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.
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STAY CONNECTED WITH SGU

What’s the latest news at SGU? Find out by visiting us on social media, including Facebook, Twitter, YouTube, Google Plus, Instagram, and LinkedIn. Like us, follow us, +1 us, and subscribe to stay up-to-date on everything SGU.

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.
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.
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.

USMLE Step 1 First-Time Test Takers’ Pass Rates

*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.
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

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

“And 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
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 genitourinary 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.
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)

<table>
<thead>
<tr>
<th>Term</th>
<th>Credits</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>TERM 1</td>
<td>17</td>
<td>BIOL 220*</td>
<td>General Biology</td>
<td>4 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHEM 122/123</td>
<td>General Chemistry I/General Chemistry I Lab</td>
<td>3/1 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ENGL 211* OR 212*</td>
<td>Intro to College Writing OR Intro to College Reading</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSYC 201*</td>
<td>Introduction to Psychology</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AH*</td>
<td>Arts and Humanities Elective</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BIOL 221*</td>
<td>Human Biology</td>
<td>4 cr.</td>
</tr>
<tr>
<td>TERM 2</td>
<td>17</td>
<td>CHEM 124/125</td>
<td>General Chemistry II/General Chemistry II Lab</td>
<td>3/1 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>COMP 111*</td>
<td>Computer Concepts OR Computer Elective</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 120* OR 131*</td>
<td>College Math OR Math for Physical Sciences OR Math Elective</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AH*</td>
<td>Arts and Humanities Elective</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

*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)

<table>
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<tr>
<td>TERM 3</td>
<td>18</td>
<td>BIOL 101</td>
<td>Anatomy and Physiology I</td>
<td>4 cr.</td>
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<td></td>
<td>CHEM 222/223</td>
<td>Organic Chemistry I/Organic Chemistry I Lab</td>
<td>3/1 cr.</td>
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<td></td>
<td></td>
<td>NUTR 201*</td>
<td>Nutrition</td>
<td>3 cr.</td>
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<td></td>
<td></td>
<td>PHYS 200</td>
<td>Physics for Life Sciences</td>
<td>4 cr.</td>
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<tr>
<td></td>
<td></td>
<td>PSYC 205*</td>
<td>Health Psychology</td>
<td>3 cr.</td>
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<tr>
<td>TERM 4</td>
<td>18</td>
<td>BIOL 202</td>
<td>Anatomy and Physiology II</td>
<td>4 cr.</td>
</tr>
<tr>
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<td></td>
<td>MATH 220</td>
<td>Statistics</td>
<td>3 cr.</td>
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<td>COMH 201</td>
<td>Community Health</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td></td>
<td>ENGL 204</td>
<td>Public Speaking</td>
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#### Year Three (Start of the Five-Year MD Program)

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<th>Credits</th>
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<th>Course Name</th>
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<tr>
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<td>20</td>
<td>BIOL 320</td>
<td>Genetics</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td></td>
<td>BIOL 401</td>
<td>Microbiology</td>
<td>4 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CHEM 450/451</td>
<td>Biochemistry/Biochemistry Lab</td>
<td>3/1 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSYC 401</td>
<td>Introduction to Psychopathology</td>
<td>3 cr.</td>
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<td>PCLN 301</td>
<td>Learning Strategies for the Preprofessional Programs</td>
<td>1 cr.</td>
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<tr>
<td></td>
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<td>PCLN 302</td>
<td>Communication for the Health Professions I</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td></td>
<td>PCLN 390</td>
<td>Research Project</td>
<td>2 cr.</td>
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<tr>
<td></td>
<td></td>
<td>BCHM 550</td>
<td>Medical Biochemistry</td>
<td>5 cr.</td>
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<tr>
<td>TERM 6</td>
<td>19</td>
<td>BIOL 321/331</td>
<td>Molecular Biology/Molecular Biology Lab</td>
<td>3/1 cr.</td>
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<tr>
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<td>BIOL 441</td>
<td>Physiology</td>
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<td>BIOL 460</td>
<td>Human Anatomy</td>
<td>4 cr.</td>
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<td>PCLN 303</td>
<td>Communication for the Health Professions II</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PCLN 380</td>
<td>Clinical Cases</td>
<td>2 cr.</td>
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<tr>
<td></td>
<td></td>
<td>SSCI 412</td>
<td>Social Sciences and Medicine</td>
<td>3 cr.</td>
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</table>
# PROGRAM OUTLINE: FOUR-YEAR MD PROGRAM
## BASIC SCIENCES

### Academic Year One

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>BPM500 Basic Principles of Medicine 1</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>• Foundation to Medicine (6 weeks)</td>
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<tr>
<td>• Musculoskeletal (4 weeks)</td>
<td></td>
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<tr>
<td>• Cardio Pulmonary Renal (7 weeks)</td>
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<table>
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<tr>
<td>• Reproductive/Endocrine (3 weeks)</td>
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<tr>
<td>• Gastrointestinal/Metabolism (5 weeks)</td>
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<tr>
<td>• Neurosciences and Behavioral Sciences (10 weeks)</td>
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### Academic Year Two

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<tr>
<th>TERM 3</th>
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<tr>
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<tr>
<td>• Basics of Immunology and Microbiology</td>
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</tr>
<tr>
<td>• Public Health Assessment Tools</td>
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</tr>
<tr>
<td>• Culture and Societal Issues/Physician-Patient Relationship</td>
<td></td>
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<tr>
<td>• Ethics, Professionalism and Medical Jurisprudence</td>
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<table>
<thead>
<tr>
<th>TERM 4</th>
<th>PCM 500 Principles of Clinical Medicine 1</th>
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<tbody>
<tr>
<td>21 credits</td>
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<tr>
<td>• General Principles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Renal and Cardiovascular Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Respiratory and Hematopoietic Systems</td>
<td></td>
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<tr>
<td>• Digestive, Endocrine and Reproductive Systems</td>
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### Through August 2018

<table>
<thead>
<tr>
<th>TERM 5</th>
<th>CLSK 655 Introduction to Clinical Medicine I</th>
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<tbody>
<tr>
<td>23 credits</td>
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<tr>
<td>PATH 674 Pathophysiology</td>
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<tr>
<td>PATH 676 Basic Science Foundation for Clinical Reasoning</td>
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<tr>
<td>PHAR 681 Pharmacology</td>
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**Starts January 2019**

<table>
<thead>
<tr>
<th>TERM 5</th>
<th>PCM 501 Principles of Clinical Medicine 2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>23 credits</td>
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<td></td>
</tr>
</tbody>
</table>

### AUGUST 2018 ENTRANTS

- **Aug. 20, 2018 to Dec. 14, 2018**
- **Jan. 14, 2019 to May 16, 2019**
- **July 1, 2019 to Aug. 9, 2019**
- **Aug. 13, 2019 to Dec. 12, 2019**
- **Jan. 13, 2020 to May 15, 2020**
### 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.
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.

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### 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 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.

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**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

MASTER OF PUBLIC HEALTH

The vision of the Department of Public Health and Preventive Medicine (DPHPM) 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

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.
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.

**GRADUATE COURSES**
2 credits

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

**RESEARCH COURSES**
3 OR 18 credits

THESIS OPTION (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.

**GENERAL GRADUATE ELECTIVES**
7–8 credits OR 16–17 credits

THESIS OPTION—MUST TAKE 7–8 credits
- TAKE ANY 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.

NON-THESIS OPTION—MUST TAKE 16–17 credits

**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.

**GENERAL GRADUATE ELECTIVES**
11 credits

- TAKE ANY 11 CREDITS

College of Medicine
Independent Graduate Degree Programs
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MASTER OF SCIENCE IN BIOETHICS
SPECIFIC COURSE REQUIREMENTS

GRADUATE COURSES
11 credits

BEHS 640  Behavioral Sciences and Medicine  6 cr.
BIOE 801  Bioethics and the Professional: Medicine in Society I  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.

THESIS COURSES
17 credits

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.

TAKE ANY 6 CREDITS

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.

GENERAL GRADUATE ELECTIVES
6 credits

MASTER OF SCIENCE IN MICROBIOLOGY
SPECIFIC COURSE REQUIREMENTS

GRADUATE COURSES
24 credits

ANY 800- OR 900-LEVEL COURSES
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.

THESIS COURSES
6 credits

MICR 920  Research in Microbiology for MSc  6 cr.
# Master of Science in Physiology and Neuroscience

## Specific Course Requirements (Thesis and Non-Thesis Option)

### Graduate Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOE 801</td>
<td>Research Ethics and Human Subjects</td>
<td>1 cr.</td>
</tr>
<tr>
<td>IDGS 807</td>
<td>Research Design and Biostatistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MICR 825</td>
<td>Scientific Text: Organization and Presentation (STOP)</td>
<td>2 cr.</td>
</tr>
<tr>
<td>PHNS 800</td>
<td>Physiology for Graduate Students</td>
<td>6 cr.</td>
</tr>
<tr>
<td>PHNS 801</td>
<td>Neuroscience for Graduate Students</td>
<td>5 cr.</td>
</tr>
<tr>
<td>PHNS 8XX</td>
<td>Histology for Graduate Students</td>
<td>4 cr.</td>
</tr>
</tbody>
</table>

**Take Any Combination of 20 Credits**

### Thesis Courses* (14 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<td>MSc Project Proposal Seminar</td>
<td>1 cr.</td>
</tr>
<tr>
<td>IDGS 902</td>
<td>MSc Written Project Proposal</td>
<td>2 cr.</td>
</tr>
<tr>
<td>IDGS 905</td>
<td>MSc Thesis Defense</td>
<td>1 cr.</td>
</tr>
<tr>
<td>IDGS 913</td>
<td>MSc Research and Thesis</td>
<td>10 cr.</td>
</tr>
</tbody>
</table>

### Non-Thesis Courses* (14 credits)

**Capstone Courses (8 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHNS 890</td>
<td>Capstone Presentation for MSc</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PHNS 891</td>
<td>Capstone Paper for MSc</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

**800-Level Courses (6 Credits)**

The outstanding six credits of 800-level courses will be determined from existing graduate courses by the Supervisory Committee in consultation with the students.

*Students can take either the thesis or non-thesis track.

# Master of Science in Tropical Medicine

## Specific Course Requirements

### MD Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BMIC 550</td>
<td>Medical Immunology and Medical Genetics</td>
<td>4 cr.</td>
</tr>
<tr>
<td>MICR 670</td>
<td>Microbiology</td>
<td>6 cr.</td>
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</table>

**10 credits**

### Graduate Courses

**5 credits**

### Thesis Courses

**19 credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>IDGS 900</td>
<td>MSc Seminar</td>
<td>1 cr.</td>
</tr>
<tr>
<td>IDGS 901</td>
<td>MSc Project Proposal Seminar</td>
<td>1 cr.</td>
</tr>
<tr>
<td>IDGS 902</td>
<td>MSc Written Project Proposal</td>
<td>2 cr.</td>
</tr>
<tr>
<td>IDGS 903</td>
<td>MSc Thesis</td>
<td>12 cr.</td>
</tr>
<tr>
<td>IDGS 904</td>
<td>MSc Thesis Seminar</td>
<td>2 cr.</td>
</tr>
<tr>
<td>IDGS 905</td>
<td>MSc Thesis Defense</td>
<td>1 cr.</td>
</tr>
</tbody>
</table>

Five credits of 800-level courses will be determined from existing graduate courses by the Supervisory Committee in consultation with the students.
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.

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 project-centered 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.
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.
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 to 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, alkadienes, 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, works, 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 Upadhya, 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 biomethodology 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 in situ 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 prospected 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 Upadhya, 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 socioeconomic 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 Kotel'nikova, 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 are in a USMLE board format to familiarize students with standardized testing methods required by medical licensers and given electronically using Examsoft®.

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.

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**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.

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**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 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
• Shepcot 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

GRENADA

ST. GEORGE’S
• Grenada General Hospital
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. 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.

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
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

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
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.

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.

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

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 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 Long Island University, and will then be eligible to complete the remaining three years of study toward an MD degree at St. George’s University.

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
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. MCPHSUniversity 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  
+1 (631) 665-8500 ext. 1241

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
eobrien@sgu.edu
1 (800) 899-6337 ext. 1241
+1 (631) 665-8500 ext. 1241

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
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
1 (800) 899-6337 ext. 1241
+1 (631) 665-8500 ext. 1241
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 Franz, Assistant Director of Admission
jfranza@sgu.edu
1 (800) 899-6337 ext. 1297
+1 (631) 665-8500 ext. 1297

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
+1 (631) 665-8500 ext. 1498

VIDYA SANSKAR INTERNATIONAL SCHOOL
India

Vidyanskar International School has joined with St. George’s University to offer students an opportunity to obtain an MD degree. Vidyanskar 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
+1 (631) 665-8500 ext. 1241
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.
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 GRENA DA 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.

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.

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.

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.
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 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 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 Enrollment 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 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.)

**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.

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**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.
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.)

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.

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.

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.

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.
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, pre-veterinary 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.

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.

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.

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.

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.

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.

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.

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 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 or +1 (473) 444-4680.

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**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. 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.

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
CANADIAN FUNDING AMOUNTS

Alberta Student Financial Assistance
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/

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/

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

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/

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
novasca/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

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

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

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

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 Affair 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/
gibill.va.gov/Vet_Info/OS_TrngV.htm
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.
IMPORTANT DATES FOR ENTERING STUDENTS 2018–2019

Doctor of Medicine (Grenada Campus and Northumbria Campus)

AUGUST 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 10</td>
<td>Registration check-in—all students</td>
</tr>
<tr>
<td>August 13</td>
<td>Mandatory academic orientation (freshmen only) NU</td>
</tr>
<tr>
<td>August 13</td>
<td>Term 2 classes begin NU</td>
</tr>
<tr>
<td>August 13</td>
<td>Holiday: Grenada Carnival (whole day) GND</td>
</tr>
<tr>
<td>August 14</td>
<td>Late registration period begins for Term 2 NU</td>
</tr>
<tr>
<td>August 14</td>
<td>Holiday: Grenada Carnival (half day) GND</td>
</tr>
<tr>
<td>August 14</td>
<td>Terms 2, 4, and 5 classes begin GND</td>
</tr>
<tr>
<td>August 15</td>
<td>Mandatory academic orientation (freshmen only) GND</td>
</tr>
<tr>
<td>August 16</td>
<td>Late registration period begins for Terms 2, 4, and 5 GND</td>
</tr>
<tr>
<td>August 17</td>
<td>Convocation NU</td>
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<tr>
<td>August 17</td>
<td>White Coat Ceremony NU</td>
</tr>
<tr>
<td>August 20</td>
<td>Convocation GND</td>
</tr>
<tr>
<td>August 20</td>
<td>Term 1 classes begin</td>
</tr>
<tr>
<td>August 20</td>
<td>Late registration period ends for Term 2, 5 pm NU</td>
</tr>
<tr>
<td>August 21</td>
<td>Late registration period ends for Terms 2–5, 5 pm GND</td>
</tr>
<tr>
<td>August 21</td>
<td>Late registration begins for Term 1</td>
</tr>
<tr>
<td>August 27</td>
<td>Late registration period ends for Term 1, 5 pm GND</td>
</tr>
<tr>
<td>August 27</td>
<td>Bank Holiday NU</td>
</tr>
<tr>
<td>August 28</td>
<td>Late registration period ends for Term 1, 5 pm NU</td>
</tr>
<tr>
<td>August 31</td>
<td>White Coat Ceremony GND</td>
</tr>
<tr>
<td>Aug. 31–Sept. 2</td>
<td>Family Weekend GND</td>
</tr>
<tr>
<td>October 25</td>
<td>Holiday: Thanksgiving GND</td>
</tr>
<tr>
<td>December 13</td>
<td>Last day of examinations for Term 4</td>
</tr>
<tr>
<td>December 14</td>
<td>Last day of examinations for Terms 1, 2, 3, and 5 GND</td>
</tr>
</tbody>
</table>

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    | Committee for Satisfactory Academic Progress and Professional Standards (CAPPS) for Terms 1, 2, 4, and 5 GND |
TBA            | CAPPS for Terms 1 and 2 NU                           |

JANUARY 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 1</td>
<td>Graduation diploma date (no ceremony)</td>
</tr>
<tr>
<td>January 4</td>
<td>Graduation diploma date (no ceremony)</td>
</tr>
<tr>
<td>January 11</td>
<td>Registration check-in—all students</td>
</tr>
<tr>
<td>January 11</td>
<td>Term 3 registration begins</td>
</tr>
<tr>
<td>January 14</td>
<td>Terms 2, 3, and 5 classes begin</td>
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<tr>
<td>January 14</td>
<td>Mandatory academic orientation (freshmen only) NU</td>
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<tr>
<td>January 15</td>
<td>Late registration period begins for Terms 2, 3, and 5</td>
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<tr>
<td>January 16</td>
<td>Mandatory academic orientation (freshmen only) GND</td>
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<tr>
<td>January 18</td>
<td>Convocation NU</td>
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<tr>
<td>January 18</td>
<td>White Coat Ceremony NU</td>
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<tr>
<td>January 21</td>
<td>Convocation GND</td>
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<tr>
<td>January 21</td>
<td>Term 1 classes begin</td>
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<tr>
<td>January 21</td>
<td>Late registration period ends for Terms 2, 3, and 5</td>
</tr>
<tr>
<td>January 22</td>
<td>Late registration begins for Term 1</td>
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<tr>
<td>January 28</td>
<td>Late registration period ends for Term 1, 5 pm</td>
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<tr>
<td>February 1</td>
<td>White Coat Ceremony GND</td>
</tr>
<tr>
<td>February 1–3</td>
<td>Family Weekend GND</td>
</tr>
</tbody>
</table>
February 7  Holiday: Independence Day  GND
February 22  Last day of Term 3 examinations
February 25  Term 4 classes begin
February 26  Late registration begins for Term 4  TBA
TBA  Interim Review for Term 3
March 4  Late registration period ends for Term 4  (NO REGISTRATION AFTER THIS DAY)
TBA  Last day to enter ITI Term 1, 5 pm  NU
TBA  Last day to enter ITI Term 2, 5 pm  NU
April 12  Graduation diploma date (no ceremony)
April 19  Holiday: Good Friday
April 22  Holiday: Holy Monday
May 1  Holiday: Labor Day  GND
May 6  Holiday: May Day  NU
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  NU
TBA  CAPPS for Terms 1, 2, and 5  GND
TBA  CAPPS for Terms 1 and 2  NU
May 27  Bank Holiday  NU
June 10  Holiday: Whit Monday  GND
June 14  Graduation diploma date (no ceremony)
June 20  Holiday: Corpus Christi  GND
June 27  Last day of examinations for Term 4  TBA
C APPS 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  (NO REGISTRATION AFTER THIS DAY)
TBA  Graduation ceremony

AUGUST 2019
August 5  Term 2 classes begin  NU
August 6  Terms 2 and 5 classes begin  GND
August 9  Last day of Term 3 examinations
August 9  Registration check-in—all students
August 12  Mandatory academic orientation (freshmen only)  NU
August 12  Holiday: Grenada Carnival (whole day)  GND
August 13  Holiday: Grenada Carnival (half day)  GND
August 13  Term 4 classes begin  GND
August 14  Mandatory academic orientation (freshmen only)  GND
TBA  Completion Examinations Term 3
TBA  Interim review for Term 3
August 16  Convocation  NU
August 16  White Coat Ceremony  NU
August 19  Term 1 classes begin
August 30  White Coat Ceremony  GND
Aug. 30–Sept. 1  Family Weekend  GND
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
C APPS for Terms 1, 2, 4, and 5  GND
TBA  CAPPS for Terms 1 and 2  NU

Dates are subject to change
GND Applies only to Grenada Campus
NU Applies only to KBTGSP at the Northumbria University Campus
<table>
<thead>
<tr>
<th>AUGUST 2018</th>
<th>JANUARY 2019</th>
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<tbody>
<tr>
<td>August 10</td>
<td>January 28</td>
</tr>
<tr>
<td>Registration check-in—all</td>
<td>Late registration period ends</td>
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<tr>
<td>students</td>
<td>5 pm (NO REGISTRATION AFTER</td>
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<td>THIS DAY)</td>
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<tr>
<td>August 13</td>
<td>February 1–3</td>
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<tr>
<td>Holiday: Grenada Carnival</td>
<td>Family Weekend</td>
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<td>(whole day)</td>
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<td>February 7</td>
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<td>(half day)</td>
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<tr>
<td>August 15</td>
<td>March 11–15</td>
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<tr>
<td>Mandatory academic</td>
<td>Midterm Week</td>
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<td>orientation (freshmen only)</td>
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<tr>
<td>August 20</td>
<td>April 5</td>
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<tr>
<td>Convocation</td>
<td>Last day to withdraw from a</td>
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<tr>
<td></td>
<td>course, 5 pm (Preclinical Year</td>
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<td></td>
<td>1 and 2 only)</td>
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<tr>
<td>August 20</td>
<td>April 8–12</td>
</tr>
<tr>
<td>Classes begin (all programs)</td>
<td>Course selection for</td>
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<tr>
<td></td>
<td>preregistration for</td>
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<tr>
<td></td>
<td>August 2019</td>
</tr>
<tr>
<td>August 21</td>
<td>May 1</td>
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<tr>
<td>Late registration period</td>
<td>Holiday: Good Friday</td>
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<tr>
<td>begins</td>
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<tr>
<td>August 27</td>
<td>May 10</td>
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<tr>
<td>Last day to add/drop a</td>
<td>Last day of course examinations</td>
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<tr>
<td>course, 5 pm (Preclinical</td>
<td>(Preclinical and CFP)</td>
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<td>Year 1 and 2 only)</td>
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<tr>
<td>August 21</td>
<td>May 13–14</td>
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<tr>
<td>Late registration period</td>
<td>PMSCE Examinations (Preclinical)</td>
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<td>ends, 5 pm (NO REGISTRATION</td>
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<tr>
<td>AFTER THIS DAY)</td>
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<tr>
<td>Aug. 31–Sept. 1</td>
<td>May 14</td>
</tr>
<tr>
<td>Family Weekend</td>
<td>PMSCE Examinations (CFP)</td>
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<tr>
<td>October 25</td>
<td>May 16–17</td>
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<tr>
<td>Holiday: Grenada Thanksgiving</td>
<td>Completion Examination</td>
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<tr>
<td>November 2</td>
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<tr>
<td>Last day to withdraw from a</td>
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<td>course, 5 pm</td>
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<tr>
<td>November 5–9</td>
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<tr>
<td>Course selection for</td>
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<tr>
<td>preregistration for</td>
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<tr>
<td>January 2019</td>
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<td>December 7</td>
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<td>Last day of course</td>
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<tr>
<td>examinations for</td>
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<tr>
<td>Preclinical Sciences and</td>
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<tr>
<td>Charter Foundation Program</td>
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<td>December 10–11</td>
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<tr>
<td>PMSCE Examinations (Preclinical)</td>
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<td>December 11</td>
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<td>PMSCE Examinations (CFP)</td>
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<td>December 13–14</td>
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<td>Completion Examination</td>
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<tr>
<td>examinations (Postbacc only)</td>
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<td>December 14</td>
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<tr>
<td>Committee for Satisfactory</td>
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<td>Academic Progress and</td>
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<td>Professional Standards</td>
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<tr>
<td>(CAPPs) for Preclinical and</td>
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<td>CFP</td>
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<td>December 17</td>
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<td>PBSCE Examination 2 (Postbacc)</td>
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<td>December 18</td>
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<td>CAPPs (Postbacc)</td>
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<td>December 30</td>
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<td>Graduation diploma date (no</td>
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<td>ceremony)</td>
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<td>JANUARY 2019</td>
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<td>January 11</td>
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<tr>
<td>Registration check-in—all</td>
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<tr>
<td>students</td>
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<tr>
<td>January 16</td>
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<tr>
<td>Mandatory academic orientation (freshmen only)</td>
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<tr>
<td>January 21</td>
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<tr>
<td>Convocation</td>
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<td>January 21</td>
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<tr>
<td>Classes begin for all</td>
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<tr>
<td>programs</td>
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<td>January 22</td>
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<td>Late registration period</td>
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<td>January 28</td>
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<td>Last day to add/drop a</td>
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<tr>
<td>course, 5 pm (Preclinical</td>
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<td>Year 1 and 2 only)</td>
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<td>AUGUST 2019</td>
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<td>August 9</td>
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<td>students</td>
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<td>August 12</td>
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<td>Holiday: Grenada Carnival</td>
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<td>(whole day)</td>
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<td>August 13</td>
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<td>Holiday: Grenada Carnival</td>
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<td>(half day)</td>
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<td>August 14</td>
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<td>Mandatory academic</td>
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<td>orientation (freshmen only)</td>
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<td>August 19</td>
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<td>Classes begin</td>
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<td>Aug. 30–Sept. 1</td>
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<tr>
<td>Family Weekend</td>
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<td>December 6</td>
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<td>Last day of course</td>
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<tr>
<td>examinations (Preclinical</td>
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<td>and CFP)</td>
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<tr>
<td>December 9–10</td>
<td>PMSCE examination</td>
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<tr>
<td>December 13</td>
<td>Last day of course examinations</td>
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<tr>
<td>(Postbacc only)</td>
<td>(Postbacc only)</td>
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<tr>
<td>December 13</td>
<td>CAPPs (Preclinical and CFP)</td>
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<tr>
<td>December 16</td>
<td>PBSCE Examination 2</td>
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<td>December 17</td>
<td>CAPPs (Postbacc)</td>
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<td>December 30</td>
<td>Graduation diploma date (no</td>
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<td></td>
<td>ceremony)</td>
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RELEVANT ORGANIZATIONS

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.

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.
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@ecfmg.org
ecfmg.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
Fax: +1 (631) 665-2047
ALUMNI AFFAIRS

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.

“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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Chancellor

PATRICK F. ADAMS
Secretary

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Chancellor

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RICHARD LIEBOWITZ, MD
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Professor of Anatomical Sciences

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Global Scholars Program
Professor of Anatomical Sciences

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Director of Student Support and Development

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Part Time Professor, Office of the Dean of Basic Sciences,
Behavioral Sciences and Medicine

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Associate Director of Research, Professor

COLIN DOWE
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ROBERT YEARWOOD, MBBS
Associate Dean of Graduate Studies in Clinical Studies
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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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Dean of Research
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Course Director for Pathology
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Professor of Anatomical Sciences

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Professor of Basic Sciences

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Clinical Professor, Department of Surgery

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Director, Office of Career Guidance and Student Development

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Director, University Health Services

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Clinical Instructor of Anatomical Sciences

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Director of Student Accessibility and Accommodation Service
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Professor of Clinical Skills

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Associate Dean of Clinical Studies, United Kingdom

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Associate Dean of Academic Affairs, United Kingdom

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Chair, Department of Clinical Skills
Professor of Clinical Skills

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Assistant Dean, School of Medicine

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Professor of Neuroscience

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Associate Dean of Students
Professor of Neuroscience

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Assistant Dean of Basic Sciences
Professor of Behavioral Sciences

ARMAND ASARIAN
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SHUBHRA BARUAH
Assistant Dean of Students, Keith B. Taylor Global Scholars Program
Clinical Instructor of Anatomical Sciences, Northumbria, Keith B. Taylor Global Scholars Program

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Assistant Dean of Basic Sciences
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Executive Director

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School of Medicine Council of Deans
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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Co-Chair, Anatomical Sciences
Professor of Anatomical Sciences

ROBERT HAGE, MD, PhD, DLO, MBA
Co-Chair, Anatomical Sciences
Professor of Anatomical Sciences

ROBERT L. JORDAN, PhD
Professor of Anatomical Sciences

C.V. RAO, PhD
Professor of Anatomical Sciences
JACQUES GILLOTEAUX, DSc, MSc.
Professor Emeritus of Anatomical Sciences, Northumbria, KBTGSP

JAMES COEY, MBBS
Associate Professor of Anatomical Sciences, Northumbria, KBTGSP
Associate Course Director for Basic Principles of Medicine I

MATHANGI GILKES, MBBS, MSc
Associate Professor of Anatomical Sciences

ERIC KOPPELMAN, PhD
Associate Professor of Anatomical Sciences
Module Director for Endocrine and Reproduction

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Associate Professor of Anatomical Sciences

LUMINICA NITSA TOPALE, Med, PhD
Associate Professor of Anatomical Sciences

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Instructor of Anatomical Sciences

JESSICA HOLLAND, MSMI
Instructor of Anatomical Sciences

BRANDON L. HOLT, MS
Instructor of Anatomical Sciences

DAVID NAHABEDIAN, MSMI
Instructor of Anatomical Sciences

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Instructor of Anatomical Sciences

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Instructor of Anatomical Sciences

KATIE YOST, MS
Instructor of Anatomical Sciences

INSTRUCTORS
SHUBHRA BARUAH, MBBS
Clinical Instructor of Anatomical Sciences, Northumbria, KBTGSP

KATHLEEN BUBB, MD
Clinical Instructor of Anatomical Sciences

DEON FORRESTER, MD
Clinical Instructor of Anatomical Sciences

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Clinical Instructor of Anatomical Sciences

KAZZARA RAEBURN, MD
Course Director, Basic Principles of Medicine I
Clinical Instructor of Anatomical Sciences

RAMESH RAO, MD
Clinical Instructor of Anatomical Sciences

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Clinical Instructor of Anatomical Sciences

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Clinical Instructor of Anatomical Sciences

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Clinical Instructor of Anatomical Sciences

KRISTNA THOMPSON, MD
Anatomical Sciences, Northumbria, KBTGSP
Clinical Instructor of Anatomical Sciences

ALENA WADE, MD
Clinical Instructor of Anatomical Sciences

CLINICAL TUTORS
MOHAMED ABDELRAHIM, MBBS, MSc
Clinical Tutor of Anatomical Sciences

MUSAAB ALFAKI, MBBS
Clinical Tutor of Anatomical Sciences

JOSEPH ASEMOTA, MBBS, MPH
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OLUFEMI ALFRED BOGUNJOKO, MBBS
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OLUFEMI A. BOGUNJOKO, MBBS
Clinical Tutor of Anatomical Sciences

ALANA CAESAR, MD
Clinical Tutor of Anatomical Sciences

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Clinical Tutor of Anatomical Sciences

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Clinical Tutor of Anatomical Sciences

KENISHA JAMES, MD  
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MUDATHER ABDELGABAR ALI MOHAMED, MBBS  
Clinical Tutor of Anatomical Sciences

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Clinical Tutor of Anatomical Sciences

MUHAMMAD MUSADDIQ, MD  
Clinical Tutor of Anatomical Sciences

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Clinical Tutor of Anatomical Sciences

TEMITAYO FUNMILAYO OLAGBEMI, MBBS  
Clinical Tutor of Anatomical Sciences

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Clinical Tutor of Anatomical Sciences

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Clinical Tutor of Anatomical Sciences

KARI WRIGHT, MD  
Clinical Tutor of Anatomical Sciences

GARVIN G. C. BOWEN, MD  
Demonstrator, Research Fellow of Anatomical Sciences

LEON BUDRIE, MD  
Demonstrator, Teaching Fellow of Anatomical Sciences

KIMBERLEY CATON, MD  
Demonstrator, Teaching Fellow of Anatomical Sciences

ALVIN JUDE CHITTERMAN, MBBS  
Demonstrator, Teaching Fellow of Anatomical Sciences

DOMINIC PRESTON DALIP, MD  
Demonstrator, Teaching Fellow of Anatomical Sciences

DYLAN M. DALIP, MD  
Demonstrator, Teaching Fellow of Anatomical Sciences

SHANELLE DE LANCY, MD  
Demonstrator, Teaching Fellow of Anatomical Sciences

RUTH DECOTEAU-PHILIP, MD  
Demonstrator, Teaching Fellow of Anatomical Sciences

SEIF EL-DIN MOHAMED ELSAID EID, MD  
Demonstrator, Research Fellow of Anatomical Sciences

NEILAL A. ISAAC, MD  
Demonstrator, Teaching Fellow of Anatomical Sciences

XENIA JOHN, MD  
Demonstrator, Teaching Fellow of Anatomical Sciences

SHENADE LORAINE JOSEPH, MD  
Demonstrator, Teaching Fellow of Anatomical Sciences

SHEHZAD KHALID, MD  
Demonstrator, Teaching Fellow of Anatomical Sciences

SASHA KAYNOLA LAKE, MD  
Demonstrator, Research Fellow of Anatomical Sciences

KWAME JERROL LE BLANC, MD  
Demonstrator, Teaching Fellow of Anatomical Sciences

LEXIAN MC BAIN, MD  
Demonstrator, Teaching Fellow of Anatomical Sciences

MICHAEL MONTALBANO, MD  
Demonstrator, Teaching Fellow of Anatomical Sciences

NADERIA MUMIN, MD  
Demonstrator, Teaching Fellow of Anatomical Sciences

LETSOGILE NGWALONGWALO, MD  
Demonstrator, Teaching Fellow of Anatomical Sciences

KRISTA K.C. PARKE, MD  
Demonstrator, Teaching Fellow of Anatomical Sciences

SIMONE PIERRE, MD  
Demonstrator, Teaching Fellow of Anatomical Sciences

DEMONSTRATORS RESEARCH/TEACHING FELLOWS

YUSUF OLADIMEJI ALIMI, MD  
Demonstrator, Research Fellow of Anatomical Sciences

KEVLIAN DINELLE ANDREW, MD  
Demonstrator, Teaching Fellow of Anatomical Sciences

KARA AGNES VICTORIA ASHBY, MD  
Demonstrator, Teaching Fellow of Anatomical Sciences

WOONG KEE BAEK, MD  
Demonstrator, Research Fellow of Anatomical Sciences
ELIO PLEVNESHI, MD  
Demonstrator, Teaching Fellow of Anatomical Sciences

RABJOT KAUR RAI, MD  
Demonstrator, Research Fellow of Anatomical Sciences

ROXANNE RENGIFO, MD  
Demonstrator, Teaching Fellow of Anatomical Sciences

ASAD SYED RIZVI, MD  
Demonstrator, Research Fellow of Anatomical Sciences

SEUNGMO SUH, MD, MBBS  
Demonstrator, Teaching Fellow of Anatomical Sciences

JOANNA LOUKAS, BA  
Demonstrator of Anatomical Sciences

PART-TIME PROFESSORS

PETER ABRAHAMS, MBBS  
Part-Time Professor of Anatomical Sciences

DANNY BURNS, MD, PhD  
Part-Time Professor of Anatomical Sciences

PERSAUD, PhD, MD, DSc, FRCPath  
Part-Time Professor of Anatomical Sciences

SHANE TUBBS, PhD, PAC  
Part-Time Professor of Anatomical Sciences

VISITING PROFESSORS

ALLAN DETTON, PhD  
Stanford University School of Medicine

KATHY DOOLEY, MSc, DC  
Cornell Medical School

GERALD GREENHOUSE, PhD  
Harvard Medical School

JON JACKSON, PhD  
University of North Dakota

NEIL NORTON, PhD  
Creighton University

MARK TERRELL, EdD  
Lake Erie College of Osteopathic Medicine

Basic Sciences

ANDRE HAVENGA, PhD  
Professor, Office of the Dean of Basic Sciences

COURISSE KNIGHT, PhD  
Assistant Professor, Office of the Dean of Basic Sciences

JUANETTE MCKENZIE, MD, MBBS, PGCME  
Clinical Instructor, Office of the Dean of Basic Sciences

ALTHEA MCPHAIL, BSc  
Demonstrator, Office of the Dean of Basic Sciences

SACHA PIERRE, BA, MAEd  
Instructor, Office of the Dean of Basic Sciences

PAULINE SMITH, MPH  
Demonstrator, Office of the Dean of Basic Sciences

ARLETTE WILDMAN, MA  
Instructor, Office of the Dean of Basic Sciences

Biochemistry

SHARMILA UPADHYA, MBBS, MD, DNB Biochem  
Chair, Biochemistry
Module Director for Digestive System and Metabolism
Professor of Biochemistry

ABBOD J. GHALAYINI, PhD  
Professor of Biochemistry

CRISTOFRE MARTIN, PhD  
Professor of Biochemistry

ANDREW SOBERING, PhD  
Module Director for Foundation to Medicine
Professor of Biochemistry

MARGIT TROTZ, PhD  
Professor of Biochemistry

MARK WILLIAMS, PhD  
Professor of Biochemistry, KBTGSP

MARY C. MAJ, PhD  
Associate Professor of Biochemistry

FELICIA IKOLO, PhD  
Assistant Professor of Biochemistry

INSTRUCTORS

KAFI JAMES, MSc  
Instructor of Biochemistry

TREVOR WILDMAN, MSc  
Instructor of Biochemistry
CLINICAL INSTRUCTORS
CHINONYEREM IHEIOHA, MBBS
Clinical Instructor of Biochemistry

DEMONSTRATORS
CANDICE R. BENJAMIN, BSc
Demonstrator of Biochemistry
TOBIAS CLEMENT, BSc
Demonstrator of Biochemistry
KWAMI JONES, BSc
Demonstrator of Biochemistry

VISITING PROFESSORS
WALLA AL-HERTANI, MD, FCCMG
Alberta Children’s Hospital
ELIZABETH BHOJ, MD, FACMG
Children’s Hospital of Philadelphia
JOHN CAREY, MD, MPH, FACMG
Utah University
SARAH H. ELSEA, PhD, FACMG
Baylor College of Medicine
BRUCE KORF, MD, PhD, FACMG
University of Alabama
ROBERT TAYLOR, PhD, FRCPath
Wellcome Trust Center for Mitochondrial Research, Newcastle University, UK
HELGA TORIELLO, PhD, FACMG
Michigan State University, College of Human Medicine
RUTH H WALKER
James J. Peters Veterans Affairs Medical, Mt. Sinai School of Medicine

Clinical Skills
DOLLAND NOEL, MD
Chair, Clinical Skills
Associate Dean of Clinical Studies, Grenada Director of Medical Education
Director of Clinical Medicine

RICHARD AMERLING, MD
Professor of Clinical Skills

FREDERIK KOTZE, MBchB (Pret), MPH
Assistant Professor of Clinical Skills

FRANCES MCGILL, MD
Professor of Clinical Skills
CHAMARTHY SUBBARAO, MBBS, OBE
Professor of Clinical Skills

BIOETHICS DIVISION
CHERYL COX-MACPHERSON, PhD
Professor of Bioethics
BARBARA LANDON, PsyD
Professor of Bioethics
RANDELL WAECHTER, PhD
Associate Professor of Bioethics
SEAN PHILPOTT-JONES, PhD, MS
Adjunct Professor, Clarkson University and Icahn School of Medicine at Mount Sinai, NY

CLINICAL INSTRUCTORS
KENDIKA ABRAMS, MD
Clinical Instructor of Clinical Skills
ANNA MARIA CYRUS-MURDEN
Course Director, Introduction to Clinical Medicine
Clinical Instructor of Clinical Skills
SHIKHA GUPTA, MD
Clinical Instructor of Clinical Skills
JESSICA LENDORE, MD
Clinical Instructor of Clinical Skills

MORONA SUKHOO-PERTAB, MD
Clinical Instructor of Clinical Skills

FULL-TIME CLINICAL TUTORS
AYODEJI T. EBIGBOLA, MD
Clinical Tutor of Clinical Skills
LUVETTE GUNNING, MD
Clinical Tutor of Clinical Skills
CHANTELLE K. HARRY, MD
Clinical Tutor of Clinical Skills
KHLWD KHTAB, MD
Clinical Tutor of Clinical Skills
SHANI ZAHRA LAYLA MCLEAN, MD
Clinical Tutor of Clinical Skills
ONIKA MIGUEL, MD
Clinical Tutor of Clinical Skills
SKYLA MONTANO, MBBS  
Clinical Tutor of Clinical Skills

RAMA PEREPU, MD  
Clinical Tutor of Clinical Skills

KRYSRAL RAMPERSAD, MBBS  
Clinical Tutor of Clinical Skills

KRISTAL ROMAIN, MD  
Clinical Tutor of Clinical Skills

OULGBENGA A. SALAKO, MBBS  
Clinical Tutor of Clinical Skills

MOUTAZ TAHA, MBBS  
Clinical Tutor of Clinical Skills

TASHANNA RE-NEE WILLIAMS, MBBS  
Clinical Tutor of Clinical Skills

DEMONSTRATORS

JASON LUCAS, BSc  
Demonstrator of Clinical Skills

ADITYA VERMA, MSc  
Demonstrator of Clinical Skills

PART-TIME CLINICAL PRECEPTORS

OYERONKE ALEXIS, MD  
Part-Time Clinical Preceptor of Clinical Skills

BYRON CALLISTE, MD  
Part-Time Clinical Preceptor of Clinical Skills

SHAWN CHARLES, MD  
Part-Time Clinical Preceptor of Clinical Skills

GLENDA VENTOUR DERIGGS, MD  
Part-Time Clinical Preceptor of Clinical Skills

TYHIESIA DONALD, MD  
Part-Time Clinical Preceptor of Clinical Skills

LAURIE FREDERICK, MD  
Part-Time Clinical Preceptor of Clinical Skills

SHURMA HARRIS, MD  
Part-Time Clinical Preceptor of Clinical Skills

CRISTOBALINA HURTADO-THOMAS, MBchB  
Part-Time Clinical Preceptor of Clinical Skills

ANJANEYULU KOSARAJU, MD  
Part-Time Clinical Preceptor of Clinical Skills

KECIA LOWE, MD, FAAP  
Part-Time Clinical Preceptor of Clinical Skills

BEVERLY NELSON, MD, FAAP  
Part-Time Clinical Preceptor of Clinical Skills

DOUGLAS NOEL, MB, B. Chir. B.A.O (N.U.I) F.R.C.S (Edin)  
Part-Time Clinical Preceptor of Clinical Skills

ARELIS CAMPITRUS PONS, MD  
Part-Time Clinical Preceptor of Clinical Skills

HUGH QUASHEE, MD  
Part-Time Clinical Preceptor of Clinical Skills

OMAR RIVERO MD, MS  
Part-Time Clinical Preceptor of Clinical Skills

THERESA SIMON, MD  
Part-Time Clinical Preceptor of Clinical Skills

DANIEL THOMAS, MBchB, MSc  
Part-Time Clinical Preceptor of Clinical Skills

CAREY WILLIAMS, MD, MBA  
Part-Time Clinical Preceptor of Clinical Skills

PART-TIME CLINICAL TUTORS

KERLENE CALLISTE, MD  
Part-Time Clinical Tutor of Clinical Skills

VAUGHAN MCQUEEN-KEITA, MD  
Part-Time Clinical Tutor of Clinical Skills

PART-TIME CLINICAL TUTORS/PRECEPTORS

JEFFERSON BELMAR, MD, BSc  
Part-Time Clinical Tutor of Clinical Skills

KENDRA BLANCHARD, MD  
Part-Time Clinical Tutor/Preceptor of Clinical Skills

LUIIS A. DIA, MD  
Part-Time Clinical Preceptor of Clinical Skills

KESTER DRAGON, MD  
Part-Time Clinical Tutor/Preceptor of Clinical Skills

LYDIA GEORGE-GILBERT, MD  
Part-Time Clinical Tutor/Preceptor of Clinical Skills

ANDRE HAMLET, MD  
Part-Time Clinical Preceptor of Clinical Skills

TERRON HOSTEN, MD  
Part-Time Clinical Preceptor of Clinical Skills

MEACHEL JAMES, MD  
Part-Time Clinical Preceptor of Clinical Skills

DORIS KEENS-DOUGLAS, MD, MPH  
Part-Time Clinical Tutor/Preceptor of Clinical Skills
ABDOUL KARIM KEITA, MD  
Part-Time Clinical Tutor/Preceptor of Clinical Skills

SUSAN LAMBERT, MD  
Part-Time Clinical Preceptor of Clinical Skills

ANNETH MC LEISH, Bsc. (Hons) MD  
Part-Time Clinical Preceptor of Clinical Skills

ALBAN PHILLIP, MD  
Part-Time Clinical Preceptor of Clinical Skills

SONIA PHILLIP, MD  
Part-Time Clinical Tutor/Preceptor of Clinical Skills

BETTY-ANN SANDY, MD  
Part-Time Clinical Tutor of Clinical Skills

EVLYN SPENCER, MD  
Part-Time Clinical Tutor/Preceptor of Clinical Skills

DEBORAH ANN STEPHENS-JOHN, MD  
Part-Time Clinical Tutor/Preceptor of Clinical Skills

EARLYNE THOMAS, MD  
Part-Time Clinical Preceptor of Clinical Skills

Clinical Teaching Unit  
DOLLAND NOEL, MD  
Associate Dean of Clinical Studies, Grenada  
Chair Department of Internal Medicine, St. George’s General Hospital

NARASIMHAN PRABHAKAR, MBBS  
Professor of Clinical Skills

JENNIFER ROONEY, MD  
Associate Professor of Clinical Skills

ALEJANDRO FORCADE MIGUEN, MD, MSc  
Registrar, Clinical Teaching Unit

HANSON CUMMINGS, MD  
Registrar, Clinical Teaching Unit

Microbiology and Immunology  
JOANNA RAYNER, PhD  
Chair, Microbiology and Immunology  
Course Director for Introduction to Infectious Disease and Basics of Immunology and Microbiology  
Professor of Microbiology

GARY BROWN, PhD  
Professor of Microbiology

SVETLANA KOTELNIKOVA, PhD

Professor of Microbiology

CALUM MACPHERSON, PhD  
Professor of Microbiology

ZARA ROSS, PhD  
Professor of Microbiology

ACHUT MALUR, PhD  
Associate Professor of Microbiology

MARIA RAMOS-NINO, PhD  
Associate Professor of Microbiology

INSTRUCTORS  
AVI BAHADOOR-YETMAN, MSc  
Instructor of Microbiology

GRACE DOLPHIN-BOND, MT, MBA  
Instructor of Microbiology

CLINICAL INSTRUCTORS  
HISHAM ELNOSH, MBBS  
Clinical Instructor of Microbiology

ROHIT GUPTA, MBBS  
Clinical Instructor of Microbiology

DEMONSTRATORS  
KARLA FARMER, MSc  
Demonstrator of Microbiology

GRANT LAMBERT, BSc, AHI  
Demonstrator of Microbiology/Medical Technology

MAKEDA MATTHEW, BSc  
Demonstrator of Microbiology

Pathology  
SHIVAYOGI R. BHUSNURMATH, MBBS, MD, FRCPATH  
Co-Chair and Professor of Pathology  
Course Director for Pathology

BHARTI BHUSNURMATH, MBBS, MD (Path)  
Co-Chair and Professor of Pathology

OSAMA ELKHIDER, MBBS  
Assistant Professor of Pathology

AKASH JAIN, MBBS, MD  
Assistant Professor of Pathology
INSTRUCTORS
MAHESH PERCY, BSc
Instructor of Pathology/Medical Technology

CLINICAL INSTRUCTORS
PETER AGABA, MBBS
Clinical Instructor of Pathology
NALEEN MATHUR, MBBS
Clinical Instructor of Pathology
VIVEK K. NUGURI, MBBS
Clinical Instructor of Pathology
JOHN A. OKPE, MBBS
Clinical Instructor of Pathology
VAJINDER SINGH, MBBS
Clinical Instructor of Pathology
AYESHA SULTANA, MD
Clinical Instructor of Pathology

CLINICAL TUTORS
YUNUSA ABDULLAHI, MBBS
Clinical Tutor of Pathology
OJIUGO ABIKAM, MBBS
Clinical Tutor of Pathology
ADESOLA A. ADELEYE, MBBS
Clinical Tutor of Pathology
SUNDAY ADUKU, MBBS
Clinical Tutor of Pathology
OLABISI AFOLOYAN-OLOYE, MBBS
Clinical Tutor of Pathology
CORNELIUS AIGBO, MBBCCH
Clinical Tutor of Pathology
AISHWARYA, MBBS
Clinical Tutor of Pathology
ELAUNIRE AYI, MD
Clinical Tutor of Pathology
DIAA EDDIN BAKR, MBBS
Clinical Tutor of Pathology
OLVA BESS, MBBS
Clinical Tutor of Pathology
ALVIN C. BILLEY, MBBS
Clinical Tutor of Pathology

PRNCEWILL CHUKWUKA
Clinical Tutor of Pathology
GISSELLE CUMMING, MD, MPH
Clinical Tutor of Pathology
RITWIK DAS, MBBS
Clinical Tutor of Pathology
SHANNON-HUGH DOUGHLIN, MBBS
Clinical Tutor of Pathology
DANIELLE DOUGLAS, MBBS
Clinical Tutor of Pathology
TANYA EDWARDS, MD
Clinical Tutor of Pathology
OSAZEE EGUAGIE, MBBS
Clinical Tutor of Pathology
DOKPE EMECHEBE, MBBS
Clinical Tutor of Pathology
NONSO EMECHEBE, MBBS
Clinical Tutor of Pathology
ALEXANDER O. ENEOKA, MBBS
Clinical Tutor of Pathology
MORRIS EVBOOMA, MD
Clinical Tutor of Pathology
EMMANUEL EZEQUIBI, MBBS
Clinical Tutor of Pathology
GEGIN GEORGE, MD
Clinical Tutor of Pathology
CATHERINA M. GONSALVES, MBBS
Clinical Tutor of Pathology
FRANKLIN T. GREEN, MBBS
Clinical Tutor of Pathology
FATIM HAMID, MBBS
Clinical Tutor of Pathology
FELICITY IGHOFOSAYE, MD
Clinical Tutor of Pathology
YAVUS INCE, MD, MSc
Clinical Tutor of Pathology
RONNE JOSEPH, MD
Clinical Tutor of Pathology
ARCHANA KATARI, MBBS
Clinical Tutor of Pathology
GAGANDEEP KAUR, MBBS
Clinical Tutor of Pathology
DAVID WILKINSON, PhD
Professor and Chair of Pathology, Medical College of Virginia, Virginia Commonwealth University

Pathophysiology
SUBRAMANYA UPADHYA, MBBS, MD, DNB
Chair and Course Director of Pathophysiology
Professor of Pathophysiology
RAGHVENDRA VIKRAM TEY, MBBS, MD
Associate Professor of Pathophysiology

CLINICAL INSTRUCTORS
BHAKTAVASTALAM PETA, MD
Clinical Instructor of Pathophysiology
ALLISTER RECHEA, MD
Clinical Instructor of Pathophysiology

CLINICAL TUTORS
PERLITA ROJA PRESTO ABENOJAR, MD
Clinical Tutor of Pathophysiology
MALCOM ANTOINE, MD
Clinical Tutor of Pathophysiology
SAMUEL AYODEJI, MBChB
Clinical Tutor of Pathophysiology
ACKEIME, CAMPBELL, MBBS
Clinical Tutor of Pathophysiology
JORDON CARTY, MBBS
Clinical Tutor of Pathophysiology
N’KOSHA FLETCHER, MD
Clinical Tutor of Pathophysiology
MINDA CHRISTIN GRANGER, MBBS
Clinical Tutor of Pathophysiology
COZEL GRANT, MD
Clinical Tutor of Pathophysiology
ASHISH JAIN, MBBS
Clinical Tutor of Pathophysiology
LENNY JOY LIM, MD
Clinical Tutor of Pathophysiology
MARTA KUZMINSKA, MD
Clinical Tutor of Pathophysiology
 TIFFANY MCLEISH, MD
Clinical Tutor of Pathophysiology

THEOPHILUS NWPBODO, MBBS
Clinical Tutor of Pathophysiology
OLUWADAMIOLA A. OGUNLEYE, MBBS
Clinical Tutor of Pathophysiology
TOLULOPE TUNDE OLADIMEJI, MBBS
Clinical Tutor of Pathophysiology
ZIZA PHILLIP, MBBS
Clinical Tutor of Pathophysiology
OTENG NONO RALOTSIA, MBBS
Clinical Tutor of Pathophysiology
MOHAMMED E. ZAKI MUSTAFA SALIH, MBBS
Clinical Tutor of Pathophysiology
IDOWU SOBOWALE, MBChB
Clinical Tutor of Pathophysiology
CHARLOTTE TAYLOR-DRIGO, MD
Clinical Tutor of Pathophysiology

VISITING PROFESSORS
PATRICK BUCKLEY, MD
Duke University Medical Center, NC
ROBERT CARL DAHL, MD
University of Colorado, CO
IAN CHEN-YEE, MD
Victoria Hospital, Canada
LYN GUENTHER, MD
Private Practice
LAURA HALE, MD
Duke University Medical Center, NC
DAVID HOLLOMBY, MD
London Health Services, Canada
ANAND LAGOO, MD
Duke University Medical Center, NC
CHAD MCCAUL, MD
Alberta Health Services, Canada
DAVID MCCRACK, MD
London Health Services, Canada
MICHAEL NICOLLE, MD
London Health Services, Canada
CHARLES OPPERMANN, MD
Kettering Medical Center, OH
AARON PINKASHOV, MD
London Health Services, Canada
PHILLIPPE RIZEK, MD  
London Health Services, Canada

NILAY SHAH, MD  
Private Practice, Canada

WILLIAM THOMPSON, MD  
London Health Services, Canada

SHANNON VENABLE, MD  
London Health Services, Canada

MARK WILLIAMS, MD  
Indiana University Medical Center, IN

ARNOLD WINSTON, MD  
Beth Israel Medical Center, NY

RICHARD YOUNG, MD  
Elmhurst Hospital, NY

---

PHARMACOLOGY

LEONARDO DASSO, PhD  
Chair, Pharmacology  
Course Director for Pharmacology  
Professor of Pharmacology

REDDY TOKALA, MBBS, MD  
Professor of Pharmacology

LUCY CLUNES, PhD  
Associate Professor of Pharmacology

---

CLINICAL INSTRUCTORS

TAMARA DE SOUZA, MBBS  
Clinical Instructor of Pharmacology

ABDELNASIR MOHAMED, MBBS  
Clinical Instructor of Pharmacology

---

CLINICAL TUTORS

FIRDOS ALI, MBBS  
Clinical Tutor of Pharmacology

CLINT GARBANZOS, MD  
Clinical Tutor of Pharmacology

MOHAMED M.G. MOHAMED, MBBS  
Clinical Tutor of Pharmacology

AIGUE ANNE OKOGUN, MBBS  
Clinical Tutor of Pharmacology

JOSHUA REECE, MBBS  
Clinical Tutor of Pharmacology

---

PHYSIOLOGY, NEUROSCIENCE, AND BEHAVIORAL SCIENCES

WALTER KOLBINGER, PhD  
Chair, Physiology, Neuroscience, and Behavioral Sciences  
Professor of Neuroscience

DIRK BURKHARDT, MSc, MD, PhD  
Course Director for Basic Principles of Medicine II  
Module Coordinator for Nervous System and Behavioral Sciences  
Professor of Neuroscience

VIJAYA CHELLAPILLA, MD  
Professor of Physiology

MARK CLUNES, PhD  
Professor of Physiology

THEODORE HOLLIS, PhD  
Professor of Physiology

BREND A KIRKBY, PhD  
Professor of Behavioral Sciences

ROBERT DUNCAN KIRKBY, PhD  
Professor of Neuroscience

JOHN PETTUS, PhD  
Professor of Behavioral Sciences

BRIANA FAHEY, PhD  
Associate Professor of Neuroscience, Northumbria, KBTGSP  
Associate Course Director for Basic Principles of Medicine II

IAN MURRAY, PhD  
Associate Professor of Physiology

JACQUELINE POWELL, PhD  
Module Coordinator for Cardiovascular, Pulmonary, and Renal Systems

ASSOCIATE PROFESSOR OF PHYSIOLOGY

THOMAS THESEN, PhD  
Associate Professor of Neuroscience
KAREN BLACKMON, PhD  
Assistant Professor of Behavioral Sciences

KESAVA MANDALANENI, MBBS  
Assistant Professor of Neuroscience

**INSTRUCTORS**

NOREEN ALEXANDER, MSc  
Instructor of Neuroscience

---

**CLINICAL INSTRUCTORS**

RICHARD AJUYAH, MBBS  
Clinical Instructor of Physiology and Neuroscience

PRIYA DEBNATH, MD  
Clinical Instructor of Physiology and Neuroscience

JUANETTE MCKENZIE, MD, MBBS, PGCME  
Clinical Instructor of Physiology and Neuroscience

GABRIELLE WALCOTT-BEDEAU, MD, MMSc, PGCME  
Clinical Instructor of Physiology and Neuroscience

---

**CLINICAL TUTORS**

OLUWATOSIN O. ARUBUOLAE, MBBS  
Clinical Tutor of Physiology and Neuroscience

SUDEL BAYLEY, MBBS  
Clinical Tutor of Physiology and Neuroscience

SHION A. BETTY, MBChB  
Clinical Tutor of Physiology and Neuroscience

FAYOUN PATRICIA BOBB, MBBS  
Clinical Tutor of Physiology and Neuroscience

EARLAN CHARLES, MD  
Clinical Tutor of Physiology and Neuroscience

PATULA CLARKE, MBBS  
Clinical Tutor of Physiology and Neuroscience

ROHAN CUMMINGS, MD  
Clinical Tutor of Physiology and Neuroscience

ALI DRIGO, MD  
Clinical Tutor of Physiology and Neuroscience

EMUOBOSA EFERAKWEYA, MD, MPH  
Clinical Tutor of Physiology and Neuroscience

EGHOSA IROGUE, MBBS  
Clinical Tutor of Physiology and Neuroscience

NICOLA JACKSON, MBBS  
Clinical Tutor of Physiology and Neuroscience

---

**Public Health and Preventive Medicine**

MARTIN FORDE, ScD, PEng  
Chair, Public Health and Preventive Medicine

EMMANUEL KEKU, MA, MSPH, MD  
Professor, Public Health and Preventive Medicine

HUGH SEALY, PhD, PEng  
Professor, Public Health and Preventive Medicine

SATESH BIDAISEE, DVM, MSPH, EdD  
Associate Professor of Public Health and Preventive Medicine

Assistant Dean for School of Graduate Studies at SGU

PRAVEEN DURGAMPUDI, MBBS, MPH, MSPH  
Track Director for Topics in Community and Preventive Medicine: Medicine in Society II

Associate Professor, Public Health and Preventive Medicine

ROGER LINCOLN RADIX, MD, MPH, MIB, FRSPH  
Associate Professor, Public Health and Preventive Medicine

PRAKASH V.A.K. RAMDASS, MPH, MSc  
Associate Professor, Public Health and Preventive Medicine

CHRISTINE RICHARDS, MPH, PhD
INSTRUCTORS

JERRY ENOE, MSc
Instructor/Practicum Coordinator, Public Health and Preventive Medicine

LINDONNE GLASGOW, Dip., MSc
Instructor, Public Health and Preventive Medicine

KERRY MITCHELL, PhD
Instructor, Public Health and Preventive Medicine

SHANTEL PETERS, MPH
Instructor, Public Health and Preventive Medicine

LESELLE PIERRE, MSc
Instructor, Public Health and Preventive Medicine

KENNEDY ROBERTS, MPH
Instructor, Public Health and Preventive Medicine

GERARD ST. CYR, MPH
Instructor, Public Health and Preventive Medicine

TESSA WENDY ST. CYR, MSc
Instructor/Accreditation Coordinator, Public Health and Preventive Medicine

DEMONSTRATORS

ODRAN NIGEL EDWARDS, BSc
Demonstrator

ADJUNCT PROFESSORS/ASSOCIATE/ASSISTANT PROFESSORS

PETER RADIX, PhD
Part-Time Adjunct Professor, Public Health and Preventive Medicine

KAMILAH THOMAS-PURCELL, PhD, MPH
Part-Time Adjunct Assistant Professor, Public Health and Preventive Medicine

JOIN SVM FACULTY

RICHARD KABUUSU, BVM, MPH
School of Veterinary Medicine, St. George’s University

ROHINI ROOPNARINE, BVSc, MPhil, VPH
School of Veterinary Medicine, St. George’s University

VISITING PROFESSORS

TAR-CHING AW, MSc, MB, BS
United Arab Emirates University

LEON DEREK CHARLES, BSc, MSc, MBA
Charles and Associate, Inc.

JEAN COX-GANSER, PhD
National Institute of Occupational Safety and Health

MARSHALL KERR TULLOCH-REID, MBBS, MPhil, DSc, FACE
Tropical Medicine Research Institute, University of the West Indies

MARY JEANNE KREEK, MD
The Rockefeller University

MICHAEL EDWARD SMALLEY, PhD
African Medical and Research Foundation (AMREF)

LINUS THOMAS, MRP, PhD
Honorary Consul for Belize

TREVOR THOMPSON
Ministry of Agriculture

BERRAN YUCESOY, PhD
National Institute for Occupational Safety and Health (NIOSH)

Preclinical Sciences

COURISSE KNIGHT, MS, PhD
Director of Pre-Professional Programs
Assistant Professor, Preclinical Sciences

INSTRUCTORS

SACHA PIERRE, BA, MAEd
Instructor, Preclinical Sciences

ARLETTE WILDMAN, MA
Instructor, Preclinical Sciences

CLINICAL INSTRUCTORS

MADONNA P. PHILLIP, MD
Clinical Instructor, Preclinical MD

CLINICAL TUTORS

FOMBA KANNEH, MBBS
Clinical Tutor, Preclinical Sciences

TEMITAYO, F. OLAGBEMI, MBBS
Clinical Tutor, Preclinical Sciences

KARL THEODORE, MBBS
Clinical Tutor, Preclinical Sciences

DEMONSTRATOR TEACHING FELLOW
TERRANCE JONES, MD  
Demonstrator, Teaching Fellow, Preclinical Sciences

DEMONSTRATOR
ALTHEA MCPHAIL, BSc  
Demonstrator, Preclinical Sciences

PAULINE SMITH, MPH  
Demonstrator, Preclinical Sciences

CLINICAL DEPARTMENTS

Emergency Medicine

PROFESSORS
JOHN MADDEN, MD  
Associate Dean of Students, Director, Office of Career Guidance and Student Development  
St. George’s University School of Medicine

THEODORE J. GAETA, DO  
Chair, St. George’s University School of Medicine

DAVID E. HODGKINSON, BMBS, MFSEM, FRCP, FRCS, FCEM  
Associate Chair, United Kingdom

DANIEL P. DAVIS, MD  
Arrowhead Regional Medical Center

JOSEPH FELDMAN, MD  
Director of Medical Education, Hackensack University Medical Center

GREGORY J. ROKOSZ, DO, JD  
St. Barnabas Medical Center

MUHAMMAD WASEEM, MD  
Lincoln Medical and Mental Health Center

ASSOCIATE PROFESSORS
PAUL BARBARA, MD  
Associate Advisor, Office of Career Guidance and Student Development  
St. George’s University School of Medicine

PRITISH K. BHATTACHARYYA, MD  
Hackensack University Medical Center

RICHARD BLAYNEY, MBBChB, LRCP, LRCSI, FRCSI, FFAEM  

Russells Hall Hospital

ANTHONY CATAPANO, DO  
St Joseph’s Regional Medical Center

GARY CUMBERBATCH, FRCS, DA, FCEM  
Clerkship Director, Poole General Hospital

PATRICK B. HINFHEY, MD  
Newark Beth Israel Medical Center

LISANDRO IRIZARRY, MD  
The Brooklyn Hospital Center

ELLEN J. KURKOWSKI, DO  
Hackensack University Medical Center

CAROL H. LEE, MD  
Arrowhead Regional Medical Center

ASHES K. MUKHERJEE, MBBS, FRCS  
Russells Hall Hospital

MICHAEL M. NEEKI, DO  
Arrowhead Regional Medical Center

PATRICIA P. NOUHAN, MD  
St. John Hospital and Medical Center

NILESH N. PATEL, DO  
St Joseph’s Regional Medical Center

MARK ROSENBERG, DO  
St Joseph’s Regional Medical Center

MOLLIE V. WILLIAMS, MD  
The Brooklyn Hospital Center

SVETLANA ZAKHARENKO, DO  
Hackensack University Medical Center

ADJUNCT ASSOCIATE PROFESSORS
KAUSHAL H. SHAH, MD  
The Queens Hospital Network

CLINICAL ASSOCIATE PROFESSORS
RODNEY W. BORGER, MD  
Arrowhead Regional Medical Center

CHINWE OGEDEGBE, MD  
Hackensack University Medical Center

MARGARITA E. PENA, MD  
St John Hospital & Medical Center

ASSISTANT PROFESSORS
ROBERT B. TAKLA, MD
St John Hospital and Medical Center

JOANNE TAYLOR, MBBC, MRCS
Clerkship Director, Russells Hall Hospital

GURUSWAMY VIJAYAKUMAR, MBBS, FRCS
Clerkship Director, North Middlesex University Hospital

HO-WANG YUEN, MD
Clerkship Director, Arrowhead Regional Medical Center

SHRENI N. ZINZUWADIA, MD
Newark Beth Israel Medical Center

CLINICAL ASSISTANT PROFESSORS

DAVID J. ADINARO, MD
St Joseph’s Regional Medical Center

CARY H. CHIANG, MD
Hackensack University Medical Center

KEVIN HEWITT, MD
Hackensack University Medical Center

THOMAS F. MINAHAN, JR., DO
Arrowhead Regional Medical Center

INSTRUCTORS

JIANG (CAROLE) CHEN
Hackensack University Medical Center

GREG FENATI, DO
Arrowhead Regional Medical Center

STACEY L. FANNING, PhD
Hackensack University Medical Center

CARYN KATZ-LOFFMAN, MSW
Hackensack University Medical Center

SHEENA PUNNAPUZHA, MD
The Brooklyn Hospital Center

CLINICAL INSTRUCTORS

MARIE-THERESE A. ESTANBOULI, PharmD
Hackensack University Medical Center

RONALD L. FERNANDEZ, MD
Hackensack University Medical Center

Family Medicine and General Practice

ASSOCIATE PROFESSORS

SHERLY ABRAHAM, MD
Clerkship Director, The Brooklyn Hospital Center

ARVIND R. ANKIREDDYPALLI, MD
The Brooklyn Hospital Center

KEVIN J. BERG, MD
HackensackUMC Mountainside

ANI A. BODOUTCHIAN, MD
Southside Hospital

RICHARD J. BONANNO, MD
Clerkship Director, Southside Hospital

ANIEL CRUZ, PhD
HackensackUMC Mountainside Hospital

MARIE L. ELIO-STIVEN, MD
The Brooklyn Hospital Center

AMY D. GRUBER, MD
Clerkship Director, Overlook Hospital

NIKHIL HEMADY, MD
Clerkship Director, Pontiac General Hospital

JOHN A. HEYDT, MD
Borrego Community Health Foundation

ASMA B. JAFRI, MD
San Joaquin General Hospital

STANLEY F. KARON, MD
Vancouver General Hospital

DELA L. LACARA, DO
Mountainside Family Practice

MELISSA MASCARO, MD
HackensackUMC Mountainside

GEORGE W. MILLER, MD
HackensackUMC Mountainside Hospital

NEUBERT PHILIPPE, MD
Southside Hospital

MAYUR S. RALI, MD

PROFESSORS

EVERETT W. SCHLAM, MD
Chair, St. George’s University School of Medicine
Director of Medical Education, HackensackUMC Mountainside Hospital

TOCHI IROKU-MALIZE, MD
Director of Medical Education, Southside Hospital

ASSOCIATE PROFESSORS

SHERLY ABRAHAM, MD
Clerkship Director, The Brooklyn Hospital Center

ARVIND R. ANKIREDDYPALLI, MD
The Brooklyn Hospital Center

KEVIN J. BERG, MD
HackensackUMC Mountainside

ANI A. BODOUTCHIAN, MD
Southside Hospital

RICHARD J. BONANNO, MD
Clerkship Director, Southside Hospital

ANIEL CRUZ, PhD
HackensackUMC Mountainside Hospital

MARIE L. ELIO-STIVEN, MD
The Brooklyn Hospital Center

AMY D. GRUBER, MD
Clerkship Director, Overlook Hospital

NIKHIL HEMADY, MD
Clerkship Director, Pontiac General Hospital

JOHN A. HEYDT, MD
Borrego Community Health Foundation

ASMA B. JAFRI, MD
San Joaquin General Hospital

STANLEY F. KARON, MD
Vancouver General Hospital

DELAB L. LACARA, DO
Mountainside Family Practice

MELISSA MASCARO, MD
HackensackUMC Mountainside

GEORGE W. MILLER, MD
HackensackUMC Mountainside Hospital

NEUBERT PHILIPPE, MD
Southside Hospital

MAYUR S. RALI, MD
ADJUNCT ASSOCIATE PROFESSORS

MICHEL J. DODARD, MD
Director of Medical Education, Clerkship Director, Center for Haitian Studies

CLINICAL ASSOCIATE PROFESSORS

CLAUDIA L. LYON, DO
Interim Director of Medical Education, Lutheran Medical Center

YAR PYE, MD
Lutheran Medical Center

RODERICK P. TUKKER, MD
Vancouver General Hospital

NANCY WEITZMAN, PhD
Southside Hospital

ASSISTANT PROFESSORS

CHRISTOPHER J. MAGNIFICO, MD
Assistant Dean, School of Medicine, Southside Hospital

JUDIT BAKONYI, MD
Vancouver General Hospital

FEBBIS BALINOS, MD
Arrowhead Regional Medical Center

BRET M. BELLARD, MD
Renown Health System

LEO BUNUEL-JORDANA, DO
Renown Health System

DAGOBERTO CAMACHO, MD
Clerkship Director, Norwegian American Hospital

PETER CARRAZZONE, MD
St Joseph’s Regional Medical Center

FRANCIS COLLINS GENRICH, MD

HackensackUMC Mountainside

VICTORIA DANTCHENKO, MD
The Brooklyn Hospital Center

RUTH E. DEITZ, MD
HackensackUMC Mountainside Hospital

MICHAEL DELISI, MD
St. Joseph’s Regional Medical Center

MARY K. ELLIS, MD
NYU Lutheran Medical Center

IRINA V. ERLIKH, MD
The Brooklyn Hospital Center

JAMES T. EVANS, MD
Arrowhead Regional Medical Center

TANYA FAIRWEATHER, MD
Vancouver General Hospital

ANNEMARIE FALK, MD
Vancouver General Hospital

ANNA FARHAT, MD
St John Hospital and Medical Center

KWAME O. E. FRANCIS, MD
St John Hospital and Medical Center

PREETHI S. GEORGE, MD
Clerkship Director, HackensackUMC Mountainside Hospital

MARLA GORDON, MD
Vancouver General Hospital

VIKRAM GUPTA, MD
St Joseph’s Regional Medical Center

TOM HERBERT, MD
Renown Health System

MUSIBAU A. IBRAHEEM, MD
Clerkship Director, DeKalb Regional Health System

CHANDRIKA IYER, MD
St. John Hospital and Medical Center

AISHA M. JALEEL, MD
Norwegian American Hospital

JASON JOHNSON, MD
Renown Health System

EDWARD M. KEIDERLING, MD
Arrowhead Regional Medical Center

HARBINDER (BOBBY) S. KAHLON, MD
Renown Health System
CHANDRA SEKHAR KOTHURU, MBBS  
St George’s General Hospital

PETER KRYKORKA, MD  
Vancouver General Hospital

ERICKSON U. LIWANAG, MD  
Renown Health System

SRILAKSHMI MAGULURI, MD  
Director of Medical Education, Norwegian American Hospital

CARMINE A. MAZZELLA, DO  
HackensackUMC Mountainside Hospital

BRIAN J. MCCORMACK, MD  
Renown Health System

OGADINMA O. MCGEACHY, MD  
Interim Director of Medical Education, Clerkship Director 
Kingsbrook Jewish Medical Center

BIJAL SHAH MEHTA, MD  
HackensackUMC Mountainside

CHARLENE MILNE, MD  
JFK Medical Center

SIRAJ M. MOWJOOD, DO  
Arrowhead Regional Medical Center

JOHN MURATORI, MD  
Southside Hospital

MARY E. MURPHY, MD  
St John Hospital & Medical Center

RACHEL O’BYRNE, MD  
Clerkship Director 
St John Hospital and Medical Center

VEENA PANTHANGI, MD  
St John Hospital and Medical Center

MARK R. PASCHALL, MD  
St John Hospital and Medical Center

ANNE PICCIANO, MD  
JFK Medical Center

DANIEL H. POMERANTZ, MD  
Clerkship Director, Montefiore New Rochelle

NIREN RAVAL, DO  
Interim Director of Medical Education, Arrowhead Regional 
Medical Center

STEPHANIE REINHARDT, MD  
Renown Health System

JEANES N. REYNOLDS, MD  
St John Hospital & Medical Center

DAMOUN A. REZAI, MD  
Director of Medical Education, Clerkship Director, Borrego 
Community Health Foundation

IVAN D. RODRIGUEZ, DO, PhD  
Director of Medical Education, Clerkship Director, Larkin 
Community Hospital

CHRISTIAN J. RUCKER, MD  
Vancouver General Hospital

MOHAMMED SAJJAD, MD  
Norwegian American Hospital

NAZAR M. SANOUSI, MD  
Renown Health System

BARRY J. SCOIFIELD, MD  
St Johns Hospital and Medical Center

POORNIMA SENRA, MBBS, MRCPsych  
Vancouver General Hospital

TANYA SHNEYDER, MD  
Lutheran Medical Center

KULBIR SINGH, MD  
Clerkship Director, Vancouver General Hospital

HENRIK SLOTS, MD  
Renown Health System

DEBORAH E. SMALL, MD  
Arrowhead Regional Medical Center

STEPHANIE SMITH, MD  
HackensackUMC Mountainside

JARED L STAHLLECKER, MD  
Director of Medical Education, Mercy Health System

JARED L STAHLLECKER, MD  
Director of Medical Education, Mercy Health System

MYINT M. TIN, MD  
Lutheran Medical Center

MICHAEL W. TORELLI, MD  
Southside Hospital

MEGHAN L. WARD, MD  
Renown Health System

BHANU WUNNAVA, MD  
Clerkship Director, San Joaquin General Hospital

DOUGLAS H. ZAEH, MD  
HackensackUMC Mountainside

JANIS E. ZIMMERMAN, MD  
Clerkship Director, Mercy St Vincent Medical Center
CLINICAL ASSISTANT PROFESSORS

DANIEL EZEKIEL, MD
Vancouver General Hospital

JOHN P. METZ, MD
JFK Medical Center

DOROTHY OURVAN, DO
Hackensack University Medical Center

VALERIE K. OVERHOLT, DO
Providence Hospital

JOHN A. C. RIDLEY, MD
Vancouver General Hospital

SUNG Y. SON CHAE, MD
JFK Medical Center

INSTRUCTORS

BYRON A. CALLISTE, MD
Clerkship Director, St George’s General Hospital

CHRISTOPHER D. CHAI, MD
Renown Health System

JESSICA C. HAUSER-HARRINGTON, MD
St John Hospital & Medical Center

GAIL F. B. HUSBANDS-FRIDAY, MBBS, BSc
St George’s General Hospital

STEPHANIE L. STUTZ, DO
Clerkship Director, Renown Health System

Internal Medicine

PROFESSORS

DANIEL D. RICCIARDI, MD, FACR
Dean of Clinical Studies, St. George’s University School of Medicine
Director of Medical Education, The Brooklyn Hospital Center

GARY ISHKANIAN, MD
Assistant Dean of Clinical Studies, United States, Associate Chair Department of Medicine
Director of Medical Education, Clerkship Director Montefiore Mount Vernon

FRED M. JACOBS, MD
Chair, St. George’s University School of Medicine

STANLEY BERNSTEIN, MD
Associate Chair, United States, St. George’s University School of Medicine

DANIEL EZEKIEL, MD
Vancouver General Hospital

JOHN P. METZ, MD
JFK Medical Center

DOROTHY OURVAN, DO
Hackensack University Medical Center

VALERIE K. OVERHOLT, DO
Providence Hospital

JOHN A. C. RIDLEY, MD
Vancouver General Hospital

SUNG Y. SON CHAE, MD
JFK Medical Center

INSTRUCTORS

BYRON A. CALLISTE, MD
Clerkship Director, St George’s General Hospital

CHRISTOPHER D. CHAI, MD
Renown Health System

JESSICA C. HAUSER-HARRINGTON, MD
St John Hospital & Medical Center

GAIL F. B. HUSBANDS-FRIDAY, MBBS, BSc
St George’s General Hospital

STEPHANIE L. STUTZ, DO
Clerkship Director, Renown Health System

Internal Medicine

PROFESSORS

DANIEL D. RICCIARDI, MD, FACR
Dean of Clinical Studies, St. George’s University School of Medicine
Director of Medical Education, The Brooklyn Hospital Center

GARY ISHKANIAN, MD
Assistant Dean of Clinical Studies, United States, Associate Chair Department of Medicine
Director of Medical Education, Clerkship Director Montefiore Mount Vernon

FRED M. JACOBS, MD
Chair, St. George’s University School of Medicine

STANLEY BERNSTEIN, MD
Associate Chair, United States, St. George’s University School of Medicine

ARLA OGILVIE, MBChB, MRCP
Associate Chair, United Kingdom, Watford General Hospital

TIMOTHY SHELDON BRANNAN, MD
Jersey City Medical Center

SUSAN M. SZPUNAR, MD
St John Hospital and Medical Center

JEFFREY BRENSILVER, MD
Overlook Hospital

LYSSETTE CARDONA, MD
Cleveland Clinic Hospital

MICHAEL CLEMENTS, MBBS, MD, FRCP
Associate Dean of Academic Affairs, Watford General Hospital

PAUL A. CULLIS, MD
St John Hospital and Medical Center

MATTHEW S. DRYDEN, MD, MBBS
Royal Hampshire County Hospital

BASIM A. DUBAYBO, MD
Director of Medical Education, Providence Hospital

CHRISTOPHER J. DURKIN, MBB, MRCP, FRCP
Director of Medical Education, Clerkship Director, Stoke Mandeville Hospital

ADEL EL-HENNAWY, MD
Coney Island Hospital

MOHAMAD FAKIH, MD
St John Hospital & Medical Center

STANLEY B. FIEL, MD
Morristown Medical Center

JOEL T. FISHBAIN, MD
St John Hospital and Medical Center

MICHAEL D. FLYNN, MBBS, MRCP, MD, FRCP
Kent & Canterbury Hospital

JULIUS M. GARDIN, MD
Hackensack University Medical Center

PETER GROSS, MD
Hackensack University Medical Center

ALISON GROVE, MD, FRCP, MRCGP, MBChir
Royal Hampshire County Hospital

MARTINE GUEZ, MD
Coney Island Hospital
KANCHAN GUPTA, MD
Coney Island Hospital

JACOB HAFT, MD
St. Michael's Medical Center

SAUL ISHAQ, MBBS, FRCP
Director of Medical Education, Clerkship Director, Russells Hall Hospital

LEONARD B. JOHNSON, MD
St John Hospital & Medical Center

PADMANABHAN KRISHNAN, MBBS
Coney Island Hospital

FREDERICK MICHAEL, DO
St John Hospital and Medical Center

ROBERT PROVENZANO, MD
St John Hospital and Medical Center

ROSE RECCO, MD
Coney Island Hospital

FARIBORZ REZAI, MD
St. Barnabas Medical Center

HENRY ROSENBERG, MD
Director of Medical Education, St. Barnabas Medical Center

HOWARD S. ROSMAN, MD
St John Hospital and Medical Center

ALAN SACERDOTE, MD
Woodhull Medical and Mental Health Center

TITA D. CASTOR, MD
Director of Medical Education, The Queens Hospital Network

GEORGE N. CORITSIDIS, MD
The Queens Hospital Network

RAND DAVID, MD
The Queens Hospital Network

ISSAC SACHMECHI, MD
The Queens Hospital Network

PETER SPIRO, MD
The Queens Hospital Network

DOLLAND W. NOEL, MD
Associate Dean of Clinical Studies, Grenada,

DIRECTOR OF MEDICAL EDUCATION, Clerkship Director,
St George’s General Hospital

NASIR ABBAS, MBBS, MRCP
Kent & Canterbury Hospital

MUHAMMAD ABDULLAH, MD
Coney Island Hospital

NADA G. ABOU-FAYSSAL, MD
Lutheran Medical Center

MARC ADELMAN, MD
St. Michael’s Medical Center

BASIM AL-KHAFAJI, MD
St John Hospital and Medical Center

SANTHOSH G. AMBIKA, MD

GERALD COHEN, MD
St John Hospital & Medical Center

COLIN FEENEY, MD
Director of Medical Education, Alameda County Medical Center

JOHN J. HALPERIN, MD
Overlook Hospital

NAYAN K. KOTHARI, MD
St Peter’s University Hospital

HERBERT M. SCHUB, MD
Alameda County Medical Center

FAYEZ SHAMOON, MD
St. Michael’s Medical Center, Tinitas Regional Medical Center, Newark Beth Israel Medical Center

CLINICAL PROFESSORS

GERALD COHEN, MD
St John Hospital & Medical Center

COLIN FEENEY, MD
Director of Medical Education, Alameda County Medical Center

JOHN J. HALPERIN, MD
Overlook Hospital

NAYAN K. KOTHARI, MD
St Peter’s University Hospital

HERBERT M. SCHUB, MD
Alameda County Medical Center

FAYEZ SHAMOON, MD
St. Michael’s Medical Center, Tinitas Regional Medical Center, Newark Beth Israel Medical Center

ADJUNCT PROFESSORS

TITA D. CASTOR, MD
Director of Medical Education, The Queens Hospital Network

GEORGE N. CORITSIDIS, MD
The Queens Hospital Network

RAND DAVID, MD
The Queens Hospital Network

ISSAC SACHMECHI, MD
The Queens Hospital Network

PETER SPIRO, MD
The Queens Hospital Network

ASSOCIATE PROFESSORS

DOLLAND W. NOEL, MD
Associate Dean of Clinical Studies, Grenada,

DIRECTOR OF MEDICAL EDUCATION, Clerkship Director,
St George’s General Hospital

NASIR ABBAS, MBBS, MRCP
Kent & Canterbury Hospital

MUHAMMAD ABDULLAH, MD
Coney Island Hospital

NADA G. ABOU-FAYSSAL, MD
Lutheran Medical Center

MARC ADELMAN, MD
St. Michael’s Medical Center

BASIM AL-KHAFAJI, MD
St John Hospital and Medical Center

SANTHOSH G. AMBIKA, MD

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<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cristina Pravia, MD</td>
<td>Cleveland Clinic Hospital</td>
</tr>
<tr>
<td>F. Franck Rahaghi, MD</td>
<td>Cleveland Clinic Hospital</td>
</tr>
<tr>
<td>Naipaul Rambaran, MD</td>
<td>St. Joseph’s Regional Medical Center</td>
</tr>
<tr>
<td>Donald M. Rozzell, MD</td>
<td>St. John Hospital and Medical Center</td>
</tr>
<tr>
<td>James Saffier, MD</td>
<td>Director of Medical Education, San Joaquin General Hospital</td>
</tr>
<tr>
<td>Virginia J. Sanders Zacharias, MD</td>
<td>St John Hospital and Medical Center</td>
</tr>
<tr>
<td>Sunil Sapru, MD</td>
<td>St. Barnabas Medical Center</td>
</tr>
<tr>
<td>Archana Saxena, MD</td>
<td>Clerkship Director, Lutheran Medical Center</td>
</tr>
<tr>
<td>Achim Schwenk, MD</td>
<td>North Middlesex University Hospital</td>
</tr>
<tr>
<td>Sharon E. Selinger, MD</td>
<td>Overlook Medical Center</td>
</tr>
<tr>
<td>Mamta Sharma, MD</td>
<td>St John Hospital and Medical Center</td>
</tr>
<tr>
<td>Vijay S. Shetty, MD</td>
<td>Director of Medical Education, Clerkship Director, Maimonides Medical Center</td>
</tr>
<tr>
<td>Nicole Simon, MD</td>
<td>Coney Island Hospital</td>
</tr>
<tr>
<td>Laurence A. Smolley, MD</td>
<td>Cleveland Clinic Hospital</td>
</tr>
<tr>
<td>Roberto Solis, MD</td>
<td>St. Joseph’s Regional Medical Center</td>
</tr>
<tr>
<td>Paul Stevens, BSc, MBBS, MRCP, FRCP</td>
<td>Kent &amp; Canterbury Hospital</td>
</tr>
<tr>
<td>Avraham Tal, MD</td>
<td>Coney Island Hospital</td>
</tr>
<tr>
<td>Lisa Tank, MD</td>
<td>Hackensack University Medical Center</td>
</tr>
<tr>
<td>David Tarver, MBBS, MRCP, FRCR</td>
<td>Poole General Hospital</td>
</tr>
<tr>
<td>Zubin J. Tharayil, MD</td>
<td>Lutheran Medical Center</td>
</tr>
<tr>
<td>Mohan R. Thomas, MBBS, MD</td>
<td>Russells Hall Hospital</td>
</tr>
<tr>
<td>Andrew Ukleja, MD</td>
<td>Cleveland Clinic Florida</td>
</tr>
<tr>
<td>Viswanath P. Vasudevan, MBBS</td>
<td>The Brooklyn Hospital Center</td>
</tr>
<tr>
<td>Aman A. Vazir, MD</td>
<td>St. Joseph’s Regional Medical Center</td>
</tr>
<tr>
<td>Guha K. Venkatraman, MD</td>
<td>St Barnabas Medical Center</td>
</tr>
<tr>
<td>Warren M. Walkow, MD</td>
<td>Monmouth Medical Center</td>
</tr>
<tr>
<td>Curtis L. Whitehair, MD</td>
<td>Director of Medical Education, Clerkship Director, National Rehabilitation Hospital</td>
</tr>
<tr>
<td>Linda P. Williams, MD</td>
<td>Montefiore New Rochelle</td>
</tr>
<tr>
<td>John S. Williamson, MD</td>
<td>Renown Health System</td>
</tr>
<tr>
<td>Philip Xiao, MD</td>
<td>The Brooklyn Hospital Center</td>
</tr>
<tr>
<td>Michael F. Yacoub, MD</td>
<td>St John Hospital and Medical Center</td>
</tr>
<tr>
<td>Hiroshi Yamasaki, MD</td>
<td>St John Hospital &amp; Medical Center</td>
</tr>
<tr>
<td>Chi Yuen Yau, MA, MBBchir, MRCP</td>
<td>Stoke Mandeville Hospital</td>
</tr>
<tr>
<td>Paul Yodice, MD</td>
<td>St. Barnabas Medical Center</td>
</tr>
<tr>
<td>Linus M. Yoe, MD</td>
<td>Clerkship Director, The Brooklyn Hospital Center</td>
</tr>
<tr>
<td>Frank Yuppa, MD</td>
<td>St. Joseph’s Regional Medical Center</td>
</tr>
<tr>
<td>Muhammad M. Zaman, MD</td>
<td>Coney Island Hospital</td>
</tr>
<tr>
<td><strong>Adjunct Associate Professors</strong></td>
<td></td>
</tr>
<tr>
<td>Debra J. Brennesse, MD</td>
<td>The Queens Hospital Network</td>
</tr>
<tr>
<td>Joseph Farraye, MD</td>
<td>The Queens Hospital Network</td>
</tr>
<tr>
<td>Mirela C. Feurdean, MD</td>
<td></td>
</tr>
</tbody>
</table>
CLINICAL ASSOCIATE PROFESSORS

SURYANARAYAN ANAND, MD
The Brooklyn Hospital Center

WALID BADDOURA, MD, St. Joseph’s Regional Medical Center

LEONARD BERKWITZ, MD
The Brooklyn Hospital Center

RUDOLF L. BORGSTEIN, MBBS, FRCP
North Middlesex University Hospital

ERIC N. BURKETT, MD
Monmouth Medical Center

WILLIAM CHENITZ, MD
St. Michael’s Medical Center

JESSICA L. ISRAEL, MD
Monmouth Medical Center

DAVID LINTZ, MD
Jersey City Medical Center

ANTHONY NATELLI, MD
St. Joseph’s Regional Medical Center

PATRICK V. PERIN, MD
St. Joseph’s Regional Medical Center

DOUGLAS J. RATNER, MD
Jersey City Medical Center

ROBERT SABORITO, MD
St. Joseph’s Regional Medical Center

STEVEN SIEGEL, MD
Coney Island Hospital

STEVEN J. SPERBER, MD
Hackensack University Medical Center

AUDANIS VERTUS, MD
Clerkship Director, Kings County Hospital Center

ASSISTANT PROFESSORS

SAMIR ABDELHADI, DO
Hackensack University Medical Center

ANANTH ACHARYA, MD
Alameda County Medical Center

IRFAN ADMANI, MD
Hackensack University Medical Center

RICHARD ADAMICK, MD
Cleveland Clinic Hospital

SUHEL H. AHMED, MD
Hackensack University Medical Center

ADNAN AKBAR, MD
Renown Health System

LOUIS ALERTE, MS
Jersey City Medical Center

SARKIS ARABIAN, MD
Arrowhead Regional Medical Center

JOHN A. ASHKAR, MD
NYU Lutheran Medical Center

STEPHEN V. AVALLONE JR, MD
Cleveland Clinic Hospital
SULAIMAN AZEEZ, MD
Lincoln Medical and Mental Health Center

SIMON BADIN, MD
Jersey City Medical Center

RAMIN BAGHAI-RAVARY, MD
Kent & Canterbury Hospital

BINDU BALANI, MD
Hackensack University Medical Center

ELIZABETH BANKSTAHL, MD
St John Hospital and Medical Center

RAFAEL BEJARANO-NARBONA, MD
Kings County Hospital Center

SILVIA BERCOCICI, MD
Coney Island Hospital

MARK BERMAN, MD
Cleveland Clinic Hospital

ANDREW J. BIRNIE, BSc, MBChB, FRCP, MRCP
Kent & Canterbury Hospital

BRANDON J. BOESCH, DO
Alameda Health System

JACK BOGGOSIAN, MD
St. Michael’s Medical Center

ALLA BOGORODOVSKY, MD
Coney Island Hospital

CHRISTOPHER BOOS, MD, MBBS
Poole General Hospital

CAROLINA I. BORZ-BABA, MD
Clerkship Director, St Mary’s Hospital

ALANDE BREZAULT, MD
Clerkship Director, Center for Haitian Studies

BARRY A. BROOK, MD
The Jewish Hospital

CARL BROOKES, MBBS, MRCP, FRCP
North Hampshire Hospital

NAGI J. BUSTROS, MD
Lutheran Medical Center

PAUL H. BYSSAINTHE, MD
Woodhull Medical & Mental Health Center

RAFAEL CABRALES, MD
Cleveland Clinic Hospital

GERARDO CAPO, MD
Trinitas Regional Medical Center

THANDAVABABU CHELLIAH, MD
Coney Island Hospital

QIYUAN CHEN, MD
Lutheran Medical Center

YAW-LING CHEN, MD
Co-Clerkship Director, Woodhull Medical and Mental Health Center

MEI-YU “ERIC” CHUANG, MD
Renown Health System

RICHARD CONWAY, MD
Coney Island Hospital

SAMORA Y. COTTERELL, MD
Clerkship Director, Center for Haitian Studies

SENAK DEVENDRA, MD, MBChB, MRCP
Clerkship Director, Watford General Hospital

MICHAEL D. DELISI, MD
Clerkship Director, St. Joseph’s Regional Medical Center

SAMIT S. DESAI, MD
Clerkship Director, North Middlesex University Hospital

PASCUAL DESANTIS, MD
Monmouth Medical Center

RAMESH DHARAWAT, MD
San Joaquin General Hospital

JASON DONAGHUE, MD
St John Hospital and Medical Center

RIAZ DOR, MBChB, MRCP
Clerkship Director, North Middlesex University Hospital

SUKRUT DWIVEDI, MD
Monmouth Medical Center

F. SANTI DI FRANCO, MD
Clerkship Director, Flushing Medical Center

LEONARD DIRE, MD
Montefiore New Rochelle

SHAMS UD DUJA, MBBS, MRCP
Russells Hall Hospital

KATHERINE ENTWISLE, MD
Kent & Canterbury Hospital

AARON E. FALK, MD
Renown Health System

FARBOD, FARMAND, DO
Arrowhead Regional Medical Center

ANDRE FEDIDA, MD

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St. Michael’s Medical Center

ELIE FEIN, MD
Maimonides Medical Center

ANDRAS FENYVES, MD
The Brooklyn Hospital Center

JOHN FIRTH, mbChB, MRCP, FRCPath
North Middlesex University Hospital

NORRIS FOX, MD
Montefiore New Rochelle

PAUL K. FOZO, MD
St John Hospital and Medical Center

THOMAS G. FROHLICH, MD
Alameda County Medical Center

ELENA FROLOVA, MD
Coney Island Hospital

KENNETH R. FROMKIN, MD
Cleveland Clinic Hospital

DAVID P. FUSCHETTO, MD
NYU Lutheran Medical Center

ORLANDO S. FUSCHETTO, MD
NYU Lutheran Medical Center

RICHARD P. GANCHAN, MD
Renown Health System

KENNETH F. GARAY, MD
Jersey City Medical Center

GABRIEL GAVRILESCU, MD
Cleveland Clinic Hospital

TIMOTHY J. GILBERT, MBBS, FRCP
Norfolk & Norwich University Hospital

GREGORY GOIKBERG, MD
Coney Island Hospital

GUNARATNAM J. GUNATHILAGAN, MRCP
Clerkship Director, Queen Elizabeth the Queen Mother Hospital

SYED HASAN, MBBS, FCPS, MRCP
Stoke Mandeville Hospital

HEATHER HENDERSON, DO
St John Hospital and Medical Center

MATTHEW R. HOGAN, MD
DeKalb Regional Health System

STANLEY B. HOLSTEIN, MD
Montefiore New Rochelle

WISSAM HOYEK, MD
The Brooklyn Hospital Center

JENNIFER S. HUGHES, MD
Alameda Health System

ERIK ILYAYEV, MD
Kingsbrook Jewish Medical Center

QAISER JAMAL, MD
Clerkship Director, Norwegian American Hospital

STEPHEN JESMAJIAN, MD
Director of Medical Education, Clerkship Director, Montefiore New Rochelle

STEPHEN KARP, MBBS, FRCP
North Middlesex University Hospital

MOIZ M. KASUBHAI, MD
Lincoln Medical Center and Mental Health Center

PRISCILLA D. KASZUBSKI, DO
St Joseph’s Regional Medical Center

SRINIVAS KATRAGADDYA, MD
Clerkship Director, Mercy St Vincent Medical Center

NEELIMA KETHINENI, MD
San Joaquin General Hospital

GULAM M. KHAN, MBBS, MS, FRCS
Woodhull Medical and Mental Health Center

TARANNUM S. KHAN, MD
Cleveland Clinic Hospital

LINNA KHO, MD
Arrowhead Regional Medical Center

SARGIS A. KHOOBIR, MD
St Barnabas Medical Center

NIDAL KFOURY, MD
NYU Lutheran Medical Center

SOO-CHONG KIM, MD
Hackensack University Medical Center

DMITRI KIRPICHNIKOV, MD
Lutheran Medical Center

CHRISTOPHER M. KOZLOWSKI, MD
Renown Health System

STEPHEN KWON, MD
St. Joseph’s Regional Medical Center

KAMESWARI D. LAKSHMI, MD
Montefiore New Rochelle

MARIE L. LAMSEN, MD
Montefiore New Rochelle

SHERIF A. A. LATIF, MBChB, MRCS, FRCR
Russells Hall Hospital

JEFFREY A. LEDERMAN, MD
Montefiore New Rochelle

JEFFREY L. LEVINE, Ph.D.
Director of Medical Education, Atlantic Health System

SEAN LINDSTEDT, MD
Renown Health System

BENNY LIU, MD
Alameda Health System

SCOTT LYNCH, MD
Alameda Health System

RIZWAN MAHMOOD, MBBS, MRCP
Russells Hall Hospital

ANJU MALIECKAL, MD
NYU Lutheran Medical Center

GODWIN MAMUTSE, MD, MRCP, MBChB, BSc
Norfolk & Norwich University Hospital

RIZWAN MALIK, MD
St John Hospital and Medical Center

ANISHA MANDAVA, MD
Renown Health System

MARINA MARGULIS, MD
Coney Island Hospital

VALENTIN MARIAN, MD
Jersey City Medical Center

MARIA S. MARITATO, MD
Co-Clerkship Director, Woodhull Medical and Mental Health Center

KRISTEN MARSHALL, MD
Renown Health System

PAUL R. MAXWELL, MBBS, MRCP, FRCP
Director of Medical Education, Clerkship Director, North Middlesex University Hospital

NANCY A. MESIHA, MD
St John Hospital and Medical Center

PATRICK MICHAEL, MD
St Joseph’s Regional Medical Center

GEORGE J. MICHEL, MD
Clerkship Director, Larkin Community Hospital

VJEKOSLAV MIKELIC, MD

St John Hospital & Medical Center

ARTHUR E. MILLMAN, MD
Trinitas Regional Medical Center

SUNITA R. MISTRY, MD
Alameda County Medical Center

VINEETH MOHAN, MD
Cleveland Clinic Hospital

SHYAM S. MOUDGIL, MD
St John Hospital & Medical Center

DUDUZILE MUSA, MD, MRCP
Clerkship Director, Norfolk & Norwich University Hospital

SUNIL V. NAIR, BSc, MBBS, MRCP, MD
Norfolk & Norwich University Hospital

IMRAN NAQVI, MD
The Jewish Hospital

CHALAPATHY NARISETY, MD
Jersey City Medical Center

CIPRIAN NEDELCU, MD
The Brooklyn Hospital Center

LEONARD G. NOVARRO, MD
St John Hospital and Medical Center

OLUFUNSO A. OJO, MD
Clerkship Director, DeKalb Regional Health System

SHELAGH O’RIORDAN, MBBS, MRCP
Renown Health System

HUSSIN OTHMAN, MD
St John Hospital and Medical Center

JASON R. OUELETTE, MD
St Mary’s Hospital

MANISH PAGARIA, MBBS, MRCP
Russells Hall Hospital

DARSHAN D. PANDIT, MBBS, MD, MRCP
Russells Hall Hospital

JOHN B. PANNONE, MD
Lutheran Medical Center

HASSAN D. O. PARAISO, MD, MRCP
Russells Hall Hospital

SALLY D. PARRY, MD FRCP, MRCP
Poole General Hospital

NISARG PATEL, MD
Lincoln Medical & Mental Health Center

RAJNIKANT B. PATEL, MD
ROBERT A. PILOTO, MD  
Cleveland Clinic Hospital

DANIEL H. POMERANTZ, MD  
Clerkship Director, Montefiore New Rochelle

RUTH B. POOLE, FRCP, MRCP  
Clerkship Director, Poole General Hospital

H. SUDHAKAR PRABHU, MD  
Coney Island Hospital

MOHAMMAD Z. RAHMAN, MD  
Kings County Hospital Center

JOSE F. RAMIREZ, MD  
Cleveland Clinic Hospital

HARIS RANA, MD  
Clerkship Director, St. Peter’s University Hospital

KAMBIZ RAOUFI, MD  
Arrowhead Regional Medical Center

STEFANIE N. REIFF, MD  
NYU Lutheran Medical Center

MICHAEL J. REYNOLDS, MBBS, FRCP, MRCP  
Clerkship Director, North Hampshire Hospital

DAVID RITCHIE, MD  
Renown Health System

JOSHUA ROSENBERG, MD  
The Brooklyn Hospital Center

MAZYAR ROUHANI, MD  
Cleveland Clinic Hospital

VINCENT ROVITO, MD  
Lutheran Medical Center

CHRISTOPHER J. ROWAN, MD  
Renown Health System

ROBERT RUBIN, MD  
Co-Clerkship Director, The Jewish Hospital

LYUDMILA RUBINSHTEYN, MD  
Director of Medical Education, Clerkship Director, Richmond University Medical Center

MOHSEN SAAADAT, DO  
Clerkship Director, San Joaquin General Hospital

KORDO B. A. SAEEED, FRCPath, MSc, MBChB  
Royal Hampshire County Hospital

NOREEN SADOWITZ-COHEN, MD  
St. Joseph’s Regional Medical Center

ABDUL SALAM, MBBS, FRCP  
Russells Hall Hospital

MARCOS A. SANCHEZ-GONZALEZ, MD  
Associate Director of Medical Education, Larking Community Hospital

VIRGINIA J. SANDERS ZACHARIAS, MD  
St John Hospital and Medical Center

ARUNIMA SARKAR, MD  
Hackensack University Medical Center

PRAYMAN SATTIANAYAGAM, MBBChir, MD, MRCP  
Kent & Canterbury Hospital

RADMILA SAVCIC-KOS, MD  
Clerkship Director, Renown Health System

RANI SEBTI, MD  
Hackensack University Medical Center

HAMID SHAABAN, MD  
St Michael’s Medical Center

SOHAIL N. SHAIKH, MD  
St. Joseph’s Regional Medical Center

ALI H. SHAKIR, MD  
St John Hospital and Medical Center

POOJA SHARMA, MD  
Director of Medical Education, Clerkship Director, O’Connor Hospital

CLARK B. SHERER, MD  
Director of Medical Education, Clerkship Director, Trinitas Regional Medical Center

SHARANABASAPPA SHETTY, MD, MRCP  
Russells Hall Hospital

GUNJAN J. SHUKLA, MD  
Hackensack University Medical Center

NILESH B. SHUKLA, MD  
Hackensack University Medical Center

HAROON SIDDIQUE, MBBS, MRCP  
Russells Hall Hospital

DARBY SIDER, MD  
Cleveland Clinic Hospital

HILARY D. SINCLAIR, MD, MBBS  
North Middlesex University Hospital

IBRAHIM N. SOLIMAN, MD  
Coney Island Hospital

NIKET SONPAL, MD  
Clerkship director, Kingsbrook Jewish Medical Center
KEVIN STADTLANDER, MD
Cleveland Clinic Hospital

ALEX STEPENSKY, MD
Clerkship Director, Coney Island Hospital

JANICE M. STEPHENSON, MD
Cleveland Clinic Hospital

STEVEN M. SUNSTROM, MD
Renown Health System

FRANK M. TAMARIN, MD
Montefiore New Rochelle

GIOVANNI ENRICO TARCHINI, MD
Cleveland Clinic Hospital

FRANCES G. TARDY-RIVERA, MD
Cleveland Clinic Hospital

HELENA TAYLOR, BSc MBBS MRCP FRCR
Royal Hampshire County Hospital

LARA C. THAN, MD
Clerkship Director, Director of Medical Education, Cleveland Clinic Florida

MOHAN THAPA, MBBS, FRCP
Watford General Hospital

ZEYAR THET, MD
Coney Island Hospital

TAMAR TORONJADZE, MD
Flushing Hospital Medical Center

WILLIAM R. VENTURA, MD
St Joseph’s Regional Medical Center

AKBARALI G. VIRANI, MD
Kingsbrook Jewish Medical Center

LEONID VOLFINZON, MD
Lutheran Medical Center

MELISSA C. WALLACH, MD
Clerkship Director, Newark Beth Israel Medical Center

SUSAN M. WALSH, MD
Jersey City Medical Center

JOHN W. WATSON, MD
Renown Health System

MITCHELL S. WHITEMAN, MD
Cleveland Clinic Hospital

TROY L. WIDENBECK, MD
Renown Health System

MILA YAKOBY, MD

Coney Island Hospital

NASER YAZIGI, MD
Lutheran Medical Center

MARIAM YOUNAS, MD
St John Hospital & Medical Center

RAKHMIN YUSUPOV, MD
Coney Island Hospital

ASIM ZAFAR, MBBS, FRCR
Kent & Canterbury Hospital

ROBERT A. ZALOOM, MD
Lutheran Medical Center

MOHAMAD B. ZALT, MD
St John Hospital & Medical Center

ADJUNCT ASSISTANT PROFESSORS

JEWEL D. ALLEYNE, MD
The Queens Hospital Network

VASANTHI ARUMUGAM, MD
Co-Clerkship Director, The Queens Hospital Network

SUMA DASARI, MD
The Queens Hospital Network

MICHELE ELKINS, MD
Overlook Hospital

ALEKSEY KAMENETSKY, MD
NYC Health + Hospitals, Elmhurst and Queens

ANATOLY LEYTIN, MD
NYC Health + Hospitals, Elmhurst and Queens

KHALID MAHMOOD, MD
NYC Health + Hospitals, Elmhurst and Queens

RAUL C. MANRIQUE, MD
NYC Health + Hospitals, Elmhurst and Queens

DEMSEAS NEGASH, MD
NYC Health + Hospitals, Elmhurst and Queens

SHERRY SINGH MOHAPATRA, MD
Assistant Dean of Clinical Studies, St George’s University, School of Medicine

POOJA SINGH, MD
Lincoln Medical & Mental Health Center

GEORGE STOUPAKIS, MD
Hackensack University Medical Center

ROBERT THOMPSON, MD
Co-Clerkship Director, The Queens Hospital Network
VICTORIA VAPNYAR, MD
The Queens Hospital Network

CLINICAL ASSISTANT PROFESSORS

VIHREN G. DIMITROV, MD
Clerkship Director, Lincoln Medical & Mental Health Center

MICHAEL J. GOLDFISCHER, MD
Hackensack University Medical Center

TRANICE D. JACKSON, MD
Director of Medical Education, Lincoln Medical & Mental Health Center

QURESH KHAIRULLAH, MD
St John Hospital and Medical Center

STEVE SACKRIN, MD
Alameda County Medical Center

ALI H. SHAKIR, MD
St John Hospital and Medical Center

DEEPAK SHRIVASTAVA, MD
San Joaquin General Hospital

AMER K. SYED, MD
Jersey City Medical Center

FREDERICK E. WIEN, MD
Hackensack University Medical Center

INSTRUCTORS

GABRIELA BAMBRICK-SANTOYO, MD
HackensackUMC Mountainside

DENISE BYRD, NP
Montefiore New Rochelle

HANSON CUMMINGS, MD
St George’s General Hospital

CARL L. FIGLIOLA, PhD
The Brooklyn Hospital Center

LEVENTE LEVAI, MD
Renown Health System

FREDERICK NENNER, MSW
Lutheran Medical Center

EITHAN ORLEV-SHITRIT, MD
Clerkship Director, The Jewish Hospital

FREDERICK S. ROSS, MD
Cleveland Clinic Hospital

PRIYAM SHARMA, MS

Director of Medical Education, Pontiac General Hospital

CLINICAL INSTRUCTORS

ANNA MARIA CYRUS-MURDEN, MD

LUTHERAN MEDICAL CENTER

NAVEEN GOYAL, MD

THE BROOKLYN HOSPITAL CENTER

PATRICK MICHAEL, MD

ST JOSEPH’S REGIONAL MEDICAL CENTER

Non-Academic Appointment

JASON D. NIEMANN, PHARMD
Director of Medical Education, The Jewish Hospital

Obstetrics/Gynecology

PROFESSORS

FRANCES MCGILL, MD
Associate Dean of Clinical Studies, Grenada, St. George’s University School of Medicine

PAUL H. KASTELL, MD, JD, MBA
Chair, St. George’s University School of Medicine
Director of Medical Education, Woodhull Medical and Mental Health Center

SIMON CROCKER, MBBS, LRCP, MRCS, DOBSTRCOG, FRCOG
Associate Chair, United Kingdom
Norfolk & Norwich University Hospital

THAD DENEHY, MD
St Barnabas Medical Center

MITCHELL P. DOMBROWSKI, MD
Clerkship Director, St. John Hospital and Medical Center

MARTIN L. GIMOVSKY, MD
Newark Beth Israel Medical Center

BRIAN A. MASON, MD
St. John Hospital and Medical Center

RICHARD C. MILLER, MD
St Barnabas Medical Center

MICHAEL MORETTI, MD
Richmond University Medical Center

STANLEY OKOLO, FWACS, MRCOG
North Middlesex University Hospital

EDWARD J. WOLF, MD
St. Barnabas Medical Center
CLINICAL PROFESSORS
MANUEL ALVAREZ, MD
Hackensack University Medical Center
ROGER P. KIERCE, MD
Clerkship Director, St. Joseph’s Regional Medical Center

ADJUNCT PROFESSORS
JASMIN MOSHIRPUR, MD
THE QUEENS HOSPITAL NETWORK
Associate Professors
ABDULLAH AL-KHAN, MD
Hackensack University Medical Center
NICOLE M. ASTILL, MD
Clerkship Director, Lincoln Medical & Mental Health Center
JASON BELL, MD
St George’s University School of Medicine
NATALIE I. BILENKO, MD
St. Joseph’s Regional Medical Center
JOSEPH F. BOVERI, MD
Director of Medical Education, DeKalb Regional Health System
DANA K. BRYANT, MD
Woodhull Medical and Mental Health Center
TYRONE T. CARPENTER, MBBS
Poole General Hospital
SERENA H. CHEN, MD
St Barnabas Medical Center
MAHAMARAKKALA. S. DE SILVA, MBBS, PLAB, MRCOG
Clerkship Director, Russells Hall Hospital
FRANCES A. EVANS, MBBS, FRCS, MRCOG
North Middlesex University Hospital
ABIODUN FAKOKUNDE, MBBS, FWACS, MRCOG
North Middlesex University Hospital
ILIAS GIARENIS, MRCOG, MD
Norfolk & Norwich University Hospital
ABHA GOVIND, MBBS, DGO, MRCOG
North Middlesex University Hospital
ROBERT A. GRAEBE, MD
Monmouth Medical Center
FRANCOISE H. D. HARLOW, MBBS, MRCOG
Norfolk & Norwich University Hospital
MICHAEL HEARD, MB, MRCP, MRCOG
Royal Hampshire County Hospital
CASSANDRA HENDERSON, MD
Lincoln Medical and Mental Health Center
TIMOTHY C. HILLARD, BM, DM, MRCOG, FRCOG
Clerkship Director, Poole General Hospital
RUSSELL R. HOFFMAN, MD
Overlook Hospital
ANNI P. INNAMAA, MBChB, MRCOG, DM
Poole General Hospital
RAKSHA JOSHI, MBBS, MS, MRCOG
Monmouth Medical Center
ALDO D. KHOURY, MD
St. Joseph’s Regional Medical Center
HENRY LAM, MD
Clerkship Director, Flushing Hospital Medical Center
MICHAEL LEWIS, MBBS, FRCS
Norfolk & Norwich University Hospital
JOSEP M. LLAHI-CAMP, MRCOG
North Middlesex University Hospital
WASIM LODHI, MBBS, MCPS, MRCOG
North Middlesex University Hospital
KEITH A. LOUDEN, BMBS, DM, FRCOG
Royal Hampshire County Hospital
ALASTAIR MCKELVEY, MRCOG, MBCh
Clerkship Director, Norfolk & Norwich University Hospital
DORCAS C. MORGAN, MD
Lutheran Medical Center
EDWARD MORRIS, MBBS, MRCOG, MD
Norfolk & Norwich University Hospital
SUSHMA NAKRA, MD
Clerkship Director, Coney Island Hospital
JOSEPH NIETO, MRCOG, LMS
Norfolk & Norwich University Hospital
MALCOLM PADWICK, MBBS, MD, MRCOG, FRCOG
Clerkship Director, Watford General Hospital
MICHAEL F. PRYSAK, MD
St John Hospital and Medical Center
HUGH QUASHIE, MD
Clerkship Director, St George’s General Hospital
ERNANI SADURAL, MD
St Barnabas Medical Center
ROBERT J. SAWDY, MBBS, BSc, PhD  
Poole General Hospital

MICHAEL SBARRA, MD  
Assistant Director of Medical Education, Clerkship Director,  
Hackensack University Medical Center

PAUL T. SCHNATZ, MD  
Clerkship Director, Providence Hospital & Medical Center

ANNE M. SCHNEIDER, MD  
St. John Hospital and Medical Center

RITA SHATS, MD  
Co-Clerkship Director, Richmond University Medical Center

RICHARD P. P. SMITH, PhD, MBChB, MRCOG  
Norfolk & Norwich University Hospital

CLAUDINE M. SYLVESTER, MD  
Clerkship Director, St. Barnabas Medical Center

GUILLERMO J. VALENZUELA, MD  
Clerkship Director, Arrowhead Regional Medical Center

DEBRA J. WRIGHT, MD  
St John Hospital and Medical Center

WAI-CHEONG YOONG, MBCh, BAO, MRCOG, MD, CCST  
North Middlesex University Hospital

ADJUNCT ASSOCIATE PROFESSORS

KOLAWOLE AKINNAWONU, MD  
The Queens Hospital Network

ANDREW DITCHIK, MD  
The Queens Hospital Network

ALEKSANDR M. FUKS, MD  
The Queens Hospital Network

ISHA MEHTA, MD  
Clerkship Director, NYC Health + Hospitals, Elmhurst and Queens

WENDY WILCOX, MD  
Clerkship Director, Kings County Hospital Center

CLINICAL ASSOCIATE PROFESSORS

MICHAEL CABBAD, MD

ASSOCIATE CHAIR, United States,  
Clerkship Director, The Brooklyn Hospital Center

ANGELA KERR, MD  
The Brooklyn Hospital Center

JOHN A. KINDZIERSKI, MD  
St Barnabas Medical Center

JOANNA C. PESSOLANO, MD

Richmond University Medical Center

SHIRLEY P. WONG, DO  
Clerkship Director, Arrowhead Regional Medical Center

ASSISTANT PROFESSORS

ADEWALE ADEYEMO, MBChB, MRCOG  
Clerkship Director, North Middlesex University Hospital

ABU ALAM, MD  
Clerkship Director, Trinitas Regional Medical Center

TATIANA AMBARUS, MD  
Clerkship Director, Newark Beth Israel Medical Center

RADU APOSTOL, DO  
Clerkship Director, Coney Island Hospital

JUAN JOSE ARCE, MD  
Arrowhead Regional Medical Center

ATA ATOGHO, MD  
Clerkship Director, Center for Haitian Studies

RENEE F. BEHRENS, MD  
Royal Hampshire County Hospital

MIGUEL J. BIMONTE, MD  
Jersey City Medical Center

DAVID BINDER, MD  
Coney Island Hospital

AMELIA S. BLISSETT, MD  
Clerkship Director, Woodhull Medical & Mental Health Center

DENNIS M. CARDEN, DO  
Arrowhead Regional Medical Center

MARIO N. CORDERO-GAMEZ, MD  
Clerkship Director, O’Connor Hospital

ROBERT P. DOURRON, MD  
Clerkship Director, DeKalb Regional Health System

TIMOTHY J. DUNCAN, MBBS  
Norfolk & Norwich University Hospital

SHERMAN DUNN, JR., DO  
Coney Island Hospital

BASMA S. FARIS, MD  
Clerkship Director, NYU Lutheran Medical Center

GARY J. FIASCONARO, MD  
Associate Advisor, Office of Career Guidance and Student  
Development, St. George’s University School of Medicine

MITCHELL GREENBAUM, DO  
Clerkship Director, Mercy St Vincent Medical Center
EMAD A. HASSHEMI, MD
Newark Beth Israel Medical Center

DEEPA JANGA, MD, MBBS, MRCOG
North Middlesex University Hospital

MINUCHEHR KASHEF, MD
St John Hospital and Medical Center

MEERA KESAVAN, MD
NYU Lutheran Medical Center

MARY ANN L. KHOUADARY, MD
Clerkship Director, Overlook Hospital

KAREN L. KOSCICA, MD
Newark Beth Israel Medical Center

CASSIE LAASCH, MD
St. John Hospital and Medical Center

CHOY HOA LEE, MD, MBChB
William Harvey Hospital

LLOYD J. LEE, MD
San Joaquin General Hospital

JONATHAN A. LIPPIAT, MD, MRCOG, MBChB
Poole General Hospital

VIVIAN LO, MD
St. Barnabas Medical Center

ROBERT A. MASSARO, MD
Clerkship Director, Monmouth Medical Center

NICOLA MCCORD, MBCh, MRCOG, BSc
Poole General Hospital

MARC MONCRIEFF, MD, FRCS
Norfolk & Norwich University Hospital

DONALD T. MORRISH, MD
Lutheran Medical Center

IMAD S. MUFARRIJ, MD
Director of Medical Education, Clerkship Director, Holy Cross Hospital

PRADIP MUKHERJEE, MD
Coney Island Hospital

KATE NEALES, MBBS, FRANZCOG, MRCOG
Clerkship Director, William Harvey Hospital

DAISY M. NIRMAL, MD
Norfolk & Norwich University Hospital

LAWRENCE O. OLUBIJOE, MBBS, MRCOG
Clerkship Director, Royal Hampshire County Hospital

MYCHELLE A. OWEN, DO

Clerkship Director, Mercy St Vincent Medical Center

ZEUDI RAMSEY-MARCELLE, MBBS
Clerkship Director, North Middlesex University Hospital

JANA J. RICHARDS, MD
Norwegian American Hospital

RICHARD T. RINDFUSS, MD
The Brooklyn Hospital Center

BENNYE D. RODGERS, MD
Clerkship Director, San Joaquin General Hospital

GRAHAM ROSS, MBCh, MRCOG
Director of Medical Education, Queen Elizabeth Queen Mother Hospital

AIMAN K. SHILAD, MD
St Joseph’s Regional Medical Center

KEYURI SHROTRI, MBBS, MRCOG
Clerkship Director, Queen Elizabeth the Queen Mother Hospital

THERESA SIMON, MD
St George’s General Hospital

SAVITA SINGH, MD, MRCOG
North Hampshire Hospital

C. PAUL SINKHORN, MD
Arrowhead Regional Medical Center

AMARA SOHAIL, MBBS, MRCOG
Director of Medical Education, Clerkship Director, North Hampshire Hospital

RICHARD A. STEWART, DO
Clerkship Director, St Peter’s University Hospital

MEDHA SULE, MD
Norfolk & Norwich University Hospital

JOHN J. TADROS, MD
Jersey City Medical Center

ELENITA TAGLE, MD
Coney Island Hospital

CALVIN E. THOMAS, MD
Woodhull Medical and Mental Health Center

AYCAN TURKMEN, MD
Coney Island Hospital

JOSEPH VAYDOVSKY, MD
Newark Beth Israel Medical Center

SHYLA R. VENGALIL, MD
St John Hospital and Medical Center

LATHA VINAYAKARAO, MBBS, MRCGP
Poole General Hospital

NATHAN WAGSTAFF, MD
St. John Hospital and Medical Center

DANIEL P. WEBSTER, MBChB, BSc, MRCOG
Poole General Hospital

ZOE WOODWARD, MBBS, MRCOG
Clerkship Director, Kent & Canterbury Hospital

AHMED S. YOUSRY, MD
Clerkship Director, Jersey City Medical Center

UZMA ZAFAR, MBBS, MRCOG
Russells Hall Hospital

ADJUNCT ASSISTANT PROFESSORS

TERESA GIL, MD
The Queens Hospital Network

ISHA MEHTA, MD
Co-Clerkship Director, The Queens Hospital Network

ANN M. WOO, MD
The Queens Hospital Network

DONGPING ZHANG, DO
Co-Clerkship Director, The Queens Hospital Network

CLINICAL ASSISTANT PROFESSORS

GAIL BRENNER, MD
Coney Island Hospital

SIMON G. KOKKINAKIS, MD
Co-Clerkship Director, Richmond University Medical Center

TONI A. STERN, MD
Clerkship Director, Coney Island Hospital

INSTRUCTORS

ADEEB ALSHAHROUR, MD
Norwegian American Hospital

CHOLENE D. ESPINOZA, MD
St George’s University, School of Medicine

GUILLERMO GIRON, MD
Arrowhead Regional Medical Center

MAX IZBICKI, MD
Clerkship Director, Norwegian American Hospital

DEBORAH PALEY, CNM
Woodhull Medical & Mental Health Center

Pediatrics

PROFESSORS

PHYLLIS WEINER, MD
Chair, St. George’s University School of Medicine

KENNETH BROMBERG, MD
The Brooklyn Hospital Center

MAX J. COPPES, MD
Renown Health System

BEATRIZ CUNILL-DE SAUTU, MD
Miami Children’s Hospital

WILLIAM DEBRUIN, MD
St. Joseph’s Regional Medical Center

NINAD DESAI, MD
Director of Medical Education, Kings County Hospital Center

MARIA L. DUENAS, MD
St. John Hospital and Medical Center

MARK P. DYKE, MBChB, MRCP
Director of Medical Education, Clerkship Director, Norfolk & Norwich University Hospital

DAVID R. FERNANDES, MD
Kings County Hospital Center

MARGARET C. FISHER, MD
Monmouth Medical Center

IVAN L. HAND, MD
Kings County Hospital Center

MICHAEL B. HARRIS, MD
Hackensack University Medical Center

ROBERTO A. JODORKOVSKY, MD
Clerkship Director, St Joseph’s Regional Medical Center

STEVEN G. PAVLAKIS, MD
Maimonides Medical Center

WARREN SEIGEL, MD
Coney Island Hospital

ANTHONY D. SLONIM, MD, DrPH
Renown Health System

MUHAMMAD WAQEEEM, MD
Lincoln Medical and Mental Health Center

TIMOTHY S. YEH, MD
St. Barnabas Medical Center

CLINICAL PROFESSORS

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RANI SIMON GEREIGE, MD
Miami Children’s Hospital

MICHAEL LAMACCHIA, MD
St Joseph’s Regional Medical Center

KENNETH V. LIEBERMAN, MD
Hackensack University Medical Center

ALBERT SANZ, MD, FAAP
St. Joseph’s Regional Medical Center

ADJUNCT PROFESSORS
RANDI S. WASSERMAN, MD
THE QUEENS HOSPITAL NETWORK

Associate Professors
JOHN T. ADAMS, MD
St John Hospital and Medical Center

IQBAL N. ALLARAKHIA, MD
St John Hospital and Medical Center

SUHAIL N. ALSHEIKH, MD
Jersey City Medical Center

WILLIAM R. BERNESTEIN, MD
St Peter’s University Hospital

ALOK BHUTADA, MD
Maimonides Medical Center

JEFRY L. BIEHLER, MD
Director of Medical Education, Clerkship Director, Miami Children’s Hospital

NIDA BLANKAS-HERNAEZ, MD
Clerkship Director, Norwegian American Hospital

JEFFREY BOSCAMP, MD
Clerkship Director, Hackensack University Medical Center

JACQUELINE M. BRUNETTO, MD
Clerkship Director, Monmouth Medical Center

RENATO S. CASABAR, MD
St John Hospital and Medical Center

SHAKUNTALA N. CHANDRA, MD
St Peter’s University Hospital

A. MAKSUD A. CHOWDHURY, MD
Coney Island Hospital

ANTHONY S. COHN, MBBS, MRCP
Watford General Hospital

MARcus E DEGRaw, MD
St John Hospital and Medical Center

RICHARD DEGROOTE, MD

Monmouth Medical Center

MARIA C. ESPIRITU-FULLER, MD
Newark Beth Israel Medical Center

MOHAMED I. GAFFOOR, MD
Maimonides Medical Center

BASEL HAMZEH, MD
St John Hospital and Medical Center

RONALD D. HERTZ, DO
St John Hospital and Medical Center

JOSEPH A. HOLAHAN, MD
St. Joseph’s Regional Medical Center

ABRAHAM JELIN, MD
The Brooklyn Hospital Center

ELLEN B. KAPLAN, MD
Clerkship Director, Hackensack University Medical Center

MICHAEL KEENAGHAN, MD
Associate Director of Medical Education, Kings County Hospital Center

JUAN C. KUPFERMAN, MD
Maimonides Medical Center

CARLOS LASTRA, MD
St Peter’s University Hospital

MICHAEL G. MARCUS, MD
Maimonides Medical Center

SUSAN G. MAUTONE, MD
Clerkship Director, Hackensack University Medical Center

ALAN J. MELTZER, MD
Morristown Memorial Hospital

JOHN J. MESSINA, MD
St. Joseph’s Regional Medical Center

SUSHMITA MIKKILINENI, MD
Newark Beth Israel Medical Center

MARY-ANNE MORRIS, MD, MBBS, MRCP, FRCPCH
Associate Chair, Norfolk & Norwich University Hospital

BEVERLY NELSON, MD
Clerkship Director, St George’s General Hospital

TIMOTHY P. NEWSON, MD
Director of Medical Education, Clerkship Director, William Harvey Hospital

LARA A. PAPPAS, MD
St Peter’s University Hospital

STEPHEN PERCY, MD
Hackensack University Medical Center

JENNIFER L. PINTILIANO, MD
Coney Island Hospital

ANURADHA PRAHU, MD
St John Hospital and Medical Center

NAIPAUL RAMBARAN, MD
St. Joseph's Regional Medical Center

GWEN B. RAPHAN, MD
Clerkship Director, The Queens Hospital Network

SARAH A. RAWSTRON, MD
The Brooklyn Hospital Center

SELEEM RAZA, MD
St John Hospital and Medical Center

ASHLEY REECE, MBChB, MSc, MRCPCH
Watford General Hospital

STACEY RIFKIN-ZENENBERG, DO
Newark Beth Israel Medical Center

LUIS RODRIGUEZ, MD
Woodhull Medical and Mental Health Center

JOSHUA ROSENBLATT, MD
Director of Medical Education, Newark Beth Israel Medical Center

JOSE M. RUB, MD
Clerkship Director, Center for Haitian Studies

RANDALL S. SCHLIEVERT, MD
Director of Medical Education, Mercy, St Vincent Medical Center

ARVIND R. SHAH, MD, DCH, MRCP, FRCPCH
Clerkship Director, North Middlesex University Hospital

JON F. SICAT, MD
Clerkship Director, Newark Beth Israel Medical Center

ANUP SINGH, MD
St Peter's University Hospital

MUTHAYIPALAYAM C. THIRUMOORTHI, MD
Clerkship Director, St John Hospital and Medical Center

MARK P. TIGHE, MD
Clerkship Director, Poole General Hospital

THOMAS T.M. TSANG, MBBS, FRCP
Norfolk & Norwich University Hospital

ANU VENKAT, MD
St Peter’s University Hospital

GRACIELA WETZLER, MD
Maimonides Medical Center

TYREE M. S. WINTERS, DO
Clerkship Director, Morristown Medical Center

GABRIEL WITLINGUM, MBBS
Royal Hampshire County Hospital

CLINICAL ASSOCIATE PROFESSORS

LUDOVICO GUARINI, MD
Maimonides Medical Center

TERESA M. LEMMA, MD
Clerkship Director, Richmond University Medical Center

HERNANDO J. LYONS, MD
St John Hospital and Medical Center

PATRICK V. PERIN, MD
St. Joseph’s Regional Medical Center

OLA SMITH, MD
William Harvey Hospital

RENUKA VERMA, MD
Monmouth Medical Center

ADEL M. ZAU, MD
St. Joseph’s Regional Medical Center

ADJUNCT ASSOCIATE PROFESSORS

MARCY STEIN-ALBERT, MD
Co-Clerkship Director, The Queens Hospital Network

ASSISTANT PROFESSORS

SARA I. H. ABDELGALIL, MBBS, MRCPCH
Clerkship Director, Norfolk & Norwich University Hospital

JAVIER AISENBERG, MD
Hackensack University Medical Center

BETTY ANSON-ASSOKU, MD
Woodhull Medical and Mental Health Center

PATRICIA C. APOLINARIO, MD
San Joaquin General Hospital

BURTON E. APPEL, MD
Hackensack University Medical Center

SILVIA A. BLAUSTEIN, MD
St Joseph’s Regional Medical Center

MARISSA T. CALUYA, MD
Arrowhead Regional Medical Center

LAURA L. CHANG-STRAUSS, MD
Arrowhead Regional Medical Center
Russells Hall Hospital

VASANTA R. NANDURI, MBBS, MRCP, MD, FRCPC
Watford General Hospital

SHALU NARANG, MD
Newark Beth Israel Medical Center

OFUNNE O. OBAZE, MD
Hackensack University Medical Center

RACHEL O’BYRNE, MD
St John Hospital and Medical Center

CLEMENTINA O. OKUNPOOLOR, MD
Clerkship Director, Woodhull Medical & Mental Health Center

MANSI PATEL, MD
St Barnabas Medical Center

TEJ D. PHATAK, MD
Newark Beth Israel Medical Center

SHIRLEY J. PINERO-BERNARDO, MD
Co-Clerkship Director, Flushing Hospital Medical Center

JULIE A. PIWOZ, MD
Hackensack University Medical Center

MOHAMMAD REZA-UR RAHMAN, MBBS, MRCP
Co-Clerkship Director, William Harvey Hospital

CHANIYIL A. RAMESH, MBBS, MRCP, FRCPC
Clerkship Director, Watford General Hospital

FRANK RATZKEN, MD
Clerkship Director, Coney Island Hospital

MARIE L. ROCHE, MD
Lutheran Medical Center

IAN P. RODD, MBBS, MRCP, MRCPCH
Royal Hampshire County Hospital

SERAFIN A. SALES, MD
Coney Island Hospital

ERIC S. SCHOTTENFELD, MD
Coney Island Hospital

AZISA S. SEDRAK, MD
The Brooklyn Hospital Center

MANZUR A. SHEIKH, MD
Clerkship Director, Lutheran Medical Center

CHEENTAN SINGH, MBBS, MD, MRCPCH
North Middlesex University Hospital

KEVIN A. SLAVIN, MD
Hackensack University Medical Center

JAN STANEK, MD
Clerkship Director, Queen Elizabeth the Queen Mother Hospital

CINDY S. STEELE, MD
Hackensack University Medical Center

INDRMALI SUMATHIPALA, MBBS, MRCP, MRCPCH
William Harvey Hospital

CLAIRE L. TIPPER, BSc, MBBS, MRCPCH
Clerkship Director, North Middlesex University Hospital

MARIA J. VASENA-MARENGO, MD
St Joseph’s Regional Medical Center

NORMA I. VILLANUEVA, MD
Lutheran Medical Center

INGRID A. WALKER-DESCARTES, MD
Clerkship Director, Maimonides Medical Center

MELISSA C. WALLACH, MD
Newark Beth Israel Medical Center

NICHOLAS B. WARD, MBBS, MRCPCH
Clerkship Director, North Hampshire Hospital

OLU WILKEY, MBChB, MRCPH, FRCPH
North Middlesex University Hospital

ALINA WITKOWSKI, MD
St John Hospital and Medical Center

MARINA J. WYLES, MBChB, MRCPCH, BSc
Royal Hampshire County Hospital

WEBSTER A. WONG, MD
Arrowhead Regional Medical Center

NIBAL ZAGHLOUL, MD
St Peter’s University Hospital

ADJUNCT ASSISTANT PROFESSORS

THAINA ROUSSEAU-PIERRE, MD
The Queens Hospital Network

JANET H. SIEGEL, DO
NYC Health + Hospitals, Elmhurst and Queens

CLINICAL ASSISTANT PROFESSORS

ESRA FAKIOGLU, MD
Co-Clerkship Director, Flushing Hospital Medical Center

BRIAN R. MCMAHON, MD
Richmond University Medical Center

HEATHER M. MEADE, MD
Mercy St Vincent Medical Center
VIKAS SHAH, MD  
Clerkship Director, Kings County Hospital Center

YEKATERINA SITNIKSKAYA, MD  
Clerkship Director, Lincoln Medical & Mental Health Center

VIMAL VASU, MD  
William Harvey Hospital

RADHIKA VIJAYAN, MD  
Hackensack University Medical Center

INSTRUCTORS

TYHIESIA N. E. DONALD, MD  
St George’s General Hospital

RUNETTE FLOWERS, MD  
Clerkship Director, DeKalb Regional Health System

CLINICAL INSTRUCTORS

JERRY WATMAN, MD  
Coney Island Hospital

Psychiatry

PROFESSORS

LAURENCE E. DOPKIN, MD  
Assistant Dean of Students  
St George’s University, School of Medicine

AMY S. HOFFMAN, MD  
Chair, St. George’s University School of Medicine

WILLIAM M. GREENBERG, MD  
Bergen Regional Medical Center

NARASIMHAN PRABHAKAR, MD  
Clerkship Director, St George’s General Hospital

RONNIE G. SWIFT, MD  
Director of Medical Education, Clerkship Director,

ARNOLD WINSTON, MD  
St George’s University, School of Medicine

CLINICAL PROFESSORS

SOMA GANESAN, MD  
Director of Medical Education, Vancouver General Hospital

ADJUNCT PROFESSORS

JOSPEH P. MERLINO, MD  
Clerkship Director, Kings County Hospital Center

ASSOCIATE PROFESSORS

BRIAN C. DOUGLAS, MBChB, MRCPsych  
Associate Chair, United Kingdom  
Clerkship Director, St. Ann’s Hospital – London

RENUKA ANANTHAMOORTHY, MD  
Kings County Hospital Center

STEPHEN D. ANDERSON, MD  
Vancouver General Hospital

ANNAHIT DAGLYAN, PharMD  
Kings County Hospital Center

SUDIPTO DAS, MD  
Director of Medical Education, St. Ann’s Hospital – Poole

SALIM EL SABBAGH, MD  
Manhattan Psychiatric Center

DANIEL FINCH, MD  
Co-Clerkship Director, Hackensack University Medical Center

EDWARD G. HALL, MD  
Director of Medical Education, Clerkship Director,  
Bergen Regional Medical Center

MUHAMMAD Z. IQBAL, MBBS, DPM, MRCPSYCH  
Russells Hall Hospital

RENUJOSEPH, MBBS, MD, MRCPsych  
Russells Hall Hospital

BRIAN LADDS, MD  
Clerkship Director, Lincoln Medical and Mental Health Center

PAUL LESSEM, MD  
Clerkship Director, Providence Hospital & Medical Center

MIKLOS F. LOSONCZY, MD  
Lincoln Medical and Mental Health Center

SHAOHUA LU, MD  
Vancouver General Hospital

ELLEN M. MONGAN, MD  
Director of Medical Education, Clerkship Director, Sheppard Pratt Health Systems

AMARJOT S. NARULA, MD  
Bergen Regional Medical Center

MANOJ PUTHIYATHU, MD  
New Bridge Medical Center

RADU V. SAVEANU, MD
Clerkship Director, Center for Haitian Studies

FAISAL S. SHAIKH, MBBS, MRCPsych
Russells Hall Hospital

SARA S. SMITH, MBChB, MRCPsych
Russells Hall Hospital

AMANDA SQUARE, MD
Spring Grove Hospital Center

ELIZABETH R. TOMAR, MD
Director of Medical Education, Clerkship Director, Spring Grove Hospital Center

DANIEL M. TUCKER, MD
Director of Medical Education, University of Florida

KHUSHRO B. UNWALLA, MD
Clerkship Director, Arrowhead Regional Medical Center

GOPPAL YVAS, DO
Spring Grove Hospital Center

SUSAN D. WHITLEY, MD
Kings County Hospital Center

JONATHAN M. WILSON, BSc MBChB, MPhil, PD Dip Cat, MRCPsych
Director of Medical Education, Norfolk and Suffolk NHS Foundation Trust
Adjunct Associate Professor

MARIA C. P. SAN GABRIEL, MD
The Queens Hospital Network

RICHARD A. YOUNG, MD
Clerkship Director, NYC Health + Hospitals, Elmhurst and Queens

CLINICAL ASSOCIATE PROFESSOR

NANCY WEITZMAN, PhD
Southside Hospital

ASSISTANT PROFESSORS

AKINOLA ADEBISI, MD
Kings County Hospital Center

KARINE V. AIRAPETIAN, MD
Bergen Regional Medical Center

TODD M. ANTIN, MD
Clerkship Director, DeKalb Regional Health System

ARTURO P. ARCHILA, MD
Bergen Regional Medical Center

PRIYANKA Baweja, MD

Kings County Hospital Center

JEFFREY A. BERMAN, MD
Bergen Regional Medical Center

PAUL BRADLEY, MBBS, MRCPsych
Watford General Hospital

TREVOR D. BROUGHTON, MBChB, MRCP
Norfolk & Suffolk NHS Foundation Trust

RICHARD S. BROWN, BSc, MBBS, MRCP, MRCPsych
Director of Medical Education, Clerkship Director, St Martin’s Hospital

RITU CHANDAK, MD
Jersey City Medical Center

MONICA CHAWLA, MD
Spring Grove Hospital Center

FAIZ A. CHEEMA, MD
Bergen Regional Medical Center

JULIA CRANITCH, MBBS, MRCPsych
Director of Medical Education, Clerkship Director, St. Ann’s Hospital – London

QUANDELIN DASH, MD
Spring Grove Hospital Center

OWEN DELANY, MBChB
Norfolk and Suffolk NHS Foundation Trust

YULIYA DEMENTYEVA, MD
Clerkship Director, St. Joseph’s Regional Medical Center

DEl DRESSEL, MD
Spring Grove Hospital Center

DAVID DUNNINGAN, MD
Spring Grove Hospital Center

DAVID EDGCOMB, MD
Kings County Hospital Center

CHINENYE S. EKOH, MD
Spring Grove Hospital Center

EMAN EL GAMAL, MD
Manhattan Psychiatric Center

IAN S. FORBES, MD
Vancouver General Hospital

CAROL F. GARFEIN, MD
Manhattan Psychiatric Center

SRIRUPA GHOSHTAGORE, MD
Spring Grove Hospital Center

STEFAN M. GLEESON, BM, BA, MSc, MRCPsych
Royal Hampshire County Hospital
KEITH GORDON, MD
Arrowhead Regional Medical Center
RONALD K. GRAY, MD
Spring Grove Hospital Center
NAOMI H. GWYNN, MD
Director of Medical Education, Clerkship Director, Manhattan Psychiatric Center
YASIR HAMEED, MBChB, MRCPsych
Norfolk & Suffolk NHS Foundation Trust
MARIO J. HASAJ, MD
St Joseph’s Regional Medical Center
FRANCIS F. HAYDEN, MD
Manhattan Psychiatric Center
REBECCA L. HORNE, MRCPsych, MBBS
Norfolk & Suffolk NHS Foundation Trust
ASGHAR S.M. HOSAIN, MD
Bergen Regional Medical Center
PONGSAK HUANGTHAISONG, MD
Kings County Hospital Center
MUDASSAR IQBAL, MD
Kings County Hospital Center
THULASIRAM JANARDHANAN, MD
Clerkship Director, Kingsbrook Jewish Medical Center
GARETH JARVIS, MBChB, MRCPsych
Clerkship Director, St Ann’s Hospital – London
RAJKUMAR KAMATCHI, MBBS, MRCPsych
Russells Hall Hospital
MARISSA H. KAMINSKY, MD
Manhattan Psychiatric Center
BINDU KHANNA, MD
St Joseph’s Regional Medical Center
KEVIN LASER, MD
Spring Grove Hospital Center
LARRY LAWRENCE, MD
Arrowhead Regional Medical Center
MARC A. MANDELL, MRCPsych, MBBS
Watford General Hospital
JEAN-PIERRE LINDENMAYER, MD
Manhattan Psychiatric Center
REHAN A. MALIK, MD
Clerkship Director, Trinitas Regional Medical Center
CECILE MARTINEAU, MD
Kings County Hospital Center
SARAH MAXWELL, MBBS, MRCPsych
Clerkship Director, Norfolk and Suffolk NHS Foundation Trust
GEORGE J. MCMAHON, MD
Spring Grove Hospital Center
HARESH S. MEHTA, MD
Clerkship Director, St John Hospital and Medical Center
GALI MISRA, MD
Spring Grove Hospital Center
SANGARAPILLAI C. MOHAN, MD
Clerkship Director, Norwegian American Hospital
MARK MOLLENHAUER, MD
Spring Grove Hospital Center
ARRAMRAJU NAGARAJU, MD
Spring Grove Hospital Center
AMITAV K. NARULA, MBChB, MRCPsych
Clerkship Director, Russells Hall Hospital
PAUL D. O’KEEFE, MD
Kings County Hospital Center
MARIAM OMAR, MBBS, MRCP
Clerkship Director, Watford General Hospital
JUAN DIEGO OMS, MD
Clerkship Director, Larkin Community Hospital
EMMANUEL R. ONI, MD
Spring Grove Hospital Center
ANGELA ONWUANIBE, MD
Spring Grove Hospital Center
EISAKU OYAMA, MD
Manhattan Psychiatric Center
ABNER PASATIEMPO, MD
Spring Grove Hospital Center
SAMEER PATEL, MD
Spring Grove Hospital Center
HAYLEY L. PINTO, MBBS, MRCPsych
Norfolk & Suffolk NHS Foundation Trust
M. HANIF RAMAY, MD
Bergen Regional Medical Center
ABHINAV RASTOGI, MBBS, MRCPsych
Russells Hall Hospital
SRIKANTH M. REDDY, MD
Bergen Regional Medical Center
CHARLES M. RICHARDSON, MD  
Spring Grove Hospital Center

CARLOS A. RUEDA, MD  
St Joseph’s Regional Medical Center

ARCHNA SARWAL, MD  
Clerkship Director, Richmond University Medical Center

NATHAN SCHAFFER, MD  
Vancouver General Hospital

ERICA SCHIFFMAN, MD  
St Joseph’s Regional Medical Center

VIJAYAKUMAR SEETHAPATHY, MD  
Vancouver General Hospital

RUTH M. SHAW-TAYLOR, MD  
Spring Grove Hospital Center

SHAHEEN SHORA, MBBS, MRCP, MSc  
Watford General Hospital

JESSE SIDHU, MD  
Vancouver General Hospital

HILARY SILVER, MD  
Clerkship Director, San Joaquin General Hospital

KULBIR SINGH, MD  
Clerkship Director, Vancouver General Hospital

HELEN SMITH, MD  
Kings County Hospital Center

MAGDALENA SPARIOSU, MD  
Hackensack University Medical Center

INNA TALLER, MD  
Spring Grove Hospital Center

NITIN TOTEJA, MD  
Kings County Hospital Center

GABRIEL K. TSUBOYAMA, MD  
Manhattan Psychiatric Center

EKWERE G. UMOH, MBChB, MRCPsych, MSc  
St Martins Hospital

ALKIVIADIS VELIVASIS, MRCPsych, MSc  
St Ann’s Hospital – London

PAVEL VERETILO, MD  
Kings County Hospital Center

PABLOS F. VILLEGAS, MD  
Manhattan Psychiatric Center

JOSE VITO, MD  
Manhattan Psychiatric Center

WAHAN WANIS, MD  
Vancouver General Hospital

SHIMING WU, MD  
Kings County Hospital Center

ADJUNCT ASSISTANT PROFESSORS

TYSON J. BOUDREAUX, MD  
Manhattan Psychiatric Center

BASILISA H. CANTO, MD  
The Queens Hospital Network

DIANE CHU, MD  
The Queens Hospital Network

HAGOP GORGISSIAN, MD  
The Queens Hospital Network

JAMES W. HICKS, MD  
Manhattan Psychiatric Center

RITENSA S. KRISHNAPPA, MD  
The Queens Hospital Network

MARTIN MAURER, MD  
The Queens Hospital Network

RAFAEL MUSTAFA-MICHEL, MD  
The Queens Hospital Network

SHAHEEN RAHMAN, MD  
The Queens Hospital Network

DAVID B. SCHNUR, MD  
The Queens Hospital Network

ANILA A. SIDDIQI, MD  
The Queens Hospital Network

GREGORIO G. SUNGCAD, MD  
The Queens Hospital Network

USHA KIRAN TANDON, MD  
The Queens Hospital Network

LAURIE VITAGLIANO, MD  
The Queens Hospital Network

CLINICAL ASSISTANT PROFESSORS

ZULEIKA ARROYO, MD  
Hackensack University Medical Center

MAUREEN CERESNEY, MD  
Vancouver General Hospital

PETER A. GOLD, PsyD  
Clerkship Director, University of Florida
Surgery

PROFESSORS

RODNEY CROFT, FRCS FACS
Dean of Clinical Studies, United Kingdom, St. George’s University School of Medicine

RICHARD SUMMERFIELD, MB, MA, BCHIR, FFARCS
Associate Dean of Clinical Studies, United Kingdom, St. George’s University School of Medicine

ORAZIO L. GILIBERTI, MD
Associate Dean of Clinical Studies, United States
Director, Division of Ophthalmology, St. George’s University School of Medicine

JAMES RUCINSKI, MD
Chair, St George’s University School of Medicine

DAVID L. STOKER, MD, FRCS
Associate Chair, United Kingdom, North Middlesex University Hospital

ANTHONY J. ACINAPURA, MD
Lutheran Medical Center

MARCIA RIBALTA, MD
St Joseph’s Regional Medical Center

ADRIAN B. CRESSWELL, MBChB, FRCS
Clerkship Director, North Hampshire Hospital

MARK W. CONNOLLY, MD
St Joseph’s Regional Medical Center

NICHOLAS GOODGER, PhD, FRCS
Kent & Canterbury Hospital

THOMAS HELEOTIS, MD
Monmouth Medical Center

JOEL H. HOROVITZ, MD
Clerkship Director, Maimonides Medical Center

CLIFFORD BRUCE JAMES, BA, MA, FRCS, FRCO, DM
Division of Ophthalmology, Stoke Mandeville Hospital

NAGESWARA (NEIL) MANDAVA, MD

INSTRUCTORS

MATTHEW BARS, MS
Jersey City Medical Center

GERARDO F. FERRER, MD
Co-Clerkship Director, Larkin Community Hospital

SEVILL GAMER, MD
Kings County Hospital Center

NIGEL L. GILL, MBBS, BSc
Norfolk and Suffolk NHS Foundation Trust

MARGARET GRADY, APN
Hackensack University Medical Center

KASU KIRAN, BM, MSc, MRCPsych
Norfolk & Suffolk NHS Foundation Trust

ABDUL MOHIT, MD
Kings County Hospital Center

GLENN A. OCCHIOGROSSO, MD
Clerkship Director, Kings County Hospital Center

MARcia Ribalta, MD
St Joseph’s Regional Medical Center

MICHELE RUVOLO, MD
Bergen Regional Medical Center

ADJUNCT INSTRUCTORS

CATALINA M. NINO, MD
The Queens Hospital Network

CLINICAL INSTRUCTORS

MIRIAM AZUANCE, ED.D
Kings County Hospital Center

PAUL D. O’KEEFE, MD
Kings County Hospital Center
Director of Medical Education, Flushing Hospital Medical Center

MICHAEL A. MARANO, MD
St. Barnabas Medical Center

DOUGLAS G. MERRILL, MD
Director of Medical Education, Renown Health System

MADHU S. RANGRAJ, MD
Clerkship Director, Montefiore New Rochelle

IHOR S. SAWCZUK, MD
Hackensack University Medical Center

NITIN SHROTRI, MBBS, FRCS
Director of Medical Education, Kent & Canterbury Hospital

RICHARD A. WATSON, MD
Hackensack University Medical Center

NICHOLAS WILSON, Bsc, MBBS, FRCS, MS
Associate Dean of Students, United Kingdom

DIRECTOR OF MEDICAL EDUCATION, Royal Hampshire County Hospital

ADJUNCT PROFESSORS

RASHEED U. ADAM, MD
St. George’s University School of Medicine

LOUIS CLEARKIN, MBBS, FRCP
Division of Ophthalmology, St. George’s University School of Medicine

MUHAMMAD S. FETEIHA, MD
Overlook Hospital

PHILIP FIORE, MD
Division of Ophthalmology, St. George’s University School of Medicine

KENNETH R. FOX, MD
Division of Ophthalmology, St. George’s University School of Medicine

ROBERT J. FUCIGNA, MD
Division of Ophthalmology, St. George’s University School of Medicine

DOMINICK I. GOLIO, MD
Division of Ophthalmology, St. George’s University School of Medicine

MICHAEL A. HERION, MD.
Division of Ophthalmology, St. George’s University School of Medicine

JEFFREY J. HURWITZ, MD
Division of Ophthalmology, St. George’s University School of Medicine

MARK A. LISTER, MD
Division of Ophthalmology, St. George’s University School of Medicine

JOSEPH F. MUSSOLINE, MD
Division of Ophthalmology, St. George’s University School of Medicine

BENJAMIN W. PACE, MD
The Queens Hospital Network

MIGUEL L. ROSENGREN, MD
Division of Ophthalmology, St. George’s University School of Medicine

BERNARD SPIER, MD
Division of Ophthalmology, St. George’s University School of Medicine

LEON STRAUSS, MD
Division of Ophthalmology, St. George’s University School of Medicine

MICHAEL J. TARAVELLA, MD
Division of Ophthalmology, St. George’s University School of Medicine

CLINICAL PROFESSORS

DENNIS L. BORDAN, MD
Clerkship Director, St Joseph’s Regional Medical Center

GEORGE S. FERZLI, MD
Lutheran Medical Center

JOEL H. HOROVITZ, MD
Maimonides Medical Center

BARRY MALTZMAN, MD
Division of Ophthalmology, Jersey City Medical Center

ASSOCIATE PROFESSORS

ARMAND ASARIAN, MD
Assistant Dean of Clinical Studies, United States

HARRY ADLER, MD
Maimonides Medical Center

CHARUSHEE LA ANDAZ, MD
Maimonides Medical Center

MATTHEW P. ARMON, BMBS, DM, FRCS
Norfolk & Norwich University Hospital

CHRISTOPHER A. BAILEY, MBChB, FRCS
Clerkship Director, Royal Hampshire County Hospital

SULIAMAN BARZIDEH, MD
The Brooklyn Hospital Center

GARETH M. BASHIR, FRCS, MBBS
North Middlesex University Hospital

LARRY BENJAMIN, FRCS (Ed), FCOPHTH, DO
Division of Ophthalmology, Stoke Mandeville Hospital

DOUGLAS N. BENSON, MD
Hackensack University Medical Center

FRANK J. BORAO, MD
Monmouth Medical Center

CONSTANCE P. CASHEN, DO
Clerkship Director, Mercy St Vincent Medical Center

ALBERTO L. CAYTON, MD
The Brooklyn Hospital Center

MITCHELL CHAAR, MD
Clerkship Director, Jersey City Medical Center

STEPHEN R. COLEN, MD
Hackensack University Medical Center

PHILIP R. CORVO, MD
Director of Medical Education, St Mary’s Hospital

NEIL M. DAVIES, BSc, MBBS, FRCS
Clerkship Director, Watford General Hospital

NAZMI ELRABIE, MD
St Joseph’s Regional Medical Center

BERYL A. DE SOUZA, MBBS, FRCP
North Middlesex University Hospital

OLADAPO O.O. FAFEMI, MB, FRCSEd, FRCS
Clerkship Director, North Middlesex University Hospital

JEFFERY S. FALK, MD
St John Hospital and Medical Center

FEDERICO GATTORNO, MD, MC, FACS
Woodhull Medical and Mental Health Center

JAMES E. GERVASONI, JR, MD
Clerkship Director, St. Peter’s University Hospital

GREGORY GRECO, MD
Clerkship Director, Monmouth Medical Center

MOHSEN A. HABIB, MD
Coney Island Hospital

ELLEN J. HAGOPIAN, MD
Clerkship Director, Hackensack University Medical Center

THEODORE E. M. HANLEY, MD
Woodhull Medical and Mental Health Center

DANIEL H. HECHTMAN, MD
Maimonides Medical Center

MARK K. HIRKO, MD
Monmouth Medical Center

EDWIN T.S. HO, MD, MBBCh, FRCS
Norfolk & Norwich University Hospital

FARABI M. HUSSAIN, MD
Arrowhead Regional Medical Center

SANDEEP KAPUR, MBBS, FRCSI
Clerkship Director, Norfolk & Norwich University Hospital

TOLGA KAPUSUZ, MD
Maimonides Medical Center

RATUKONDLA RAVI KUMAR, MBBS, MSc, FRCS
North Middlesex University Hospital

SANDEEP KAPUR, MBBS, FRCSI
Norfolk & Norwich University Hospital

RICHARD YJ KIM, MD
Clerkship Director, Overlook Hospital

JOHN A MANICONE, MD
Clerkship Director, Newark Beth Israel Medical Center

MOHAMMAD M. MASRI, MD
Clerkship Director, Larkin Community Hospital

AHAMED S. MOIDEEN, MD, FACS, FCCP
Director of Medical Education, Flushing Hospital Medical Center

BRUNO MOLINO, MD
Jersey City Medical Center

NEIL C. MOLONY, MBBCh, FRCS
Russells Hall Hospital

GUY NASH, MBBS, FRCSI
Poole General Hospital

SHARIQUE NAZIR, MD
Lutheran Medical Center

NIGEL PADGHAM, PhD, FRCS
Kent & Canterbury Hospital
JAMES PAIN, BSc, MBBS, MRCS, FRCS, MS
Poole General Hospital

JOHN A. PALESTY, MD
Clerkship Director, St Mary’s Hospital

AMRATLAL PATEL, MBChB, FRCS
Norfolk & Norwich University Hospital

RAJAN PATEL, MBChB, FRCS, MD
Clerkship Director, Russells Hall Hospital

ROHIT PRATAP, MBBS, MSc, MRCS, FRCS
Watford General Hospital

JYOTI RAINA, DO, FRCS (Ophthal)
Division of Ophthalmology, North Middlesex University Hospital

RATHINAM RAVI KUMAR, MBBS, FRCS, MSc
Norfolk & Norwich University Hospital

RAMACHANDRA C. REDDY, MD
The Brooklyn Hospital Center

JAI RELWANI, MBBS, FRCS
William Harvey Hospital

DAVID I. ROSENBLUM, MD
Maimonides Medical Center

LAURENCE R. SANDS, MD
Clerkship Director, Center for Haitian Studies

SHERWIN P. SCHRAIG, MD
Jersey City Medical Center

CHRISTOPHER SEERY, MD
Division of Ophthalmology, St. Barnabas Medical Center

KRISHNA K. SETHIA, MA, MBBS, FRCS, DM
Norfolk & Norwich University Hospital

FRANZ O.SMITH, MD
St Barnabas Medical Center

CHRISTOPHER SPEAKMAN, MBBS, FRCS, MD
Norfolk & Norwich University Hospital

ANDREI C. STIEBER, MD
Clerkship Director, DeKalb Regional Health System

FILIP A.M. VAN TORNOUT, MD, FRCS
Norfolk & Norwich University Hospital

DAVID T. WONG, MD
Arrowhead Regional Medical Center

ROBERT J. YEARWOOD, MD
Clerkship Director, St George’s General Hospital

PAUL YODICE, MD
St. Barnabas Medical Center

ADJUNCT ASSOCIATE PROFESSORS
LOUIS G. FARES II, MD
St George’s University, School of Medicine

ROBERT M. FISCHER, MD
NYC Health + Hospitals | Elmhurst & Queens

JEAN-BERNARD POULARD, MD
The Queens Hospital Network

PRITHI P. SINGH, MD
The Queens Hospital Network

CLINICAL ASSOCIATE PROFESSORS
IAN D. BOTTRILL, BM FRCS
Stoke Mandeville Hospital

INGRID A. CARLSON, MD
Division of Ophthalmology, St. George’s University School of Medicine

KESTER DRAGON, MD
St George’s General Hospital

ROMULO L. GENATO, MD
The Brooklyn Hospital Center

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Clerkship Director, Arrowhead Regional Medical Center

ERROL C. MALLET, MD
Coney Island Hospital

SOULA PRIVOLOS, MD
Clerkship Director, Lincoln Medical & Mental Health Center

SANDEEP SIRSI, MD
The Brooklyn Hospital Center

ASSISTANT PROFESSORS
SYED A. ABEDIN, MA, MBChir, MD, FRCS
Russells Hall Hospital

TINALDO R. A. ADAEL, MD
Coney Island Hospital

RICHARD M. AHUJA, MD
Division of Ophthalmology, Norwegian American Hospital

JALIL AL-IBRAHIM, MD, DO, FRCS
Division of Ophthalmology, Russells Hall Hospital

OLIVER ALLENBY-SMITH, BM, FRCS
Clerkship Director, Poole General Hospital

JEFFREY ANDERSON, MD
Clerkship Director, O’Connor Hospital
HENRY ATKINSON, MBChB, MRCS, BSc
North Middlesex University Hospital

CORY D. BARRAT, MD
Clerkship Director, The Jewish Hospital

SANJOY BASU, MBBS, MS, FRCS
William Harvey Hospital

RODOLFO J. CANOS, DO
Mercy St Vincent Medical Center

PIETRO CARPENITO, MD
Richmond University Medical Center

JAE S. CHO, MD
San Joaquin General Hospital

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Hackensack University Medical Center

JOHN CULHANE, MD
Arrowhead Regional Medical Center

NORMAN B. DAY, MD
St George’s University, School of Medicine

JOHN C. DEYSINE, MD
Coney Island Hospital

LEE DVORKIN, MD, FRCS
Clerkship Director, North Middlesex University Hospital

BENJAMIN A. EDDY, FRCS, MBBS, BSc
Kent and Canterbury Hospital

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Coney Island Hospital

KRISTIN G. FLESS, MD
St. Barnabas Medical Center

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Lutheran Medical Center

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Coney Island Hospital

SRINIVAS GADIKOPPULA, MBBS, MS, FRCS
North Middlesex University Hospital

JASDEEP K. GAHIR, MBChB, MRCS, FRCS
North Middlesex University Hospital

ANDREA GAITT, MBChB, FRCA
Russells Hall Hospital

CHRISTOS A. GALANOPoulos, MD
Clerkship Director, Renown Health System

GREGORY GALLINA, MD
Hackensack University Medical Center

ANUP R. GHEEWALA, MD
Coney Island Hospital

SILVIO F. GHIRARDO, MD
Coney Island Hospital

FRANCESCA M. GILIBERTI, MD
Division of Ophthalmology, St George’s University, School of Medicine

ANTHONY GIRARDI, MD
Coney Island Hospital

GIRISH GIRISH, FRCS, MRCS
Watford General Hospital

GALINA GLINIK, MD
Lutheran Medical Center

HARSHAWARDHAN C. GODBOLE, MBBS
North Middlesex University Hospital

ARNOLD C. GOEDE, MBChB, MS, FRCS
Clerkship Director, Stoke Mandeville Hospital

MOHAN R. HARILINGAM, FRCS, MS, MBBS
Clerkship Director, Queen Elizabeth the Queen Mother Hospital

SCOTT HOBLER, MD
Co-Clerkship Director, The Jewish Hospital

RUSSELL J. HORN, MD
Hackensack University Medical Center

DURAIRAJ JAGAJEEVANRAM, MBBS, FRCS, MS, MSc
Watford General Hospital

DAVID JOSEPH, MD
NYC Health + Hospitals | Elmhurst & Queens

SREEDHAR KALLAKURI, MD
Clerkship Director, Coney Island Hospital

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Clerkship Director, Richmond University Medical Center

RAMAMOHAN R. KILARU, MD
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St Barnabas Medical Center

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NYC Health + Hospitals | Elmhurst & Queens

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MARTINE LOUIS, MD
Clerkship Director, Flushing Hospital Medical Center

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Hackensack University Medical Center

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Kent & Canterbury Hospital

LEONARD MAFFUCCI, MD
Montefiore New Rochelle

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Watford General Hospital

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Clerkship Director, Monmouth Medical Center

THOMAS P. MCINTYRE, MD
Kings County Hospital Center

FELICITY J. MEYER, MA, FRCA
Norfolk & Norwich University Hospital

RICHARD M. MILLER, DO
Mercy St Vincent Medical Center

MUTHUSAMY MUTHUKUMAR, MD
Kings County Hospital Center and Coney Island Hospital

MANOJ NAIR, MS, MRCS, FRCS
North Middlesex University Hospital

ATUL K. NANDA, MD
Norwegian American Hospital

ADEDAYO A. OJO, MD
Clerkship Director, Woodhull Medical and Mental Health Center

OLU A. OLUWAJOBI, MBBS, MSc, FRCS
Russells Hall Hospital

NROY K. OTTLEY, MD
Jersey City Medical Center

SIMON PAIN, MBBChir, FRCS
Norfolk & Norwich University Hospital

NARMAN PUVRANCHANDRA, MD
Division of Ophthalmology, Norfolk & Norwich University Hospital

RAMESH K. REDDY, MD
Kings County Hospital Center

JAI RELWANI, MBBS, FRCS
William Harvey Hospital

MILTON R. RETAMOZO, MD
Clerkship Director, Arrowhead Regional Medical Center

IGOR RUBINSHTEYN, MD
Coney Island Hospital

MARIO SABADO, MD
Clerkship Director, Woodhull Medical and Mental Health Center

PEDRO SERRALHEIRO, MD, PhD
Norfolk & Norwich University Hospital

KHALID N. SESHAD, MBBS, FRCS, MSc
Watford General Hospital

SHOHAN SHETTY, MD
St Mary’s Hospital

LAURA M. SPANU, MD, PhD
North Middlesex University Hospital

SUSAN ST JOHN, MD
Clerkship Director, Flushing Hospital Medical Center

HENRY TALUS, MD
Clerkship Director, Kings County Hospital Center

MICHAEL TIMONEY, MD
Lutheran Medical Center

CHEE TOH, MBBS, FRCS
Watford General Hospital

FRANK W. TRAUPMAN, MD
Clerkship Director, St Barnabas Medical Center

THULASIRAMAN VIJAYAGANESH, MBBS, FRCS
Russells Hall Hospital

JOHN L. WHITEHEAD, DO
Jersey City Medical Center

STEPHEN WINIKOFF, MD
St Joseph’s Regional Medical Center

KEVIN E. WRIGHT, MD
The Brooklyn Hospital Center

ADJUNCT ASSISTANT PROFESSORS

GEORGE A. AGRIANTONIS, MD
The Queens Hospital Network

HANG S. BYUN, MD
NYC Health + Hospitals Elmhurst and Queens

PATRICK COLLEY, MD
NYC Health + Hospitals Elmhurst and Queens

JASMINE P. DAVE, MD
The Queens Hospital Network

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The Queens Hospital Network

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The Queens Hospital Network
UNSUP KIM, MD
The Queens Hospital Network

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NYC Health + Hospitals | Elmhurst & Queens

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The Queens Hospital Network

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The Queens Hospital Network

BENJAMIN J. Z. POCOCK, MD
Clerkship Director, NYC Health + Hospitals | Elmhurst and Queens

HAN-YU SHEN, MD
The Queens Hospital Network

RENEE A SPIEGEL, MD
The Queens Hospital Network

CLINICAL ASSISTANT PROFESSORS

GERARD D’AVERSA, MD
Division of Ophthalmology, St. George’s University School of Medicine

ALMA J. OLIVOS-ASARIAN, MD
Division of Ophthalmology, The Brooklyn Hospital Center

ARTHUR C. TUTELA, II, MD
Division of Ophthalmology, St Barnabas Medical Center

INSTRUCTORS

ARELIS J. CAMPITRUS-PONS, MD
St George’s General Hospital

PAUL J. CHUNG, MD
Co-Clerkship Director, Coney Island Hospital

JOSE DELEON, MD
Clerkship Director, Norwegian American Hospital

ARMANDO G. JACKSON, MS, PA
Newark Beth Israel Medical Center

JONATHAN K. LU, MD
Clerkship Director, San Joaquin General Hospital

SAMANTHI RAJU, MD
Coney Island Hospital

G.A. GLENDA VENTOUR-DERIGGS, MD
St George’s General Hospital

ADJUNCT INSTRUCTORS

GREGORY FIASCONARO, MD
St George’s University School of Medicine

KATE TWELKER, MD
NYC Health + Hospitals | Elmhurst and Queens

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US/Canada Toll-Free: 1 (800) 899-6337
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Fax: +1 (631) 665-5590
sguenrolment@sgu.edu
sgu.edu

Counseling for prospective students:
US/Canada Toll-Free: 1 (800) 899-6337
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