

SCHOOL OF MEDICINE

2021-2022



St. George's University
SCHOOL OF MEDICINE

Grenada, West Indies

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 19,000 physicians who have practiced worldwide and whose good works are testaments to this belief.



St. George's University
THINK BEYOND



WHAT'S INSIDE

School of Medicine	8
Doctor of Medicine	10
Graduate Degree Programs	19
Independent Graduate Degree Programs	22
Dual Degree Programs	28
General Rules and Regulations	31
Course Descriptions	32
Clinical Centers and Affiliated Hospitals	71
Academic Partnerships	73
Student Support Services	84
Student Organizations	87
Admission	94
Finances	99
Important Dates for Entering Students 2021–2022	110
Relevant Organizations	119
Alumni Affairs	121
Administration and Faculty	123



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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, and subscribe to stay up-to-date on everything SGU.

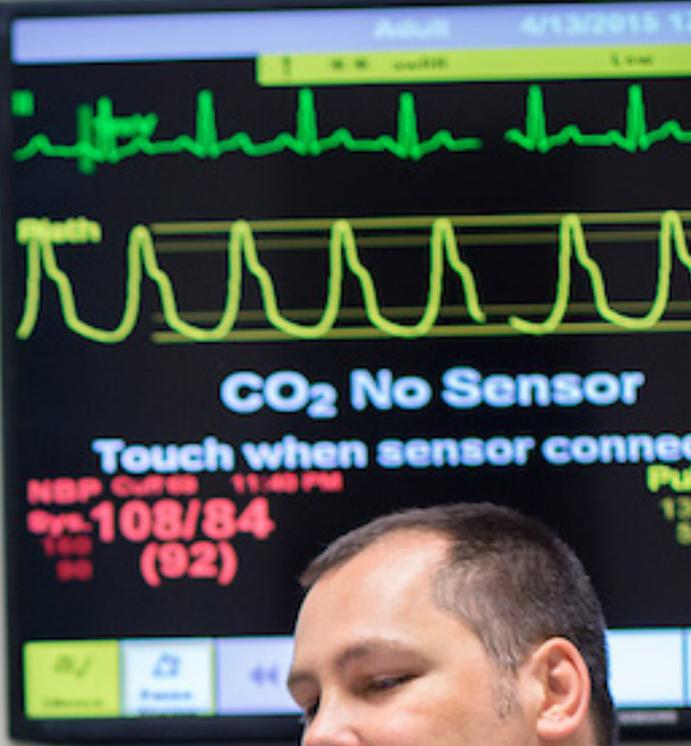


St. George's University

SCHOOL OF MEDICINE

Grenada, West Indies

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.



ACCREDITATIONS AND APPROVALS

- Accredited by the Grenada Medical and Dental Council, a part of the Ministry of Health of the Government of Grenada
- 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.



SCHOLARSHIPS PROVIDING ACCESS TO A TOP MEDICAL EDUCATION

- More than 75% of all entering four-year MD students received SGU scholarships in the 2020-21 academic year.*
- A variety of scholarship awards are available and based on academic excellence, extracurricular activities, and/or need:
 - The **Legacy of Excellence Scholarship** rewards students with high academic achievement, with two different scholarships. Students accepted into the four-year MD program may be eligible for one of these scholarships based on academic qualifications. No application is needed. Students are identified during the admission process and are notified of their award through the Admissions Office upon acceptance into the MD program.
 - 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.
- **International Peace Bursary**
- **Morris Alpert Scholarships**
- **William M. McCord Scholarships**

SCHOOL OF MEDICINE

OUR MISSION

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



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

ACADEMIC PROGRAMS

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

DOCTOR OF MEDICINE

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

St. George's University of Grenada School of Medicine/Northumbria University 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 St. George's University of Grenada School of Medicine/Northumbria University Program (SGU/NU). 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.

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.



DOCTOR OF MEDICINE

ONE WORLD, ONE HEALTH, ONE MEDICINE

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



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

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

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

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

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

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

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

FOUR-YEAR DOCTOR OF MEDICINE PROGRAM

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

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 St. George's University of Grenada School of Medicine/ Northumbria University 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, and/or Grenada. 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 subinternship, a four-week medicine elective, and 24-26 weeks of additional electives, in order to graduate.

Family Medicine (four to six weeks): This mandatory rotation can be done out of network at any hospital with an approved ACGME or AOA residency in Family Medicine. The Family Medicine rotation focuses on learning aspects

of acute medical problems commonly seen in outpatient settings, such as respiratory, cardiovascular, gastrointestinal, psychiatric, and genitorurinary illnesses, as well as hypertension, diabetes, pain management, and common mild musculoskeletal injuries. Subsets of patients seen in this setting include the clinically healthy, the socioeconomically disadvantaged, the elderly, high medical utilizers, immigrants, and those with chronic or terminal diseases.

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

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

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

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

FOUR-YEAR MEDICAL PROGRAM OUTCOME OBJECTIVES

Mission

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

Four-Year Outcome Objectives

1. MEDICAL KNOWLEDGE

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

2. CLINICAL SKILLS

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

Continued on next page.

FOUR-YEAR MEDICAL PROGRAM OUTCOME OBJECTIVES (CONTINUED)

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

3. PROFESSIONAL BEHAVIOR

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

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

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

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

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

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

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



PROGRAM OUTLINE: PRECLINICAL PHASE OF THE MD PROGRAM

PRECLINICAL SCIENCES

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

TERM 1 17 credits	BIOL 220*	General Biology	4 cr.
	CHEM 122/123	General Chemistry II/General Chemistry I Lab	3/1 cr.
	ENGL 107 or 213	College English I or College English II	3 cr.
	PSYC 201*	Introduction to Psychology	3 cr.
	AH*	Arts and Humanities Elective	3 cr.
TERM 2 17 credits	BIOL 221*	Human Biology	4 cr.
	CHEM 124/125	General Chemistry II/General Chemistry II Lab	3/1 cr.
	COMP 111*	Computer Concepts & Applications OR Computer Elective	3 cr.
	MATH 120* OR 131*	College Mathematics OR Mathematics for Physical Sciences	
		OR Mathematics Elective	3 cr.
	AH*	Arts and Humanities Elective	3 cr.

*Course can be taken in Term 1 or 2.

Course outline is subject to change

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

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

TERM 3 18 credits	BIOL 101	Anatomy and Physiology I	4 cr.
	CHEM 222/223	Organic Chemistry II/Organic Chemistry I Lab	3/1 cr.
	NUTR 201*	Nutrition	3 cr.
	PHYS 200	Physics for Life Sciences	4 cr.
	PSYC 316*	Health Psychology	3 cr.
TERM 4 17 credits	BIOL 202	Anatomy and Physiology II	4 cr.
	CHEM 224/225	Organic Chemistry II/Organic Chemistry II Lab	3/1 cr.
	COMH 201	Community Health	3 cr.
	COMM 204	Public Speaking	3 cr.
	MATH 220	Statistics	3 cr.

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

TERM 5 20 credits	BIOL 320	Genetics	3 cr.
	BIOL 401	Microbiology	4 cr.
	CHEM 450/451	Biochemistry/Biochemistry Lab	3/1 cr.
	PSYC 302	Abnormal Psychology	3 cr.
	PCLN 301	Learning Strategies for the Preprofessional Programs	1 cr.
	PCLN 302	Communication for the Health Professions I	2 cr.
	PCLN 391	Interpreting Health Sciences Research	3 cr.
TERM 6 20 credits	BIOL 321/331	Molecular Biology/Molecular Biology Lab	3/1 cr.
	BIOL 441	Physiology	4 cr.
	BIOL 460	Human Anatomy	4 cr.
	PCLN 303	Communication for the Health Professions II	3 cr.
	PCLN 380	Clinical Cases	2 cr.
	SSCI 412	Social Sciences and Medicine	3 cr.

PROGRAM OUTLINE: FOUR-YEAR MD PROGRAM

BASIC SCIENCES

Academic Year One

<p>TERM 1 17 credits</p>	<p>BPM500</p>	<p>Basic Principles of Medicine I</p> <ul style="list-style-type: none"> • Foundation to Medicine (6 weeks) • Musculoskeletal System (4 weeks) • Cardiovascular, Pulmonary, and Renal Systems (7 weeks) 	<p>17 cr.</p>
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<p>TERM 2 17 credits</p>	<p>BPM501</p>	<p>Basic Principles of Medicine II</p> <ul style="list-style-type: none"> • Endocrine and Reproductive Systems (3 weeks) • Digestive System and Metabolism (4.3 weeks) • Nervous System and Behavioral Sciences (10.7 weeks) 	<p>17 cr.</p>
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Academic Year Two

<p>TERM 3 8 credits</p>	<p>BPM502</p>	<p>Basic Principles of Medicine III</p> <ul style="list-style-type: none"> • Ethics, Professionalism and Medical Jurisprudence • Basics of Immunology and Microbiology • Public Health Assessment Tools • Culture and Societal Issues/Physician-Patient Relationship 	<p>8 cr.</p>
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<p>TERM 4 21 credits</p>	<p>PCM 500</p>	<p>Principles of Clinical Medicine I</p> <ul style="list-style-type: none"> • Foundation to Clinical Medicine (4 weeks) • Cardiovascular and Renal Systems (4 weeks) • Respiratory and Hematopoietic Systems (4 weeks) • Digestive, Endocrine and Reproductive Systems (6 weeks) 	<p>21 cr.</p>
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<p>TERM 5 23 credits</p>	<p>PCM 501 PATH 500</p>	<p>Principles of Clinical Medicine II Basic Sciences Foundation for Clinical Reasoning</p>	<p>19 cr. 4 cr.</p>
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Course outline and calendar are subject to change.

PROGRAM CALENDAR: FOUR-YEAR MD PROGRAM

BASIC SCIENCES

	AUGUST 2021 ENTRANTS	JANUARY 2022 ENTRANTS	APRIL 2022 ENTRANTS	AUGUST 2022 ENTRANTS	JANUARY 2023 ENTRANTS	APRIL 2023 ENTRANTS
TERM 1 17 credits	Aug. 16, 2021 to Dec. 13, 2021	Jan. 17, 2022 to May 16, 2022	Apr. 6, 2022 to Aug. 2, 2022	Aug. 15, 2022 to Dec. 12, 2022	Jan. 16, 2023 to May 15, 2023	Apr. 5, 2023 to Aug. 1, 2023
TERM 2 17 credits	Jan. 10, 2022 to May 11, 2022	Aug. 10, 2022 to Dec. 7, 2022	Aug. 10, 2022 to Dec. 7, 2022	Jan. 9, 2023 to May 10, 2023	Aug. 16, 2023 to Dec. 13, 2023	Aug. 16, 2023 to Dec. 13, 2023
TERM 3 8 credits	June 27, 2022 to Aug. 5, 2022	Jan. 9, 2023 to Feb. 17, 2023	Jan. 9, 2023 to Feb. 17, 2023	July 3, 2023 to Aug. 11, 2023	Jan. 8, 2024 to Feb. 16, 2024	Jan. 8, 2024 to Feb. 16, 2024
TERM 4 21 credits	Aug. 10, 2022 to Dec 8, 2022	Feb. 20, 2023 to June. 22, 2023	Feb. 20, 2023 to Jun. 22, 2023	Aug. 16, 2023 to Dec. 14, 2023	Feb. 19, 2024 to June 20, 2024	Feb. 19, 2024 to Jun. 20, 2024
TERM 5 23 credits	Jan. 9, 2023 to May 12, 2023	Aug. 8, 2023 to Dec. 8, 2023	Aug. 8, 2023 to Dec. 8, 2023	Jan. 8, 2024 to May 10, 2024	Aug. 6, 2024 to Dec. 6, 2024	Aug. 6, 2024 to Dec. 6, 2024

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**

Sub-internship: **4 weeks**

Medicine Elective: **4 weeks**

Additional Electives: **24-26 weeks**

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

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

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



GRADUATE DEGREE PROGRAMS

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

ADVANCED STANDING AND TRANSFER OF CREDITS

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

COURSE REQUIREMENTS

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

SUBSTITUTIONS WITHIN THE PROGRAM

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

TEACHING REQUIREMENTS

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

GRADUATE DEGREE PROGRAMS

Stand-Alone Degrees

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

Dual Degrees

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

SATISFACTORY ACADEMIC PROGRESS

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

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

SUPERVISORY COMMITTEE

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

THESIS PREPARATION

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

THESIS FORMAT AND SUBMISSION

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

FINAL THESIS EXAMINATION

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

CAPSTONE PRESENTATION

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

REQUIREMENTS FOR GRADUATION

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

TIME FRAME FOR THE COMPLETION OF THE MASTER OF SCIENCE DEGREE

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

THE INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF RESEARCH PARTICIPANTS

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

WINDWARD ISLANDS RESEARCH AND EDUCATION FOUNDATION

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



INDEPENDENT GRADUATE DEGREE PROGRAMS

FULLY ACCREDITED MPH PROGRAM



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

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

WHO COLLABORATING CENTER

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

MASTER OF PUBLIC HEALTH

The vision of the Department of Public Health and Preventive Medicine (DPHPM) at St. George's University is to be a dynamic local, regional and global center of excellence in public health. The vision is supported by the mission to cultivate and disseminate public health knowledge and practice through an innovative integration of education, service, and research for students in collaboration with communities and partners. 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 Basic Principles of Medicine III component of the Doctor of Medicine program and contributes to public health content in the Schools of Veterinary Medicine and Arts and Sciences.

The Master of Public Health (MPH) program offers the freestanding MPH, giving students the option to specialize in one of four tracks: Epidemiology, Environmental and Occupational Health, Health Policy and Administration or Global Health. A Preventative Medicine track is also offered for MD/MPH dual degree students and a Veterinary Public Health track is specific to DVM-MPH dual degree students. The MPH program requires 42 credits of graduate public health coursework. Of the total credits, 24 in program-required courses, 12 in track-required courses, 3 in the field-based practicum; and 3 in the culminating Capstone Integrated Learning Experience.

The department is the academic home of public health practitioners who serve as our core faculty. With years of international 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. . The MPH program allows its faculty and students to pursue interdisciplinary opportunities in scholarly activities, service and workforce development. The DPHPM also hosts the Gamma Kappa Chapter of the Delta Omega Honors Society in Public Health and serves as a World Health Organization Collaborating Center (WHO CC) in Environmental and Occupational Health and a United Nations Framework Convention on

Climate Change, Regional Collaborating Center (UNFCCC, RCC). The faculty participates 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), international universities, and governmental and community based organizations.. 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 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 or Neuroscience

The MSc program in physiology or 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 credits

12 cr of MD course work from BPM I (BPM 500) or BPM II (BPM 501)

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

GRADUATE COURSES

2 credits

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

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.
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GENERAL GRADUATE ELECTIVES

7–8 credits OR
16–17 credits

THESIS OPTION—MUST TAKE 7–8 credits

NON-THESIS OPTION—MUST TAKE 16–17 credits

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

MASTER OF SCIENCE IN BIOCHEMISTRY

SPECIFIC COURSE REQUIREMENTS

GRADUATE COURSES

11 credits

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

THESIS COURSES

12 credits

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

TAKE ANY 11 CREDITS

GENERAL GRADUATE ELECTIVES

11 credits

MICR 805	Microbial Genetics	2 cr.
MICR 813	Medical Microbiology	5 cr.
MICR 824	Advanced Biochemical Methods in Microbiology	2 cr.
MICR 828	General Immunology	2 cr.
PUBH 849	Environmental Toxicology	3 cr.

MASTER OF SCIENCE IN BIOETHICS

SPECIFIC COURSE REQUIREMENTS

GRADUATE COURSES

11 credits

6 cr. from MD course work from BPM I, II, and III		
BIOE 801	Research Ethics and Human Subjects	1 cr.
BIOE 805	Clinical, Ethical, and Neurological Aspects of Pain	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.

GENERAL GRADUATE ELECTIVES

6 credits

TAKE ANY 6 CREDITS

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.

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.
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MASTER OF SCIENCE IN PHYSIOLOGY OR NEUROSCIENCE

SPECIFIC COURSE REQUIREMENTS

GRADUATE COURSES 20 credits	TAKE ANY COMBINATION OF 20 CREDITS		*Applicable for the MSc in Physiology ONLY **Applicable for the MSc in Neuroscience ONLY
	BIOE 801	Research Ethics and Human Subjects	1 cr.
	IDGS 807	Research Design and Biostatistics	3 cr.
	MICR 825	Scientific Text: Organization and Presentation (STOP)	2 cr.
	PHNS 800	Physiology for Graduate Students	6 cr.
	PHNS 801	Neuroscience for Graduate Students	5 cr.
	PHNS 8XX	Histology for Graduate Students	4 cr.
THESIS COURSES* 14 credits	IDGS 901 IDGS 902 IDGS 905 IDGS 913	MSc Project Proposal Seminar MSc Written Project Proposal MSc Thesis Defense MSc Research and Thesis	1 cr. 2 cr. 1 cr. 10 cr.
NON-THESIS COURSES** 14 credits	CAPSTONE COURSES (8 CREDITS) PHNS 890 PHNS 891	Capstone Presentation for MSc Capstone Paper for MSc	3 cr. 5 cr.
	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.	

MASTER OF SCIENCE IN TROPICAL MEDICINE

SPECIFIC COURSE REQUIREMENTS

MD COURSES 10 credits	10 cr MD courses from BPM I, II, and PCM I		
GRADUATE COURSES 5 credits	Five credits of 800-level courses will be determined from existing graduate courses by the Supervisory Committee in consultation with the students.		
THESIS COURSES 19 credits	IDGS 900 IDGS 901 IDGS 902 IDGS 903 IDGS 904 IDGS 905	MSc Seminar MSc Project Proposal Seminar MSc Written Project Proposal MSc Thesis MSc Thesis Seminar MSc Thesis Defense	1 cr. 1 cr. 2 cr. 12 cr. 2 cr. 1 cr.

DUAL DEGREE PROGRAMS

STAND OUT AS A MEDICAL LEADER

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

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

BACHELOR OF SCIENCE/MD

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

MD/MASTER OF PUBLIC HEALTH

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

For dual MD/MPH degree-seeking students, 12 credits from the medical curriculum will be included towards the MPH degree. These credits form the basis of the Preventive Medicine track specialization for the MD/MPH dual degree. 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 during the summer and fall terms respectively. They continue their medical program, in the spring term of the following 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.

MD students who enter during the April term complete Term 1 of the MD program and begin the MPH Term 1 in the Fall term. They continue

with MD terms 2 and 3 in the spring and summer terms of the following year and Term 2 of the MPH in the Fall term. They will then complete the 6 credits of Capstone and Practicum for the MPH program during the remaining period of basic sciences in the medical program.

Students seeking admission to the MD/MPH program will first be reviewed for acceptance into the four-year medical program. Upon acceptance, the Office of Admission will forward the application to the Department of Public Health and Preventive Medicine for review and consideration.

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

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

MD/MASTER OF BUSINESS ADMINISTRATION

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

Over a 14-month period, participants complete a 34-credit program that equips them to manage every aspect of small- to medium-sized organizations, in the private or social sectors, with an emphasis on international settings. A distinctive holistic approach underlies learning that reaches

across disciplines and sectors, seeking the total health of communities, and is a unique feature of our MBA program.

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

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

MD/MASTER OF SCIENCE

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

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

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

the successful completion of the 10 required credits from the preclinical medical program and all prescribed graduate-level courses as outlined in the curriculum.

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

GENERAL RULES AND REGULATIONS

HONOR CODE

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

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

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

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

PROMOTION, PROGRESS, AND ACADEMIC RETENTION

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

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

HEALTH FORM

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

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

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

OUTSIDE EMPLOYMENT

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

COURSE DESCRIPTIONS

PRECLINICAL PROGRAM

BIOL 101

Anatomy and Physiology I

Anatomy and Physiology I (BIOL101) is a 4-credit course administered by the Department of Anatomical Sciences at St. George's University, Grenada. BIOL101 is the first in a series of two introductory courses to Anatomy and Physiology, the other being BIOL202. BIOL101 begins with the basic anatomical terminology and building a foundation of cellular physiology, basic histology, and embryology knowledge. The course continues the student's introduction to the structure and function of the human body with a focus on the musculoskeletal, respiratory, cardiovascular, and digestive systems. The student's basic understanding of the Anatomy and Physiology of the human body will continue to develop throughout the delivery of the course. Students will continue to learn and apply their knowledge of Human Anatomy and Physiology to normal, healthy individuals as well as clinical correlations that are relevant to the health sciences.

BIOL 202

Anatomy and Physiology II

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

BIOL 220

General Biology

This course is designed to complement the Human Biology course so that in tandem, these courses provide a sound foundation for the biology curriculum ahead. It will introduce students to the basic principles of biology. It includes the

role of macromolecules in the cell, and cellular structure, organization, and communication. Energy storage via photosynthesis and the harvesting of energy through aerobic respiration will be explored. The cell cycle, meiosis, mitosis, genetics, the molecular basis of inheritance, evolution, and the origin of species will be explored.

BIOL 221

Human Biology

Human Biology can be taken in any order, and is 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 is a basic course in Genetics appropriate for Arts and Science students as well as students of preclinical and Pre-Veterinarian studies. Genetics is presented over 16 weeks as part of the discipline-based curriculum in line with the expectations of the St George's University School of Medicine, designed to provide a fundamental basis for understanding Human Genetics pertinent to clinical medicine based on the Genetics Learning Objectives published by the American Society of Human Genetics (ASHG). You will be introduced to the language embedded in Medical Genetics and Molecular Biology. These general competencies and specific objectives are described in the ASHG MEDICAL SCHOOL CORE CURRICULUM IN GENETICS. Specifically, this course is designed to introduce you to the fundamental design of DNA leading to the structure and function of the human genome.

You will learn how recent advances in genetic research have led to a greater ability to diagnose and treat many human disease states:

- Module 1 – Begins with an introduction to the history of genetics where you will learn how traits are inherited.
- Module 2 – Begins with understanding how genes are organized within genomic DNA. You will learn of the

importance of this organization according to how many copies of a gene are required and their exact location within the genomic DNA.

- Module 3 you will learn how genes are expressed.
- Module 4 you will learn about linking the information that is found in an organism's DNA and how it is related to the way an organism looks and behaves, also known as "Genotype to Phenotype".

A basic understanding of chemistry, biology, and physics will be assumed.

BIOL 321 **Molecular Biology**

This upper-division course is designed to help students 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, genetics, and biochemistry will be assumed.

BIOL 331 **Molecular Biology Lab**

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 is a 4-credit course taught over 16 weeks in 2 75-minute weekly sessions. BIOL401 is a 4-credit course for Pre-Clin, Pre-Vet, Charter Foundation, Foundation to Veterinary Medicine and Biology, Ecology & Conservation students. Major components of the course are lectures; practical laboratories; quizzes; online activities/assignments and self-study. The aim of the course is to introduce you to the topic of microbiology. By looking at the basic characteristics and interactions of microorganisms with their

environments, you will obtain an overall understanding of their beneficial and harmful contributions to ecosystems and human colonization. This exposure to the disciplines of bacteriology, mycology, virology, and immunology is intended to serve as a basis for understanding microorganisms and microbial processes (Life Sciences/ Biology) and as a foundation for more in-depth future studies (pre-professional programs).

BIOL 441 **Physiology**

Human Physiology (BIOL 441) is a 4-credit course presented over 16 weeks as part of the discipline-based preclinical Science curriculum of St George's University School of Medicine. It is designed to provide a fundamental basis for understanding human physiology pertinent to clinical medicine based on the Medical Physiology Learning Objectives published by the American Physiological Society (APS). It is one of the final prerequisite courses for the third-year preclinical Sciences and Biology students, and a central component of the Charter Foundations to Medicine program. The course uses a variety of instructional approaches to facilitate learning using lectures, quizzes, interactive multiple choice question sessions, and small group clinical discussions.

Course topics teaching the essential elements, concepts, and organ systems in human physiology are delivered across four consecutive blocks:

Module Name

- Block1—(CTP) Cell and Tissue Physiology: Homeostasis, Excitable tissue, and Intro to Nervous System (4 weeks)
- Block2—(S1) System: Neurophysiology, Autonomic Nervous, and Cardiovascular Systems (4 weeks)
- Block3—(S2) System: Gastrointestinal and Pulmonary Systems (4 weeks)
- Block4—(S3) System: Endocrine and Renal Systems (4 weeks)

Total 16 Weeks

BIOL 460 **Human Anatomy**

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

CHEM 122**General Chemistry I**

General Chemistry I examines topics such as the nature and properties of matter; atoms, molecules and ions as basic building blocks of matter; measurement in chemistry; calculations involving chemical formulas and equations; general properties of aqueous solutions; electronic structure of atoms; periodic properties of the elements; basic concepts of chemical bonding; concepts in thermochemistry; characteristics of gases

CHEM 123**General Chemistry I Lab**

General Chemistry I Lab—This course is designed to reinforce some of the concepts discussed in the General Chemistry I lecture (CHEM 122). It exposes them to basic technical and safety skills required for a chemistry laboratory. It also allows students to apply the scientific process while examining topics such as properties of matter, measurements, chemical formulas, thermochemistry, and basic concepts of bonding and molecular structure.

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

General Chemistry II/Lab this course examines topics such as the impact of intermolecular forces on the physical properties of solutions; chemical kinetics and chemical equilibrium; acid – base and other types of equilibria; chemical thermodynamics and the role of entropy in chemical reactions; electrochemistry with the emphasis on oxidation-reduction reactions.

CHEM 222**Organic Chemistry I**

This course is the first semester one in a one-year course in Organic Chemistry for Pre-Clin, Pre-Vet and Biology students. It includes: the nomenclature and classification of organic molecules; the structure and reactivity of the hydrocarbons (alkanes, alkenes, alkynes), alkyl halides and alcohols; the study of substitution and elimination reaction mechanisms; and an introduction to stereochemistry.

CHEM 223**Organic Chemistry I Lab**

This course is the laboratory component of CHEM 222. It gives students taking CHEM 222 the opportunity to carry out experiments which augment the content they have covered in the classroom. It included experiments to

demonstrate the chemical reactions of alkanes alkyl halides and alcohols, and molecular geometry.

CHEM 224**Organic Chemistry II**

Organic Chemistry II is a continuation of the material covered in Chemistry 222. Both constitute the one-year organic chemistry required by most professional schools. Lecture topics include but not limited to the structure, reactivity and synthesis of carbonyl compounds (Aldehydes, ketones, carboxylic acids, anhydrides, acyl halides, esters and amides), amines, aromatic compounds, and biologically related molecules (Carbohydrates, amino acids, and proteins). The course will also provide an introduction to spectroscopy used for the characterization of chemical structures in organic chemistry.

CHEM 225**Organic Chemistry II Lab**

Organic Chemistry II Lab—This course is meant to reinforce some of the organic chemistry concepts in CHEM 224, especially characteristic reactions used in identifying the different functional groups in organic chemistry. Students will carry out physical and chemical experimental methods, used to identify organic compounds and also carry out some reactions that would synthesize some specific organic compounds.

CHEM 450**Biochemistry**

Living organisms are construed principally from macromolecules, ie proteins, lipids etc. In addition certain proteins (enzymes) catalyze most of the reactions occurring within cells. This course is designed to deal with the structure and function of proteins (including enzymes, cofactors and antibodies), carbohydrates, nucleic acids (DNA and RNA) and lipids (including membranes structure). All cells require a continual supply of energy in the form of adenosine triphosphate (ATP). This course begins by describing the structure and significance of ATP and explains how ATP is synthesized. The key process of the TCA cycle, oxidative phosphorylation, glycolysis and fatty acid degradation will all be described. The course will also explain how macromolecules such as carbohydrates and lipids are synthesized from simpler precursors.

CHEM 451**Biochemistry Lab**

Biochemistry Lab, this course is meant to reinforce some of the Biochemistry concepts and techniques discussed in the Biochemistry lecture (CHEM 450), as well as expose students to routine procedures, such as TLC chromatography, spectrophotometry, enzyme assays and gel electrophoresis. A basic understanding of Chemistry, Biology is assumed.

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.

Each health problem is viewed uniquely by the population involved with a specific problem, related to the physical, social and cultural factors within the geographic and political boundary which defines them. This course examines Community Health perspectives in light of sociological, historical, educational, environmental and medical influences. The role of the health professional in community health planning will be explored in the public and private agency and within the realm of the independent health professional involved in their community.

COMM 204**Public Speaking**

This course, Public Speaking, is designed to help students develop communication skills, both oral and written, that contribute to academic, vocational, personal and social success in a wide variety of contexts. This is achieved through practical application of the four methods of speech delivery—Impromptu, Extemporaneous, Manuscript and Memorization.

COMP 111**Computer Concepts & Applications**

This course is designed to introduce students to basic computer concepts and to provide them with the necessary tools and techniques to produce documents, spreadsheets, and presentations. The student will also be introduced to internet use and principles. This course will cover

areas such as computer systems, hardware, and software, file management, document production, working with spreadsheets, and presentations.

ENGL 107**College English I**

This course introduces students to skills of academic reading, writing and critical thinking, thus training them to write clearly and intelligently in their various program disciplines.

ENGL 213**College English II**

This course is the continuation of ENGL 107 College English I, and focuses on strengthening students' critical thinking, reasoning and research skills.

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 131**Mathematics for Physical Sciences**

This course is designed to equip students with the mathematics encountered in physics and chemistry courses. It explores topics such as: exponents, logarithms, and scientific notation; measurement, significant figures, ratios, and proportions; simplifying algebraic expressions and solving linear equations; the equation of a straight line, its slope, and its intercept on the Y axis; solving a formula for one variable and changing the subject of a formula; solving linear equations with two variables; quadratic equations; area of a triangle and properties of right angle triangles; properties of a circle; characteristics of other geometric figures; tangent, sine, and cosine and their interrelationships; vectors and introduction to statistics.

MATH 220**Statistics**

Introductory statistics is designed to assist the student in acquiring a good intuitive grasp of statistics, specifically in terms of what it is, how and when to apply various statistical techniques to a host of managerial and other situations, how to interpret the results and draw meaningful conclusions from the data.

In today's world, the employment of simple but powerful statistical tools is critical to successful business practices. Introductory statistics will give students exposure to a wide range of statistical tools and concepts required in a quality management environment, as well as in various business fields and other functional areas. The ability to collect, organize, massage, interpret, and present data, is a powerful asset to possess. These skills will be developed through the study of various statistical methods and techniques in this course. Additionally, the student will begin to develop a systematic approach to problem solving and statistical decision making.

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 200

Physics for Life Sciences

This course will introduce students over a period of one semester to many of the basic principles and concepts in Physics. It includes base and derived units, vectors and scalars, kinematics in one and two dimensions, dynamics, circular motion and gravitation, equilibrium, elasticity, fluids and hydrostatics fluid dynamics, vibration and waves, sounds, electrostatics, current electricity, magnetism, light and basic geometrical optics, heat, introductory atomic and nuclear physics.

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

Practicing professionals need to be able to read, understand and evaluate research studies. They need to be able to critically evaluate research data and to determine whether research methods and arguments are sound and valid. They need to be able to summarize, paraphrase and synthesize published work, with appropriate documentation, to support their own professional decisions, claims and arguments. This course is designed to support students in developing these skills.

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 391

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**

This course will introduce students to the scientific discipline of psychology. Students will examine the emergence of the major schools of thought and the historical figures who contributed to the development of psychology as a science. Topics of study will include the history of psychology, research methods, the basis of behavior, sensation and perception, states of consciousness, learning and cognition, intelligence, motivation, social psychology and life span development. Within each subfield explored, focus will be on underlying issues such as the nature-nurture debate, the mind-body problem, stability versus change, and diversity versus universality, among others. The course will assume an interactive and real-life application approach.

PSYC 302**Abnormal Psychology**

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.

PSYC 316**Health Psychology**

This course provides an introduction to the exciting field of health psychology. We will look at the contributions of the discipline of psychology to the promotion and maintenance of health and prevention and treatment of illness. Special emphasis will be placed on health habits, stress and coping, and issues surrounding pain, illness, and loss. This course will encourage students to apply knowledge from health psychology to improve their life and the lives of others.

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 I (BPM1)**

The course Basic Principles of Medicine 1 (BPM1) 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 St. George's University of Grenada School of Medicine/Northumbria University Program (SGUSOM/NU), 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:

- Foundation to Medicine: 6 weeks
- Musculoskeletal System: 4 weeks
- Cardiovascular, Pulmonary and Renal Systems: 7 weeks

Total: 17 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 module is 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 II (BPM2)

The Basic Principles of Medicine 2 (BPM2) course is a 17-credit course delivered 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 St. George's University of Grenada School of Medicine/Northumbria University Program (SGU/NU), 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:

- Endocrine and Reproductive Systems (ER) – 3 weeks
- Digestive System and Metabolism (DM) – 4.3 weeks
- Nervous System and Behavioral Science (NB) – 10.7 weeks

Total: 18 weeks

Endocrine and Reproductive (ER) Module

This module provides the knowledge and understanding of the gross and microscopic structure, physiology, biochemical processes and metabolic disorders in relation to the endocrine organs. This includes the study of gross and developmental anatomy, physiology, microscopic anatomy and cell biology of the male and female reproductive systems. Students will learn to integrate and apply this knowledge through examination of cadavers at wet lab sessions and, micrographs and radiological images in small group sessions. At the end of each system, pathological conditions are explained through micrographs and imaging relevant to the specific organ systems. Students will also cover developmental genetics, genetic screening techniques and facts about nutrition in relation to neonates, infants and the elderly. Students will be able to 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.

Digestive System and Metabolism (DM) Module

In this module students learn about the anatomy and histology of the digestive system and actively integrate it with the biochemistry and physiological function of this organ system. Students will 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 will be 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 enhances students' understanding of the importance of these aspects of metabolism.

Nervous System and Behavioral Sciences (NB) Module

This module is an interdisciplinary study of the structure and function of the head, neck and the peripheral and central nervous system, simultaneously addressing the anatomy, histology, physiology, biochemistry and some pharmacology and pathophysiology. Behavioral science (psychopathology), life span development and learning theory are covered, as well as the behavioral aspects of medicine. Neurological and psychiatric case studies will be presented as integral components. The overall goal is to provide students with knowledge and understanding of the effects of damage to the head, neck, spinal cord, and brain, as well as the behavioral disorders of cognition as presented in general clinical medicine and the specialties of Neurology, Neurosurgery, Psychiatry and Ophthalmology.

BPM 502

Basic Principles of Medicine III (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:

1. **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
2. **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 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.

PRINCIPLES OF CLINICAL MEDICINE

PCM 500

Principles of Clinical Medicine I (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:

- Foundation to Clinical Medicine (4 weeks)
- Cardiovascular and Renal Systems (4 weeks)
- Respiratory and Hematopoietic Systems (4 weeks)
- Digestive, Endocrine and Reproductive Systems (6 weeks).

TOTAL: 18 Weeks

Foundation to Clinical Medicine Module (FTCM):

During this module students are introduced to the four disciplines through general principles. They learn about the basic principles of integrated patient and clinician-centered medical interviewing, physical examination and formulation of SOAP notes; the general principles of pathology including cellular injury and inflammation, neoplasia and hemodynamic disorders. They also learn about the basic principles of pharmacology including pharmacokinetics, pharmacodynamics, drugs affecting the autonomic system and pharmacology of pain. The module concludes with the study of skin, muscle and bone infections and skin pathology.

Cardiovascular and Renal Systems Module (CRS):

This module introduces the student to study of systemic diseases, utilizing the principles gained in the FTCM Module and their knowledge of normal anatomy, physiology and biochemistry from BPM1, 2 and 3. The module starts off with the Cardiovascular System wherein students learn about the cardiovascular diseases, cardiovascular infections and the drugs that are used to treat cardiovascular diseases. This is integrated with learning about a hypothesis-driven approach for a patient presenting with a cardiovascular and peripheral vascular complaint and performing a comprehensive physical examination of the cardiovascular and peripheral vascular systems. The next block is the Renal System where they learn about the renal diseases, urinary tract infections and conclude the module with pharmacogenetics and drugs used for coagulation.

Respiratory and Hematopoietic Systems Module (RHS):

During this module students' study about the Respiratory System wherein they learn about the pulmonary diseases, respiratory tract infections and the drugs that are used to treat some respiratory and mycobacterial diseases. They also integrate this with a hypothesis-driven approach for a patient presenting with a respiratory, head, eye, ear, neck and throat complaints and performing a comprehensive physical examination of these systems. The next block is

the Hematopoietic System where they learn about the red and white blood cell disorders, this block is interspersed with teaching of anticancer pharmacotherapy. We conclude the module by learning about the blood and lymphatic infections and the drugs used to treat malarial infection.

Digestive, Endocrine and Reproductive Systems Module (DERS):

During this module teaching commences with the Digestive System wherein students will study gastrointestinal diseases, infections, and the drugs used to treat some gastrointestinal diseases. They will also learn about a hypothesis-driven approach for a patient presenting with an abdominal complaint and performing a comprehensive physical examination of this system. The following block will take them through Endocrine Pathology, where they learn about the disorders affecting endocrine glands; this block also incorporates the teaching of pharmacotherapy of endocrinological conditions. We conclude the module by learning about diseases of the male and female reproductive systems, sexually transmitted infections, and the drugs acting on the uterus and contraceptives. Students will also learn to incorporate focused history and examination of patients with complaints about the endocrinological and reproductive system pathologies.

PCM 501

Principles of Clinical Medicine II (PCM2)

The Principles of Clinical Medicine II (PCM 501) is a 19-credit course in Term 5 of the Doctor of Medicine (MD) program at the St George's University School of Medicine, Grenada. The first module completes the teaching of the basic science content allowing a smooth transition to the remaining modules that focus on the integration of multidisciplinary approaches to clinical scenarios that aid the students in preparation for their USMLE Step 1 Examination and their clinical years

PATH 500

Basic Sciences Foundation for Clinical Reasoning (BSFCR)

The BSFCR course is delivered using Small Group case based sessions only. These small group sessions are student-driven, group discussion sessions that are organized in 50-minute case based session starting from presenting symptoms only. The course is not organized by system, but contains a random assortment of typical presenting symptoms for a variety of cases for all of the organ systems, and multi-systems cases. The sequence

of the systems is not matched with the PCM2 course intentionally as the student development of the cases is meant to proceed by clinical reasoning skills alone and not by place in curriculum.

The objectives of basic sciences are discussed using multiple clinical vignettes, in a student led session with a training facilitator. For each case students receive a presenting symptom, equivalent to the first line of an NBME test item; through group discussion the students will form a hypothesis for the presenting problem and then work through

1. What further questions would be asked to differentiate between hypotheses (history)
2. What physical examination findings would be expected and how would they help to refine the hypothesis
3. What investigations would be helpful and how they would corroborate or refute hypothesis
4. What do the laboratory findings indicate and how do they apply to the hypothesis
5. Integrate all of the elements and summarize the final hypothesis with a summary statement of supporting elements using appropriate semantic qualifiers.

The clinical tutors monitor, guide, emphasize and correct the facts being discussed. In every small group session, the students are expected to demonstrate Professional behavior (PB), effective communication and interpersonal skills (CS) and demonstrate focused and analytical approach to the case. At the end of the session, all students should have differential diagnosis and a summary of the main elements of the case with supporting and refuting evidence.

Each week will contain a formative assessment at the end of the week comprised of UWorld MCQs.

- 5 DLA style lectures on summary statements and semantic qualifiers
- UWorld access 3 hours per week contributed to quizzes
- 11 case based small group sessions- 33 clinical cases
- 12 DLA based case reviews- guided case summaries
- 4 h comprehensive written assessment at the end of the course

A make-up examination will be offered 5 times per year: March, May, July, October, December.

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.

SCSK 500

The Prague Experience in Medicine

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 506

Integrative Medicine

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

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 509

Imaging and Anatomy

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 512

Gross Anatomy Special Dissection

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

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)

This one-credit selective is offered once per semester and will fall within the start/stop dates of Term 1. Ten (10) sessions are scheduled per semester. Students are expected to attend and actively participate once a week in a two-hour session where a teacher from the School for the Deaf will teach American Sign Language (ASL) and guest speakers will cover topics like speech training, causes of deafness, prevention of deafness, and knowledge about 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.

SCSK 515

Clinical, Ethical, and Neuroscience Aspects of Pain

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 522

International Spanish Experience

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

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

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

This selective provides a practical field based introduction to tropical medicine in an East African cultural context. The annual selective runs for 2 weeks (May – June) 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 dependent 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 528

Clinical Professionalism in Sweden

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

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 534

India Medical Experience

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

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

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

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 540

Global Touch of Medicine

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 543

Observation in Medical Settings in UK and Grenada

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 545

Microbiology Selective I

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

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 551

Examination Skills in EENT

Over an eight week period, in 10 sessions, the participants will learn and do several examination techniques related to the eye, ear, hearing and balance. History taking skills and empathy are further aspects the participant will be engaged in.

SCSK 555

Stress & Resilience

This course investigates the physiological and psychological effects of stress, especially chronic stress, and orient students to lifestyle choices- their own and that of their patients. It provides an overview of literature concerning stress, resilience, and lifestyle choices and interventions, and teaches a number of stress management tools which have been demonstrated to be clinically effective and/or efficacious. the course is expected to be

personally as well as professionally relevant for the future physician.

SCSK 556

One Health, One Medicine

The course will explore veterinary, environmental, management and legal applications to human health through multi-disciplinary education, research and practice experiences.

SCSK 557

Intro to Medical Animation

Introduction to fundamental techniques of animation involving medical and biological subject matter.

SCSK 559

Ultrasound Selective

A multi-faceted selective building on Term 1 ultrasound training through the provision of supplementary "hands-on" experience, a research project in an area of interest with the goal to prepare interested students for further experience in a clinical setting.

SCSK 561

Facilitation in Medical Education

The overall intent for the course is for participants to gain an understanding of collaborative learning pedagogy, to demonstrate proficiency in apply these concepts themselves within a small group, and be able to relay their understanding and experience to other, more novice, facilitators.

SCSK 562

Principles of Aerospace Medicine

Aerospace medicine will expose students to the medical applications for aviation and factors of altitude, acceleration and flight deck/cabin conditions on human health towards examination and certification of aircrew and managing passengers.

SCSK 563

Basic Hyperbaric Medicine

Basic Hyperbaric Medical Theory and Practice will involve lectures covering major fundamental topics relevant to hyperbaric medicine. Successful completion of the course will reflect dutiful participation of students in the didactic and practical sessions and achievement of a passing grade on a final examination. The course will be delivered once

annually in late Spring/early Summer, after then end of the SOM academic term. In elaboration of Course Pre-Requisites, successful completion (with passing grade(s)) of Term 1 SOM is required (either BPM 1 or Term 1 Discipline-based Curricula). Successful completion of this course and another selective (Advanced Hyperbaric Medicine) will collectively facilitate sitting for the examination for certified Hyperbaric Technologists though National Board of Diving and Hyperbaric Medical Technology (NBDHMT).

SCSK 564

Advanced Hyperbaric Medicine

Basic Hyperbaric Medical Theory and Practice will involve lectures covering major topics relevant to applied hyperbaric medicine with a special focus on safety. Successful completion of the course will reflect dutiful participation of students in the didactic and practical sessions and achievement of a passing grade on a final examination. The course will be delivered once annually in late Spring/early Summer, after then end of the SOM academic term. The course will be immediately preceded by its pre-requisite, Basic Hyperbaric Medicine (with passing grade). Successful completion of this course will facilitate sitting for the examination for certified Hyperbaric Technologists though National Board of Diving and Hyperbaric Medical Technology (NBDHMT).

SCSK 565

Well-Being

Extracurricular activities add to well-being. Intrinsically or extrinsically motivated or by both, these activities need to be acknowledged as an encouragement to continue and portray a diverse lifestyle. The selective is one credit (16 points) and participants need to accumulate 16 points (by participating in a wide range of in- and outdoor activities) over at least two terms to receive one credit on their transcript. Recognition is given to honor students who have acquired more points. Recognition takes place two weeks before completion of Term 5. In each term a maximum of 8 points will count towards the 16 points this selective requires. Extra points accumulated during the term will be transferred and recognized towards the end of term five.

SCSK 567

Critical Care

Introduction to Critical Care and Anesthesia is a (1) credit course that presents aspects of intensive care and anesthesiology relevant to medical students interested

in this field. This course has been developed to provide students from terms two through five, a basic foundation to the disciplines. This course will start with an introduction to laboratory values and ventilator strategies pertinent to the intensive care environment. The course then continues into basic knowledge of critical care pharmacology, pediatric and neonatal critical care, intracranial pressure, and hemodynamic pressure waveform monitoring in conjunction with central line placement, intra-aortic balloon pump and ECMO therapy, invasive cardiac pacing and defibrillation, and finally fluid therapy and massive transfusion in the intensive care unit. The course will be composed of lectures, online activities, and small group sessions to further instill practicality to learned material in the course.

SCSK 568

Romania Selective

Dermatology and rehabilitation medicine are two of three aspects students will be exposed to in this selective. The third aspect is the nursing home experience where chronic disease, be it of physical or mental nature, is a challenge. Interprofessionalism and interdisciplinary care play a major role here. Emphasis is placed on communication and collaboration with other healthcare providers. Details will be available in the course syllabus

SCSK 569

Naturopathic Medicine Selective

In this selective, students become familiar with the six principles of naturopathic medicine and recognize the benefits of a holistic approach to care.

SCSK 570

Medical Animation Techniques For Patient Education

Medical professionals must interpret and relate the process of disease and treatment to their patients on a daily basis. Many patients will have difficulty understanding even the most basic concepts that have a serious impact to their health. Using storytelling and moving visuals, along with accessible technology such as dry erase markers, a whiteboard, a camera phone and Microsoft PowerPoint, an otherwise complex condition can be interpreted and made simple for patient comprehension. In this course you will become aware of and practice fundamental principles of making visuals move on screen in a way that tells an engaging story. Although the focus is on patient education, these skills may prove useful to you in any situation, where you must present difficult information to a varied audience.

SCSK 571

Honors Selective I

In one way or another, most practicing physicians are involved in assessing the competence of trainees, peers, and other health professionals. However, they may not be as comfortable using educational presentation and assessment tools as they are using more clinically focused diagnostic tests. This one credit selective is aimed at introducing students to the educational practices of teaching/facilitation and assessments in medical education.

SCSK 572

Introduction to Wilderness Medicine

Introduction to wilderness medicine is a one (I) credit course that presents a comprehensive medical guide for student physicians who venture into remote and often austere environments. This course has been designed to introduce students in terms two through five the differences between medical care in the hospital and in the wilderness when definitive care is often days away. The course will begin by defining the field of wilderness medicine to include the pathway to fellowships in wilderness medicine as well as the role of a physician on an expeditionary team. The course then continues discussing the patient assessment system in wilderness medicine, common medical emergencies, trauma emergencies, environmental exposure injuries, dive medicine, altitude medicine, environmental toxicology, as well as management of mental health crisis in the wilderness. The course culminates with a discussion on expedition planning to include a trip to Grand Etang National Park to demonstrate the skills discussed and practiced during lecture in a wilderness setting.

Note: Students must complete the practical skills portion of the course for a pass mark. Participation will require the ability to complete a two mile moderately strenuous hike.

SCSK 573

General Neurology

During the selective students gain exposure to conditions commonly treated by neurologists. This may include neuro-oncology multiple sclerosis, movement disorders, headache, epilepsy, general neurology, aging and dementia, neuro-ophthalmology, autonomic disorders, sleep disorders, neuropathology, and neuromuscular diseases. Students may opt for a day in the operating room with the neurosurgery team, a day in the neuroimaging suite with CT and MRJ

equipment, an evening with sleep studies. There will be opportunity to conduct a thorough neurological exam; and provide recommendations for diagnostic tests, imaging, and possible therapeutics under guidance. Students will have a unique opportunity to read the primary literature on these patients and quickly develop expertise on patients who present with neurological disorders.

SCSK 575

Honors Selective II

The course covers the writing, and delivery of NBME style questions to either small group or large group audiences. The selective is PASS/FAIL

SCSK 578

Yoga & Meditation-Medicine Therapy

This selective is largely experiential. It consists of 10 hours of ZOOM workshops; 1 hour/day from Monday-Friday over a period of 2 weeks. There will also be 6 hours of self-study which includes additional resources and lectures students can access online.

SCSK 579

Tai Chi & Qigong: Chronic Condition

This selective is 10 hours of live workshop training using ZOOM (1 hour/day; 5 days/week for 2 weeks). 6 hours of self-study (solo practice, additional readings and lectures). Reflective essay.

SCSK 580

Neuroanatomical Correlates Of Medical Neuroimaging

Giving participants in this course the opportunity to practice correlating CNS and PNS dissected specimens with medical imaging by CT and MRI is expected to increase their visual-spatial and image interpretation skills. It is expected that the development of skills in correlating anatomical images with routine medical imaging will improve their basic science and clinical performances on all competitive exams. This selective is designed to solve the complex nature of medical imaging. Knowledge gains will be measured by the pretest-posttest model. At the beginning and end of the selective, participants will be given quizzes requiring them to correlate brain and spinal cord specimens with CT and MRI.

SCSK 581

Arts & Medicine

The arts (e.g., literature, films) can contribute to whole person understanding (i.e., a particular individual) by insight into

common patterns of response (common or shared human experience), into individual difference or uniqueness and/or enrichment of language and thought (Anne Scott, 2000). The tools to our disposal are reading, observation, description, perception, discussion, critical thinking, communication skills and creative expression. Through literature, observation of artworks aided by visual thinking strategy (VTS), watching films, involvement with improv, modalities in NLP, and reflection the student will explore their inner self compare, share, and communicate.

SCSK 582

Leadership

Each student will face leadership challenges in life either as a formal leader or a member of a team which can have a major impact on one's career. It is therefore necessary to become familiar with different ways of exercising leadership, to recognize one's own strengths and weaknesses, and how to collaborate in a leadership context. This selective offers a close look on leadership. Topics include leadership theories, personal assessment and development, values and ethics, motivation, power, communication, group dynamics, multiculturalism in leadership, conflict resolution, performance excellence, and change and innovation. Through a process of readings, case studies, self-discovery, and group dynamics the student will observe identify, analyze, and apply leadership behaviors.

SCSK 583

Culinary Medicine

The Standard American Diet (SAD) includes high consumption of ultra-processed foods, refined flours, added sugars, and sodium along with low consumption of vegetables, fruits, whole grains, and legumes. Nearly 80% of the chronic diseases faced by those in the U.S. are preventable through lifestyle changes. Poor diet has been identified as the top contributor to early death and lost healthy life years in the U.S.

On average 20 hours is spent on nutrition content in US medical schools and much of the content focuses on biochemistry and micronutrient deficiency states. Very little, if any, time is dedicated to helping students learn the components of a healthy diet, how to make a healthy diet enjoyable and practical, or how to effectively counsel patients on making healthy dietary changes.

This course does not include comprehensive nutrition information but does highlight resources and key points. Because students come from a variety of backgrounds and food traditions, the course presents a predominantly whole food, plant based (WFPB) diet through the lenses of different world flavors and culinary traditions.

Given that any level of behavior change can potentially yield improved health and well-being, every effort should be made to meet individuals where they are, assess readiness for change, provide assistance, and partner with them to support moving along a spectrum as far and as fast (or slow) as they are willing and able to go from a SAD (or less healthy diet) toward a WFPB diet. Motivational interviewing to tailor assessment, recommendations, and interventions according to a patient's personal goals and readiness for change is suggested.

Student time commitment includes 10 sessions where the flipped classroom model may be used in which much of the didactic content and reading materials are viewed online or read ahead of class in order to allow class time to be spent doing interactive activities--in this case, hands-on cooking and interactive dinner discussions. Sessions may have 10-30 minutes of video content, plus recipes and other handouts to be watched/read/reviewed prior to each session. Other sessions involve activities such as an interactive visit to Laura Land spice garden in St. David/SGU on campus garden/Or Hage garden, visit to the market in St. George's/Grenville, and Marketing Board and cooking/preparing a dish and eat/share it. Finally, a report stating the main message of each session, and a reflective essay of two pages completes the selective.

SCSK 584

Narrative Medicine

Narrative medicine can shape our understanding of disease and treatment, normality, and disability as well as our culture's attitude towards these issues. This narrative medicine selective is a one credit extracurricular course using the following components:

- Close readings of various types of fiction (novels, films, short stories, poems) and news media
- Presentation of clinical case studies and practice of patient interviews (narrative medicine history taking)

- Research papers to investigate health and disease
- Exploration of neurolinguistic programming, storytelling, and metaphor
- Reflective essays
- Group discussions

SCSK 585

Yoga & Meditation as Integrated Medicine—Advanced Level

This selective has 10 hours of workshop trainings on ZOOM (1 hour/week for 10 weeks), 10 hours of study and practice (1 hour/week for 10 weeks)

SCSK 586

Visual Storytelling for Research Communication

Medical professionals must interpret and relate the process of disease and treatment to both patients and the scientific community on a regular basis. Learning to relay this information in a captivating and informative way using design thinking and a popular software such as Microsoft PowerPoint is the goal of this selective. In this course the participant will learn how to create engaging, informative and well-rounded presentations that will build a base for any future science communication engagements such as conference presentations, lectures or professional evaluations. It can also be useful for public health awareness campaigns. The participants will learn the tools that help with their visual storytelling, including but not limited to: layout, images labeling, animation and rhetoric/verbiage.

SCSK 587

3D Visualization with DICOM

Clinicians and Medical Illustrators collaborate to create visualizations that help others understand medical conditions. We all know that imagery has the power to help us conceptualize and understand the complexities of the human body, but how are these images made? During this course, you will learn the basics of creating 3D visualizations using accessible technology such as an open source OJ COM Viewer and a web-based 3D model viewer. Together, we will explore the use of CT/MRI data to teach others about the location of their pathology in three dimensions. Creating a 3D model from CT/MRI data and adding simple annotations will enhance your ability to engage and educate your audience through virtual dissection and

interactivity. Upon successful completion of this course, you will demonstrate DICOM visualization techniques and publish a 3D model online.

SCSK 588

Tai Chi and Qigong for Prevention and Treatment of Chronic conditions- Advanced Level

By the end of the selective, students will be able to:

1. Create a treatment plan for case patients suffering from a chronic ailment utilizing Tai Chi and Qigong.
2. Explain the scientific basis for how Tai Chi and Qigong are effective as prevention to rehabilitation.
3. Describe the philosophical and historical foundation of Tai Chi and Qigong.

The selective is 10 hours of workshop training on Zoom (1 hour per week over a 10 week period) and 10 hours of self-study and practice (1 hour/week)

SCSK 589

Eastern Arts For Step 1

20 hours of workshop training on ZOOM: 2 sessions of one hour each/week over a 10 week period. An additional 20-30 minutes/day of personal practice is highly recommended. The sessions will run in the same manner as the other 3 selectives by Mr. Weitzman. Each session begins with a bit of theory, then about 40 minutes of practice and a wrap-up.

This program is very practical. It is offering PRACTICES for dealing with stress and anxiety during test prep and during the test itself. It is not set-up for therapy and discussions about people's emotional states. Any questions (this happens either by people talking or through writing messages on ZOOM) will refer to the practices.

Participants are expected to practice the exercises on their own during the week. Thus, it is a largely experiential learning based program. Participants are not asked to do any theoretical research (this would not be the best idea while studying for STEP 1).

There is research about meditation and health. A diverse range of meditative exercises from the Eastern arts may help alleviate students' stress and anxiety while preparing for the STEPS. This may lead to two outcomes:

1. Improved state of health and well-being
2. Improved test scores.

SCSK 700

Netter's Clinical Procedures Course

To Introduce medical students interested in surgical specialties, into surgical simulation with the aid of fresh cadavers in an operating room setting. The exposure with fresh cadavers is typically offered only to attendings and fellows, however recent literature suggests that early exposure of medical students into fresh cadaver surgical simulation increases their core competences during rotations and residency.

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 subinternship, a four-week medicine elective. To complete the clinical requirements, every student takes 24-26 weeks of electives. Verification of students obtain a passing score on the USMLE within 12 weeks of commencing their 3rd year of medical education before beginning core and/or elective clerkships

Emergency Medicine

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

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

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

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

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

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

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

ANAT 801

Educational Development

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

including dry bone/ligamentous preps, plastic embedding, and various plastination procedures.

ANAT 802

Graduate Anatomy Special Regional Dissection

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

Students will produce prosections for the department while gaining a chance to learn a particular region of the body in great and professional-level detail, well beyond that covered in the standard anatomy course. Project topics focus on four regions: head and neck; back and thorax; extremities; and abdomen, pelvis, and perineum. Each regional dissection will be limited to the appropriate area and will be a complete dissection of all the structures within the topic area, either through one or a series of dissections. Each project will be researched, dissected, and presented to the faculty and peers of students involved.

ANAT 803/ANAT 813

Instructional Development I/ Instructional Development II

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

This practical experience is a crucial part of any educator's training. Students are eligible to take this course twice. The first is Instructional Development I (ANAT 803) and the second is Instructional Development II (ANAT 813). Students cannot apply these to the same core subject. If they elect to take both courses, they must select two of the four core anatomy courses (Human Gross and Developmental Anatomy, Embryology, Histology and Cell

Biology, or Neuroanatomy). Letter grades will be based on the course director's evaluation and the delivered lectures to colleagues and other course instructors, as well as to students of the course. The subjective evaluation of attendance and work effort in relevant labs, as well as the quality of oral presentations will be considered as a component of the grade. It is intended that students will be formally evaluated at the end of the term by the students of the course, but it is up to the course director as to whether or not to use this feedback in their evaluation.

ANAT 804

Seminar in Anatomical Sciences

A core course requirement for the MSc and PhD, this course aims to provide an awareness of important current issues in clinical anatomy education and improve student understanding of both the educational issues confronting the profession and the ethical issues associated with the use of human tissue. Members of the department will meet with graduate students to discuss topics, to be determined by the course director, that are issues in the field of clinical anatomy education. The seminar will be held three times each term and graduate students will participate in the seminar for a minimum of four terms. The course is graded as satisfactory/unsatisfactory and performance will be determined by the level of student participation in the discussions over the four terms.

ANAT 805

Biomedical Research Methods

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

ANAT 806

Fundamentals of Microscopy and Imaging

The course consist of lectures, laboratory exercises, demonstrations and discussions that will enable students to obtain and interpret microscope images of high quality,

to perform quantitative optical measurements and to produce video and digital records for documentation and analysis. Principles of image formation and microscope design will be discussed, alongside clarification and types of Light microscopy. Types of cameras, analog and digital image processing and analysis, as well as an introduction to fluorescence microscopy and application of optical methods to live cells will be explored.

ANAT 814

Cells & Tissues

Cells & Tissues is the first course in the Anatomical Sciences graduate curriculum and serves as a foundation in histology, cell biology, gross and developmental anatomy. The course consists of lecture, laboratory and online activities. Graduate students participate in specific lecture and laboratory components of the Foundation to Medicine module of the year one medical curriculum and have additional lecture and laboratory sessions unique to the graduate program. Major topics include: organization of the cell; cell division; cell death; cell adaptation; epithelial tissue; connective tissue; integumentary system; introduction to anatomy; introduction to the nervous system; introduction to autonomic and early embryology.

ANAT 815

Musculoskeletal System

The course examines the histology, cell biology, gross and developmental anatomy of the muscular and skeletal systems. The course consists of lectures; laboratory activities for histology, anatomy and medical imaging; and additional training in physical examination skills. Graduate students participate in specific lecture and laboratory components of the MSK module of the year one medical curriculum with additional laboratory activities unique to the graduate program.

ANAT 816

Cardiovascular, Respiratory & Urinary Systems

The course examines the histology, cell biology, gross and developmental anatomy of the interrelated Cardiovascular, Respiratory & Urinary systems. The course consists of lectures; laboratory activities for histology, anatomy and medical imaging; training in physical examination skills. Graduate students participate in specific lecture and laboratory components of the Cardiovascular, Pulmonary and Renal module of the year one medical curriculum with additional laboratory activities unique to the graduate program.

ANAT 817

Endocrine & Reproductive Systems

The course examines the histology, cell biology, gross and developmental anatomy of the Endocrine, Male Reproductive & Female Reproductive systems. The course consists of lectures; laboratory activities for histology, anatomy and medical imaging; and additional training in physical examination skills. Graduate students participate in specific lecture and laboratory components of the Endocrine and Reproductive module of the year one medical curriculum with additional laboratory activities unique to the graduate program.

ANAT 818

Digestive System

The course examines the histology, cell biology, gross and developmental anatomy of the digestive system. The course consists of lectures; laboratory activities for histology, anatomy and medical imaging; and additional training in physical examination skills. Graduate students participate in specific lecture and laboratory components of the digestion & Metabolism module of the year one medical curriculum with additional laboratory activities unique to the graduate program.

ANAT 819

Head & Neck

By presenting clinical case studies the graduate student will learn to interpret the patient's history and linking the information to anatomical, embryological and physiological basic science knowledge, while further questioning the 'patient' in each case study by following the acronym VINDICATES developing concept maps. The goal is not necessarily to establish a correct diagnosis. The thought process behind the various differential diagnoses, the manner in how they can be verified or refuted, and ultimately what possible basic medical/surgical therapeutic action(s) and their explanation is important. The graduate student will apply their gross human and developmental anatomy knowledge in a practical clinical manner facilitating their ability to teach anatomy of the head and neck based on understanding clinical principles and surgical approaches. This experience will assist the graduate student in writing MCQs with a clinical stem and valid distractors. This approach is then applicable to other regions in the body.

ANAT 820

Graduate Gross Anatomy

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

ANAT 831

Anatomy Prosection and Preservation

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

students' finished program projects will be given to peers and faculty.

ANAT 890

Capstone Anatomical Sciences

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

Proposal: Significance of Problem/Question

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

Preliminary Review of Literature: Relevance Screening

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

Quality Assessment and Data Extraction

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

Findings

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

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

ANAT 980
Research for the PhD
10 credits

ANAT 991
Doctoral Dissertation in the PhD
9 credits

BIOCHEMISTRY AND GENETICS

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:

- Structure and function of biological molecules
- Enzymes regulations and kinetics;
- Intermediary metabolism
- Replication, transcription and translation
- Mechanisms of hormone action and signal transduction
- Role of vitamins in normal and aberrant conditions
- Inherited errors of metabolism
- Integration of metabolism and organ function.

BIOETHICS

BIOE 801
Research Ethics and Human Subjects

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

BIOE 804
Independent Study in Research Ethics

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

BIOE 805
Clinical, Ethical, and Neuroscience Aspects of Pain

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

BIOE 807
Responsible Conduct of Research and Social Justice in Health

This course examines the responsible and ethical conduct of research and prepares students to participate in research that protects the rights and welfare of subjects. The course material presents basic concepts, principles, and issues related to the protection of research participants. Students will study independently and also attend workshops on the Institutional Review Board (IRB) procedures and social justice. This course provides an introduction to biomedical research with a focus on the protection of human subjects. Historic and current information on regulatory and ethical issues important to the conduct of research involving human subjects will be covered. The course will also cover the principles of data protection, focusing on the healthcare-related privacy and information security requirements of the Health Insurance Portability and Accountability Act (HIPAA). Additionally, students will explore themes related to social justice and health equity. The course will examine how population health is influenced by social and economic conditions of environments where people are born, live and work.

BIOE 808

Bioethics Around the World

This course orients students to the MSc in Bioethics (MScB) programme and introduces foundational content and skills. Course activities nurture critical thinking about fundamental topics (scientific integrity, the responsible conduct of research, and the bioethics principles and theories) while facilitating student-student and student-faculty communication that builds relationships that will support student learning throughout the programme. Instructional activities using the online learning platform provide experience using technologies and software essential to the programme and that are unfamiliar to students. During the course students strengthen their communication and critical thinking skills through intensive discussion of the responsible conduct of research (RCR) and the technology, methodology and history of bioethics and research ethics. Students apply methods of bioethical analysis to cases and articulate regional, national, international concerns involving bioethics. The course provides foundational knowledge, skills, relationships, and opportunities to enhance critical thinking; and initiates the programs' spiral curriculum which reinforces and strengthens students' knowledge and skills by distance learning.

BIOE 809

Responsible Conduct of Research

This 3 credit course is unique in focusing exclusively on the responsible conduct of research (commonly referred to by the acronym RCR). Through asynchronous interactive online sessions, videos lectures, and case studies, students explore the roles and responsibilities of researchers, IRBs, LACUCs, and institutions, governments, and regulatory bodies involved in research. Topics addressed include scientific integrity and the ethics of research design, data management, peer review, scientific misconduct, and others. RCR involves education about all aspects of the research endeavor and all fields of research as well as the promotion and adjudication of misconduct. Knowledge and understanding of these issues, and skills with which to critically analysis cases from the perspective of different guidelines and frameworks, are essential to develop expertise in bioethics. The critical thinking and communication skills obtained in this course will be useful to students in any discipline or profession.

CLINICAL SKILLS

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

EDUC 811

Educational Assessment

This core course is designed to provide a foundation whereby students will gain an understanding and appreciation for the field of research in education as well as the major issues in contemporary education. This course will address various methods of formative and summative assessment, considering how assessments are planned, constructed, and interpreted in relation to the curriculum. The various methods will be critically evaluated in terms of their validity, reliability, and utility

EDUC 812

Educational Leadership & Management

This course focuses on strategic leadership and how it can be a power influence in bringing about and managing change in an educational institution. It will serve to prepare students with the knowledge, vision, and skills to become ethical and socially conscious leaders in the field of Education. Participants will pursue theory and research focusing on the complex historical, cultural, sociological, philosophical, and theoretical aspects of the leadership process. Students interested in undertaking a research project or thesis related to educational leadership are encouraged to take this course.

EDUC 813

Reflective Practice & Practicum

In this course students will study how the development of teaching is closely associated with both metacognitive self-evaluation and critical reflection of the literature of teaching/learning (both generally and in their respective subjects). Reflective practice is a process of continual experiential learning (Schon, D. 1983. *The Reflective Practitioner*. Basic Books). In this course students will learn to engage in critical self-evaluation while responding appropriately to peer/student evaluations and taking into consideration practical theory.

Students who register for this course may be exempted from the practicum section if they have:

- A current teaching responsibility which lasts for the duration of the course, and/or
- Substantial prior teaching experience on which to reflect.
- Create, explain, and justify a plan for how they might improve their practice.

Students are responsible for securing their own practicum, but faculty will do what they can to help. The practicum may be completed through lecturing, teaching, and/or small group facilitation (such as D ES Groups). Unless the student is exempted, the practicum will be undertaken concurrently with the course.

EDUC 814

Practical Approaches for Statistical Analysis

Practical Approaches for Research Analysis is designed to extend beyond the content of the Research Methodology course and more fully equip students interested in conducting quantitative, qualitative, or mixed-methods studies. It will build on students' understanding of the basic concepts and methods related to descriptive, parametric, and non-parametric analysis and provide the opportunity to run analyses and report findings using basic statistical software. Emphasis will be placed on the practical application of research methods including statistical analysis. Students will develop the necessary skills to interpret empirical findings in published research as well as in their own applied research.

EDUC 815

Critical Appraisal of Educational Research

The purpose of this course is to familiarize students with the literature review as they appraise educational research literature. Students will learn about the process of conducting a literature search for the purpose of constructing a literature review. A balance of class meetings and independent work will enable students to learn basic skills and strategies and then apply them to their own work. Students are encouraged to focus their reviews on their research interests. The final project for this course will be a literature review, which may serve as the basis for a research project or thesis. Students who have limited experience conducting literature reviews are urged to take this course.

EDUC 816

Theories of Learning

The goal of this course is to provide you with an in-depth look at key theories and perspectives that have shaped the field of education, including behaviorism, cognitivism, constructivism, progressivism, sociocultural theory and critical theory. Through this course, you will be encouraged to develop a theoretical foundation for the work that you will carry forward in your professional career, whether in research or in practice. You will be supported in developing the skills to locate and comprehend academic readings, to synthesize and explain educational literature, and to use literature to support your claims. You will also be supported in developing academic writing skills through the process of writing a literature review.

EDUC 817

Curriculum & Pedagogy

This course exposes you to various approaches to curriculum development, focusing primarily on outcomes-based approaches and the Understanding by Design framework. You will experience and practice a variety of different pedagogical strategies with a mind toward differentiated, active and multimodal learning. You will consider the role of context and purpose in selecting specific strategies in the design of the overall learning experience and in relation to the desired results/learning outcomes. This course will also address best practices in assessment and feedback and consider constructive alignment in the curriculum design process.

EDUC 818

Education in Multicultural Society

Through this course, you will engage with the multifaceted and intersecting nature of culture, identity and context in the field of education, in both theory and practice. You will focus specifically on education in the post-colonial Caribbean context, as you grapple with identity construction, intersectionality and structural inequalities. Through the lens of critical multiculturalism, you will consider non-essentialist understandings of culture and identity in relation to both past and future educational experiences, for yourself and for your students.

EDUC 819

Practitioner Research

This foundational research methods course is designed to support students in understanding the goals, approaches

and foundations of applied, practitioner-orientated action research. Students will be exposed to qualitative, quantitative and mixed-methods methodologies. At the end of the course, students will produce a research proposal for their practitioner research project, which will serve as the foundation for their master's thesis. Students will take this course concurrently with their practicum, so that their research proposal is deeply connected to their practice. This is a pass/fail course.

EDUC 820

Leadership: Theory & Practice

This is a required course in the third semester of the Master of Education Programme. In this course, students will explore the intersections between identity, context, leadership philosophies and practices. Students will examine various perspectives on leadership and apply leadership theories as they collectively analyze problems of practice. Students will also gain experience providing, receiving and incorporating feedback towards improving leadership practice. Through this course, students will refine their leadership philosophy and gain practical skills for improving their leadership practices.

EDUC 821

Supporting Students with (Dis)Abilities

Through this online course, students will learn about various (dis)abilities (visible and invisible) and investigate the ways in which (dis)abilities intersect with the learning process. Students will be exposed to pedagogical strategies to reduce barriers to learning for students with disabilities, and when implemented properly can improve the learning of others as well.

EDUC 822

Student Support Services in Medical Education

Through this online course, students will learn about the various factors that influence student performance in medical school and some of the common support services offered to enhance performance and well-being. Students will 1) better understand the factors that influence student academic success in medical school, and 2) explain how student support activities can potentially enhance student academic outcomes.

EDUC 823

Technology in Education

The overall aim of this course is to produce educators who are Information and Communication Technology (ICT)

literate and adroit in using ICT to support 21st century teaching and to facilitate student learning. The major theme of this course is to enhance education through appropriate use of ICT. This course provides participants with the basic technical and pedagogical knowledge, skills and experience to effectively integrate ICTs into their teaching practice by using student-centered and innovative techniques, to facilitate student learning. This course will provide students with practical experience in using a wide variety of technological tools, while building connections between theory and practice, in their respective fields. Students will gain an understanding of the impact (benefits and challenges) of incorporating ICT into education and classroom management issues related to ICTs. This course caters to educators in both primary and secondary contexts as well as higher education contexts.

EDUC 824

Historical, Social & Cultural Foundation

In this course, students will engage with seminal texts in the field of education as they consider the historical, social and cultural aspects of education. Specifically, students will explore the influence of the program's six 'big ideas' (power, equity, agency, collaboration and inquiry) on the evolution of the field of education across time and place.

EDUC 825

Educational Statistics

Educational Statistics is a 1-credit selective course on statistics on the Masters of Education Program. The main goals of the course are to help students understand basic educational statistics and analyses real-world data for the purposes of making real-world decisions. The course complements student's other coursework, helps students analyze their own data, is student-centered, and can be co-modified with students.

EDUC 835 and 836

Practicum I and II

This is an interactive course, designed to support reflective practice, and integration of research, theory and practice. Students will be in a range of different practicums and will have structured opportunities to work through problems of practice together as a cohort. Practicum placements will vary; it could be a new experience, a little bit above and beyond what they normally do, or something they've done for years that they want to focus on more deeply with a microscope. The goal of the practicum is for students to

have a practical experience to help them integrate theory, research and practice. The practicum will also be the basis of the student's thesis, as it will also be the site of their research. Finally, through these courses students will focus deeply on developing their e-portfolio.

EDUC 837

Research Seminar

In this course, students will conduct practitioner research for their master's Thesis. Students will be taking this course concurrently with their practicum, which will be the site of their research. Through coursework, students will be supported with refining data collection tools, collecting and analyzing qualitative and/or quantitative data. Students learning will be guided by a series of research memos that students will write in this course. In keeping with the rich tradition of practitioner research (often a deeply collaborative process), students will work in small inquiry groups throughout this course.

EDUC 838

Capstone Seminar

In this course, you will be supported through the process of completing and presenting your capstone project. You will be supported by a faculty advisor and an external mentor, as well as the peers in your capstone group, as you complete significant independent work for your capstone project. Your capstone will be a direct extension of the practitioner research you conducted the previous semester and will be an illustration of what you have learned over the two years in relation to each of the program learning outcomes. You will present your capstone at the end-of-program conference. This course serves as the culminating course for the entire programme.

EDUC 839

Reflective Practice

The goal of this course is to support reflective practice and integration of research, theory, and practice across all M.Ed. program courses through the creation of an ePortfolio. Through this digital portfolio, students will strategically and systematically reflect on their learning within and across each of the M.Ed. courses in relation to the four program learning outcomes.

To prepare for the various stages of this process, students will:

- Collect work from all courses across the two years in the program
- Reflect on the documents as evidence of learning
- Select pieces that highlight turning points and changes in thinking
- Connect by sharing with a variety of audiences for feedback

According to Rogers (2001), reflection is defined as, "a cognitive and affective process or activity that (1) requires active engagement on the part of the individual; (2) is triggered by an unusual or perplexing situation or experience; (3) involves examining one's own responses, beliefs, and premises in light of the situation at hand; and (4) results in integration of the new understanding into one's experience." (p.41).

By integrating the ePortfolio reflective experience into the M.Ed. program, student learning will be explored through the lens of the delivered classroom curriculum and the lived curriculum as experienced beyond the walls and campus of SGU (Yancey, 2004) as students cycle through the four stages of Kolb's Learning Cycle (1984):

- having a concrete experience followed by...
- observation of and reflection on that experience which leads to...
- the formation of abstract concepts (analysis) & generalizations (conclusions) which are then...
- used to test hypothesis in future situations, resulting in new experiences.

The ePortfolio should be considered both the process through which students engage in this systemic and intentional reflection, as well as the product of this work.

EDUC 840

Collaborative Learning & Leadership

In this course, students will explore collaborative approaches to teaching, learning and leadership. Students will think about collaboration in their own contexts, from the perspectives of students, faculty, and administration, as they explore the challenges and opportunities of collaborative learning and leadership.

EDUC 900**Practitioner Inquiry**

This foundational research methods course is designed to support students in understanding the goals, approaches and foundations of applied, practitioner-oriented action research. Through this course, students will engage in a self-study, in which they will examine an aspect of their practice in relation to the broader literature. Students will take this course concurrently with their practicum, so that their research proposal is deeply connected to their practice. This is a pass/fail course.

INTERDEPARTMENTAL COURSES**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 808**Research Methods: Practice & Application**

This course exposes students to research methodology and design and focuses on the practice and application to

address real-world clinical and population health problems. Students are expected to attend didactic lectures, to participate in small group discussions, to complete an online training program in epidemiology, and to showcase their research progress through several Research in Progress (RIP) presentations.

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 907**PhD Project Proposal**

This course involves the preparation of a report that outlines the proposed research project for completion of the degree of PhD in the graduate studies programme.

IDGS 908**PhD Proposal Seminar**

This course involves the preparation of a seminar that outlines the proposed research project for completion of the degree of PhD in the graduate studies program.

IDGS 909**PhD Progress Seminar**

This course involves the preparation of a seminar that outlines the progress that students have made towards the aims and objectives of their research project.

IDGS 910**PhD Final Thesis Defense**

The PhD thesis defense panel interview.

IDGS 911**PhD Research & Thesis**

The research and thesis component of the PhD is the core component for the degree of PhD. This is a student devised and driven research project that is expected to provide original input into an area chosen by the candidate.

IDGS 912**MD-MSc Research & Thesis**

The research and thesis component of the MSc is a large component of the degree of MSc. 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 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**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 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 832**Current Topics in Medical Virology**

This research selective "Current Topics in Medical Virology" will be conducted in a journal-club type format, 7 hours of direct contact (1 hour/week for 7 weeks), 18 hours other. Direct contact will include 1 hour of instruction on how to select current research papers of interest, how to present research articles. Other hours include critical assessment and question preparation of 11 scientific research journal articles within the topic of Medical Virology, and preparation of one or two presentations [depends on

the number of students enrolled] to the entire group.

This selective will offer medical and graduate students an opportunity to review and critically evaluate current, scientific research in the area of Medical Virology.

MICR 901**Graduate Seminars in Microbiology**

This is an ongoing seminar series. Registration and participation every term is required for all students while in residence for the MSc and PhD programs in Microbiology. In this series, students and faculty present reports on current topics. Credit students must organize and present at least one one-hour seminar per term and attend all other seminars to receive credit. Permanent, as well as visiting faculty, shall also present. This course is repeatable up to nine terms for cumulative credit. Graduate students are expected to enroll in this course repeatedly—a minimum of three times for freestanding MSc students and a minimum of four times for PhD students.

MICR 920**Research in Microbiology for MSc**

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

MICR 980**Research in Microbiology for PhD**

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

MICR 990**Master's Thesis in Microbiology**

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

MICR 991**Doctoral Dissertation in Microbiology**

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

PHYSIOLOGY AND NEUROSCIENCE

PHNS 800

Physiology for Graduate Students

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

PHNS 801

Neuroscience for Graduate Students

The major components of the course are didactic lectures, clinical case discussions, small group practical sessions, and online activities, as well as directed self-study and monitored activities.

PHNS 890

Capstone Presentation for MSc

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

PHNS 891

Capstone Paper for MSc

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

PUBLIC HEALTH AND PREVENTIVE MEDICINE

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 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 814**Emerging Infectious Disease****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 839**Principles of Health Care Management**

This course focuses on the principles, approaches, and applications involved in health care management. It looks at organizational structure and design and covers the organizational challenges of managing the complexity and particularities of healthcare. A theoretical overview of organizational, management and motivational theories will be applied to the setting of community health care services and hospitals. It allows students to apply a systems approach to solve difficult and complex issues in health care management, with a view to bring about change. Emphasis on organizational theories will offer the students different alternatives for efficient organization of health care services. An overview of different management styles to obtain the necessary capacities in leadership and motivation of the health care team will be offered so that the students can adopt their own style. The major management challenges for health care organization will be discussed: quality improvement; financial management; human resource management and training; strategic planning and marketing; information technologies; and ethics. PHCM gives students an overview of the particularities and challenges in managing health care services and health care teams.

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**

The Leadership and Decision-Making course concentrates on the concepts, theories and models that influence, shape and guide a leader and their decision-making within any public health organization. The traits, skills and styles of leadership are first examined to help students define and develop their own individual style. Building on this foundation of leadership styles, the principles and approaches which guide a leader to effectively practice within any public health organization, are then examined. These practical guiding principles for a leader include: culture and diversity; team leadership; the role of power; and being able to prepare for a response to any crisis. These theoretical concepts are guided by the decision-making process of a leader. Analysis of an evidenced-based decision-making model, will be used to establish a framework which, will lead to more successful outcomes and becoming an more effective public health leader.

This course will be offered as a dual delivery where students have the option of either attending lectures in person or via web conference.

Over the 12 weeks of the course, there is a total of 48 contact hours with students, with 4 hours per week, where each lecture session is 2 hours.

For each lecture, the following breakdown is a general guideline as to how the contact time of 2-hours will be divided:

- 1½ hour lecture time
- ½ hr. discussion on pre-assigned case study/video/article associated with the specific lecture topic.

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 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 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 855**Community Medicine Seminar Series**

A seminar-based course series intended to contribute to students development of effective communication skills as well as present on a public health topic of community medicine significance.

PUBH 857**Community Health, Culture & Empowerment**

Community and capacity building are central components to the improvement and sustenance of health and well-being of populations globally. This course will equip participants with knowledge and a plethora of skills to work effectively in a variety of communities and with diverse populations in developed and developing countries. Skills such as health needs assessment, partnership building, health communication and cultural competency will be acquired. Community engagement and cultural awareness will be cross cutting themes.

PUBH 858**One Health: Public Health Application**

One Health is a course for persons interested in the knowledge and application of medicine, veterinary medicine, environmental health, and public health. The course is divided into seven modules each highlighting One Health in the following areas: 1. History of Health, 2. Introducing to the One Health Concept, 3. Embracing Infectious Diseases, 4. Zoonotic Diseases, 5. Food Safety, 6. Environmental Health and 7. International Health

PUBH 859**Sexual, Reproductive Health & Rights**

The Sexual, Reproductive Health and Rights course introduces the history, ethical dimensions and current scope of sexual and reproductive health-related issues, programs and policies aimed to reduce morbidity, mortality and health disparities globally. Students will explore the social, economic and political factors affecting contraceptive use, fertility, family planning, pregnancy outcomes, sexually transmitted infections, pleasure and

sexual violence. It provides case studies to examine important problems and programs across the life course in socially diverse settings in developed and developing countries.

PUBH 860

Global Environmental Change

The World Health Organization defines global environmental change as the large-scale and global environmental hazards currently threatening human health. Protecting health from these hazards requires a perspective that focuses on ecosystems and on the recognition that the foundations of long-term good health in populations rely in great part on the continued stability of our natural environment. Within the context of this course, students will explore the intricate relationship that exists between the environment and human health, causes and components of major environmental change; and discuss current and projected implications for distinct dimensions of human health. Throughout this course, systems thinking as applied by public health professionals in mitigation and adaptation strategies will be highlighted.

PUBH 861

Project Management in a Global Environment

Managing local and global health projects is critical to the achievement of health and development in low and middle-income countries. This course aims to provide students with an understanding of the tools and techniques used in effective project management at different stages in the project life cycle, including project planning, implementation, monitoring and evaluation. The concepts, key elements, and application of the Logical Framework Approach (LFA) will be presented, including stakeholder analysis and cross-cutting issues analysis, problem and objective trees, and the log frame matrix to drive successful project outcomes.

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 in Public Health

The Practicum in Public Health (PUBH 889), hereafter known as "Practicum", is a required course in the MPH program.

It comprises of two(2) components:

1. Course-based activities (experiential learning within core and program-required courses) Students will be required to upload to E-Value the finished product(s) for each of their course-based activities (instructions will come from individual courses).
2. 120-hours internship completed outside of school term: A planned, supervised and evaluated field-based exercise, to be conducted at a Public Health related organization, agency, department or community based organization.

As with all other MPH courses, students are required to register for Practicum/APEX to ensure it is properly logged in their course listing for the following term.

The Practicum is designed with the student in mind, starting from its seamless integration into coursework, followed by an on-site real world internship experience of 120 hours, which is student driven and facilitated by the Practicum Coordinators. For the 120-hour internship, the student, along with their site supervisor, will plan and identify activities/tasks and MPH Competencies to be fulfilled whilst on site. This must be approved by the practicum coordinator prior to commencing the internship.

In planning the internship, it is recommended that students begin their search for an appropriate site, whether in Grenada, the wider Caribbean, the United States, or elsewhere in the world, as early as possible to mitigate any unforeseen challenges which could impact their MPH completion date.

PUBH 893

Capstone Integrated Learning Experience

Capstone Integrated Learning Experience (CILE) is an integrated experience in the Master of Public Health

(MPH) that allows students to apply and synthesize the concepts, knowledge and skills acquired throughout their course of study to successfully demonstrate public health competency.

CILE's integration process starts during the first term with the completion of 10 brief modules aimed at enhancing the students' writing skills (PUBH 893) and with the selection of a CILE topic in Concepts, Practice & Leadership in Public Health (PUBH 831). The process continues into Public Health Research Methods and Ethics (PUBH 832) before terminating in the submission of the final Capstone paper and oral presentation (PUBH 893). The CILE final paper and presentation must meet the scholarly requirements of the Department of Public Health and Preventive Medicine (DPHPM), which include addressing the MPH's foundational and track specific competencies.

Students are required to enroll in PUBH 893 in every term until the completion of the MPH. Upon successful completion students are awarded three (3) graduate level credits.

PUBH 895 **MPH Onboarding**

All new, (incoming) students will be enrolled in the MPH Onboarding course. This is a zero credit mandatory course that must be completed before the start of classes. It will prepare you on how to use our online Learning Management platform (MyCourses) and other software programs you will have to use in most of your MPH course (e.g. Zoom, Panopto, ProctorTrack).

This Onboarding course will also list all of the university services that are available for you to use as well as providing in one location important information about the program (e.g. descriptions of all courses, program policies, professional requirements)

CLINICAL CENTERS AND AFFILIATED HOSPITALS

UNITED STATES

NEW YORK

- BronxCare Health Center
- 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 New Rochelle
- NYC Health + Hospitals, Elmhurst & Queens
- Richmond University Medical Center
- St. Joseph's Hospital Health Center
- Woodhull Medical and Mental Health Center
- Wyckoff Heights Medical Center

NEW JERSEY

- Hackensack Meridian Health
- Hackensack UMC Mountainside
- Jersey Shore Medical Center
- JFK Medical Center
- Rutgers Health/Jersey City Medical Center
- Morristown Medical Center
- New Bridge Medical Center
- Newark Beth Israel Medical Center
- Overlook Medical Center
- Saint Barnabas Medical Center
- St. Joseph's University 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
- Desert Regional
- Doctors Hospital Modesto
- Hemet Valley Medical Center
- Mission Community
- O'Connor Hospital
- San Joaquin General Hospital
- St. Francis Medical Center

FLORIDA

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

MARYLAND

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

MICHIGAN

- Ascension St. John Hospital

ILLINOIS

- Humboldt Park Health
- Loyola MacNeal Hospital
- Saint Anthony Hospital
- West Suburban Medical Center

CONNECTICUT

- St. Mary's Hospital

LOUISIANA

- Baton Rouge General Medical Center

OHIO

- The Jewish Hospital
- Mercy St. Vincent Medical Center

NEVADA

- Renown Health

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

- North Middlesex University Hospital
- St. Ann's Hospital, London

HAMPSHIRE

- North Hampshire Hospital, Basingstoke
- Royal Hampshire County Hospital

HERTFORDSHIRE

- Sheepcot Medical Centre
- Watford General Hospital

KENT

- 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

CANADA UNAFFILIATED ELECTIVE SITES

ONTARIO

- Booth Neurology
- North Bay Dermatology Centre
- Ottawa Cardiovascular Centre
- Pembroke Regional Hospital

GRENADA

ST. GEORGE'S

- Grenada General Hospital

ACADEMIC PARTNERSHIPS

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

BERMUDA COLLEGE

Bermuda

COMBINED BS/MD DEGREE PROGRAM WITH ASSOCIATE'S DEGREE

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

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

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

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

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

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

For more information on this program, contact:
Colin Dowe, Associate Dean of Admissions
CDowe@sgu.edu
+1473439-2000 x3207

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:
Claudia Bastien
Assistant Director, Admissions
cbastien@sgu.edu

BUSINESS MANAGEMENT SCHOOL

Sri Lanka

COMBINED BS/MD PROGRAM

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

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

For more information about this program, contact:
Bharat Gadhia, Dir, Regional Commercial Engagements
bgadhia@sgu.edu

CALDWELL UNIVERSITY

Caldwell, New Jersey

COMBINED BS/MD PROGRAM

Caldwell University in Caldwell, New Jersey, has joined with St. George's University in offering 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 Caldwell University.

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

Upon successful completion of their first year at St. George's University, students fulfill the requirements for the Bachelor of Science in Biology from Caldwell University. 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.

Caldwell University is a Catholic, co-educational, four-year liberal arts institution. Founded in 1939 by the Sisters of Saint Dominic, the College is accredited by the Middle States Association of Colleges and Universities, chartered by the State of New Jersey, and registered with the Regents of the University of the State of New York. Located on a 70-acre wooded campus in a quiet suburban community 20 miles from New York City, Caldwell provides a serene and secure environment conducive to study and learning.

For more information about this program, contact:
Samantha Miller
Associate Director, Admissions
smiller6@sgu.edu
1 (800) 899-6337
+1 (631) 665-8500 ext. 1593

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:
Wendy Mathis, Associate Director of Admission
1 (800) 899-6337 ext. 1520

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:
Jibran Vahidy, Associate Director of Admission
jvahidy@sgu.edu

CANDORE COLLEGE

North Bay, Ontario

St. George's University and Canadore College have entered into an agreement to enable qualified Canadore students to earn their Bachelor of Science degree at St. George's University in marine, wildlife, and conversation biology.

In order to qualify for the St. George's program, Canadore graduates must have excellent academic records and a passion for marine and wildlife conservation. They can apply after completing their first two years of undergraduate study and receiving their Environmental Technician – Protection and Compliance diplomas.

Admitted students complete the last two years of their education at St. George's and earn a Bachelor of Science.

For more information about this program, contact:
Jibran Vahidy
Associate Director Admissions
Jvahidy@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:
Samantha Miller, Director of Admission
Smiller6@sgu.edu

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 Skelly Assistant Director of Admission
eskelly@sgu.edu
1 (800) 899-6337 ext. 1582

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:
Samantha Miller, Associate Director of Admission
smiller6@sgu.edu

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:
Samantha Miller, Associate Director of Admission
smiller6@sgu.edu

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:
Karla Lopes, Associate Director of Admissions
1 (800) 899-6337 ext. 1595
+1 (631) 665-8500 ext. 1595

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:
Makayla Hall, Associate Director of Admission
1 (800) 899-6337 ext. 1605
+1 (631) 665-8500 ext. 1605

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:
Nalinee Jiemvithayanukul, Manager of Student Recruitment
njiemvit@sgu.edu

KINGS COLLEGE

Pennsylvania, USA

COMBINED BS/MD PROGRAM

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

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

For more information about this program, contact:
Makayla Hall, Associate Director of Admission
mhall1@sgu.edu
1 (800) 899-6337 ext. 1605
+1 (631) 665-8500 ext. 1605

KWANTLEN POLYTECHNIC UNIVERSITY

Surrey, British Columbia

St. George's University and Kwantlen Polytechnic University (KPU) offer qualified students the opportunity to pursue a career in medicine or veterinary medicine at SGU. Following successful graduation with a four-year undergraduate degree at KPU, students can advance to obtain the BS/MD or BS/DVM at SGU.

Medical students will be eligible to complete the first two years of medical study in Grenada, or they can complete Year 1 of the MD program at Northumbria University in the UK, and Year 2 in Grenada. The final two years of this combined program are spent in clinical rotations at SGU's affiliated hospitals in the United States and/or the United Kingdom.

Veterinary students will be eligible to complete the first three years of veterinary study in Grenada and their final clinical year at affiliated veterinary schools in the United States, United Kingdom, Canada, Australia, or Ireland.

KPU is Canada's only polytechnic university centered around hands-on skills in addition to traditional academics. KPU currently offers a range of credentials, many of which are completely unique, to successfully meet the evolving needs of regional and global employment markets. Students have the opportunity to bridge certificate and diploma credentials into bachelor's degrees, creating the option of academic and professional enhancement of applied and technical programs.

For more information about this program, contact:
Claudia Bastien, Associate Director Admissions
cbastien@sgu.edu

LARKIN UNIVERSITY

Florida, USA

COMBINED MSc/MD PROGRAM

St. George's University has joined with Larkin University to offer students an opportunity to obtain a MSc/MD degree. Larkin students who express interest in the combined degree program are admitted to the St. George's University's Doctor of Medicine program with the requisite GPA and

MCAT scores, a letter of recommendation, and an interview. Admitted students will enter the first year of the MD program immediately after completing their master's degree at Larkin.

Founded in 2013 as Larkin Health Sciences Institute, Larkin is a not-for-profit graduate school that specializes in biomedical sciences and pharmacology. It provides an inclusive interprofessional learning environment to enable students to learn together utilizing modern technologies, research, innovation, and personal and professional engagement to serve the needs of the community, state, nation, and world.

For more information about this program, contact:
Brad Schmidt, Associate Director of Admission
1 (800) 899-6337 ext. 1241 1518
+1 (631) 665-8500 ext. 1241 1518

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:
Nalinee Jiemvithayanukul, Manager of Student Recruitment
njiemvit@sgu.edu

MASSACHUSETTS COLLEGE OF PHARMACY AND HEALTH SCIENCES

Massachusetts, USA

COMBINED BS/MD PROGRAM

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

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

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

For more information about this program, contact:
Karla Lopes, Associate Director of Admission
klopes@sgu.edu
1(800) 899-6337 ext. 1595
+1 (631) 665-8500 ext. 1595

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:
Jibrán Vahidy, Associate Director of Admission
lvahidy@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:
Makayla Hall, Associate Director of Admission
Mhall1@sgu.edu
1 (800) 899-6337 ext. 1605
+1 (631) 665-8500 ext. 1605

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:
Samantha Miller, Associate Director of Admission
Smiller6@sgu.edu

NORTHUMBRIA UNIVERSITY

United Kingdom

COMBINED BS/MD PROGRAM

St. George's University and Northumbria University have entered into an agreement providing an exciting pathway to becoming a medical doctor. Students begin their studies in the School of Life Sciences at Northumbria University in a Diploma of Higher Education in Medical Sciences, which equates to a Certificate of Higher Education in Medical Sciences. After successful completion of the one-year certificate course, qualified students proceed to Grenada to commence the St. George's University Doctor of Medicine degree program or alternatively remain at Northumbria. 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:
David Anthonisz, Director of Regional Commercial Engagements
danthoni@sgu.edu

SEATTLE COLLEGES

Washington, USA

COMBINED BS/MD DEGREE

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

The Seattle Colleges serve all of metropolitan Seattle and its surrounding communities, and comprise the largest community college district in the state, educating more than 50,000 students each year. Students choose from an array of more than 135 academic and career-technical programs, the largest number in the state. The curriculum has led the way as the Puget Sound area moved from a manufacturing and resource-based economy to information-based industries. Like the region, the college population is dynamic. The student body is the most diverse in the Northwest, reflecting nearly 80 different languages spoken in homes throughout the city.

For more information about this program, contact:
Emily Massimi, Associate Director of Admission
emassimi@sgu.edu
1 (800) 899-6337 ext. 1581
+1 (631) 665-8500 ext. 1581

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 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.

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:
Jibrán Vahidy, Associate Director of Admission
jvahidy@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.

For more information about this program, contact:
Erin Skelly, Assistant Director of Admission
eskelly@sgu.edu
1 (800) 899-6337 ext. 1582

VIDYA SANSKAR INTERNATIONAL SCHOOL

India

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

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

For more information about this program, contact:
Bharat Gadhia, Dir. Regional Commercial Engagements
bgadhia@sgu.edu

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:
Utibe-Abasi Etok,
Recruitment Manager, Africa (Nigeria and West)
uetok@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:

Makayla Hall Associate Director of Admission

mhall1@sgu.edu

1 (800) 899-6337 ext. 1605

+1 (631) 665-8500 ext. 1605

STUDENT SUPPORT SERVICES

“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.

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

Lucy Clunes, 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),

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

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

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

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

DEPARTMENT OF EDUCATIONAL SERVICES

Sara Rabie, PhD

Chair of Department of Educational Services

Director of Student Support and Development

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

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

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 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.

ST. GEORGE'S IN THE GRENADA COMMUNITY

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



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 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.

ADMISSION

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.

The School of Medicine enrolls new students in January, April, and August of each year. Admission to the School of Medicine is offered on a rolling basis, however, applicants are strongly encouraged to apply by the priority submission date for the term they wish to start.

TERM	PRIORITY DEADLINE
January Term	November 15
April Term	February 15
August Term	June 15

Applicants who submit applications by the priority submission date have the advantage of being considered for scholarships earlier and will have ample time to complete housing and travel arrangements. Applicants who apply after the priority deadline will still be reviewed for admission and scholarship awards.

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.

DOCTOR OF MEDICINE DEGREE PROGRAM

Admission Requirements

St. George's University School of Medicine offers a range of entry options for admission to the School of Medicine.

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.

SCHOOL OF MEDICINE: FOUR-YEAR MD PROGRAM ENTRY

REQUIREMENTS FOR US AND CANADIAN CANDIDATES

- **Degree.** 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 degree will be completed before matriculation into the School of Medicine. Admission to the SGUSOM will be withdrawn if the bachelor's degree is not obtained.
- **Coursework.** The following specific undergraduate coursework (or its equivalent) is required as part of the preclinical program requirements for admission:
 - One year General Biology or Zoology with lab
 - One year Inorganic Chemistry (General or Physical) with lab
 - One year Organic Chemistry with lab
 - One semester Physics with lab
 - One semester Math (Calculus, Computer Science, or Statistics)

- One semester English
- The Admissions Policy Board of the School of Medicine strongly recommends one more semester of Physics (one year in total), two semesters in social science courses (Psychology, Sociology, etc.), and courses in Biochemistry, Microbiology, and Physiology as preparation for medical school.

- **Computer Literacy.** Basic computer knowledge is required.

- **Medical College Admission Test (MCAT) is required.**

Our school code is 21303

SCHOOL OF MEDICINE: FOUR-YEAR MD PROGRAM ENTRY

REQUIREMENTS FOR NON US/CANADIAN APPLICANTS

- **Degree.** A bachelor's degree with a strong science background is necessary.
- **English language.** If English is not the principal language of the applicant's country, the applicant must present acceptable scores on one of the following English Language Assessments.
 - IELTS—7.0 on each band
 - TOEFL—600 (paper-based), 250 (computer-based), or 100 (internet-based). The University's TOEFL code is 2864
 - Password-Skills—Scoring is the same as IELTS scoring for direct entry
 - C1 Advanced—A score of 186 overall is required for direct entry
 - PTE Academic—A score of 85 overall is required for direct entry

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

Non-US and non-Canadian citizens are not required to sit the Medical College Admission Test (MCAT).

ST. GEORGE'S UNIVERSITY OF GRENADA SCHOOL OF MEDICINE/NORTHUMBRIA UNIVERSITY PROGRAM

The academic admission requirements for the St. George's University of Grenada School of Medicine/Northumbria University Program are the same as entry into the four-year Doctor of Medicine program in the School of Medicine in Grenada.

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 considered 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, a dedicated Admissions Officer from the Office of Admissions is assigned to the applicant. The Officer will support the candidate throughout

the application process to ensure that the applicant's questions are answered, all supporting documentation has been submitted 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 application will be reviewed for interview.
3. After the interview has been completed, the interview form is added to the candidate's application and the Faculty Student Selection Committee makes a final determination on the candidate.
4. 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 automatically deferred. Applicants who wish to matriculate in a later term than the one offered must submit a request to the Faculty Student Selection Committee by way of their Admissions Officer.

STUDENT SELECTION

The Faculty Student Selection Committee 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 Faculty Student Selection Committee 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.

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 contact Admissions@sgu.edu for additional information and instruction.

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.)

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 and be sure to first carefully read all Frequently Asked Questions.

MSc and PhD Programs

ENTRANCE REQUIREMENTS

FOR NORTH AMERICAN APPLICANTS

1. A bachelor's degree (or the equivalent) with a GPA of 3.0 and a strong science background.

2. GRE tests are not required, but a strong GRE performance enhances an application.
3. Two letters of recommendation are necessary.
4. Prior research experience is a benefit, but not a requirement.

FOR BRITISH APPLICANTS

1. Applicants from the United Kingdom system must have a first- or second-class degree.
2. Two letters of recommendation are necessary.
3. Prior research experience is a benefit, but not a requirement.

FOR APPLICANTS FROM OTHER SYSTEMS OF EDUCATION

1. A bachelor's degree (or the equivalent) with a strong science background.
2. Two letters of recommendation are necessary.
3. Prior research experience is a benefit, but not a requirement.
4. If English is not the principal language, the applicant must have achieved a minimum score of 600 (paper-based), 250 (computer-based), or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL), or a 7.0 overall score on the International English Language Testing System (IELTS). (The University's TOEFL code is 2864.)

APPLICATION PROCESS

Students interested in applying solely to an MSc or PhD program must submit a School of Medicine graduate application and all the supporting documentation.

DUAL DEGREE PROGRAMS

BS/MD Degree

Students interested in the BS/MD degree must submit an application to the Office of the University Registrar and the Office of the Preclinical Program during their first term of enrollment. Students who enter the final year of the preclinical program directly (e.g., with Advanced Levels or Caribbean Advanced Proficiency Examination [CAPE]) cannot earn a BS degree without spending additional semesters in the program.

FINANCES

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). Responsibility for payment of tuition and all other University charges is solely that of the student. Billing is posted to the Student Self-Service Account. Notification that bills are available for viewing is sent via email to students' University email accounts approximately one month prior to the due date. In the event students do not have fees posted to their account, it is their responsibility to contact the Office of Student Finances to request proper billing.

Housing

University policy requires that entering medical, veterinary medical, and graduate students live in campus residence halls for their first term; students entering into the preclinical, preveterinary medical, and undergraduate programs must live in the campus residence halls for their first year and will be billed accordingly. Students will be assigned housing and roommates in order of their acceptance. If students have a specific roommate request, it should be indicated to the housing coordinator. After this initial period on campus, upperclassmen who did not initially contract for their second term will be accommodated on campus according to availability by a lottery system and will be billed accordingly (see housing rates on separate insert). There are many houses, apartments, and efficiency units close to campus. All matriculated students on the Grenada campus are strongly advised to live in University-recommended housing either on- or off-campus, at the discretion of the University. There are currently no housing accommodations available on campus for students with children or pets. Students residing off-campus are responsible for their own housing expenses. The University reserves the right to require students to live on campus. During clinical terms, students are responsible for their own room and board; although, the University and affiliated hospitals may provide some assistance.

UNIVERSITY REFUND POLICY

University Charges

Students who withdraw or take a LOA, who fail to return from an approved LOA, who are dismissed, or otherwise fail to complete the term for which they are charged, will receive a tuition adjustment of

SCHOLARSHIPS

St. George's University offers a wide variety of institutional scholarships designed to recognize academic excellence and provide access to the best and brightest students regardless of circumstance. Approximately more than 75% of each entering class is awarded institutional scholarships.

Academic Merit-Based Scholarships

- Chancellor's Circle, Legacy of Excellence Scholarship
- Legacy of Excellence Scholarship
- Humanitarian Scholarship

Need-Based Scholarships

- International Peace Bursary
- Global Scholars Bursary
- Grenadian Scholarships
- William M. McCord Scholarship

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 Financial Aid

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.

There are special Title IV withdrawal rules for a semester that has modules (courses that do not span the entire length of the term). This would apply to a student's clinical terms. A student is not considered withdrawn for Title IV purposes if at the point of ceasing participation the student:

- successfully completes 49% of the days in the semester,
- earned half-time credits (5-semester credits) during the semester, or
- completes all of the program requirements and is considered a graduate.

For days to count toward the 49% requirement, the student must receive a passing grade in at least one course that spans an entire module.

If the student meets any of these conditions, the student is not considered to be withdrawn for Title IV purposes, and all aid received for the semester is retained. If grades for the semester are not received within 30 days from the date the University determines the student ceased participation, the student will be processed as a Title IV withdrawal. If a passing grade is received at a subsequent point, the University will reevaluate the student's withdrawn status and may reverse the Title IV refund calculation and refund payments.

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, 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 the student must give permission 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 entirely online.

For information, 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

Partial scholarships are available to some entering students who meet the criteria for one or more of our scholarships, grants or bursaries. 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 GRANTS, SCHOLARSHIPS, AND BURSARIES

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 and extracurricular excellence.

For more information about scholarship opportunities and to download applications, visit <https://www.sgu.edu/academic-programs/school-of-medicine/financial-aid-and-scholarships/#scholarships>

Entering Freshman Scholarship Programs

LEGACY OF EXCELLENCE SCHOLARSHIP PROGRAM

The Legacy of Excellence Scholarship Program rewards students with high academic achievement, with two different scholarships. Students accepted into the 4-Yr.

MD program may be eligible for one of these scholarships based on academic qualifications. No application is needed. Students are identified during the admission process and are notified of their award through the Admissions Office upon acceptance into the MD program.

The Chancellor's Circle, Legacy Of Excellence (CCLOE)

The CCLOE is an automatic award of \$94,500 to students with a minimum overall undergraduate GPA of 3.70, a 3.50 science GPA, and a 506 MCAT score who have been accepted by the Committee on Admission.

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)

The LOE is awarded to students who do not qualify for the CCLOE scholarship but have demonstrated strong academic performance and excel beyond our academic averages.

Students are identified during the admission application process and notified of their award through the Office of Admission upon acceptance into the University.

SGU Scholarship and Grant Interest Form

Applicants are encouraged to complete the below form so we can assess award qualifications without delay. If not submitted, the Scholarship Committee will review all applicants for awards based upon one's application and any additional items received.

<https://sgu.wufoo.com/forms/s1amp89502v4xyy/>

HUMANITARIAN SCHOLARSHIP

The Humanitarian Scholarship is awarded to students who have demonstrated compassion and commitment to humanitarian causes in their local communities and beyond. Students are identified during the admission process and notified of their award through the Admissions Office upon acceptance into the University. No application is needed.

EQUITY IN MEDICINE SCHOLARS PROGRAM

The Equity in Medicine Scholars Program is awarded to US students accepted into the 4 Yr. MD program living in a medically underserved area who have demonstrated a dedication to serving others from similar regions.

LEGACY GRANT

The Legacy Grant is awarded to all legacy students accepted to the MD program. A legacy is a child or grandchild of SGU MD Alumni. Students are identified during the admission process and notified of their award upon acceptance into the University. No application is needed.

VETERAN GRANT

The Veteran Grant is awarded to US students accepted to the four-year MD program who are Veterans of the US Armed Forces. Proof of veteran status is required. Students are identified during the admission application process and notified of their award upon acceptance into the University. No application is needed.

SIBLING GRANT

The Sibling Grant is awarded to siblings accepted to the MD program. Only new incoming students are eligible for this Grant, siblings currently attending St. George's University are not eligible. Students are identified during the admission application process and notified of their award upon acceptance into the University. No application is needed.

HEALTH PROFESSIONS GRANT

The Health Profession Grant is awarded to students accepted into the 4 Yr. MD program who have work experience in the healthcare field in the 2 years leading to application to the MD program. Excludes research and administrative positions. Students are identified during the admission application process and notified of their award upon acceptance into the University. No application is needed.

SUMMER ACADEMY SCHOLARSHIP

The Summer Academy Scholarship is awarded to students accepted into the 4 Yr. MD program who have completed

our Summer Academy Program. Students are identified during the admission application process and notified of their award upon acceptance into the University. No application is needed.

ALUMNI REFERRAL GRANT

The Alumni Referral Grant is eligible for newly accepted School of Medicine students who are referred by a School of Medicine graduate. Referrals are made through <https://sgu.wufoo.com/forms/s1kxhmsl186h1vq/> or directly on our scholarship webpage. All referrals must be sent prior to a student's application submission and must be submitted through the provided link. All award decisions are determined at the time of admission.

CHARTER FOUNDATION PROGRAM GRANT

Awarded to students who successfully complete the Charter Foundation Program upon promotion to the four-year MD program. Valued at the cost of tuition of the Charter Foundation Program.

SCHOOL SPIRIT GRANT

The School Spirit Grant is awarded to students who have graduated or will be graduating from specific institutions and are entering the four-year MD program. Students are identified during the admission application process and notified of their award upon acceptance into the University. No application is needed.

CITYDOCTORS

The City Doctors Scholarship Program in conjunction with affiliated hospitals offers scholarships awarded to entering four-year MD, US citizen/permanent residents pursuing 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.

June 20 for August class.

CityDoctors NYC Health + Hospital Scholarship

Eligible students 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 **Only students starting in a January term are eligible to apply.** More information is available at citydoctors.com/new-york-hhc.html.

CityDoctors Hackensackm University Medical Center Scholarship

Eligible students must be residents of Bergen County, NJ, a Hackensack UMC's employee or an immediate family member of an employee. Awards are granted for full, half and partial tuition and applied to the four years of medical school while enrolled at SGU School of Medicine. Only students starting in a January term are eligible to apply. More information is available at citydoctors.com/hackensackumc.html.

CityDoctors Jersey Shore University Medical Center Scholarship

Eligible students must be residents of Monmouth County or Ocean County, NJ, be a Jersey Shore University Medical Center employee or an immediate family member of an employee.

Awards are granted for full, half and partial tuition and applied to the four years of medical school while enrolled at SGU School of Medicine. Only students starting in an August term are eligible to apply. More information is available at citydoctors.com/jersey-shore-university-medical-center.html.

CityDoctors: St. Joseph's University Medical Center Scholarship

Eligible students must be residents of Bergen, Passaic or Essex County, New Jersey, an employee of St. Joseph's University Medical Center or an immediate family member of an employee. Awards are granted for full, half and partial tuition and applied to the four years of medical school while enrolled at SGU School of Medicine. Only students starting in a January term are eligible to apply.

Bursaries For Non-US Students

Awards are available to non-US students accepted to the four-year MD program who have proven financial need. To

be considered for a need-based scholarship, students must submit the Confidential Financial Statement form.

INTERNATIONAL PEACE BURSARY

Bursary awards given to non-US citizen/permanent residents who demonstrate financial need and can fund the balance of their education beyond the bursary award. These awards are grants-in-aid and do not have to be repaid.

GLOBAL SCHOLARS BURSARY

The Global Scholars Bursary is awarded to non-US citizen/permanent residents entering the St. George's University of Grenada School of Medicine/Northumbria University (SGU/NU) Four-Year MD Program, who demonstrate financial need and can fund the balance of their education beyond the bursary award. These bursaries are grants-in-aid and do not have to be repaid.

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 Tina DiLorenzo tdilorenzo@sgu.edu detailing your circumstances surrounding your leave of absence or contact her at +1 (631) 665-8500 ext. 1629 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 officer or Colin Dowe at cdowe@sgu.edu or +1 (473) 444-4680.

LOAN PROGRAMS

United States Citizens or Permanent Residents

US FEDERAL STUDENT LOANS

St. George's University participates in the William D. Ford Federal Direct Loan Program. These loans are available to students in the School of Medicine who are or have been enrolled in the Basic Sciences portion of their program in Grenada. (Students in the SGU/NU Program are not eligible for the Federal Direct Loan Program.)

The William D. Ford Federal Direct Loan Program consists of the Federal Direct Unsubsidized 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 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 5.28 for Direct Unsubsidized Stafford loans and 6.28% 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 1.057 origination fee on Unsubsidized loans and a 4.228% origination fee on Direct PLUS loans. These origination fees are as of October 2021 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 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 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 use 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, <https://www.sgu.edu/academic-programs/school-of-medicine/financial-aid-and-scholarships/#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 faidcanada@sgu.edu:

Beth Cohen

Canadian Loan Specialist
1 (800) 899-6337 ext. 1237
Fax: +1 (631) 666.9162
bcohen@sgu.edu

Tina DiLorenzo

Canadian Loan Specialist
1 (800) 899-6337 ext. 1629
Fax: +1 (631) 666.9162
tdilorenzo@sdu.edu

CANADIAN FUNDING AMOUNTS

Alberta Student Financial Assistance studentaid.alberta.ca/

Students are eligible for both federal and provincial funding as well as grants. The estimated combined maximum a student can receive is \$42,000 (CAD) per year. Loan and grant funding is based on the student's loan period. 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' awards are based on the number of months in a term.

British Columbia Student Financial Aid studentaidbc.ca/

Students are eligible for both federal and provincial funding as well as grants. Students can receive up to \$320 (CAD), \$210 federal and \$110 provincial, per week and \$4,500 per year in a grant. Loan and grant funding is based on the student's loan period. Loans are calculated based on the number of instructional weeks in a loan period; grants are determined by the number of months in the loan period. Funding is provided one term at a time.

Manitoba Student Aid edu.gov.mb.ca/msa/

Students are eligible for both federal and provincial funding as well as grants. Students can receive up to \$350 (CAD), \$210 federal and \$140 provincial, per week and \$4,500 per year in a grant. Loan and grant funding is based on the student's loan period. Loans are calculated based

on the number of instructional weeks in a loan period; grants are determined by the number of months in the loan period. Funding is awarded by the literal number of weeks in a loan period.

New Brunswick Student Financial Services

www2.gnb.ca

Students are eligible for both federal and provincial funding as well as grants. Students can receive up to \$350 (CAD), \$210 federal and \$140 provincial, per week and \$4,500 per year in a grant. Loan and grant funding is based on the student's loan period. Loans are calculated based on the number of instructional weeks in a loan period; grants are determined by the number of months in the loan period. Funding is awarded by the literal number of weeks in a loan period.

Newfoundland and Labrador Student Financial Assistance

aes.gov.nl.ca/studentaid/

Students are eligible for both federal and provincial funding as well as grants. Students can receive up to \$350 (CAD), \$210 federal and \$140 provincial, per week and \$4,500 per year in a grant. Loan and grant funding is based on the student's loan period. Loans are calculated based on the number of instructional weeks in a loan period; grants are determined by the number of months in the loan period. Funding is awarded by the literal number of weeks in a loan period.

Nova Scotia Student Assistance

novascca/studentassistance

Students are eligible for both federal and provincial funding as well as grants. Students can receive up to \$410 (CAD), \$210 federal and \$200 provincial, and \$6,180 per year in a grant. Loan and grant funding is based on the student's loan period. Loans are calculated based on the number of instructional weeks in a loan period; grants are determined by the number of months in the loan period.

Students may be awarded up to 40% of the provincial loan amount in a scholarship.

Northwest Territories Student Financial Assistance

ece.gov.nt.ca/en/services/student-financial-assistance

Students are eligible to receive scholarships and bursaries totaling 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 grants (up to \$4,500 (CAD) per year). Loan and grant funding is based on the student's loan period. Loans are calculated based on the number of instructional weeks in a loan period; grants are determined by the number of months in the loan period.

Quebec Student Financial Assistance Programs

afe.gouv.qc.ca/en/index.asp

Quebec does not offer funding to students studying medicine outside the Province of Quebec; however, students in other programs are eligible to apply for funding.

Saskatchewan Student Loans Program

ece.gov.nt.ca/en/services/student-financial-assistance

Students are eligible for both federal and provincial funding up to \$575 (CAD), \$365 federal and \$210 provincial, per week. Awards are based on actual number of weeks of instructional time. Loan and grant funding is based on the student's loan period. Loans are calculated based on the number of instructional weeks in a loan period; grants are determined by the number of months in the loan period.

VETERAN AFFAIRS BENEFIT PROGRAMS

St. George's University is a participant in the Department of Veteran Affairs Educational Programs. Only students who are/were a uniformed service member, veteran, veteran's dependent, surviving spouse, or child of a deceased veteran, and are registered in the MD or DVM programs are eligible for the VA Benefit.

Veteran Affairs Education Programs

The following is a list of Veteran Affairs benefit programs that the SGU MD program is eligible for:

- Chapter 30, Montgomery GI Bill™
- Chapter 32, Veterans Educational Assistance Program (VEAP)
- Chapter 33, Post-9/11 GI Bill™
- Chapter 34, GI Bill™
- Chapter 35, Dependents' Educational Assistance Program (DEA)
- Chapter 1606, Montgomery GI Bill™—Selective Reserves

Student eligibility for each of these programs is first determined by the Department of Veteran Affairs. Once eligibility is determined, the School's Certifying Official will fill out an Enrollment Verification Form and submit it to the Department of Veterans Affairs on the student's behalf. The claim will be handled by the Buffalo Regional Processing Office.

Application

Submit the appropriate application form listed below to the VA.

VETERANS/SERVICEPERSONS/RESERVISTS

Submit VA Form 22-1990, Application for Education Benefits, if you are a veteran, serviceperson, or reservist and are applying for the first time.

Submit VA Form 22-1995, Request for Change of Program or Place of Training, if you are a veteran, serviceperson, or reservist and you are requesting a change of program or place of training.

VETERANS' DEPENDENTS

Submit VA Form 22-5490, Application for Survivors' and Dependents' Educational Assistance, if you are a spouse or a child of a veteran and are applying for the first time.

Submit VA Form 22-5495, Request for Change of Program or Place of Training—Survivors' and Dependents' Educational Assistance, if you are a spouse or a child of a veteran and you are requesting a change of program or place of training.

DISABLED VETERANS

Submit VA Form 28-1900, Disabled Veterans Application for Vocational Rehabilitation, if you have a service-connected disability which the VA has rated at least 20 percent disabling, or 10 percent disabling if you have a serious employment handicap.

Once your eligibility for VA Benefits has been approved, you will be issued a Certificate of Eligibility (COE) showing the number of months of entitlement you have, the percentage of benefits, 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:

Michele Wulfken

Basic Science: St. George's University Certifying Official
Financial Aid Counselor

Phone: 1 (800) 899-6337 or +1 (631) 665-8500 ext. 1391

Email: mwulfken@sgu.edu

Kim Chodkowski

Clinical: St. George's University Certifying Official
Financial Aid Counselor

Phone: 1 (800) 899-6337 or +1 (631) 665-8500 ext. 1364

Email: kchodkow@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 or visit: <https://www.sgu.edu/academic-programs/graduate-studies/financial-aid-scholarships/#scholarships>

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 <https://www.sgu.edu/academic-programs/school-of-medicine/financial-aid-and-scholarships/#loans>.

IMPORTANT DATES FOR ENTERING STUDENTS 2021–2022

Basic Medical Sciences · Grenada (August and January Entrants)

AUGUST 2021

Graduation Diploma Date (No Ceremony)	July 2
Graduation Diploma Date (No Ceremony)	July 21
Mandatory Academic Orientation (Freshman only) self-paced orientation course site	July 26–August 8
Registration Check-in Term 5	July 30
Emancipation Day	August 1
Holiday Observance Emancipation Day	August 2
Classes Begin—Term 5	August 3
Registration Check-in Term 1, 2, and 4	August 3
Last Day of Examinations for Term 1—SUMMER	August 3
Late Registration Check-in Period Begins for Term 5	August 4
Last Day of Examinations for Term 3	August 6
Graduation Diploma Date (No Ceremony)	August 6
Mandatory Academic Orientation (Freshman only) in-person on the Grenada campus	August 9–15
Last Day of Completion Examinations for Term 1 SUMMER	August 10
Late Registration Check-in Period Ends for Term 5—5pm	August 10
NO REGISTRATION CHECK-IN AFTER THIS DAY	
Graduation Diploma Date (No Ceremony)	August 13
Last Day of Completion Examinations for Term 3	August 16
Interim Review for Term 3	TBA
Classes Begin—Term 1	August 16
Late Registration Check-in Period Begins for Term 1	August 17
Term 2 and 4 Classes Begin	August 17
Late Registration Check-in Period Begins for Terms 2 and 4	August 18
Late Registration Check-in Period Ends for Term 1— 5pm	August 23
NO REGISTRATION CHECK-IN AFTER THIS DAY	
Late Registration Check-in Period Ends for Term 2 and 4—5pm	August 24
NO REGISTRATION CHECK-IN AFTER THIS DAY	
White Coat Ceremony	TBA
Family Weekend	TBA
Holiday Grenada Thanksgiving	October 25
Last Day of Examinations for Term 5	December 3
Last Day of Completion Examinations for Term 5	December 10
Last Day of Examinations for Term 1	December 13
Last Day of Examinations for Term 2	December 14
Last Day of Examinations for Term 4	December 15

Last Day of Completion Examinations for Term 2	December 20
Last Day of Completion Examinations for Term 4	December 20
Last Day of Completion Examinations for Term 1	December 20
Committee for Satisfactory Academic Progress and Professional Standards (CAPPS) for Terms 1, 2, 4, and 5	TBA
JANUARY 2022	
Registration Check-in ALL Students	January 5
Graduation Diploma Date (No Ceremony)	January 7
Terms 2, 3, and 5 Classes Begin	January 10
Late Registration Check-in Period Begins for Terms 2, 3, and 5	January 11
Mandatory Academic Orientation (Freshman only)	TBA
Term 1 Classes Begin	January 17
Late Registration Check-in Period Ends for Terms 2, 3, 5—5pm	January 17
NO REGISTRATION CHECK-IN AFTER THIS DAY	
Late Registration Check-in Period Begins for Term 1	January 18
Late Registration Check-in Period Ends for Term 1—5pm	January 24
NO REGISTRATION CHECK-IN AFTER THIS DAY	
White Coat Ceremony	TBA
Family Weekend	TBA
Holiday Independence Day	February 7
Last Day of Examinations for Term 3	February 18
Terms 4 Classes Begin	February 21
Late Registration Check-in Period Begins for Term 4	February 22
Completion Examinations for Term 3	February 25
Graduation Diploma Date (No Ceremony)	February 25
Interim Review for Term 3	TBA
Late Registration Check-in Period Ends for Term 4—5pm	February 28
NO REGISTRATION CHECK-IN AFTER THIS DAY	
Registration Check-in Term 1 - SUMMER	March 28
Mandatory Academic Orientation Term 1—SUMMER	TBA
White Coat Ceremony—SUMMER	TBA
Graduation Diploma Date (no ceremony)	April 1
Term 1 Classes Begin—SUMMER	April 6
Late Registration Check-in Period Begins for Term 1—SUMMER	April 7
Late Registration Check-in Period Ends for Term 1—5pm—SUMMER	April 13
NO REGISTRATION CHECK-IN AFTER THIS DAY	
Holiday Good Friday	February 21
Holiday Holy Monday	April 18
Graduation Diploma Date (no ceremony)	April 29
Labor Day	May 1
Holiday Observance Labor Day	May 2
Last Day of Examinations for Term 2	May 11
Graduation Diploma Date (no ceremony)	May 13
Last Day of Examinations for Term 5	May 13

Last Day of Examinations for Term 1	May 16
Last Day of Completion Examinations for Term 2	May 19
Last Day of Completion Examinations for Term 5	May 20
Committee for Satisfactory Academic Progress and Professional Standards (CAPPS) for Term 1, 2, and 5	TBA
Last Day of Completion Examinations for Term 1	May 23
Graduation Diploma Date (no ceremony)	May 27
Holiday Whit Monday	June 6
Graduation Diploma Date (no ceremony)	June 10
Holiday Corpus Christi	June 16
Last Day of Examinations for Term 4	June 23
Registration Check-in—Term 3	June 24
Graduation Diploma Date (No Ceremony)	June 24
Committee for Satisfactory Academic Progress and Professional Standards (CAPPS) for Term 4	TBA
Term 3 Classes Begin	June 27
Late Registration Check-in Period begins for Term 3	June 28
Last Day of Completion Examinations for Term 4	June 30
Late Registration Check-in Period Ends for Term 3—5pm	July 4
NO REGISTRATION CHECK-IN AFTER THIS DAY	
AUGUST 2022	
Registration Check-in Term 5	July 29
Holiday Emancipation Day	August 1
Term 5 Classes Begin	August 2
Last Day of Examinations for Term 1—SUMMER	August 2
Last Day of Examinations for Term 3	August 5
Registration Check-in Term 1, 2, and 4	August 5
Holiday Grenada Carnival Whole Day	August 8
Holiday Grenada Carnival Half Day	August 9
Last Day of Completion Examinations for Term 1 SUMMER	August 9
Late Registration Check-in Period Ends for Term 5—5pm	August 9
NO REGISTRATION CHECK-IN AFTER THIS DAY	
Term 2 and 4 Classes Begin	August 10
Mandatory Academic Orientation (Freshman only)	TBA
Last Day of Completion Examinations for Term 3	August 12
Interim Review for Term 3	TBA
Term 1 Classes Begin August 15	
Late Registration Check-in Period Ends for Term 2 and 4—5pm	August 17
NO REGISTRATION CHECK-IN AFTER THIS DAY	
Late Registration Check-in Period Ends for Term 1—5pm	August 22
NO REGISTRATION CHECK-IN AFTER THIS DAY	
White Coat Ceremony	TBA
Family Weekend	TBA
Last Day of Examinations for Term 5	December 2
Last Day of Examinations for Term 2	December 7

Last Day of Examinations for Term 4	December 8
Last Day of Completion Examinations for Term 5	December 9
Last Day of Examinations for Term 1	December 12
Last Day of Completion Examinations for Term 2	December 15
Last Day of Completion Examinations for Term 4	December 15
Last Day of Completion Examinations for Term 1	December 19
Last Day of Examinations for All Terms	December 9
Committee for Satisfactory Academic Progress and Professional Standards (CAPPS) for Terms 1, 2, 4, and 5	TBA

Basic Medical Sciences · Grenada (April Entrants)

APRIL 2022

Registration Check-in—Term 1—SUMMER	March 28
Mandatory Academic Orientation Term 1—SUMMER	TBA
White Coat Ceremony—SUMMER	TBA
Graduation Diploma Date (no ceremony)	April 1
Term 1 Classes Begin—SUMMER	April 6
Late Registration Check-in Period Begins for Term 1—SUMMER	April 7
Late Registration Check-in Period Ends for Term 1—5pm—SUMMER	April 13
NO REGISTRATION CHECK-IN AFTER THIS DAY	
Holiday—Good Friday	April 15
Holiday—Holy Monday	April 18
Graduation Diploma Date (no ceremony)	April 29
Labor Day	May 1
Holiday Observance—Labor Day	May 2
Graduation Diploma Date (no ceremony)	May 13
Graduation Diploma Date (no ceremony)	May 27
Holiday – Whit Monday	June 6
Graduation Diploma Date (no ceremony)	June 10
Holiday – Corpus Christi	June 16

AUGUST 2022

Holiday – Emancipation Day	August 1
Last Day of Examinations for Term 1—SUMMER	August 2
Registration Check-in—Term 1 and 2	August 5
Holiday—Grenada Carnival Whole Day	August 8
Holiday—Grenada Carnival Half Day	August 9
Last Day of Completion Examinations for Term 1—SUMMER	August 9
Term 2 Classes Begin	August 10
Mandatory Academic Orientation (Freshman only)	TBA
Term 1 Classes Begin	August 15
Late Registration Check-in Period Ends for Term 2—5pm	August 17

NO REGISTRATION CHECK-IN AFTER THIS DAY

Late Registration Check-in Period Ends for Term 1—5pm **August 22**

NO REGISTRATION CHECK-IN AFTER THIS DAY

White Coat Ceremony **TBA**

Family Weekend **TBA**

Last Day of Examinations for Term 2 **December 7**

Last Day of Examinations for Term 1 **December 12**

Last Day of Completion Examinations for Term 2 **December 15**

Last Day of Completion Examinations for Term 1 **December 19**

Last Day of Examinations for All Terms **December 9**

Committee for Satisfactory Academic Progress and Professional Standards (CAPPS) for Terms 1 and 2 **TBA**

Basic Medical Sciences · SGU/NU Program

AUGUST 2021

Mandatory Academic Orientation (Freshman only) self-paced orientation course site **July 26–August 8**

Registration Check-in ALL Students—Northumbria University **August 3**

Graduation Diploma Date (No Ceremony) **August 6**

Mandatory Academic Orientation (Freshman only) in-person on the Grenada campus **August 9 - 15**

Graduation Diploma Date (No Ceremony) **August 13**

Term 1 Classes Begin—Northumbria University **August 16**

Late Registration Check-in Period Begins for Term 1 **August 17**

Term 2 Classes Begin—Northumbria University **August 17**

Late Registration Check-in Period Begins for Terms 2 **August 18**

Late Registration Check-in Period Ends for Term 1—5pm **August 23**

NO REGISTRATION CHECK-IN AFTER THIS DAY

Late Registration Check-in Period Ends for Term 2—5pm **August 24**

NO REGISTRATION CHECK-IN AFTER THIS DAY

White Coat Ceremony **TBA**

Family Weekend **TBA**

Bank Holiday **August 30**

Last Day of Examinations for Term 1 **December 13**

Last Day of Examinations for Term 2 **December 14**

Last Day of Completion Examinations for Term 2 **December 20**

Last Day of Completion Examinations for Term 1 **December 20**

Committee for Satisfactory Academic Progress and Professional Standards (CAPPS) for Terms 1 and 2 **TBA**

JANUARY 2022

Graduation Diploma Date (No Ceremony) **January 7**

Term 3 Registration Begins Grenada Campus **January 5**

Registration Check-in ALL Students - Northumbria University **January 5**

Term 2 Classes Begin—Northumbria University	January 10
Term 3 Classes Begin Grenada Campus	January 10
Mandatory Academic Orientation (Freshman only)	TBA
Late Registration Check-in Period Begins for Terms 2 and 3	January 11
Term 1 Classes Begin	January 17
Late Registration Check-in Period Ends for Terms 2 and 3—5pm	January 17
NO REGISTRATION CHECK-IN AFTER THIS DAY	
Late Registration Check-in Period Begins for Term 1	January 18
Late Registration Check-in Period Ends for Term 1—5pm	January 24
NO REGISTRATION CHECK-IN AFTER THIS DAY	
White Coat Ceremony	TBA
Family Weekend	TBA
Holiday Independence Day	February 7
Last Day of Examinations for Term 3	February 18
Graduation Diploma Date (No Ceremony)	February 25
Completion Examinations for Term 3	February 25
Interim Review for Term 3	TBA
Graduation Diploma Date (No Ceremony)	March 25
Graduation Diploma Date (no ceremony)	April 1
Holiday Good Friday	April 15
Holiday Holy Monday	April 18
Graduation Diploma Date (no ceremony)	April 29
Bank Holiday May Day	May 2
Last Day of Examinations for Term 2	May 11
Graduation Diploma Date (no ceremony)	May 13
Last Day of Examinations for Term 1	May 16
Last Day of Completion Examinations for Term 2	May 19
Last Day of Completion Examinations for Term 1	May 23
Committee for Satisfactory Academic Progress and Professional Standards (CAPPS) for Term 1, 2, and 5	TBA
Graduation Diploma Date (no ceremony)	May 27
Holiday Whit Monday	June 6
Graduation Diploma Date (no ceremony)	June 10
Holiday Corpus Christi	June 16
Term 3 Registration Begins—Grenada Campus	June 24
Graduation Diploma Date (No Ceremony)	June 24
Term 3 Classes Begin	June 27
Late Registration Check-in Period begins for Term 3	June 28
Late Registration Check-in Period Ends for Term 3—5pm	July 4
NO REGISTRATION CHECK-IN AFTER THIS DAY	
AUGUST 2022	
Last Day of Examinations for Term 3	August 5
Registration Check-in ALL Students—Northumbria University	August 5
Term 2 Classes Begin Northumbria University	August 10

Mandatory Academic Orientation (Freshman only)	TBA
Last Day of Completion Examinations for Term 3	August 12
Interim Review for Term 3	TBA
Term 1 Classes Begin Northumbria University	August 15
Late Registration Check-in Period Ends for Term 2—5pm	August 17
NO REGISTRATION CHECK-IN AFTER THIS DAY	
Late Registration Check-in Period Ends for Term 1—5pm	August 22
NO REGISTRATION CHECK-IN AFTER THIS DAY	
White Coat Ceremony	TBA
Family Weekend	TBA
Last Day of Examinations for Term 2	December 7
Last Day of Examinations for Term 1	December 12
Last Day of Completion Examinations for Term 2	December 15
Last Day of Completion Examinations for Term 1	December 19
Committee for Satisfactory Academic Progress and Professional Standards (CAPPS) for Terms 1 and 2	TBA

PreClinical (PClin), Charter Foundation Program (CFP), and Post Baccalaureate Program (Post. Bacc)

AUGUST 2021

Mandatory Academic Orientation (Freshman only) self-paced orientation course site	July 26–August 8
Emancipation Day	August 1
Holiday Observance Emancipation Day	August 2
Registration Check-in—ALL Students	August 3
Mandatory Academic Orientation (Freshman only) in-person on the Grenada campus	August 9–15
Classes begin (All Programs)	August 16
Late Registration Check-in Period Begins	August 17
Last day to Add/Drop a course—5pm (PClin Yr 1 and 2 only)	August 23
Late Registration Check-in Period Ends—5pm	August 23
NO REGISTRATION CHECK-IN AFTER THIS DAY	
Family Weekend	TBA
Midterm week	October 4–8
Holiday Grenada Thanksgiving	October 25
Last Day to Withdraw from a Course—5pm	October 29
Course Selection for Pre-Registration for January 2022	November 1–5 and 8–12
Last day of course examinations (All Programs)	December 3
PCSCE Examination PreClinical	December 6–7
PCSCE Examination CFP	December 7
PBSCE Examination Post Baccalaureate	December 7
Completion Examination Post Baccalaureate	December 8, 10
Completion Examination PreClinical	December 9–10
Completion Examination CFP	December 9–10

Committee for Satisfactory Academic Progress and Professional Standards (CAPPS)—
PClin and CFP)

December 10

Committee for Satisfactory Academic Progress and Professional Standards (CAPPS)—
Post BACC.

December 13

JANUARY 2022

Graduation Diploma Date (no ceremony)

January 7

Registration Check-in ALL Students

January 5

Mandatory Academic Orientation (Freshman only)

TBA

Classes Begin (PClin, CFP and Post Bacc.)

January 17

Late Registration Check-in Period Begins

January 18

Last day to Add/Drop a course—5pm (PClin Yr 1 and 2 only)

January 24

Late Registration Check-in Period Ends—5pm

January 24

NO REGISTRATION CHECK-IN AFTER THIS DAY

Family Weekend

TBA

Holiday Independence Day

February 7

Midterm week

March 7–11

Last Day to Withdraw from a Course—5pm (PClin Yr 1 and 2 only, FTP)

April 1

Course Selection for Pre-Registration for August 2022

April 11–14, 19–22, and 25–26

Holiday Good Friday

April 15

Holiday Holy Monday

April 18

Labor Day

May 1

Holiday Observance Labor Day

May 2

Last day of course examinations (PClin, CFP, Post Bacc.)

May 6

PCSCE Examination PreClinical

May 9–10

PCSCE Examination CFP

May 10

PBSCE Examination- Post Baccalaureate

May 10

Completion Examination (Post Baccalaureate)

May 11–13

Completion Examination (PClin and CFP)

May 12–13

Committee for Satisfactory Academic Progress and Professional Standards (CAPPS)—
PClin and CFP

May 13

Graduation Ceremony

May 14

Committee for Satisfactory Academic Progress and Professional Standards (CAPPS)—Post Bacc.

May 16

Graduation Diploma Date (no ceremony)

May 27

SUMMER 2022 (CFP FRESHMAN ONLY)

Registration Check-in

May 1

Labor Day

May 1

Holiday Observance Labor Day

May 2

Mandatory Academic Orientation

TBA

Classes Begin

May 4

Late Registration Check-in Period Begins

May 5

Late Registration Check-in Period Ends—5pm

May 11

NO REGISTRATION CHECK-IN AFTER THIS DAY

Holiday Whit Monday

June 6

Holiday - Corpus Christi	June 16
Last day of course examinations	July 28
PCSCE Examination	TBA
Completion Examinations	TBA
Committee for Satisfactory Academic Progress and Professional Standard (CAPPS)—CFP	TBA

AUGUST 2022

Holiday Emancipation Day	August 1
Registration Check-in ALL Students	August 5
Holiday Grenada Carnival Whole Day	August 8
Holiday Grenada Carnival Half Day	August 9
Mandatory Academic Orientation (Freshman only)	TBA
Classes Begin (All Programs)	August 15
Late Registration Check-in Period Ends—5pm	August 22
NO REGISTRATION CHECK-IN AFTER THIS DAY	
Family Weekend	TBA
Midterm week	October 3–7
Last day of course examinations (PCLin, CFP, Post Bacc.)	December 2
PCSCE Examination (PCLin)	December 5–6
PBSCE Examination (CFP and Post Baccalaureate)	December 6
Completion Examination (Post Baccalaureate)	December 7–9
Completion Examination (CFP and PCLIN)	December 8–9
Committee for Satisfactory Academic Progress and Professional Standards (CAPPS)—PCLin and CFP	December 9
Committee for Satisfactory Academic Progress and Professional Standards (CAPPS)—Post Bacc.	December 12

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

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.



also eligible under state law for any license or permit that may be necessary to study as residents.

Information and materials may be obtained from:

National Resident Matching Program®

2121 K Street, NW, Suite 1000
Washington, DC 20037

Phone: 1 (866) 653-NRMP
Outside of US: +1 (202) 400-2233
support@nrmp.org
nrmp.org

MEDICAL COLLEGE ADMISSIONS TEST (MCAT)

Inquiries concerning application, test dates, and worldwide test locations should be directed to:

Association of American Medical Colleges

Medical College Admission Test
655 K Street, NW, Suite 100
Washington, DC 20001-2399

Phone: +1 (202) 828-0690
mcat@aamc.org
aamc.org/mcat

MCAT Code: 21303

EDUCATIONAL COMMISSION FOR FOREIGN MEDICAL GRADUATES

Medical students who are considering the practice of medicine in the United States should familiarize themselves with the components of licensure for students/physicians who have attended foreign medical schools. There is now in place a single, three-step examination process for achieving medical licensure in the United States:

1. USMLE Step 1
2. USMLE Step 2—Clinical Knowledge (CK—Written 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. Spoken English is also assessed at this time. USMLE Step 3 is administered after graduation by individual state licensing boards. Information on the scheduling of and application for these examinations is distributed to students in a timely fashion during their medical programs. More information and a pamphlet can be obtained from:

Educational Commission for Foreign Medical Graduates

3624 Market Street
Philadelphia, PA 19104-2685
Phone: +1 (215) 386-5900
Fax: +1 (215) 386-9196 or +1 (215) 386-6327 or
+1 (215) 387-9963
info@ecfm.org
ecfm.org

Students needing information on School of Medicine procedures may contact:

Office of the University Registrar

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

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Practicing physicians trained at St. George's University are available to help guide and assist prospective students as they prepare for the next step in their professional career. We are delighted to connect our prospective students with some of our network of over 11,000 School of Medicine alumni who are practicing worldwide. Thousands of prospective and current students have used this service to learn more about the University's clinical programs, faculty, life in Grenada, licensing processes, and more. See sgu.edu/avd.

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.



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