise information, it is students' or graduates' responsibility to seek that information from the licensing agency in the region, state, or country

where licensure is being sought. The Office of the Registrar, during the paperwork process of licensure, will advise individuals on the role of the University in the process.

## ALUMNI ASSOCIATION

The St. George's University School of Medicine Alumni Association, an autonomous nonprofit organization, was founded in May 1981 to help its graduates achieve their educational and professional aspirations. A large membership of graduates, transferees to US schools, and current students, is served by a substantial commitment to maintain the fellowship cultivated in Grenada. Since 1984, this has been accomplished by alumni reunions and the alumni newsletter, a forum for the membership that keeps them informed of educational, professional, and personal news of interest. All graduates, transferees, and students are urged to enroll and enjoy the collective spirit and experience of the membership.

The Alumni Relations Office has been set up to aid in the area of alumni affairs. Please visit the website at [sgu.edu/alumnirelations](http://sgu.edu/alumnirelations).

“Graduating from St. George’s University, I was prepared to make a good impression and get the residency spot I wanted, and that was the ultimate goal. SGU has given a lot of us the tools to build great careers.”

*Jason Fischer, MD '03*



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University Senate  
Advisory Management Committee  
Board of Admission  
Financial Aid Committee  
Judiciary Board and Student/Faculty Judiciary Board  
Library Panel  
Research and Scholarly Activities  
University Standard Exam Committee  
St. George's University Professionalism Panel  
Non Academic Affairs Committee  
Committee for Technology-Based Teaching and Learning

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Joint Curriculum Coordinating Committee  
Faculty Subcommittees  
Clinical Council and Executive Clinical Council US/UK  
Basic Sciences Curriculum Committee  
Committee on Academic Progress and Professional Standards  
Committee on Admission

## Faculty Senate

Executive Committee

Division of Basic Sciences Committees  
Executive Committee  
Curriculum (Faculty/Administrative)  
Student Academic Affairs  
Faculty Affairs

Division of Clinical Science Committees  
Executive Committee  
Curriculum (Faculty/Administration)  
Student Academic Affairs  
Faculty Affairs

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