SCHOOL OF
MEDICINE
2015-2016

St. George’s University
THINK BEYOND
Grenada, West Indies
A GLOBAL EDUCATION

This is St. George’s University, an educational institution that leads by example. More than 38 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 13,000 physicians who have practiced worldwide and whose good works are testaments to this belief.
WHAT’S INSIDE

From the Chancellor ......................................... 4
School of Medicine ......................................... 22
Doctor of Medicine ......................................... 24
Graduate Degree Programs ................................. 35
Independent Graduate Degree Programs ............... 38
Dual Degree Programs .................................... 46
General Rules and Regulations ............................ 53
Course Descriptions ....................................... 54
Clinical Centers and Affiliated Hospitals ............... 92
Academic Partnerships .................................... 94
Student Support Services ................................ 106
Student Organizations ................................... 108
Admission ................................................ 115
Finances ............................................... 122
Important Dates for Entering Students 2015–2016 .... 132
Relevant Organizations ................................ 135
Alumni Affairs ........................................... 137
Administration and Faculty ............................ 139

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.

STAY CONNECTED WITH SGU

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

St. George’s University School of Medicine prepares students for the lifelong study and practice of medicine. In addition to the essential knowledge and skills of practicing professionals, the program forwards the highest goals of health care professionals. The international character of our faculty and student body, coupled with locations on three continents, provides our graduates with an experiential education consonant with our modern world. The Doctor of Medicine (MD) program promotes the understanding that research into the basic sciences and clinical medicine is an essential feature of health care. The establishment of our Medical Student Research Initiative provides the exceptional student with the opportunities to develop into a physician-scientist.

The commitment of the University to research underlies its affiliation with Windward Islands Research and Education Foundation (WINDREF) and its support of our Council on Education for Public Health (CEPH)-accredited Master of Public Health degree program. This commitment promotes studies in a wider range of health care fields and preventive medicine, and an understanding into the cause, epidemiology,
and treatment of diseases important to the communities of the Windward Islands and the greater Caribbean.

Throughout its history, part of our mission expressed a responsibility to improve the health care of Grenada. Over the decades, this has taken many forms. Presently, St. George’s University School of Medicine is planning on developing postgraduate training programs in Grenada to train family medicine and general practice physicians. Many of these physicians will be graduates of our School. We believe this will enhance the delivery of primary care on our island and improve the lives of all Grenadians.

Charles R. Modica, Chancellor
UNIQUE INTERNATIONAL EDUCATION

• Bringing together students, graduates, and faculty from more than 140 countries in a conscious effort to create and maintain a unique international education.

• SGU’s Department of Public Health and Preventive Medicine has been designated as a World Health Organization (WHO) Collaborating Center on Environmental and Occupational Health, the first of its kind in the Caribbean.

• $250 million USD, magnificent, purpose-built campus filled with state-of-the-art lecture halls, laboratories, and study space.

• St. George’s University’s Department of Educational Services is dedicated to teaching students how to learn and teachers how to teach. This unique and highly effective faculty is an important component of our student and graduate success.
SGU STUDENT/FACULTY/GRADUATE COUNTRIES OF ORIGIN
ACCREDITATIONS AND APPROVALS

• Accredited by the Government of Grenada

• Accredited by The Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP), one of only three existing private medical schools to have this accreditation. CAAM-HP is recognized by the General Medical Council (GMC) of the UK and by the World Federation for Medical Education (WFME) Foundation for Advancement of International Medical Education and Research (FAIMER). After 2023, the Educational Commission for Foreign Medical Graduates (ECFMG) will issue ECFMG certification only for degrees obtained from a medical school with an accreditation recognized by the WFME.

• The National Committee on Foreign Medical Education and Accreditation (of the US Department of Education), for the purpose of conferring student loans, has deemed Grenada’s accreditation standards to be comparable to those utilized by the United States.

• Approved by the New York State Education Department (NYSED) for the purpose of conducting clinical training programs in the State of New York

• Approved by the New Jersey State Board of Medical Examiners (NJSBME) to conduct clinical clerkship programs at SGU-affiliated New Jersey teaching hospitals and an Alternatively Accredited medical school by the Advisory Graduate Medical Education Council of New Jersey (AGMEC) within the New Jersey Commission of Higher Education

• Recognized by the Medical Board of California.

• Licensed by the Florida Commission on Independent Education (CIE)*

• St. George’s University’s Master of Public Health program is only one of a few non-US programs to receive accreditation by the US Council on Education for Public Health (CEPH).

• SGU School of Medicine (SGUSOM) has been reviewed and approved by the following bodies internationally: The Bahamas Medical Council, The Bermuda Medical Council, The Sri Lankan Medical Council, The Thailand Medical Council, and The Medical Board of Trinidad and Tobago.

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

• The faculty is highly qualified, dedicated to teaching, and committed to learning and utilizing the best teaching techniques of the 21st century.

• Faculty members with professorial rank have terminal degrees—a PhD, an MD (or equivalent), or both.

• 1897 teach in the MD program, including:
  • 373 campus-based faculty
  • 1524 clinical faculty providing St. George’s University students with impressive access to hands-on training opportunities

• Distinguished visiting scholars from such highly regarded institutions as Cambridge University in the United Kingdom, as well as Harvard University, Georgetown University, and Emory University in the United States, lecture in the School of Medicine.
MD students are presented with a wide range of patient populations.

Clinical skills begin in Grenada and the clinical program is distributed throughout 70+ affiliated hospitals and clinical centers in the US, the UK, Canada, and Grenada, and delivered within a cohesive clinical training program.

DMEs, program directors, and faculty at all hospitals work to the same learning objectives and examinations and hold regular meetings culminating in the annual clinical meetings in Grenada.
OUTSTANDING PERFORMANCE AND GRADUATE OUTCOMES

• St. George’s University students who took the USMLE 1 for the first time in 2014 achieved a 96 percent pass rate, including a 97 percent pass rate for students from the United States and Canada. The nearly 1,100 SGU students taking the exam for the first time hailed from 38 countries over six continents. They posted an impressive mean score of 226, with a mean score of 231 for SGU’s Canadian students.

• St. George’s University has been the #1 provider of doctors into first-year US residencies for the last five years combined. SGU graduates have obtained more than 830 residency positions in the US in 2015.*

• St. George’s University graduates are often matched in the positions of their choice, including highly competitive residencies in surgery, radiology, orthopedics, and emergency medicine.

*USMLE Step 1
First-Time Test Takers’ Pass Rates 2010–2014

*According to published information from April 2015.
TRANSFORMING THE US HEALTH CARE SYSTEM, IMPACTING GLOBAL HEALTH CARE

• SGU is the #1 international provider of physicians practicing in the US—more than any other non-US medical school in the world.*

• St. George’s University graduates have been licensed in every state in the United States, as well as in Canada and the United Kingdom, and have practiced in more than 50 countries around the world.

• In its more than 38 years of academic achievement, St. George’s University School of Medicine has graduated more than 13,000 physicians into global health care systems.

ACCLAIMED ACADEMIC PARTNERSHIPS

• Students who enroll in a University joint-degree program receive direct entry into the Doctor of Medicine program at St. George’s University School of Medicine upon completing their bachelor’s degree.

• Joint-degree programs allow students to obtain their undergraduate and Doctor of Medicine degrees in six or seven years combined.

• Affiliated universities fit the University’s mold of international education, with locations on four continents, including institutions in the United States, the United Kingdom, and the Caribbean.
• Approximately 28 percent of each entering MD class awarded institutional scholarships.

• A variety of scholarship awards are available and based on academic excellence and/or need:
  - The Legacy of Excellence Scholarship is a partial-tuition scholarship awarded to entering students who demonstrate the commitment and dedication necessary to achieve academic excellence in a rigorous medical curriculum, based on their academic history. Within the Legacy of Excellence, the prestigious Chancellor’s Circle is a partial scholarship automatically awarded to accepted students who have earned an overall undergraduate GPA of 3.7, a 3.5 science GPA, and a 506 MCAT score.
  - The CityDoctors Scholarship Program awards full and half scholarships to students committed to working as a primary care attending physician at one of SGU’s participating CityDoctors hospitals.
  - Geoffrey H. Bourne Scholarships
  - Congress of Italian American Organizations (CIAO)
  - Stephen R. Kopycinski Memorial Scholarships
  - International Peace Scholarships
  - Global Medicine Scholarship Program
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 programs are comprised of premedical sciences, social sciences, and humanities, and serve as a foundation to the basic sciences which comprise the first two years of the 4-year medical program. Premedical 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, Canada, or Grenada.

Keith B. Taylor Global Scholars Program

The School of Medicine offers an option for medical students to spend the first year of the four-year Doctor of Medicine degree program on the campus of Northumbria University in the United Kingdom as part of the Keith B. Taylor Global Scholars Program (KBTGSP). A Diploma of Higher Education in Medical Sciences is awarded by the School of Applied Sciences at Northumbria University upon successful completion of the first year. Students continue the second year of the medical program in Grenada and complete clinical training in one of our affiliated centers in the United States, the United Kingdom, Canada, or Grenada. Students of the KBTGSP who may wish, at any time in their professional career, to become registered to practice medicine in the UK, must spend at least one year training in SGUSOM’s clinical program in Grenada. UK General Medical Council requires that foreign medical graduates seeking UK registration complete at least 50% of their medical degree—at least two years out of the four years’ standard duration of the course—in the country in which the degree is granted. This measurement is determined by physical time spent in Grenada versus physical time spent outside of Grenada during the course of study.
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 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 the early stages of the premedical program (the first or second year of the program) may earn a bachelor’s degree upon acceptance into and completion of the first year of the four-year medical program, if the qualifications for a bachelor’s degree are met.

MD/Master of Public Health and MD/Master of Science
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 scientific research in specific disciplines. These dual graduate degrees require students to study for at least one extra term.

MD/Master of Business Administration
Students who wish to focus on managing community wellness and broaden their focus of study may simultaneously earn a Master of Business Administration degree in Multi-Sector Health Management. This dual degree option requires an additional semester of study to complete the basic medical sciences curriculum.

“Clinical medicine is only a small part of a much greater system. The additional degree allows you to distinguish yourself from other students and shows prospective employers that you are driven and care to better your standing.”

Naresh Nandram, MPH ’10, MD ’12
DOCTOR OF MEDICINE

PREMEDICAL PHASE OF THE MD PROGRAM

The premedical phase of the MD program is delivered on the True Blue campus in Grenada, West Indies. Students accepted into the premedical program have been accepted into the academic track to the Doctor of Medicine (MD) degree. These years of study incorporate basic undergraduate courses in sciences as well as reading, writing, and mathematics. The first two years of the premedical phase also include a variety of courses that integrate the health and social sciences and introductory courses in anatomy and physiology. The premedical curriculum is designed as a firm foundation for the advanced studies offered later in the four-year Doctor of Medicine degree program. The Committee on Admission places the applicants into the first, second, or third year of the premedical phase according to the applicant’s academic background. Those who enter the first or second year of the premedical phase begin with courses in biology, chemistry, math, and physics, and also include general education and arts and humanities courses. Mastery of English and study skills are also emphasized.

The third year of the premedical phase consists of upper-level biomedical and behavioral science courses designed to strengthen students’ premedical 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 premedical program. Throughout all years of the premedical program, there is a strong focus on study skills development and academic enhancement.

Students who complete the premedical phase with a grade point average (GPA) of 3.2 or better and pass the Premedical 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.

ONE WORLD, ONE HEALTH, ONE MEDICINE

St. George’s alumni include more than 13,000 successful physicians who have practiced in all 50 states in the US, and in more than 50 countries around the world. Through our many global affiliations, medical selectives are available in Prague, Thailand, India, Honduras, Kenya, and Sweden and public health practica at 150 locations in 46 countries throughout Africa, Asia, the Caribbean, Europe, and North and South America.
Preprofessional Development Program
During the premedical program, students may participate in the Professional Development Program. This program has been designed to encourage students in the premedical program to become more informed about their intended profession from an early point in their medical studies. The program supports career and personal development through participation in health fairs, physician shadowing, health education, advocacy programs, community health programs, and research.

MEDICAL PHASE OF THE MD PROGRAM

Four-Year Doctor of Medicine Program
The program for the four-year Doctor of Medicine (MD) degree consists of a 157-week curriculum. Most students complete the program in four calendar years. Students who matriculate into the MD program in January complete four years of instruction over a four-and-a-half year period due to the scheduling of the clinical sciences portion of the program. The program is divided into 10 terms requiring five academic years of study. The basic sciences consist of 77 weeks and the clinical sciences consist of 80 weeks. During the first two years, which cover the basic sciences, students study on the True Blue campus in Grenada. Students are also given the option to enroll in the Keith B. Taylor Global Scholars Program, which offers the first year of basic sciences on the campus of Northumbria University in the United Kingdom. During the last two clinical years, students move on to study at the University’s clinical centers and affiliated hospitals in the United States, the United Kingdom, Canada, and/or Grenada.

The Basic Sciences
The first two years of the Doctor of Medicine degree program concentrate on the traditional basic science disciplines. Laboratory experience is an integral part of these first two years, along with small group discussions designed for problem-based learning and early integration of basic sciences into the clinical experience.

Clinical skills begin in the first term with various basic sciences courses teaching specific components of clinical skills. Part of gross anatomy focuses on surface anatomy and living anatomy, which is a basis of much of physical diagnosis. Physical diagnosis continues in the second term in neuroscience and physiology. Clinical skills taught in the fourth term is a formal segment on communication skills and physical diagnosis, including signs and symptoms. In Term 5, the Department of Clinical Skills teaches Introduction to Clinical Medicine, which involves exercises in communication skills, visits to the Grenada General Hospital and outpatient settings, as well as small groups on

ACADEMIC PROGRAM
FEDERAL DISCLOSURE
Last Completed Award Year: 2013–2014
Program Name: Medicine
On-time Completion Rate: 80% of the students who completed the Medical Program between July 1, 2013 and June 30, 2014 graduated on time.
The normal time to complete the Medicine Program is 4 years to 4.5 years depending on the student’s matriculation term. Visit sgu.edu/somprogramoutline for more information.

Program Occupational Information:
The Classification of Instructional Programs (CIP) code assigned to the Doctor of Medicine program is 51.1201: Medicine (MD) Associated Standard Occupation Codes (SOC) related to this CIP code, and detailed information about the occupations graduates of this program enter, can be found at these links:
onetcodeconnector.org/ccreport/29-1062.00
onetcodeconnector.org/ccreport/29-1069.00

Total Estimated Tuition and Fee Costs*
Tuition and Fees: $244,627
Books and Supplies: $5,129
Room and Board: $19,368
Additional information on program costs can be found at mycampus.sgu.edu/web/financial-aid/student-budgets

Median Title IV Loan Debt: $267,331
Median Private Loan Debt: $0
Median Debt from outstanding account balance at program completion: $0

*This table lists estimated living expenses based upon reasonable expenditures over the 2013–2014 academic year.
(Dismissed as of 1/30/2015)
campus to discuss history taking, physical examination, and generating a problem list for a given patient. Many of the clinical skills laboratory sessions use standardized patients. The on-campus sessions are conducted in a simulated hospital setting to make use of the new technologies for recording group and individual sessions employing the B-Line Medical® laboratory systems. The gross anatomy laboratory in Grenada is amply supplied with cadavers for use in teaching skills. In addition, sessions in the Simulation Laboratory and ultrasound examinations on standardized patients are provided for each student. The microbiology, pathology, and histology laboratories contain extensive collections of microscopic and gross images which can be used for learning and assessment. In the Keith B. Taylor Global Scholars Program, the anatomy labs at Northumbria University use plastinated cadavers, whole and part, which are specially prepared to utilize the latest, state-of-the-art preservation technologies. Labs are set up to utilize our up-to-date array of audio/visual and computerized materials in all subjects. Students progress in clinical skills, and applications of science to medicine is monitored by Objective Structured Clinical Examinations (OSCE) given at the end of the first, second, fourth & fifth terms. This examines the students’ skills in communication, history taking and physical examination of patients, along with the clinical application of basic sciences.

A separate course called Basic Sciences Foundation for Clinical Reasoning is taught in a modified team-based learning setup where students actively recapitulate concepts of basic sciences to solve clinical problems. The basic sciences courses use didactic lectures, laboratory instruction, supplemental instruction, case-based learning, question-based reviews, small group tutorials, peer teaching, and computer-assisted instruction.

Basic sciences and clinical faculty present clinical correlations throughout all five terms.

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
FOUR-YEAR MEDICAL PROGRAM OBJECTIVE OUTCOMES

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 OBJECTIVE OUTCOMES (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.

of the five core rotations, train 80–100 students at all times, and offer sub-internships, primary care training, and elective rotations. The clinical centers allow students to complete all 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 Clinical Studies 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 ongoing evaluation of the curriculum, program delivery, evaluation, and testing procedures.

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 reading 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 48 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, Obstetrics/Gynecology, and Family Medicine. These core rotations traditionally form the educational foundation for all medical students regardless of future specialty.

In addition to the core rotations, all students must complete a four-week Medicine subinternship, a four-week Medicine elective, a four-week Pediatric sub-internship or elective, and 20 weeks of additional electives, in order to graduate.

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

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

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

Tanner Brownrigg, MD ’07

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

Louis Guida, MD ’84
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.

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.

Requirements for the MD Degree

The entire academic record of every student is reviewed to ensure that all candidates for the Doctor of Medicine degree meet the standards of the University. All students must:

1. Have satisfactory evidence on file of having complied with the requirements for admission.
2. Be in good financial standing, discharged of all indebtedness to the University.
3. Have satisfied the standards for admission, retention, and graduation from the School of Medicine as outlined in the SGU Student Manual.
4. Have successfully completed the medical program curriculum within the satisfactory academic progress guidelines of the School of Medicine.
5. Be at least 21 years of age.
6. Have studied medicine for at least two years at St. George’s University School of Medicine.
7. Have maintained acceptable academic ethics, professional behavior, and good moral conduct.
PROGRAM OUTLINE: PREMEDICAL PHASE OF THE MD PROGRAM

PREMEDICAL SCIENCES

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

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

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

<table>
<thead>
<tr>
<th>TERM 3</th>
<th>18 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101</td>
<td>Anatomy and Physiology I</td>
</tr>
<tr>
<td>CHEM 222/223</td>
<td>Organic Chemistry I/Organic Chemistry I Lab</td>
</tr>
<tr>
<td>NUTR 201*</td>
<td>Nutrition</td>
</tr>
<tr>
<td>PHYS 200</td>
<td>Physics for Life Sciences</td>
</tr>
<tr>
<td>PSYC 205*</td>
<td>Health Psychology</td>
</tr>
<tr>
<td>BIOL 202</td>
<td>Anatomy and Physiology II</td>
</tr>
<tr>
<td>MATH 220</td>
<td>Statistics</td>
</tr>
<tr>
<td>COMH 201</td>
<td>Community Health</td>
</tr>
<tr>
<td>ENGL 204</td>
<td>Public Speaking</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>TERM 5</th>
<th>20 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 320</td>
<td>Genetics</td>
</tr>
<tr>
<td>BIOL 401</td>
<td>Microbiology</td>
</tr>
<tr>
<td>CHEM 450/451</td>
<td>Biochemistry/Biochemistry Lab</td>
</tr>
<tr>
<td>PSYC 302</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PMED 301</td>
<td>Learning Strategies for the Preprofessional Programs</td>
</tr>
<tr>
<td>PMED 302</td>
<td>Communication for the Health Professions I</td>
</tr>
<tr>
<td>PMED 390</td>
<td>Research Project</td>
</tr>
<tr>
<td>BCHM 550</td>
<td>Medical Biochemistry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM 6</th>
<th>19 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 321/331</td>
<td>Molecular Biology/Molecular Biology Lab</td>
</tr>
<tr>
<td>BIOL 441</td>
<td>Physiology</td>
</tr>
<tr>
<td>BIOL 460</td>
<td>Human Anatomy</td>
</tr>
<tr>
<td>PMED 303</td>
<td>Communication for the Health Professions II</td>
</tr>
<tr>
<td>PMED 380</td>
<td>Clinical Cases</td>
</tr>
<tr>
<td>SSCI 412</td>
<td>Social Sciences and Medicine</td>
</tr>
</tbody>
</table>

*Course can be taken in Term 1 or 2.

Course outline is subject to change.

Only qualified students in the premedical 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.
## PROGRAM OUTLINE: MEDICAL PHASE OF THE MD PROGRAM

### BASIC SCIENCES

#### Academic Year One

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>17 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 531</td>
<td>Histology and Cell Biology</td>
</tr>
<tr>
<td>ANAT 550</td>
<td>Human Gross and Developmental Anatomy</td>
</tr>
<tr>
<td>BCHM 550</td>
<td>Medical Biochemistry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM 2</th>
<th>17 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOE 501</td>
<td>Bioethics and the Professional: Medicine in Society I</td>
</tr>
<tr>
<td>BMIC 550</td>
<td>Medical Immunology and Medical Genetics</td>
</tr>
<tr>
<td>PHY 510</td>
<td>Neuroscience</td>
</tr>
<tr>
<td>PHY 560</td>
<td>Physiology</td>
</tr>
<tr>
<td>PUBH 501</td>
<td>Topics in Community and Preventive Medicine: Medicine in Society II</td>
</tr>
</tbody>
</table>

#### Academic Year Two

<table>
<thead>
<tr>
<th>TERM 3</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEHS 640</td>
<td>Behavioral Sciences and Medicine</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM 4</th>
<th>23 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLSK 653</td>
<td>Communication Skills and Physical Diagnosis</td>
</tr>
<tr>
<td>MICR 670</td>
<td>Microbiology</td>
</tr>
<tr>
<td>PATH 640</td>
<td>Pathologic Basis of Clinical Medicine</td>
</tr>
<tr>
<td>PATH 693</td>
<td>Medical Nutrition</td>
</tr>
</tbody>
</table>

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

#### AUGUST 2015 ENTRANTS

- Aug. 17, 2015 to Dec. 11, 2015
- Jan. 11, 2016 to May 15, 2016
- June 27, 2016 to Aug. 5, 2016
- Aug. 9, 2016 to Dec. 9, 2016
- Jan. 9, 2017 to May 12, 2017
<table>
<thead>
<tr>
<th>JANUARY 2016 ENTRANTS</th>
<th>AUGUST 2016 ENTRANTS</th>
<th>JANUARY 2017 ENTRANTS</th>
</tr>
</thead>
</table>

*Students in the Keith B. Taylor Global Scholars Program will begin the term a day prior to the date listed.
Course outline and calendar are subject to change.
MEDICAL PROGRAM OUTLINE

CLINICAL YEARS

Academic Years Three, Four, and Five

48 weeks—Core Rotations
Medicine: 12 weeks
Surgery: 12 weeks
Pediatrics: 6 weeks
Obstetrics/Gynecology: 6 weeks
Psychiatry: 6 weeks
Family Medicine: 6 weeks

32 weeks—Sub-internships and Electives
Medicine Sub-internship: 4 weeks
Medicine Elective: 4 weeks
Pediatric Elective or Sub-internship: 4 weeks
Additional Electives: 20 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.
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.

**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 Studies (BOS) 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.
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 problems. A report of each meeting will be forwarded to the Dean of the School of Graduate Studies for any further action. Students who are dismissed may appeal through the established SGS appeals process.

SUPERVISORY COMMITTEE

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

THESIS PREPARATION

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

THESIS FORMAT AND SUBMISSION

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

FINAL THESIS EXAMINATION

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

CAPSTONE PRESENTATION

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

REQUIREMENTS FOR GRADUATION

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

TIME FRAME FOR THE COMPLETION OF THE MASTER OF SCIENCE DEGREE

All requirements for the master’s degree must be completed within five years of matriculation into the program.
THE INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF RESEARCH PARTICIPANTS

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

WINDWARD ISLANDS RESEARCH AND EDUCATION FOUNDATION

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

MASTER OF PUBLIC HEALTH

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

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

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

#### PROGRAM OVERVIEW

<table>
<thead>
<tr>
<th>CORE COURSES</th>
<th>27 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 803</td>
<td>Principles in Epidemiology 3 cr.</td>
</tr>
<tr>
<td>PUBH 804</td>
<td>Principles in Biostatistics 3 cr.</td>
</tr>
<tr>
<td>PUBH 805</td>
<td>Health Policy and Management 3 cr.</td>
</tr>
<tr>
<td>PUBH 806</td>
<td>Social and Behavioral Aspects of Public Health 3 cr.</td>
</tr>
<tr>
<td>PUBH 807</td>
<td>Principles of Environmental Health 3 cr.</td>
</tr>
<tr>
<td>PUBH 831</td>
<td>Concepts, Practice, and Leadership of Public Health 3 cr.</td>
</tr>
<tr>
<td>PUBH 832</td>
<td>Public Health Research Methods and Ethics 3 cr.</td>
</tr>
<tr>
<td>PUBH 889</td>
<td>Practicum in Public Health 3 cr.</td>
</tr>
<tr>
<td>PUBH 893</td>
<td>Capstone Seminar (Paper and Presentation) Letter Grade 3 cr.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRACK-REQUIRED COURSES</th>
<th>12 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVIRONMENTAL AND OCCUPATIONAL HEALTH TRACK</td>
<td></td>
</tr>
<tr>
<td>PUBH 816</td>
<td>Occupational Health 3 cr.</td>
</tr>
<tr>
<td>PUBH 837</td>
<td>Environmental Sustainable Development 3 cr.</td>
</tr>
<tr>
<td>PUBH 852</td>
<td>Environmental Health Management 3 cr.</td>
</tr>
<tr>
<td>PUBH 856</td>
<td>Principles of Industrial Hygiene 3 cr.</td>
</tr>
<tr>
<td>EPIDEMIOLOGY TRACK</td>
<td></td>
</tr>
<tr>
<td>PUBH 813</td>
<td>Chronic Disease Epidemiology 3 cr.</td>
</tr>
<tr>
<td>PUBH 835</td>
<td>Practical Data Management and Analysis 3 cr.</td>
</tr>
<tr>
<td>PUBH 842</td>
<td>Intermediate Epidemiology 3 cr.</td>
</tr>
<tr>
<td>PUBH 843</td>
<td>Infectious Disease Epidemiology 3 cr.</td>
</tr>
<tr>
<td>HEALTH POLICY AND ADMINISTRATION TRACK</td>
<td></td>
</tr>
<tr>
<td>PUBH 844</td>
<td>Decision Making for Public Health Policy 3 cr.</td>
</tr>
<tr>
<td>PUBH 850</td>
<td>Leadership in Management 3 cr.</td>
</tr>
<tr>
<td>PUBH 851</td>
<td>Foundation in Health Policy Analysis 3 cr.</td>
</tr>
<tr>
<td>PUBH 854</td>
<td>Health Economics 3 cr.</td>
</tr>
</tbody>
</table>

| ELECTIVE COURSES | 3 credits |
| TAKE ANY 3 CREDITS |
| PUBH 808         | Maternal and Child Health 3 cr. |
| PUBH 812         | Nutrition and Public Health 3 cr. |
| PUBH 825         | Family Violence: A Public Health Problem 3 cr. |
| PUBH 826         | Women and Health: A Sociolegal Perspective 3 cr. |
| PUBH 853         | Public Health Surveillance 3 cr. |
| PUBH 881         | Independent Study 3 cr. |
# Master of Public Health Program Outline

## Term 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 803</td>
<td>Principles of Epidemiology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 804</td>
<td>Principles of Biostatistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 805</td>
<td>Health Policy and Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 807</td>
<td>Principles of Environmental Health</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

- **Aug. 17, 2015 to Nov. 6, 2015** (12 weeks)
- **Jan. 18, 2016 to April 8, 2016** (12 weeks)

## Term 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 806</td>
<td>Social and Behavioral Aspects of Public Health</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 832</td>
<td>Public Health Research Methods and Ethics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 8XX</td>
<td>Track-Required Course</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

- **Jan. 18, 2016 to April 8, 2016** (12 weeks)
- **May 17, 2016 to July 8, 2016** (8 weeks)

## Term 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 889</td>
<td>Practicum in Public Health</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 893</td>
<td>Capstone Seminar</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 8XX</td>
<td>Track-Required Course</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 8XX</td>
<td>Track-Required Course</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 8XX</td>
<td>Elective</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

- **May 17, 2016 to July 8, 2016** (8 weeks)
- **Aug. 15, 2016 to Nov. 4, 2016** (12 weeks)

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

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

**MASTER OF SCIENCE**

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

**Anatomy**

The MSc in anatomy is a two-year program that focuses on contemporary topics in anatomical sciences such as: ultrasound, endoscopy, immunohistochemistry, medical education, etc., and is available as a thesis or non-thesis master’s program.

**Biochemistry**

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

**Bioethics**

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

**Microbiology**

The microbiology master’s program provide a rich, laboratory-based curriculum, supporting students in the development of independent research projects, and encouraging them in their efforts to develop and contribute new ideas in selected areas of microbiology. Areas of concentration include, but are not limited to, clinical microbiology, marine microbiology, parasitology, mycology, and virology. A student’s individualized program of study and pursuant research is determined by the student’s interests, as well as academic background, and is directed by a chosen advisor and selected Supervisory Committee, in consultation with the student. The microbiology department also offers students an opportunity to concentrate on medically related issues in microbiology. With similar academic requirements, this degree program includes courses delivered in the basic medical sciences, preparing students for careers in medical research and clinical laboratory work.
Physiology and Neuroscience
The MSc program in physiology and neuroscience is designed to expose students to the latest developments in medical physiology and neuroscience, both in terms of content knowledge and methodologies. The program aims to provide a solid foundation in physiology and neuroscience-related fields with an opportunity to choose a specialist subject in which to conduct research, either as a practical project or a literature-based project. Both of these tracks teach the student how to develop their evidence-based learning skills and introduce students to critical thinking and project management.

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

DOCTOR OF PHILOSOPHY
The Doctor of Philosophy (PhD) degree programs at St. George's University require a minimum of 60 credits. All PhD programs require the production and defense of a doctoral thesis. Transfer credits are accepted from approved institutions and the candidate’s Supervisory Committee determines the number of credits that may be incorporated, following specified guidelines. Research and coursework are directed by the candidate’s Supervisory Committee. All completed theses, upon the recommendation of the chair of the Supervisory Committee, are submitted to the dean of the School of Graduate Studies and forwarded to an external examiner. A final oral presentation and defense of the thesis must be successfully completed prior to being awarded the degree.

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

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

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

Physiology and Neuroscience
The PhD in physiology and neuroscience trains students to become critical-thinking and self-supporting project managers with specialized content knowledge in the physiology and neuroscience sphere.
### MASTER OF SCIENCE IN ANATOMY

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

<table>
<thead>
<tr>
<th>MD COURSES</th>
<th>12–13 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 531</td>
<td>Histology and Cell Biology* 4 cr.</td>
</tr>
<tr>
<td>ANAT 550</td>
<td>Human Gross and Developmental Anatomy 8 cr.</td>
</tr>
<tr>
<td>PHY 510</td>
<td>Neuroscience* 5 cr.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADUATE COURSES</th>
<th>2 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 804</td>
<td>Seminar in Anatomical Sciences 1 cr.</td>
</tr>
<tr>
<td>BIOE 801</td>
<td>Research Ethics and Human Subjects 1 cr.</td>
</tr>
</tbody>
</table>

#### RESEARCH COURSES**

<table>
<thead>
<tr>
<th>3 OR 18 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDGS 901</td>
</tr>
<tr>
<td>IDGS 902</td>
</tr>
<tr>
<td>IDGS 903</td>
</tr>
<tr>
<td>IDGS 904</td>
</tr>
<tr>
<td>IDGS 905</td>
</tr>
</tbody>
</table>

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

#### THESIS OPTION (18 CREDITS)

<table>
<thead>
<tr>
<th>NON-THESIS OPTION (3 CREDITS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 890</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>GRADUATE COURSES</th>
<th>11 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCHM 816</td>
<td>Advanced Techniques in Biochemistry 2 cr.</td>
</tr>
<tr>
<td>BCHM 817</td>
<td>Biochemistry for Graduate Students 6 cr.</td>
</tr>
<tr>
<td>PUBH 804</td>
<td>Biostatistics 3 cr.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THESIS COURSES</th>
<th>12 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDGS 904</td>
<td>MSc Thesis Seminar 2 cr.</td>
</tr>
<tr>
<td>IDGS 913</td>
<td>MSc Research and Thesis 10 cr.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERAL GRADUATE ELECTIVES</th>
<th>11 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 531</td>
<td>Histology and Cell Biology 4 cr.</td>
</tr>
<tr>
<td>MICR 805</td>
<td>Microbial Genetics 2 cr.</td>
</tr>
<tr>
<td>MICR 813</td>
<td>Medical Microbiology 5 cr.</td>
</tr>
<tr>
<td>MICR 824</td>
<td>Advanced Biochemical Methods in Microbiology 2 cr.</td>
</tr>
<tr>
<td>MICR 828</td>
<td>General Immunology 2 cr.</td>
</tr>
<tr>
<td>PUBH 849</td>
<td>Environmental Toxicology 3 cr.</td>
</tr>
</tbody>
</table>

*Students can take either ANAT 531 or PHY 510.

**Students can complete either the thesis or non-thesis option.
### MASTER OF SCIENCE IN BIOETHICS
#### SPECIFIC COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>GRADUATE COURSES</th>
<th>11 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEHS 640</td>
<td>Behavioral Sciences and Medicine 6 cr.</td>
</tr>
<tr>
<td>BIOE 501</td>
<td>Bioethics and the Professional: Medicine in Society I 1 cr.</td>
</tr>
<tr>
<td>BIOE 801</td>
<td>Research Ethics and Human Subjects 1 cr.</td>
</tr>
<tr>
<td>BIOE 805</td>
<td>Clinical, Ethical, and Neurological Aspects of Pain 1 cr.</td>
</tr>
<tr>
<td>PUBH 501</td>
<td>Topics in Community and Preventive Medicine: Medicine in Society II 1 cr.</td>
</tr>
<tr>
<td>SCSK 529</td>
<td>Bioethics Today 1 cr.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THESIS COURSES</th>
<th>17 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDGS 902</td>
<td>MSc Written Project Proposal 2 cr.</td>
</tr>
<tr>
<td>IDGS 903</td>
<td>MSc Thesis 12 cr.</td>
</tr>
<tr>
<td>IDGS 904</td>
<td>MSc Thesis Seminar 2 cr.</td>
</tr>
<tr>
<td>IDGS 905</td>
<td>MSc Thesis Defense 1 cr.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TAKE ANY 6 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEHS 818</td>
</tr>
<tr>
<td>EDUC 801</td>
</tr>
<tr>
<td>EDUC 802</td>
</tr>
<tr>
<td>EDUC 803</td>
</tr>
<tr>
<td>IDGS 805</td>
</tr>
<tr>
<td>IDGS 807</td>
</tr>
<tr>
<td>PUBH 803</td>
</tr>
<tr>
<td>PUBH 804</td>
</tr>
<tr>
<td>PUBH 805</td>
</tr>
<tr>
<td>PUBH 806</td>
</tr>
<tr>
<td>PUBH 807</td>
</tr>
<tr>
<td>PUBH 827</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERAL GRADUATE ELECTIVES</th>
<th>6 credits</th>
</tr>
</thead>
</table>

### MASTER OF SCIENCE IN MICROBIOLOGY
#### SPECIFIC COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>GRADUATE COURSES</th>
<th>24 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANY 800- OR 900-LEVEL COURSES</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>THESIS COURSES</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MICR 920</td>
<td>Research in Microbiology for MSc 6 cr.</td>
</tr>
</tbody>
</table>
### Master of Science in Physiology and Neuroscience

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

#### Graduate Courses
- **20 credits**
  - **Take Any Combination of 20 Credits**
    - 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 MSc Project Proposal Seminar 1 cr.
  - IDGS 902 MSc Written Project Proposal 2 cr.
  - IDGS 905 MSc Thesis Defense 1 cr.
  - IDGS 913 MSc Research and Thesis 10 cr.

#### Non-Thesis Courses*  
- **14 credits**
  - PHNS 890 Capstone Presentation for MSc 3 cr.
  - PHNS 891 Capstone Paper for MSc 5 cr.

#### Capstone Courses (8 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**
  - BMIC 550 Medical Immunology and Medical Genetics 4 cr.
  - MICR 670 Microbiology 6 cr.

#### 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 MSc Seminar 1 cr.
  - 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.

*Students can take either the thesis or non-thesis track*
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. And as health care practitioners are increasingly being called to draw upon new skills in patient care, dual degree MD/MBA students learn how to better manage the complexities of modern health care delivery and community wellness.

DUAL DEGREE PROGRAMS

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 premedical 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, 13 credits from the medical curriculum will be included towards the MPH degree. These credits together with the 1-credit Seminar Series in Community Health offered by the Department will form the basis of the MD/MPH degree track specialization. Students are required to complete 31 credits of graduate public health coursework, including the field-based practicum, for a total of 44 credits and the award of an MPH degree.

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

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

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

## Course Outline: August 2015 Entrants

### MD Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 531</td>
<td>Histology and Cell Biology</td>
<td>4 cr.</td>
</tr>
<tr>
<td>ANAT 550</td>
<td>Human Gross and Developmental Anatomy</td>
<td>8 cr.</td>
</tr>
<tr>
<td>BCHM 550</td>
<td>Medical Biochemistry</td>
<td>5 cr.</td>
</tr>
</tbody>
</table>

### MPH Courses

#### Term 1: Fall
- PUBH 803 Principles of Epidemiology 3 cr.
- PUBH 804 Principles of Biostatistics 3 cr.
- PUBH 805 Health and Policy Management 3 cr.
- PUBH 807 Principles of Environmental Health 3 cr.

#### Term 2: Spring
- PUBH 806 Social and Behavioral Aspects of Public Health 3 cr.
- PUBH 832 Public Health Research Methods and Ethics 3 cr.
- PUBH 855 Community Medicine Seminar Series 1 cr.
- PUBH 8XX Elective 3 cr.

#### Term 3: Summer
- ANAT 531 Histology and Cell Biology 4 cr.
- ANAT 550 Human Gross and Developmental Anatomy 8 cr.
- BCHM 550 Medical Biochemistry 5 cr.

#### Term 4: Fall
- PUBH 893 Capstone Seminar 3 cr.

#### Term 5: Winter
- BIOE 501 Bioethics and the Professional 1 cr.
- BMIC 550 Medical Immunology and Medical Genetics 4 cr.
- PHY 510 Neuroscience 5 cr.
- PHY 560 Physiology 6 cr.

#### Term 6: Spring
- BEHS 640 Behavioral Science and Medicine 6 cr.
- CLSK 653 Communication Skills and Physical Diagnosis 3 cr.
- MICR 670 Microbiology 6 cr.
- PATH 640 Pathologic Basis of Clinical Medicine 13 cr.
- PATH 693 Medical Nutrition 1 cr.

#### Term 7: Fall
- CLSK 655 Introduction to Clinical Medicine 3 cr.
- PATH 674 Pathophysiology 12 cr.
- PATH 676 Basic Science Foundation for Clinical Reasoning 2 cr.
- PHAR 681 Pharmacology 6 cr.

#### Term 8: Spring
- PATH 678 Basic Science Foundation for Clinical Reasoning 2 cr.
- PATH 679 Basic Science Foundation for Preventive Medicine 2 cr.

### Total MD Credits Toward MPH
- 13 cr.

### Total MD Credits
- 86 cr.

### Total MPH Credits
- 31 cr.

__Course outlines are subject to change.__
### MD COURSES

**TERM 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 803</td>
<td>Principles of Epidemiology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 804</td>
<td>Principles of Biostatistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 806</td>
<td>Social and Behavioral Aspects of Public Health</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**TERM 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 803</td>
<td>Principles of Epidemiology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 804</td>
<td>Principles of Biostatistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 805</td>
<td>Health and Policy Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 806</td>
<td>Social and Behavioral Aspects of Public Health</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**TERM 3**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 803</td>
<td>Principles of Epidemiology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 804</td>
<td>Principles of Biostatistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 805</td>
<td>Health and Policy Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 806</td>
<td>Social and Behavioral Aspects of Public Health</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**TERM 4**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 803</td>
<td>Principles of Epidemiology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 804</td>
<td>Principles of Biostatistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 805</td>
<td>Health and Policy Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 806</td>
<td>Social and Behavioral Aspects of Public Health</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**TERM 5**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 803</td>
<td>Principles of Epidemiology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 804</td>
<td>Principles of Biostatistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 805</td>
<td>Health and Policy Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 806</td>
<td>Social and Behavioral Aspects of Public Health</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**TERM 6**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 803</td>
<td>Principles of Epidemiology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 804</td>
<td>Principles of Biostatistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 805</td>
<td>Health and Policy Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 806</td>
<td>Social and Behavioral Aspects of Public Health</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**TERM 7**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 803</td>
<td>Principles of Epidemiology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 804</td>
<td>Principles of Biostatistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 805</td>
<td>Health and Policy Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 806</td>
<td>Social and Behavioral Aspects of Public Health</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**TERM 8**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 803</td>
<td>Principles of Epidemiology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 804</td>
<td>Principles of Biostatistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 805</td>
<td>Health and Policy Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 806</td>
<td>Social and Behavioral Aspects of Public Health</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**TOTAL MD CREDITS TOWARD MPH** | **13 cr.**

**TOTAL MD CREDITS** | **86 cr.**

### MPH COURSES

**TERM 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 803</td>
<td>Principles of Epidemiology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 804</td>
<td>Principles of Biostatistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 805</td>
<td>Health and Policy Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 806</td>
<td>Social and Behavioral Aspects of Public Health</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 807</td>
<td>Principles of Environmental Health</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**TERM 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 803</td>
<td>Principles of Epidemiology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 804</td>
<td>Principles of Biostatistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 805</td>
<td>Health and Policy Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 806</td>
<td>Social and Behavioral Aspects of Public Health</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 807</td>
<td>Principles of Environmental Health</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**TERM 3**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 803</td>
<td>Principles of Epidemiology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 804</td>
<td>Principles of Biostatistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 805</td>
<td>Health and Policy Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 806</td>
<td>Social and Behavioral Aspects of Public Health</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 807</td>
<td>Principles of Environmental Health</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**TERM 4**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 803</td>
<td>Principles of Epidemiology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 804</td>
<td>Principles of Biostatistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 805</td>
<td>Health and Policy Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 806</td>
<td>Social and Behavioral Aspects of Public Health</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 807</td>
<td>Principles of Environmental Health</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**TERM 5**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 803</td>
<td>Principles of Epidemiology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 804</td>
<td>Principles of Biostatistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 805</td>
<td>Health and Policy Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 806</td>
<td>Social and Behavioral Aspects of Public Health</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 807</td>
<td>Principles of Environmental Health</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**TERM 6**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 803</td>
<td>Principles of Epidemiology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 804</td>
<td>Principles of Biostatistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 805</td>
<td>Health and Policy Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 806</td>
<td>Social and Behavioral Aspects of Public Health</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 807</td>
<td>Principles of Environmental Health</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**TERM 7**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 803</td>
<td>Principles of Epidemiology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 804</td>
<td>Principles of Biostatistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 805</td>
<td>Health and Policy Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 806</td>
<td>Social and Behavioral Aspects of Public Health</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 807</td>
<td>Principles of Environmental Health</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**TERM 8**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 803</td>
<td>Principles of Epidemiology</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 804</td>
<td>Principles of Biostatistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 805</td>
<td>Health and Policy Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 806</td>
<td>Social and Behavioral Aspects of Public Health</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PUBH 807</td>
<td>Principles of Environmental Health</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**TOTAL MPH CREDITS** | **31 cr.**
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 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.

MD/MASTER OF BUSINESS ADMINISTRATION

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

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

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

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

<table>
<thead>
<tr>
<th>Courses</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANATOMY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANAT 550</td>
<td>Human Gross and Developmental Anatomy</td>
<td>8 cr.</td>
</tr>
<tr>
<td>BMIC 550</td>
<td>Medical Immunology and Medical Genetics</td>
<td>4 cr.</td>
</tr>
<tr>
<td><strong>BIOETHICS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEHS 640</td>
<td>Behavioral Sciences and Medicine</td>
<td>6 cr.</td>
</tr>
<tr>
<td>BIOE 501</td>
<td>Bioethics and the Professional: Medicine in Society I</td>
<td>1 cr.</td>
</tr>
<tr>
<td>PUBH 501</td>
<td>Topics in Community and Preventive Medicine: Medicine in Society II</td>
<td>1 cr.</td>
</tr>
<tr>
<td>BMIC 550</td>
<td>Medical Immunology and Medical Genetics</td>
<td>4 cr.</td>
</tr>
<tr>
<td><strong>BIOMEDICAL RESEARCH</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEHS 640</td>
<td>Behavioral Sciences and Medicine</td>
<td>6 cr.</td>
</tr>
<tr>
<td>BIOE 501</td>
<td>Bioethics and the Professional: Medicine in Society I</td>
<td>1 cr.</td>
</tr>
<tr>
<td>PUBH 501</td>
<td>Topics in Community and Preventive Medicine: Medicine in Society II</td>
<td>1 cr.</td>
</tr>
<tr>
<td>BMIC 550</td>
<td>Medical Immunology and Medical Genetics</td>
<td>4 cr.</td>
</tr>
<tr>
<td><strong>MICROBIOLOGY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMIC 550</td>
<td>Medical Immunology and Medical Genetics</td>
<td>4 cr.</td>
</tr>
<tr>
<td>MICR 670</td>
<td>Microbiology</td>
<td>6 cr.</td>
</tr>
<tr>
<td><strong>NEUROSCIENCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOE 501</td>
<td>Bioethics and the Professional: Medicine in Society I</td>
<td>1 cr.</td>
</tr>
<tr>
<td>BMIC 550</td>
<td>Medical Immunology and Medical Genetics</td>
<td>4 cr.</td>
</tr>
<tr>
<td>PHY 510</td>
<td>Neuroscience</td>
<td>5 cr.</td>
</tr>
<tr>
<td><strong>PHYSIOLOGY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BMIC 550</td>
<td>Medical Immunology and Medical Genetics</td>
<td>4 cr.</td>
</tr>
<tr>
<td>PHY 560</td>
<td>Physiology</td>
<td>6 cr.</td>
</tr>
<tr>
<td><strong>TROPICAL MEDICINE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MICR 670</td>
<td>Microbiology</td>
<td>6 cr.</td>
</tr>
<tr>
<td>BMIC 550</td>
<td>Medical Immunology and Medical Genetics</td>
<td>4 cr.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRADUATE COURSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOE 801</td>
<td>Research Ethics and Human Subjects</td>
<td>1 cr.</td>
</tr>
<tr>
<td>BIOE 804</td>
<td>Independent Study in Research Ethics</td>
<td>1 cr.</td>
</tr>
<tr>
<td>IDGS 807</td>
<td>Research Design and Biostatistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td><strong>THESIS COURSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDGS 900</td>
<td>MSc Seminars</td>
<td>1 cr.</td>
</tr>
<tr>
<td>IDGS 901</td>
<td>MSc Proposal Seminar</td>
<td>1 cr.</td>
</tr>
<tr>
<td>IDGS 902</td>
<td>MSc Written Proposal</td>
<td>2 cr.</td>
</tr>
<tr>
<td>IDGS 903</td>
<td>MSc Thesis</td>
<td>12 cr.</td>
</tr>
<tr>
<td>IDGS 904</td>
<td>MSc Thesis Seminar</td>
<td>2 cr.</td>
</tr>
<tr>
<td>IDGS 905</td>
<td>MSc Thesis Defense</td>
<td>1 cr.</td>
</tr>
</tbody>
</table>
### MD COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCHM 550</td>
<td>Medical Biochemistry</td>
<td>5 cr.</td>
</tr>
<tr>
<td>ANAT 531</td>
<td>Histology and Cell Biology</td>
<td>4 cr.</td>
</tr>
<tr>
<td>ANAT 550</td>
<td>Human Gross and Developmental Anatomy</td>
<td>8 cr.</td>
</tr>
<tr>
<td>BEHS 640</td>
<td>Behavioral Sciences and Medicine</td>
<td>6 cr.</td>
</tr>
<tr>
<td>BIOE 501</td>
<td>Bioethics and the Professional: Medicine in Society I</td>
<td>1 cr.</td>
</tr>
<tr>
<td>BMIC 550</td>
<td>Medical Immunology and Medical Genetics</td>
<td>4 cr.</td>
</tr>
<tr>
<td>PHY 510</td>
<td>Neuroscience</td>
<td>5 cr.</td>
</tr>
<tr>
<td>PHY 560</td>
<td>Physiology</td>
<td>6 cr.</td>
</tr>
<tr>
<td>PUBH 501</td>
<td>Topics in Community and Preventive Medicine: Medicine in Society II</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CLSK 653</td>
<td>Communication Skills and Physical Diagnosis</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MICR 670</td>
<td>Microbiology</td>
<td>6 cr.</td>
</tr>
<tr>
<td>PATH 640</td>
<td>Pathologic Basis of Clinical Medicine</td>
<td>13 cr.</td>
</tr>
<tr>
<td>PATH 693</td>
<td>Medical Nutrition</td>
<td>1 cr.</td>
</tr>
<tr>
<td>CLSK 655</td>
<td>Introduction to Clinical Medicine</td>
<td>3 cr.</td>
</tr>
<tr>
<td>PATH 674</td>
<td>Pathophysiology</td>
<td>12 cr.</td>
</tr>
<tr>
<td>PATH 676</td>
<td>Basic Science Foundation for Clinical Reasoning</td>
<td>2 cr.</td>
</tr>
<tr>
<td>PHAR 681</td>
<td>Pharmacology</td>
<td>6 cr.</td>
</tr>
</tbody>
</table>

### MSC COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOE 801</td>
<td>Research Ethics and Human Subjects</td>
<td>1 cr.</td>
</tr>
<tr>
<td>BIOE 804</td>
<td>Independent Study in Research Ethics</td>
<td>1 cr.</td>
</tr>
<tr>
<td>IDGS 807</td>
<td>Research Design and Biostatistics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>IDGS 900</td>
<td>MSc Seminars*</td>
<td>1 cr.</td>
</tr>
<tr>
<td>IDGS 901</td>
<td>MSc Project Proposal Seminar</td>
<td>1 cr.</td>
</tr>
<tr>
<td>IDGS 902</td>
<td>MSc Written Project Proposal</td>
<td>2 cr.</td>
</tr>
<tr>
<td>IDGS 903</td>
<td>MSc Thesis (research project)</td>
<td>5 cr.</td>
</tr>
<tr>
<td>IDGS 903</td>
<td>MSc Thesis (research project)</td>
<td>6 cr.</td>
</tr>
<tr>
<td>IDGS 903</td>
<td>MSc Thesis (preparation)</td>
<td>1 cr.</td>
</tr>
<tr>
<td>IDGS 904</td>
<td>MSc Thesis Seminar</td>
<td>2 cr.</td>
</tr>
<tr>
<td>IDGS 905</td>
<td>MSc Thesis Defense</td>
<td>1 cr.</td>
</tr>
</tbody>
</table>

**TERM 1**
- **Fall**
  - IDGS 903 MSc Thesis (research project)

**TERM 2**
- **Spring**
  - IDGS 903 MSc Thesis (preparation)

**TERM 3**
- **Summer**
  - IDGS 904 MSc Thesis Seminar
  - IDGS 905 MSc Thesis Defense

**TERM 4**
- **Fall**
  - IDGS 904 MSc Thesis Seminar

**TERM 5**
- **Spring**
  - IDGS 904 MSc Thesis Seminar

**TERM 6**
- **Fall**
  - IDGS 904 MSc Thesis Seminar

### Course Notes
- Course outlines are subject to change.
- *Attendance at or seminar production from a list of topics provided. This course may be replaced by IDGS 914 Authorship and Manuscript Preparation.*
MD COURSES

- ANAT 531 History and Cell Biology 4 cr.
- ANAT 550 Human Gross and Developmental Anatomy 8 cr.
- BEHS 640 Behavioral Sciences and Medicine 6 cr.
- BCHM 550 Medical Biochemistry 5 cr.
- BIOE 501 Bioethics and the Professional: Medicine in Society I 1 cr.
- BMIC 550 Medical Immunology and Medical Genetics 4 cr.
- PHY 510 Neuroscience 5 cr.
- PHY 560 Physiology 6 cr.
- PUBH 501 Topics in Community and Preventive Medicine: Medicine in Society II 1 cr.
- CLSK 653 Communication Skills and Physical Diagnosis 3 cr.
- MICR 670 Microbiology 6 cr.
- PATH 640 Pathologic Basis of Clinical Medicine 13 cr.
- PATH 693 Medical Nutrition 1 cr.
- CLSK 655 Introduction to Clinical Medicine 3 cr.
- PATH 674 Pathophysiology 12 cr.
- PATH 676 Basic Science Foundation for Clinical Reasoning 2 cr.
- PHAR 681 Pharmacology 6 cr.

TOTAL MD CREDITS TOWARD MSC 10+ cr.
TOTAL MD CREDITS 86 cr.

MSC COURSES

TERM 1
- Spring
- IDGS 900 MSc Seminars* 1 cr.
- IDGS 901 MSc Project Proposal Seminar 1 cr.
- IDGS 902 MSc Written Project Proposal 2 cr.

TERM 2
- Summer
- IDGS 903 MSc Thesis (research project) 5 cr.

TERM 3
- Fall
- IDGS 900 MSc Seminars* 1 cr.
- IDGS 901 MSc Project Proposal Seminar 1 cr.
- IDGS 902 MSc Written Project Proposal 2 cr.

TERM 4
- Spring
- IDGS 903 MSc Thesis (preparation) 2 cr.
- IDGS 904 MSc Thesis Seminar 2 cr.
- IDGS 905 MSc Thesis Defense 1 cr.

TERM 5
- Fall

TERM 6
- Spring

Course outlines are subject to change.

*Attendance at or seminar production from a list of topics provided. This course may be replaced by IDGS 914 Authorship and Manuscript Preparation.
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 School of Medicine, I agree:

1. To adhere to the University’s policy of maintaining a high standard of honor and academic integrity
2. To refrain from violations of these ideals, for example, by cheating, plagiarizing, lying, or stealing
3. To accept the responsibility of reporting such wrongdoing upon witness. It is understood that any breach of this honor code necessitates disciplinary action, subject to the discretion of University officials, the procedures for which are outlined in the SGU Student Manual

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

PROMOTION, PROGRESS, AND ACADEMIC RETENTION

The Committee for Satisfactory Academic Progress and Professional Standards (CAPPS) 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.

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, must 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.
PREMEDICAL PROGRAM

BIOL 101
Anatomy and Physiology I
Anatomy and Physiology I is an introductory course to the structure and function of the human body. Through lectures, self-guided study, and online learning, this course will develop the students’ theoretical knowledge of the structure and function of the human body inclusive of the cell, tissues, organs, organ systems and accessory structures. The students’ basic understanding of the physiological processes which arise from the body’s structure will develop throughout the delivery of the course. Students will learn to apply their knowledge of anatomy and physiology to normal and a variety of abnormal pathological conditions.

BIOL 201
Anatomy and Physiology II
This is the second and more advanced portion of this science course on the structure and function of the human body. Through lectures, self guided study, on-line learning and applied sessions, this course will develop the students theoretical knowledge of the structure and function of the human body inclusive of the cell, tissues, organs, organ systems and accessory structures. The student’s basic understanding of the physiological processes which arise from the body’s structure will develop throughout the delivery of the course. Students will learn to apply their knowledge of anatomy and physiology to normal and a variety of abnormal pathological conditions.

BIOL 220/BIOL 221
General Biology/Human Biology
General Biology and Human Biology can be taken in any order, and are designed specifically for students in the preprofessional programs. These courses aim to explain the role of macromolecules in the organization of cells, the compartmentalization of metabolic reactions, and the role of the cell cycle with regards to inheritance.

BIOL 320
Genetics
This course is designed to introduce undergraduate students in the preprofessional programs to the principles of classical, molecular, and population genetics. It will summarize one of the most dynamic and productive areas of modern biology by providing a historical background of our knowledge of heredity and a review of advances in our knowledge of gene structure and function. Students are expected to develop problem-solving skills in the course of their study. Testing will emphasize the use of problem-based questions in which students must apply principles learned in lectures to novel situations. The application of genetic principles to medicine (human and veterinary) will be emphasized throughout the course.

BIOL 321/BIOL 331
Molecular Biology/Molecular Biology Lab
This course is designed to help students to develop an understanding of the molecular mechanisms that biological organisms use to store and preserve genetic information, the means by which they use that information to create functional biological structures, and the techniques that are commonly used to manipulate and study these processes in the laboratory. A basic understanding of chemistry, biology, and biochemistry will be assumed. The goal of the accompanying laboratory sessions is to help students to develop an understanding of the study of molecular biology in the laboratory; develop an understanding of the technical limitations and potential errors that can be encountered in the laboratory; develop an understanding of the scientific method and the source of the facts studied in lectures; and develop the ability to interpret, organize, and present scientific information.

BIOL 401
Microbiology
This course attempts to provide a general introduction into the microbial world with information on microbial physiology, growth and its control, nutrition, interactions within various ecosystems, biotechnology, and industrial aspects.
**BIOL 441**  
**Physiology**  
This course is designed to provide a fundamental basis for understanding mammalian physiology, especially human physiology. In particular, this course will study the physiology of the muscular, nervous, endocrine, cardiovascular, respiratory, renal, digestive, and reproductive systems.

**BIOL 460**  
**Human Anatomy**  
Students will learn basic human anatomy and develop an understanding of the basic applications to clinical practice.

**CHEM 122/CHEM 123**  
**General Chemistry I/General Chemistry I Lab**  
General Chemistry I is a one-semester course for science-related majors and students in the premedical program. The course will introduce basic concepts in physical and inorganic chemistry.

**CHEM 124/CHEM 125**  
**General Chemistry II/General Chemistry II Lab**  
This is a course in kinetics, equilibrium, acid-base, thermodynamics, electrochemistry, metallurgy, nonmetals, nuclear chemistry, transition elements, and organic chemistry.

**CHEM 222/CHEM 223**  
**Organic Chemistry I/Organic Chemistry I Lab**  
This is a course in nomenclature and classification of organic molecules, in addition to the structure and reactivity of functional groups (hydrocarbons, alcohols, alkyl halides, alkadienes, and allylic systems).

**CHEM 224/CHEM 225**  
**Organic Chemistry II/Organic Chemistry II Lab**  
An advanced course in the structure and reactivity of functional groups (aromatic compounds, carbonyl compounds, carbohydrates, organometallic compounds, carboxylic acids and their derivatives, amines, and amino acids). This course covers all the essential material needed for biochemistry.

**CHEM 450/451**  
**Biochemistry/Biochemistry Lab**  
The course covers the structure and function of biological molecules, the biochemical pathways of intermediary metabolism and their regulation in normal and aberrant states. It is designed to help students integrate the biochemical information covered by this course into meaningful knowledge with an emphasis on the functional significance and regulatory mechanisms governing metabolic pathways. The lab portion teaches basic experimental techniques used in the study of biologically significant macromolecules (biochemistry).

**COMH 201**  
**Community Health**  
Health is more than a personal matter. People do not live in isolation, unaffected by others; their health is very much determined by the world they live in and the dynamic relationship that they experience with their community. The goal of the Community Health course is to provide an understanding of population-based health as opposed to individual health.

**ENGL 204**  
**Public Speaking**  
There are many occasions in professional and private life that call for individuals to speak in public. This course is designed to introduce students to the fundamentals of public speaking. It will consider the importance of communication and cover speech building (including the collection and collation of material, structure, and content), speech writing, and event management.

**MATH 120**  
**College Mathematics**  
This course provides a working knowledge of college-level mathematics and its applications. The following topics will be covered in this course: sets, computation, measurements, statistics, algebra, relations, functions and graphs, geometry, and trigonometry.

**MATH 220**  
**Statistics**  
Statistics is designed to assist students in acquiring a good intuitive grasp of statistics, specifically in terms of what they are, how and when to apply various statistical techniques, how to interpret results, and how to draw meaningful conclusions from the data.

**NUTR 201**  
**Nutrition**  
This course introduces students to basic nutrition information, which will help them to understand the
relationship between diet and the prevention and/or control of diseases.

**PHYS 201**
**General Physics I**
This course consists of linear kinematics, works, power, energy, momentum, a brief introduction to heat, thermodynamics, and sound. This course does not require mastery of calculus and is designed to help students understand the basic principles of mechanics, heat, and sound.

**PHYS 202**
**General Physics II**
This course is an introduction to basic principles of electricity, magnetism, electromagnetism, alternating current, electric fields, and optics. This course does not require mastery of calculus.

**PMED 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.

**PMED 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.

**PMED 303**
**Communication for Health Professions II**
This course aims to train students of the health professions to write clearly and effectively, to identify and correct punctuation and grammatical errors, and to write in style and registers that are appropriate for academic and professional contexts. Students will analyze several writing tasks commonly required in the health professions in order to identify and then apply the principles contributing to effectively performing these tasks. A process approach will be taken.

**PMED 380**
**Clinical Cases**
This course is designed to introduce students in the final year of the premedical 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.

**PMED 390**
**Premedical Project Research**
This course is offered in the final year of the premedical program. It is a requirement for students in the School of Medicine combined degree program (Bachelor's/MD). A emphasis of the class is to equip students with the skills needed to assess, understand, and critically evaluate published medical research. The course begins by reviewing standard research design and common pitfalls. It then covers other relevant topics, such as methodology, ethics, online research resources, survey design, and basic data interpretation. Students work together in small groups to produce a research paper and present a poster to the campus community.

**PSYC 201**
**Introduction to Psychology**
Introduction to Psychology covers systematic and experimental approaches to understanding human behavior and cognition. The course is an in-depth introduction to the science and profession of psychology. It will present a summary of what is known about human nature, how it reveals general principles of the functioning of the brain, and the behavior of individuals and groups.
PSYC 205
Health Psychology
This course will engage concepts in health psychology and describe the effects of heredity, maturation, and environmental factors on individuals throughout their lifetime. It will examine the main theories of personalities and disorders of personalities, cognition, and emotion. It will describe main psychological disorders, the relationship between behavior and specific chronic diseases, pain perception, stress and coping, death, dying, and bereavement.

PSYC 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, physiological, and humanistic/existential. 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 and empirically based treatment outcome studies are reviewed.

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 Medical Sciences and the Clinical Years.

Basic Medical Sciences Courses
The following descriptions are overviews of the Basic Medical Sciences 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.

ANATOMICAL SCIENCES
Robert Hage, MD, PhD, DLO, MBA, Co-Chair
Marios Loukas, MD, PhD, Co-Chair
ANAT 531
Histology and Cell Biology
The Histology and Cell Biology Course offers approximately 84 scheduled class hours devoted to teaching microscopic anatomy. The course consists of lectures and lab activities, where microscopic images of normal organs and organ systems are presented. An insight into their appearance and their relevant functions in various organs systems are discussed.

Lectures
Once the lectures on normal histology of an organ system are covered, clinical importance of that particular system is emphasized in clinical lectures. These lectures include the normal gross appearance of an organ and its histology, followed by gross pathological and histopathological appearance of the same. Clinical and radiological (basic) appearances and biochemical variations are included in a few cases. This establishes the importance of understanding normal histology and cell biology, thus enabling the students to differentiate and integrate pathological states at a microscopic level. This mode of teaching achieves horizontal and vertical integration of all Basic Sciences.

Laboratory
Using the facility available, digital images of microscopic anatomy are uploaded through Sakai, our University website, and discussed in small groups facilitated by qualified physicians (clinical tutors). Following the
presentation of normal histology of cells by the students, clinical vignettes with pathological conditions which are similar to USMLE board format, are discussed, thus enabling students to compare the normal with the abnormal. This further emphasizes the objective of the course. Light microscopes are available to interested students to visualize glass slides, when time permits.

Self-assessment Exercises
The students’ learning abilities are tested by self-assessment and Turning Point questions in labs and lectures. Online quiz exercises and assessments are also assigned to the students. Mock exams before the midterm and final exam further strengthens their knowledge and increases their confidence.

The course is evaluated by the feedback obtained from the midterm and final exam. Online suggestions from end-of-term student evaluations are considered and positive changes implemented. Internal and external reviews also help fine-tune the course presentation.

ANAT 550
Human Gross and Developmental Anatomy
The course in human gross and developmental anatomy consists of approximately 160 scheduled class hours devoted to cultivating an appreciation of a three-dimensional visual image of the human body and its development. Lectures present students with an integrated approach to general and applied anatomy.

Laboratory Exercises
Study of the cadaver is achieved through prosected cadaveric specimens and follows a traditional sequence of the back, upper extremities, thorax, and abdomen prior to the midterm examination. The sequence continues with the pelvis, perineum, lower extremities, head, and neck for the final examination.

Small Groups
With the guidance of clinical tutors, groups of eight students have the opportunity to explore surface anatomy on standardized patients which is then integrated with the learning of the foundation steps of physical examination. Problem-based learning through the use of clinical cases is presented to the students, whose objective is the interpretation of the relevant clinical anatomy. Students are also introduced to radiological images, such as CT, MRI, ultrasound and arteriograms.

Reviewing articles taken from peer-reviewed journals allow the students to appreciate and debate new advances in medicine related to anatomy.

In all small groups, the clinical tutors who are MDs ensure that professional competencies and team-based interpersonal skills are evaluated.

Student evaluation consists of online quizzes, as well as midterm and final examinations. The material tested covers topics presented in lectures, labs, small groups, simulation exercises, and all resources available on SAKAI on the University website.

All examinations follow the USMLE format, which familiarizes the students with the standardized testing methods required by medical licensees.
BEHAVIORAL SCIENCES

John P. Pettus, PhD, Chair

BEHS 640
Behavioral Sciences and Medicine

This course aims to contribute to the education of skilled physicians. Students will be able to integrate biomedical, clinical, and behavioral knowledge, leading to improved patient well-being and community health. There are three modules:

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

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

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

Module 2: Quantitative Principles of Medicine
An introduction to biostatistics provides fundamental concepts that quantify variation and uncertainty. Clinical epidemiology involves concepts of epidemiology, preventive medicine and evidence-based medicine tailored to the needs of future clinicians. Emphasis is on recognizing patterns of disease occurrence and disease outcomes in human populations, using that information to decide on diagnostic strategy and therapeutic interventions, and applying sound scientific principles to patient care. Introduction to the concepts and practice of evidence-based medicine is provided with a special emphasis on the evaluation of complementary medicine techniques. Quantitative topics are enhanced with clinical examples from the medical literature, providing a transition from research findings to care of individual patients.

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

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

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

Exam format is consistent with NBME guidelines.

BIOCHEMISTRY AND GENETICS

Sharmila Upadhya, MBBS, MD, DNB, Chair

BCHM 550
Medical Biochemistry

The Medical Biochemistry course teaches the science of biochemistry in a clinical and physiological context. The course is planned to provide students with a working knowledge of the biochemical basis of disease processes for understanding the subsequent courses in the medical
curriculum. The course has about 74 didactic lectures and nine small group sessions. The first half of the course provides a background for understanding acid-base relations, structure and function of macromolecules, the role of enzymes, and introduction to metabolism and genetics. The mechanisms of biochemical reactions with attention being given to their roles in disease are also discussed. In this half of the term, metabolism of carbohydrates and their clinical correlation is also discussed. There is emphasis on the key enzymes and regulatory steps in metabolic pathways, which are important in understanding metabolism in different physiological and pathological situations.

In the second half of the term, lipid and nitrogen metabolism are discussed. This half of the term is dominated by integrative and clinical subjects. The biochemical roles of the major organ systems and an overview of the metabolic interplay between organs are highlighted. Principles of energy balance, as well as the role of vitamins and minerals in maintaining good health are introduced. The biochemical aspects of coagulation, jaundice, porphyrias, diabetes, obesity, inherited diseases and under-nutrition are presented. An introduction to genomics and the use of molecular genetics in diagnostic medicine is also included to ensure that students have an understanding of the basic concepts and techniques of molecular biology, to be able to participate in the genetic-based medicine of the new millennium. Interactive audience response clicker systems are used in most of the lectures.

Students will also participate in nine small group discussions, which are each based on a clinical case facilitated by clinical tutors. The biochemical aspects of the clinical scenarios are extensively discussed in these sessions.

The topics presented are evaluated by three exams: unified, midterm, and final examinations. The questions used for evaluation are clinical or laboratory vignette-style questions, similar to the USMLE board format to familiarize students with the standardized testing methods. The test questions are based on application of the concepts discussed in the lectures and small groups. There are also online quizzes for student self-assessment. The professional attitudes and communication skills of students are continuously assessed in the small group sessions, and form part of the final grade.

BMIC 550
Medical Immunology and Medical Genetics
Medical Immunology and Medical Genetics (MIMG) is a four-credit interdepartmental course. Given the interdepartmental nature of MIMG, it is listed as a distinct course within the Microbiology and the Biochemistry Department.

The Medical Genetics and Genomics module aims to prepare the medical student to see the human condition and all disease through a genetic lens. Material is presented in a clinical, physiological, and biochemical context with the aim to develop competency skills in medical genetics. The course is planned to provide students with a working knowledge of the genetic basis of disease processes for understanding the subsequent courses in the medical curriculum. The genetics and genomics module provides a background for understanding the chemical nature of nucleic acids, molecular diagnostic techniques, gene regulation, and aspects of inheritance patterns including epigenetics. Integrative and clinical subjects are developed with discussions on cytogenetics, population genetics, multifactorial genetics, and cancer genetics. Additionally, aspects of treatment of genetic diseases, the hemoglobinopathies, and pharmacogenomics are discussed. Throughout the entire term, ethical issues related to genetics and genomics in medicine are highlighted. Interactive audience response clicker systems are used in most of the lectures.

The Medical Immunology module of MIMG has been developed to interdigitate with allied disciplines that are also offered during the student’s program of study. In particular, every attempt is made to ensure horizontal integration with Genetics and vertical integration with Parasitology and Microbiology, which in turn, are integrated with Pathology through to Pathophysiology. The nature of Immunology demands that discipline-specific vocabulary be memorized before concepts may be understood and assimilated. A strong foundation is necessary to grasp the principles underlying clinical trials, clinical cases, diagnostic tests, and progressing immunological research. In addition to the aforementioned integration, the Immunology module emphasizes the manner by which basic science research translates into clinical practice. This is achieved by the incorporation of Translational Immunology, Immunodiagnostics, and Clinical Cases.
BIOETHICS

Cheryl Macpherson, PhD, Chair

SGU's Department of Bioethics is charged with centralizing and strengthening training in ethical and professional thought and action. This department offers programs and courses to stimulate critical thinking and ethical discourse across disciplines, to facilitate academic exchange, and contribute to the professional development of students, faculty, visiting scholars, and Caribbean health professionals. The department serves the wider Caribbean community by providing a home for the Secretariat of the Bioethics Society of the English-speaking Caribbean (BSEC). It contributes to the White Coat Ceremony and is the base for SGUSOM's Chapter of the Gold Humanism Honor Society (GHHS). It serves and supports SGU's IRB and runs an active Bioethics Grand Rounds seminar series.

BIOE 501
Bioethics and the Professional: Medicine in Society I

Bioethics is a discipline grounded in facts, contextual information, and objective reasoning. The bioethics course consists of 18 scheduled class hours. It encourages students to reflect on their professional identity as medical students, and aims to strengthen the student’s ability to recognize and critically analyze ethical concerns in medicine. To do so, it introduces language, structure, and tools with which to address moral conflicts that arise in medicine in different contexts around the world. Course concepts and terminology emphasize professionalism, principles, and theories; students learn to apply these to case scenarios and controversies in medicine. The course is interactive during class and uses a personal response system during lectures to reinforce concepts and expose disagreements. Students are assessed based on participation in groups and informatics lab, electronic short answer assignments, and the final exam.

CLINICAL SKILLS

Salah Bouaziz, MD, Co-Chair
Elizabeth Gray, MD, MBA, Co-Chair

CLSK 653
Communication Skills and Physical Diagnosis

The Communication Skills and Physical Diagnosis course consists of approximately 227 scheduled class hours where the students are expected to learn the art of skilled interviewing and the skills of physical examination. Students are taught history taking in the broad sense. History taking consists of the "what" (information obtained from the patient encounter) and the “how” (techniques of communication skills) to obtain the maximum amount of information while being empathetic, considerate and paying attention to the patient’s feelings and rights. Physical diagnosis is taught in the lab and the student is taught how to utilize the senses of sight (observation), touch (palpation and percussion) and hearing (auscultation) as a unified exercise. Both history taking and physical diagnosis are taught in the lab in small groups.

Physical Diagnosis is taught along system lines: Although this teaching is sectionalized, one must realize that the patient must be approached as a unit with all systems functioning in an integrated manner.

Small Groups

With the guidance of clinical tutors and full-time faculty, small groups of no more than eight students per group have the opportunity to learn the initial steps of physical examination, such as inspection, percussion, auscultation, and so forth, through a problem-based environment. In addition, relevant core clinical cases are presented to the students in order to facilitate basic interpretation of professional competencies and team-based interpersonal skills.

Student Assessment

Consists of three written examinations—one unified, one midterm written, and one final written; three quizzes and one OSCE. All examinations cover topics discussed in lectures and labs. Of the three quizzes, one consists of a case write-up obtained from evaluation of an actual “patient.” The OSCE is a lab-based practical examination covering patient’s interview and physical examination.

Term 4 is a departure from the students’ experiences in Terms 1, 2 and 3. These terms deal with Basic Science and rely heavily on memorization and recall. Although Clinical Skills require a strong foundation in Basic Sciences, it deals mainly with the application of knowledge. Term 4 provides the first real experience for the medical student to interview patients, real or simulated, and to examine fellow medical students, simulated patients, and real patients. To students, this is the real beginning of medicine.
Vertical integration of all aspects of lessons taught throughout the medical school is essential. Students must recognize that courses taught in Basic Science are needed for the understanding of Clinical Skills.

**CLSK 655 Introduction to Clinical Medicine**

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

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

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

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

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

Students will further develop their clinical problem-solving skills and critical thinking by actively participating in classroom small group sessions. During these sessions, a case is discussed each week that focuses on a different organ system. Each small group of students is given the presenting complaint(s) of a patient, in vignette format, by the tutor. Students are expected to determine what appropriate questions need to be asked and answered in order to progress toward a tentative differential diagnosis. Additional information from the history is then given by the tutor. Based on the complete history, students are expected to determine the appropriate organ system(s) on which the physical examination should be primarily focused. This process of critical thinking starts from the presentation of the vignette. Students then indicate the possible physical findings that may be expected. The actual physical findings are then given to the students by the tutor. A differential diagnosis is then prepared along with possible investigations and their likely findings. This leads to a final diagnosis with brief reference to management principles.

**Student Assessment**

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

**MICROBIOLOGY**

Joanna Rayner, MD, Chair

**MICR 670 Microbiology**

The course is designed to focus the student on the clinical presentation of infectious disease, while encompassing the pathogenesis of the causative agent. The learning and examinations are integrative and not compartmentalized.
The microbiology course is comprised of 30% introductory material addressing the bacterial, viral, fungal & parasitic groups, and the remaining 70% is delivered in an organ system framework. The main emphasis of the course is microbial infections within each of the human organ systems with special emphasis on clinical correlates presenting the range of infectious agents.

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

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

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

Both midterm and final examinations cover topics discussed in lectures.

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

**PATHOLOGY**
Shivayogi Bhusnurmath, MD, FRCPath, Co-Chair Bharti Bhusnurmath, MBBS, MD, Co-Chair

**PATH 640**
Pathologic Basis of Clinical Medicine
The course is taught in two segments—General Pathology and Systemic Pathology. The main emphasis is on active learning by the students based on clinically oriented lectures and daily clinical problem-solving in groups.

The General Pathology segment deals with how tissue responds to injury, cell death, inflammation, ischemia, thrombosis, embolism, infarction, etc. It also deals with response to infections, environmental pollutants and disease states related to abnormal immune responses. Mechanisms of tumor development and how tumors spread are studied under “neoplasia,” followed by molecular pathology.

The Systemic Pathology segment involves similar principles, but applied in detail to individual organ systems, such as cardiovascular, respiratory, etc. It includes interpretation of laboratory data for some of the major disease processes. Forensic pathology is also taught in this segment.

**Small Groups**
The lab sessions are conducted as group activities in student groups of 12, closely monitored by a clinical tutor. The students discuss gross and microscopic pathology images, (about 400), electron micrographs, radiographic images and clinical cases which correlate with the concurrent lecture manual. The process involves active learning with guided discovery of etiology, pathogenesis, structural changes, clinical symptoms and signs, relevant investigations, and course of the disease for the common and prototype diseases. The students are also encouraged to learn how to distinguish between related entities.

Periodically, gross specimens and glass slides from current hospital material are also discussed.

**Exams, Quizzes, Grading**
There are three exams. This includes one unified exam after the first two weeks of classes and one exam at the end of each segment. Each exam is comprehensive, covering all the material taught to that date and is made up of clinical vignette-based MCQ-type questions. Approximately 23% of those questions are image-based. There is also one online quiz.

Students can earn a maximum of 25 professionalism points for clinicopathological conferences, concept map submissions, lab and lecture participation, and demonstration of professional behavior.

All three exams carry a combined total of 300 points, distributed as follows:
Unified Exam (20 questions)  10 points
Exam 1 (140 questions)  140 points
Final Exam (150 questions)  150 points

The grade distributions are follows:
A+: 97–100%  B+: 87–89%  C+: 77–79%  F: < 70%
A: 93–96%  B: 83–86%  C: 73–76%
A-: 90–92%  B-: 80–82%  C-: 70–72%

Online
All course notes, lab images, sample questions, and other course materials are posted on Sakai. All quizzes are administered online.

PATH 693
Medical Nutrition
The course in Medical Nutrition consists of approximately 16 scheduled class hours devoted to developing an appreciation of the pathological changes which occur as a result of alterations in nutrition.

It presents components of human pathophysiology in which diet, on the basis of current knowledge, is believed to be important in either a causative or a contributory way. The application of dietary knowledge, to prevention of disease and the management of established diseases are discussed.

Being able to apply knowledge of nutrition is important in clinical practice. The course presents additional foundational nutrition concepts in such a way as to emphasize the relevance of scientific knowledge presented in earlier coursework, especially in Biochemistry, Physiology, Pathology, Genetics and Epidemiology to important medical topics.

The lectures and assignments cover important aspects of nutrition and disease, including many controversial issues. Practicing physicians need a solid foundation in the basic nutritional sciences and to be well informed, in order to retain credibility with their patients, who may rely on physicians as the preferred sources of nutrition information.

The final exam covers topics taught in the lectures. There is also an online quiz at the end of the first week, as well as daily clicker questions, so the students can gauge their performance since the course is so short. There are neither laboratories nor small group exercises.

PATHOPHYSIOLOGY
Subramanya Upadhya, MBBS, MD, DNB, Chair

PATH 674
Pathophysiology
The course in Pathophysiology consists of approximately 124 scheduled lecture hours devoted to providing a platform for active learning where the students learn to analyze clinical problems using the concepts learned in all the basic sciences in an integrated fashion. The course is designed to allow students to restructure their basic science learning and to organize it around clinical presentations to prepare them for USMLE 1 and the clerkship.

There are four small group sessions which are based on clinical vignettes covering the combined objectives of Pathophysiology, Pharmacology, and Clinical Skills. These sessions also allow students to demonstrate professional behaviors, communication and clinical skills as well as their knowledge of the subject matter. In addition, students will be provided with a series of online quizzes and practice questions for study.

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

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

PATH 676
Basic Science Foundation for Clinical Reasoning
The course in Basic Science Foundation for Clinical Reasoning (BSFCR) consists of 28 Lab-hours devoted to review basic science concepts by solving clinical problems through group discussions. These are facilitated by clinical tutors and monitored by subject experts from various departments of basic sciences. The course is designed to integrate basic sciences in clinical context. In
addition, students are also trained to develop professional competencies, interpersonal skills, and communication skills.

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

PHARMACOLOGY
Leonardo Dasso, PhD, Chair

PHAR 681
Pharmacology
The primary objective of the Pharmacology course is to provide the student with a solid basis for understanding the pharmacology of therapeutic agents, and thus with a foundation for future clinical decision-making with respect to pharmacological therapies.

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

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

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

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

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

PHYSIOLOGY AND NEUROSCIENCE
Walter Kolbinger, PhD, Chair

PHY 510
Neuroscience
The Neuroscience course is an interdisciplinary study of the structure and function of the nervous system, entailing almost simultaneously its anatomy (focusing on the central nervous system), histology, physiology, some pharmacology and pathophysiology. Whenever feasible, the course presents concomitantly, rather than sequentially, the basic structures, mechanisms and functions of the various interrelated neural systems. Neurological case studies discussed as disorders of normal function are included as an integral component wherever possible.

The course provides a contemporary and thorough grounding in cellular, molecular and systems Neuroscience. This knowledge is intended to serve as a basis for understanding the effects of damage to the nervous system as seen in general clinical medicine and in specialties such as Neurology, Neurosurgery, Psychiatry, and Ophthalmology.

The course facilitates the development of professional competencies, which include clinical reasoning, components of practical clinical skills used in neurological examinations, basic interpretation of modern imaging techniques, and communication and interpersonal skills, in particular through small group practical sessions and interactive settings.

Assessments include two examinations (midterm and final) of multiple choice single best answer type, small group
practical assessments requiring successful participation, usually followed by an online activity. A small group practical examination assesses practical clinical skills. Professionalism, communication, and interpersonal skills are assessed (formative and summative assessments) in every small group practical session.

All provided course materials are available in electronic format on the course website. Wherever copyright regulations allow, students enrolled in the course are permitted to download electronic copies for personal and classroom use only, most of them allowing personal annotations and highlighting. A textbook, atlas and a physical diagnosis kit are required.

**PHY 560**  
**Physiology**  
The medical physiology course consists of approximately 96 scheduled class hours that cover basic physiology and pharmacology in a systems-based approach. The course follows the syllabus as outlined by the American Physiological Society, in conjunction with the Association of Chairs of Departments of Physiology. Building upon the anatomical knowledge the students have gained from Term 1, each major organ system is examined with respect to its own basic function and its role in the overall function of the whole person. The course provides the student with a comprehensive understanding of basic physiological concepts, from the cellular to the whole organism, and where relevant, clinical and pathophysiological aspects are introduced.

Didactic lectures form the majority of the course (88 hours) which are supplemented by clinical cases and laboratory exercises. The aim of the small group sessions is to provide a discursive active learning platform which integrates the basic science content with clinical and some pathophysiological information.

The course grade comprises the results of two major exams and two unified exams. The midterm and final exams contribute 84% of the grade. The two unified exams contribute an additional 10% of the grade; small group assessments and professionalism make up the remainder of the grade (6%). The course seeks to equip students with basic science reasoning skills, by presenting the concepts from lectures in an interactive way, and further developing those ideas in clinical scenarios in active small group sessions.

Students are also able to develop their communication and leadership skills during small groups where they will be required to lead discussions and develop ideas, not only with their small group but with the entire class. All aspects of professionalism, will also be examined during these interactions and feedback provided to the students about their performance. The professionalism criteria used is adapted from the American Association of Medical Colleges Medical Student Performance Evaluation advisory; where aspects of timeliness, accountability, compliance, teamwork, motivation and respect are examined.

In addition, basic clinical skills are introduced to the students, where they will learn how to approach, conduct, and analyze tests on a patient, e.g. blood pressure measurement, patient examination, and lung function tests.

**PUBLIC HEALTH AND PREVENTIVE MEDICINE**  
Satesh Bidaisee, DVM, MSPH, EdD, Chair  
**PUBH 501**  
**Topics in Community and Preventive Medicine: Medicine in Society II**  
This course focuses on contemporary topics and issues in the field of community and preventive medicine—disease prevention, health promotion, and population health—and how these issues affect physicians in clinical practice. As the second component of the Medicine-in-Society course series, this course addresses the interaction between the practice of medicine and society, and gives special attention to disease prevention strategies used in clinical practice. The first part of the course focuses on the three pillars of preventive medicine—screening, counseling, and immunizations. The second part of the course addresses the interaction and contributions of public health information to day-to-day clinical practice, as well as the expectations, interaction, and contribution of physicians in clinical practice to the public health infrastructure. In considering these issues in community and preventive medicine, the course continues to promote the overarching themes of professionalism, ethics, and the societal, legal, economic, and cultural contexts in which medicine is practiced. Structurally, the course includes 14 seminar-style lectures and one small group interactive workshop.

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

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

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

• Describe at least three disease prevention strategies that are components of successful clinical practice

• List three ways in which the public health system provides useful information to physicians in clinical practice

• List three ways in which physicians in clinical practice provide useful information to the public health system

• For at least two contemporary health issues discussed in the course, describe the competing concerns and perspectives that affect individual, clinical, or public policy decision-making

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

ELEC 524
Culture and the Practice of Medicine
Diana Stone, MPH, DVM, PhD
Health care practitioners have become increasingly aware of the significant impact of cultural beliefs and practices on health, illness, and disease. This course is designed for both human and veterinary medical students. The goal of this course is to enable students to identify cultural beliefs and practices that impact disease in human and animal populations and the practice of human and veterinary medicine. Students will understand the concept of “One Health One Medicine” and will incorporate cultural aspects and interdisciplinary approaches to health care problem solving. Students will use cultural knowledge, including an understanding of their own cultural beliefs and practices, to improve their ability to effectively practice medicine.
SCSK 500
The Prague Experience in Medicine
Walter Kolbinger, PhD
Martin Stransky, MD
This popular two-credit selective takes place in Prague in the Czech Republic during the last three weeks of July. Students are introduced to three teaching hospitals and a private practice clinic with 25 physicians. The students gain exposure to both adult and pediatric settings, and participate in team discussions, teaching rounds, lectures, and direct patient interaction. The thinking process that clinicians use when examining patients is introduced and discussed. Students assess the medical, cultural, and economic forces impacting different medical systems. After this selective, students will have developed an increased awareness of the globalization of medicine, expanding their perspectives and knowledge bases in patient care.

SCSK 501
Speech Skills for Professionals
Bill Blunt, DEd
This selective is an online communication workshop designed to provide the techniques and concepts needed to improve students’ communication skills as professionals in today’s US marketplace. The acquired speaking skills will improve performance in interviews, presentations, and interactions with colleagues and peers. Emphasis will be placed on preparation, body language, and image. Essential to competing in the US job market today is the ability to convey information and concepts distinctly without language barriers. To this end, this workshop will enhance students’ English pronunciation while reducing foreign accents. In addition, students will learn the factors that influence their speech qualities, such as verbal debris and volume. Throughout the one-credit course, each student will have opportunities to hear his/her voice through recordings and engage in self-critique in order to become acutely aware of modifications. Once identified, students will work through practice exercises and find solutions in online discussions and resources to rectify errors.

SCSK 504
International Health and Human Rights in Honduras
TBD
This is a one-credit selective that takes place in Honduras. As there are fundamental differences between health care provision in developed and underdeveloped countries, a recognition and understanding of some of these issues should help to build partnerships and support international health efforts. Human rights are essential to the full attainment of health. Most traditional medical curriculums do not address this subject. This selective is designed to give students a fuller comprehension of the global aspects surrounding health and human rights. This selective is designed to promote a better understanding of the broad determinants of individual and population health, which can be applied to issues in Honduras and regionally to other developed countries. The core of the selective will be facilitated in Honduras by our relationship with ASONOG (Asociación de Organismos No Gubernamentales, the Association of Non-Governmental Organizations), a nonprofit organization which works throughout Honduras. ASONOG was founded in 1988 and works on the coordinating of objectives strengthening primary health services, developing local capacities in the prevention of illnesses, and health promotion.

SCSK 505
Integrated Approach of Basic Science Related to the Head and Neck Area
Robert Hage, MD, PhD, DLO, MBA
This one-credit selective is offered twice a year. Students will have two sessions per week for five weeks at the beginning of each semester. Visits to outside institutions are arranged during the semester according to preference and availability. Students will receive a total of five case studies by email, and are expected to attempt to solve the problems before these cases are presented on Monday afternoons. On Thursday afternoons there will be sessions covering maxillofacial surgery, radiology, examination technique, and demonstrations. Visits to the General Hospital operating room, radiology department, School for the Deaf, ENT Clinic, and special homes are opportunities for students to gain valuable experience. A CD must be provided by students so that material related to the selective (clinical pictures, video clips, text) can be made available for home study.

SCSK 506
Integrative Medicine
Jacqueline Stanley, PhD
This is a one-credit pass/fail selective that introduces students to a number of complementary therapies defined by the National Center for Complementary and Alternative Medicine (NCCAM), a division of the US National Institute of Health (NIH). This selective relies heavily on visiting
professors, as well as on local practitioners to deliver material in a cohesive manner based on their area of expertise. The selective consists of eight lecture hours, two quizzes, and 14 workshops to be completed in a minimum of two terms, but a maximum of five terms. Although the lectures are open to everyone, students who wish to participate in the workshops, or receive credit on their transcript, must officially register for this selective.

**SCSK 507**
Regional Anatomical Dissection  
*Kathleen Bubb, MD*  
*Benjamin Turner, MSc*

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

**SCSK 508**
Scientific Literature and Evidence-Based Medicine  
*Walter Kolbinger, PhD*  
*Joanna Rayner, PhD*

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

**SCSK 509**
Imaging and Anatomy  
*Robert Hage, MD, PhD, DLO, MBA*

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

**SCSK 511**
Pulmonary Function Testing  
*Mark Clunes, PhD*

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

**SCSK 512**
Gross Anatomy Special Dissection  
*Kathleen Bubb, MD*  
*Michael Snosek, MSc*

This one-term two-credit course will give participants the opportunity to undertake detailed, professional-quality dissections of the human body. The ultimate objective is to allow students to dissect specific regions and/or organs of the human body in order to create “museum quality” specimens for teaching purposes. In so doing, students will learn the various techniques involved in the preparation of cadaveric material for display and teaching. These include dry bone/ligamentous preps, plastic embedding, and various plastination procedures. Ultimately, the students’ overall knowledge of anatomy will be enhanced.
SCSK 513
Medical Spanish for Health Care Professionals
Debbi Johnson, MA
This one-credit selective, which will meet once a week for the entire term, is designed primarily to meet the needs of medical students who anticipate contact with Spanish-speaking patients in their future. In the United States, particularly, it has become an absolute necessity for health care providers to have at least a minimal understanding of the Spanish language in order to reduce frustrations stemming from the lack of ability to communicate with the nation’s fastest-growing non-English speaking group. In addition to the significant lack of control that health care providers feel at not being in command of the language of their patients, the predicament of non-English speaking patients in need of medical care is of crucial concern as well. The course, which will be offered at the University’s main campus, will provide students with a basic introduction to Spanish grammar and sentence structure, as well as an overview of vocabulary for specific medical purposes. Students will be expected to have had some exposure to Spanish language instruction, as well as be in good academic standing in order for the more specialized medical instruction to be beneficial. The course will cover such topics as emergency medicine, a visit to the family practitioner, basic anatomy, and dealing with sensitive cultural issues.

SCSK 514
American Sign Language (ASL)
Robert Hage, MD, PhD, DLO, MBA
This one-credit selective is offered once per semester and will fall within the start/stop dates of Term 1. Ten sessions are scheduled per semester. Students are expected to attend and actively participate twice a week in a one-hour session during which a teacher from the School for the Deaf will teach American Sign Language (ASL). Guest speakers will cover topics such as speech training, causes of deafness, prevention of deafness, and hearing aids. This will add to each session an element of theory and practical information related to deafness. Students are expected to practice their acquired sign language skills with each other between sessions and demonstrate some of their skills during each session. Videocassettes are available for viewing in the library. Visits to the School for the Deaf are recommended.

SCSK 515
Clinical, Ethical, and Neuroscience Aspects of Pain
Katherine Yearwood, MBBS
Pain is an important symptom in medicine but undertreated pain and its management are relatively neglected in medical curricula. This one-credit selective will define pain and introduce it as a public health problem. It will explore the neuroanatomy and neurophysiology of pain, and psychological, sociological, and bioethical aspects of pain. Students will be taught to do pain histories, assess levels of pain and effectiveness of pain relief, and be introduced to treatment options. The course includes visits to Grenada General Hospital and/or geriatric homes and/or rounds with community nurses.

SCSK 516
Research Ethics
Cheryl Macpherson, PhD
This selective fosters professional development, strengthens ethical sensitivity and reasoning ability, and enhances knowledge and understanding of the complexities of existing research ethics guidelines. This course focuses on the role of human participants and the intersection of research with medical and veterinary medical clinical practice and public health. Students participate in seminars and case discussions involving international guidelines, therapeutic misconception, use of stored tissues, and cultural and socioeconomic factors that bear on international research collaborations. The ethics of authorship and plagiarism are explored. The course expands upon the SOM and SVM required curriculum on research ethics, enabling students to gain deeper insight.

SCSK 521
Thailand Medical Experience
Theresa McCann, PhD, MPH
Michael Weitzman
This selective offers a diverse clinical and cultural experience. Students spend one week in Bangkok (Thailand’s largest city) and one week in Ao Nang in southern Thailand (a rural town on the Andaman Coast). In this way, the selective exposes students to both “modern Western-style” medicine in Bangkok and “ancient Eastern-style” health practices in Ao Nang. The week in Bangkok is based at Siriraj Hospital, the oldest, largest, and most respected hospital in Thailand. Students observe modern medical practices in the emergency room
and on the wards and clinics in surgery, pediatrics, OB/GYN, medicine, and other specialties. An exciting feature of this week is the opportunity to meet and interact with Thai medical students. Students experience the cultural aspects of Bangkok as well. Bangkok has become one of the most exciting cities in the world. While there, students stay at a guesthouse located in a prime location for visiting interesting sites in Bangkok.

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

The uniqueness of this selective is the alternation between city and country and between modern and ancient health care practices. The location in Thailand exposes students to a fascinating country and leads to a greater appreciation of global health.

SCSK 522
International Spanish Experience
Debbi Johnson, MA
This one-credit selective allows students to build and expand on medical Spanish language skills by participating in hands-on patient interaction in health care settings located in international settings. The course director assists with the identification and selection of a program that best meets student needs from a large variety of approved options available to them. All international programs have some degree of Spanish language immersion and practice opportunities throughout the selective. Settings will primarily focus on students applying those skills to patient interviews and basic medical care in clinics and hospital settings, participating in community health initiatives.

SCSK 523
Surgery
Chamarthy Subbarao, BSc, MBBS
In this four-week, one-credit selective, students attend three lectures about history taking, communication skills, and the history and running of the Grenada Health Services. Students attend clinics and surgical operations under guidance of a surgeon. They participate in taking histories from patients and observe the examination of these patients followed by discussions with the attending surgeon. They observe the examinations and surgical procedures in different specialties. They are required to keep a log of their activities and submit detailed case histories. A one-credit version with less time commitment is offered during the school term.

SCSK 524
Community Health
Chamarthy Subbarao, BSc, MBBS
In this four-week one-credit selective, students attend three lectures about orientation of the course including health care systems in Grenada, history taking and communication skills. Students attend the clinics under guidance of a Medical Officer. They participate in taking history from patients and observe the examination of these patients followed by discussions with the attending physician. They are required to keep a log of their activities and submit one detailed case history. A one-credit version with less time commitment is offered during the school term.

SCSK 525
A Practical Experience in Tropical Medicine in Kenya
Calum Macpherson, PhD
This selective provides a practical field based introduction to tropical medicine in an East African cultural context. The annual selective runs for 2 weeks and is open to all MD and DVM students. The selective, which has run continuously since 2009, provides opportunities to shadow local consultants, conducting rounds in a wide range of clinical specialties in district and provincial hospital settings. Visits to orphanages, historical sites, animal sanctuaries and cultural and scenic areas make for a comprehensive experience in East Africa. Time is spent in remote rural areas with the nomadic pastoral Masai people where “One Health” comes into sharp focus. The people live on the milk and blood from their livestock which are heavily dependant on the environment. All aspects of medical and veterinary medicine, public health, and climate change can be
debated in this fast disappearing and unique way of life. The selective culminates with a flight to the world famous Masai Mara game reserve where the greatest concentrations of African wildlife are to be found. Here two nights are spent in a luxury tented camp and one can learn about wildlife, domestic animal, and human interface. The selective is run by Cal Macpherson who spent more than 30 years in East Africa including 10 years with the Flying Doctors (AMREF), which is today one of the largest NGOs in Africa. He has spent over 10 years working with nomadic populations in East Africa and in many other parts of the world.

SCSK 526
Applied Cell Biology and Histology
Jacques Gilloteaux, PhD
Using basic knowledge acquired in Cell Biology and Histology during the first term of the four-year medical program, selective students during their second term explore in more depth some of the topics related to medical applications in applied cell biology, histology of the human body, as well as applying advanced morphological and related ancillary techniques. The Applied Cell Biology and Histology selective will review six major areas of cell, tissue, and organ system investigations, as they can be relevant to reinforce cell biology and histology knowledge. Students are also introduced to principles of clinical histopathology. Students are given the opportunity to critically read publications in these topics to discuss and review the reports or presentations of morphological data acquired in view of understanding their clinical implications.

SCSK 527
Applied Anatomy Using Ultrasound and Nerve Mapper
Brian Curry, PhD
Donny Shanahan, PhD
This selective improves the anatomical knowledge of students in the second term of the four-year medical program by using cadaveric material to revisit the basic anatomy, and then using an ultrasound machine to view the internal structure on live volunteers of vital areas such as the neck and femoral triangle, and a nerve mapper to show the position of nerves and vessels in the living body in areas such as the neck, cubital fossa, and femoral triangle. The course uses new technology to show students the position of vital structures and reinforces the relevance of clinical anatomy.

SCSK 528
Clinical Professionalism in Sweden
Cheryl Macpherson, PhD
This intensive selective is hosted by a neurologist at Uppsala University in Sweden for one week. Students build upon their professional competencies and skills while learning about conflict resolution, cultural competence, the Swedish health care system, and other topics. Students interact with patients, doctors, and other medical students in clinical and classroom settings. They are assessed through team projects on the topics of their choice and presented conference style on the last day. Uppsala’s medical school is among the oldest in the world.

SCSK 529
Bioethics Today
Cheryl Macpherson, PhD
The selective is designed for students with an interest in bioethics who want to further develop their knowledge. It uses a seminar format to examine aspects of medicine, public health, research, environment, and other topics. Fifteen contact hours can be spread over several semesters in Grenada. These are led by faculty, visiting professors, and students. Students in the Keith B. Taylor Global Scholars Program are encouraged to enroll and options for written assignments, sonic foundry, and/or teleconferencing will be provided. Students are required to lead one seminar or journal club discussion during their last year in Grenada. Most sessions are held at noon as part of the Bioethics Grand Rounds Series.

SCSK 530
Forensics for First Responders
Peter Giesler
This selective acquaints future physicians, veterinarians, and law enforcement personnel with the underlying principles and concepts of modern forensic procedure. Emphasis is on preservation of evidence, securing of crime scenes, and proper maintenance of chain-of-custody of evidence. Through lectures, demonstrations, and practical exercises, students who successfully complete the course should be able to recognize a crime scene, take appropriate steps to secure the area, and preserve the integrity of the scene. Students learn about types of physical evidence that may be found, how it is obtained, and how it is analyzed. The course covers legal procedures in the forensic sciences and specific groups that are involved in the scientific analysis of legal evidence.
SCSK 531
Community Health in Obstetrics and Gynecology
Shazmi Khan, MD
This selective involves integration and application of basic science knowledge with clinical medicine in obstetrics and gynecology. It is a one-credit course with eight lecture hours, including self-study and 14 clinical hours. A logbook needs to be kept. The topics to be covered will be mastered by self-study, lectures, and classroom interaction and demonstrations. The course includes one weekend at Carriacou Health Services (CHS) where clinical hours will encompass time in the operating room, examining room, and evaluation of patients in outpatient and inpatient settings, including imaging procedures.

SCSK 532
Current Topics in Medical Virology
Amy Baldwin, PhD
This selective is conducted in a journal club-type format, where students discuss and present current research in the area of medical virology. Course goals include reviewing current scientific literature in the area of medical virology; obtaining experience in critical evaluation of research; and developing effective presentation skills. Student presentation and discussion of research articles in medical virology will be facilitated. This selective is one credit and will be graded on a Pass/Fail basis.

SCSK 534
India Medical Experience
Bharti Bhusnurmath, MBBS, MD
The students spend 15 days at the Krishna Institute of Medical Sciences University (KIMS), Karad, Maharashtra, India, usually in the last two weeks of July or December. They get hands-on clinical exposure under dedicated clinical professors in medicine, surgery, OB/GYN, pediatrics, ICU, radiology, radiotherapy, clinical anatomy, pathology, alternative systems of medicine, community outreach projects in breast cancer, oral cancer, etc. They assist in surgeries, childbirth, and management in out-patient departments (OPDs), wards, and casualties. Students interact with other medical students and residents from India, Malaysia, Sri Lanka, Indonesia, and United States. They also get exposed to health practices in a rural community teaching hospital. The cultural exposure has been very rewarding to students.

SCSK 535
Biomedical Informatics
Edwin Sperr, MLIS
Information technology is important to the practice of medicine, but still does little to inform the core practice of documentation. Indeed, health care finds itself in the same position now with regards to IT that most other industries did 15 years ago. Students will need a range of competencies to work in this changing landscape. They will not only need to navigate this future, but they will need to help build it as well. The purpose of this course is to introduce the students to the basic principles of biomedical informatics and give the students a framework with which to face the challenges ahead. To this end, students will trace the development of the electronic medical record, and situate that history in the context of current practice; discuss the importance of integrating different types of information sources in a clinical setting; demonstrate a basic knowledge of different telemedicine technologies and be able to evaluate the appropriateness of solutions for a particular situation. Students will use online tools to meet immediate information needs, as well as to aid in current awareness; demonstrate that you can evaluate types of information sources in terms of format, authority, relevance and availability; and discuss the basic legal and ethical issues relating to patient privacy and electronic medical records.

SCSK 536
Current Topics in Medical Mycology
Gary Brown, PhD
This selective is conducted in a journal club format; 7 hours of direct contact (1 hour/week for 7 weeks), and 18 other hours. Direct contact will include instruction on selection of topics and presentation skills. Other hours include preparation of one or two presentations to the entire group and critical assessment question preparation of peer-presented articles. The selective will offer both medical and graduate students an opportunity to review and evaluate current scientific research in medical mycology.

SCSK 537
Dive Emergency and Rescue
Brenda Kirkby, PhD
This one-credit scuba diving selective involves completion of two modules. Module I provides theoretical and practical training in avoiding, recognizing, and managing dive-related emergencies underwater, at the surface, and on land. Module I, which is taught by professional dive instructors,
takes two days and leads to PADI Rescue Diver certification. Module II provides an introduction to hyperbaric oxygen treatment for dive-related injuries and includes training in conducting a neurological exam in persons suspected of having decompression illness. Module II involves seven hours of classroom sessions scheduled across multiple days. Prerequisites for this selective are Advanced Open-Water Diver certification and Basic Life Support certification.

SCSK 538
Current Topics in Neuroscience and Neurology
Tuula Jalonen, PhD
This course follows a journal club format and will lean toward learning critical reading and appraisal of an article, keeping up to date with current medical literature relevant to neurology and neuroscience, identifying research areas of interest in neuroscience, and improving the background basic knowledge for future interactions in a clinical setting. In the beginning of the course, an introduction is given on how to conduct literature searches. At the end, students will attend a critical summary lecture of the course. The other hours include student-driven presentations or optional presentations given by persons not enrolled in the course (not for credit), as well as preparation of presentations. Each student must give one presentation as well as serve as an audience member during other students’ presentations and ask at least one question of each article, which they also have read. The course director will choose the level of complexity of the articles, to fit the level of the individual student to reflect his/her level of education.

SCSK 539
Psychotropic Drugs and Drug Demand Reduction
Dirk Burkhardt, MD
Students receive a primarily didactic orientation to drugs and are required to prepare and present educational sessions to secondary school students in Grenada. Phase One is composed of four three-hour lectures given on four consecutive Saturdays from 9 am to 12 noon. The content of this selective will cover the different types and families of psychotropic drugs, highlighting how they are administered or taken, their acute and protracted effects, including their neurobiological actions, their addictive potential, their lethal potential, their psychosocial consequences, and treatment and prevention implications.

Phase Two requires students to prepare and present four 30–45 minute presentations to high school students on a schedule that the course directors will arrange to be convenient to both the students and the schools. Following the participation in the didactic sessions of Phase One, students will have to prepare four PowerPoint presentations for high school students on some aspect of the topics taught. If the necessary permissions from the Ministry of Education cannot be achieved in time, the presentation will be held for the class. The presentations may be limited to one drug or category of drugs, or be even more comprehensive, depending on each student’s preference. They may focus on some particular aspect of the drug(s) such as effects, lethality, addictive potential, etc. The particular message selected will be the choice of each student, who will be expected to deliver four such presentations to classes of students on different occasions. As noted, the schedule and venue of these sessions will be arranged by the course directors.

SCSK 540
Global Touch of Medicine
David Holmes, BSc (Hons.), PhD, CSci, FIBMS
Robert Hage, MD, PhD, DLO, MBA
Students in Term 1 can register for this selective. It runs over three terms, two in Newcastle (Terms 1 and 2) as part of the KBTGSP and one (Term 3) in Grenada. At completion of this selective, students will understand why different systems have evolved and exist over time and interpret the pros and cons of each. While in the KBTGSP in Newcastle you will learn about the UK National Health System (NHS), then go on to learn about the Grenada health care system during your final year of basic sciences on the True Blue campus. The elements of this selective consist of: public lectures, seminars, active participation in research days, participation in health fairs and/or activities linked to charity organizations, and other activities by discretion of the course directors. Lectures and seminars usually are a one-hour activity and count toward one hour for the selective. Activities such as research days and health fairs add to half an hour for every two hours of active participation in the event. A logbook must be kept by each student and should be signed off at every event. A total of 15 hours is sufficient to be eligible for obtaining one credit for this selective. In closing the selective there will be a session where all participants give a short presentation of their experience to peers, faculty, and interested parties.
SCSK 541
Global Community Medicine
Robert Hage, MD, PhD, DLO, MBA
Nirupma Kakkar, MD
This course consists of involvement with local charity and voluntary organizations, nursing homes, institutions for people with special needs, and health fair organizations. By engaging and interacting with the local communities and culture, both in the UK and Grenada, medical students are exposed, early in their careers, to the various social problems which impact on the health of the population. Students gain insight into the organization and management of various social issues and resource implications thereof, as well as gain a greater understanding of how charity and voluntary organizations may prove valuable for research into social problems and issues, which in turn might have a significant impact on government policy and decision-making.

SCSK 542
Membrane Biophysics and Electrophysiology
Tuula Jalonen, PhD
This selective introduces the basics of membrane biophysics, specifically introducing electrophysiological methods for studying cell membranes, ion channels and receptors. The course will be evaluated based on joint writing of a short review-type paper of a related assigned topic and a presentation given by the student. It contains lectures, interactive sessions with discussions and writing of a short communication article or conference abstract related to the basics of membrane biophysics and electrophysiology methodology. The course is relevant for understanding some of the current methodology used in drug development for treatment of diseases, such as various channelopathies. The course director will assign tasks (writing summaries, abstracts, or short proceedings/reviews) to each student based on the level of the student’s education and related to diseases and drug development.

SCSK 543
Observation in Medical Settings in UK and Grenada
David Holmes, BSc (Hons.), PhD, CSci, FIBMS
Robert Hage, MD, PhD, DLO, MBA
Nirupma Kakkar, MD
This selective is offered to expose students early to the life as a physician on both sides of the Atlantic. Students will be able to apply basic science knowledge to cases seen in the physician’s everyday practice and present these to their peers and faculty. They will have a unique experience of two different health systems. A number of lectures/seminars will cover the history and management of health systems.

SCSK 544
Sports Medicine (Northumbria)
David Holmes, BSc (Hons.), PhD, CSci, FIBMS
Nirupma Kakkar, MD
Duncan French, PhD
This selective exposes students to the current topics of research in sports medicine, allows them to interact with leading world experts specializing in sports physiology and medicine, and increases awareness about current issues and concerns in the field of sports medicine. Students will be expected to attend various lectures and will have the opportunity to ask questions and interact with the invited speakers.

SCSK 545
Microbiology Selective I
Amy Baldwin, PhD
Gary Brown, PhD
Svetlana Kotelnikova, PhD
This course consists of laboratory and/or field research on an ongoing problem under the direction of one of the three above-named principal investigators. Thirty-two hours of active research participation must be documented in order to obtain credit.

SCSK 546
Microbiology Selective II
Amy Baldwin, PhD
Gary Brown, PhD
Svetlana Kotelnikova, PhD
This course consists of laboratory and/or field research on an ongoing problem under the direction of one of the three above-named principal investigators. Thirty-two hours of active research participation must be documented in order to obtain credit.

SCSK 547
Clinical Microbiology Practice in Labs with Limited Resources
Ateef Qureshi, PhD.
The laboratory component of the Medical Microbiology (MICR 570) course is the minimum required for future physicians who intend to practice in developed countries with automated, professional laboratory support. Students
planning to serve in developing nations will benefit from the extra laboratory experience that will be provided by this one-credit selective. Students who have an interest in infectious disease and diagnostic microbiology will also benefit from this selective. The objectives of the selective are to provide extensive practical hands-on laboratory-based experience and foster an appreciation of the safe handling of infectious materials and/or microorganisms. Students must have a minimum GPA of 3.0, and either General Microbiology (BIOL 401) or Medical Microbiology (PATH 570) (pre- or co-requisite), as well as the permission of both the course director and Dean of Students. A minimum of four to five students must be registered.

**SCSK 552**  
**Improvisation for Communication Skills**  
*Ed Sperr, MLIS  
Barbara Landon, PsyD*

This selective is designed to assist students with their communication skills through the discipline of improvisational theater (or “improv”). Indeed, improv is a great way to cultivate concrete communication skills, as it is based upon the art of actively listening to a collaborator and taking a conversation forward. Students will work with their peers in a number of hands-on exercises designed to help them focus on a conversational partner, attend to new information, and gain a greater awareness of how self-presentation impacts interactions. By the course’s end, students will have better learned how to clearly communicate to an audience and think quickly on their feet—skills that are as vital for the clinician as the performer.

**CLINICAL YEARS**

There are 80 weeks of clinical training. Every student takes 48 weeks of core clinical rotations in the five major specialty areas—12 weeks of internal medicine, 12 weeks of surgery, and six weeks each of family medicine, obstetrics/gynecology, pediatrics, and psychiatry. In addition to the core rotations, all students must complete a four-week medicine subinternship, a four-week medicine elective, and a four-week pediatric sub-internship or elective. To complete the clinical requirements, every student takes 20 weeks of electives.

**Internal Medicine**  
*Fred M. Jacobs, MD, Chair*

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

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

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

**Surgery**

*James Rucinski, MD, Interim Chair*

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

Attendance in the operating room is required when surgery is performed on a patient for whom students obtained an admission history and performed a physical examination. Students must assist in the operating room to gain an understanding of basic surgical techniques, surgical discipline in relation to asepsis, and care of the unconscious patient. The more common post-operative complications must be recognized. Student follow-ups of patients are required (for example, pathology, radiology, rehabilitation medicine). Procedures that involve manual skills, such as venipuncture, placing and removing sutures, and urethral catheterization are incorporated into the surgical rotation. Initially, students are under direct supervision. After demonstrating proficiency, they are indirectly supervised.

**Obstetrics/Gynecology**

*Paul Kastell, MD, Interim Chair*

The goals of the clinical rotation in obstetrics/gynecology are to provide students with knowledge and experience in managing the normal and abnormal changes that occur during pregnancy, labor, delivery, and the puerperium, and in diagnosing and treating gynecological disorders. Students become proficient in taking histories from and examining such patients, learning to perform pelvic examinations, including how to pass a speculum and obtain a cervical smear, as well as in attending to their patients in the operating and delivery rooms. Additional student experiences include the observation of labor, delivery of cases, installation of intravenous infusions, recording of partograms, helping with problems of anesthesia, and attendance at special clinics such as pre- and post-natal care, family planning, infertility, and high-risk cases. Students attend conferences, lectures, and teaching rounds. They are expected to follow their patients carefully, read textbooks and literature relevant to their patients’ problems, and pay special attention to public health aspects of reproductive medicine, especially as they relate to maternal and perinatal morbidity and mortality, sexually transmitted disease, cancer detection, and human sexuality.

**Psychiatry**

*Amy S. Hoffman, MD, Chair*

The purpose of the rotation is to convey psychiatric concepts, attitudes, and skills that are needed by all students, regardless of their future career plans. By the conclusion of the rotation, students should be able to elicit, organize, and present a full psychiatric history, perform a mental status examination and a differential diagnosis, and suggest methods of treatment. Students will have improved their ability to establish a physician-patient relationship and will have acquired knowledge of psychological factors in physical illness. Students will demonstrate improved interviewing skills and know the major indications, uses, and side effects of commonly used psychotropic drugs. They will become familiar with the major psychiatric syndromes in children and adolescents, as well as with the effects on the child/adolescent/family of the life-disrupting syndromes of child abuse and substance abuse. Students will learn detection and treatment of these syndromes, as well as how to evaluate and manage psychiatric emergencies. The goal is for students to feel more comfortable with psychiatric patients, and, ultimately, possess an understanding of biological, psychological, and social determinant behavior. Students must fully work up at least one patient a week. The history and mental status examination are presented to the preceptor and the case is discussed. Students must follow each patient’s progress throughout the duration of the rotation. Students must attend ward rounds and outpatient sessions.

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

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

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

**Family Medicine and General Practice**  
*Everett Schlam, MD, Chair*  
The goals of the family medicine and general practice rotation are to ensure that all medical students have a full understanding and appreciation of an integrative approach to the care of patients, families, and communities. Students will be introduced to the aspects of family medicine that are applicable to all fields of medical practice, including comprehensive and continuous care provided by family physicians to patients of all ages. The importance of family systems and the impact of chronic illness on patients and their families will be incorporated into patient care. Students will accompany precept physicians performing patient care in the office setting, nursing home, and house calls. Participation in community services involving health care will be encouraged. By the end of the rotation, students will be expected to perform and present a focused patient history and physical examination to diagnose and manage patients. Students will be able to provide effective patient education and utilize evidence-based decision making in clinical practice. Students will use the Fifth Edition of Sloan’s Essentials of Family Medicine as a text for the rotation.
ANATOMICAL SCIENCES
Robert Hage, MD, PhD, DLO, MBA, Co-Chair
Marios Loukas, MD, PhD, Co-Chair

ANAT 801
Educational Development
This course will give graduate students the opportunity to enhance their general anatomical knowledge and explore in greater detail areas of the body that were covered only superficially in previous coursework. This course will enable students to enter their fields of interest prepared to effectively teach pertinent concepts and applied anatomy in that field, as well as allow students to prepare a body of work with educational value for future students by developing educational materials through dissection or other media forms, such as computer or medical imaging. Students will learn various techniques involved in the preparation of cadaveric material for display and teaching, including dry bone/ligamentous preps, plastic embedding, and various plastination procedures.

ANAT 802
Graduate Anatomy Special Regional Dissection
This course allows students to hone their dissection expertise, as well as their academic and three-dimensional understanding of a particular body area through detailed cadaveric dissection. Students will produce prosections for the department while gaining a chance to learn a particular region of the body in great and professional-level detail, well beyond that covered in the standard anatomy course. Project topics focus on four regions: head and neck; back and thorax; extremities; and abdomen, pelvis, and perineum. Each regional dissection will be limited to the appropriate area and will be a complete dissection of all the structures within the topic area, either through one or a series of dissections. Each project will be researched, dissected, and presented to the faculty and peers of students involved.

ANAT 803/ANAT 813
Instructional Development I/ Instructional Development II
Instructional Development is an elective or selective to assist students with the development of their teaching skills and topic proficiency by providing teaching opportunities in the core anatomical science courses (Human Gross and Developmental Anatomy, Embryology, Histology and Cell Biology, or Neuroanatomy). This course is designed to provide students with practical teaching experience as a teaching assistant. They must either pass the course that they wish to teach with a minimum passing grade of B, or they must have permission from the course director to waive this prerequisite. As graduate teaching assistants, they will be required to attend and teach in the relevant labs, in addition to the preparation and delivery of two lectures throughout the term to faculty and, upon approval of faculty, to students of the course.

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

ANAT 804
Seminar in Anatomical Sciences
A core course requirement for the MSc and PhD, this course aims to provide an awareness of important current issues in clinical anatomy education and improve student understanding of both the educational issues confronting the profession and the ethical issues associated with the use of human tissue. Members of the department will meet with graduate students to discuss topics, to be determined by the course director, that are issues in the field of clinical anatomy education. The seminar will be held three times each term and graduate students will participate in the seminar for a minimum of four terms. The course is graded as satisfactory/unsatisfactory and performance will be determined by the level of student participation in the discussions over the four terms.
ANAT 805
Biomedical Research Methods
The students will explore basic and modern methods for the study of cells and tissues, including biomethodology of laboratory animals and use and care of laboratory animals to be discussed. The course will foster the understanding of the principles and practice of tissue culture and tissue processing for in-situ localization of cellular and subcellular molecules by chemical and immunological reactions, as well as dye staining techniques. The researcher idea will be examined to identify the role of critical thinking in problem solving. Critical review of biomedical literature as well as the capacity to develop high quality research proposals will form a major focus of the course.

ANAT 806
Fundamentals of Microscopy and Imaging
The course consist of lectures, laboratory exercises, demonstrations and discussions that will enable students to obtain and interpret microscope images of high quality, to perform quantitative optical measurements and to produce video and digital records for documentation and analysis. Principles of image formation and microscope design will be discussed, alongside clarification and types of Light microscopy. Types of cameras, analog and digital image processing and analysis, as well as an introduction to fluorescence microscopy and application of optical methods to live cells will be explored.

ANAT 820
Graduate Gross Anatomy
An independent study course that aims to provide graduate students with the knowledge of gross anatomy necessary for postgraduate teaching, Graduate Gross Anatomy goes beyond the level attained in the Human Gross and Developmental Anatomy (ANAT 550) course and includes historical perspectives and anatomical variation. Students will be responsible for preparing full-body prosection following the same sequence as the dissection in Human Gross and Developmental Anatomy. The prosection will be used as a teaching specimen for current ANAT 550 students. Students will work under the supervision of a full-time member of the department. Students will be responsible for assigned readings for the area 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
Sharmila Upadhya, MBBS, MD, DNB, Chair

BCHM 816
Advanced Techniques in Biochemistry
The course is primarily comprised of a series of lab experiments (five to six) aimed at introducing graduate students to modern techniques in biochemistry and cell biology. In addition, students will be trained in the basic principles of designing and conducting scientific experiments.

BCHM 817
Biochemistry for Graduate Students
This course is a comprehensive course in biochemistry which will cover the following: 1) Structure and function of biological molecules; 2) Enzymes regulations and kinetics; 3) Intermediary metabolism; 4) Replication, transcription and translation; 5) Mechanisms of hormone action and signal transduction; 6) Role of vitamins in normal and aberrant conditions; 7) Inherited errors of metabolism; and 8) Integration of metabolism and organ function.

BIOETHICS
Cheryl Macpherson, PhD, Chair

In addition to the courses listed below, the Bioethics Department routinely teaches the course Bioethics and the Professional: Medicine in Society I (BIOE 501), which is listed in the medical program course descriptions.

BIOE 801
Research Ethics and Human Subjects
International guidelines for ethical research are presented in lectures, current journal articles, and student presentations. Use of stored data and genetic information, as well as the conflicting goals of medical research and medical practice are among the topics examined. The course also addresses scientific integrity and authorship, ethical issues in prevalence and control programs, and the relevance of culture and socioeconomics to the responsible conduct of research. This course fulfills a graduate program requirement of a course in research ethics.
BIOE 804  
**Independent Study in Research Ethics**  
The specific interests of students are identified and addressed through library research and/or field work, tutorials, and case discussions. Permission of the instructor is required.

BIOE 805  
**Clinical, Ethical, and Neuroscience Aspects of Pain**  
This course introduces pain as a public health problem. Topics covered include the definition of pain; the different qualities of acute and chronic pain; the neuroanatomy and neurophysiology of pain; and psychological, sociological, and anthropological aspects of pain. Students will be taught to take a pain history, perform a physical examination, and assess pain and pain relief. The course introduces treatment options and discusses ethical issues related to pain management. The laboratory hours involve visits to the General Hospital and geriatric homes, and rounds with community nurses.

CLINICAL SKILLS  
*Salah Bouaziz, MD, Co-Chair*  
*Elizabeth Gray, MD, MBA, Co-Chair*

CLSK 820  
**Alcohol and Drug Addiction**  
The objective of this course is to provide participants with an overview of prevalence, etiology, clinical presentations, treatment modalities, and preventive strategies of drug use in Grenada, with particular reference to alcohol.

EDUCATIONAL SERVICES  
*Glen Jacobs, DEd, Chair*

EDUC 801  
**Professional Development Seminar**  
A core course requirement for the MSc degree, this seminar exposes students to the skills and strategies needed for successful careers by investigating a wide variety of educational topics. Seminar presentations and discussions of topics essential to enhancing the awareness, personal satisfaction, and professional success of graduate students are featured. Topics include graduate students’ roles and responsibilities, professor/student relations, thesis/dissertation, grant and publication writing, preparing effective presentations, effective teaching, curriculum vitae development, ethics, and interviewing techniques.

EDUC 802  
**Seminar in University Teaching**  
This is a seminar-based course that addresses current research and teaching topics of relevance to university educators. Principles of teaching and learning, methods of instruction, modes of academic discourse, and the role of teaching in university scholarship are topics covered. The course is designed to assist graduate students in the development of knowledge and skills related to research and teaching in a university environment.

EDUC 803  
**Classroom Testing and Measurement**  
This course explores the role of measurement, testing, and evaluation in postsecondary education. Topics include the principles of test construction, issues relating to the reliability of measurement instruments, methods of assessing the validity of test procedures and instruments, and techniques of item analysis. In addition, the course provides students with background information regarding the various sources of information about standardized tests and, more specifically, reviews major testing tools used to measure standard academic achievement (for example, the USMLE and NAVLE examinations). Other topics include the measurement of interests and attitudes, learning styles, and learning disabilities. Readings and discussions also focus on the issues of the ethics of educational evaluation and testing, as well as on methods for disseminating and reporting test information.

INTERDEPARTMENTAL COURSES  
IDGS 804  
**Biology of Aging**  
This course examines theories of aging, the physiological and pathophysiological aspects of aging, cellular and extracellular aspects of aging, organ system changes, goals of gerontology, and predictors for increased longevity.

IDGS 805  
**Community Health**  
This course is designed to provide an understanding of the basic sciences in relation to the practice of medicine. The course will allow students to apply clinical skills developed...
in their preclinical studies to real-life situations, and thus provide a smooth transition from preclinical to clinical studies. The program allows students to improve their abilities in patient interviews, history taking, and physical and laboratory diagnosis, as well as therapeutics.

**IDGS 806**
**Critical Appraisal of Research Methods**
By the end of the course, students will be able to critically appraise observational and interventional studies in humans, and describe the principles of research synthesis using examples from human parasitic infections. This course includes preparatory reading, lectures, group/individual work, seminars, discussions, and preparation of a four-page policy brief.

**IDGS 807**
**Research Design and Biostatistics**
This course is designed to provide students with the skills necessary to conduct population-based research, consider questions being asked, and select appropriate measurement tools and types of data to be collected. Also addressed will be data management and the ethical considerations of conducting population research.

**IDGS 821**
**Perinatal Epidemiology—International Perspectives**
This course is designed to expand students’ understanding of basic concepts and research strategies of epidemiology, and by way of context, introduce major maternal and child health issues in Grenada and worldwide.

**IDGS 900**
**MSc Seminar**
1 credit

**IDGS 901**
**MSc Project Proposal Seminar**
1 credit

**IDGS 902**
**MSc Written Project Proposal**
2 credits

**IDGS 903**
**MSc Thesis**
12 credits

**IDGS 904**
**MSc Thesis Seminar**
2 credits

**IDGS 905**
**MSc Thesis Defense**
1 credit

**IDGS 913**
**MSc Research and Thesis**
The research and thesis component of the MSc is a substantial component of the MSc degree. This is a student devised and driven research project that is expected to provide original input, or confirm established data, in an area chosen by the candidate.

**IDGS 914**
**Authorship and Manuscript Preparation**
This course will assist graduate students in appreciating authorship issues, journal selection, and the preparation of manuscripts for publication and peer review journals. The first part of the course will start with four overview lectures and small group discussions on why authorship matters, who should be an author, collaborators who are not authors, and selecting an appropriate journal for publication. The second part of the course will be a self study on reviewing appropriate journals and developing the manuscript using the principles obtained during the first four lectures.

**MICROBIOLOGY**
Joanna Rayner, MD, Chair
Ateef Qureshi, PhD, Director of Graduate Program in Microbiology

**MICR 802**
**Public Health and Sanitation**
This course involves the study of pathogenic organisms present in air, water, sewage, food, and dairy products, as well as their epidemiology, prevention, and control in relation to public health.

**MICR 803**
**Topics in Virology**
This course involves a discussion of current knowledge relating to viral structure, interference, multiplication, immunology, and pathogenesis. In addition, students
will perform an in-depth study of any two current topics in virology.

MICR 805
Microbial Genetics
This course covers the genetics of bacteria, bacteriophages, and viruses, with consideration of plasmids, transposons, and more, as well as practical applications of bacterial genetics (DNA probes, recombinant vaccines, etc.).
Prerequisite: Any course in microbiology or genetics

MICR 806
Applied Food Microbiology
This course considers the relationship between the chemistry and microbiology of food, the epidemiology of food poisoning outbreaks and procedures of control, detailed analysis of current and emerging foodborne pathogens, their isolation and detection, current topical problems in food technology and their possible resolution, food control systems, such as Hazard Analysis and Critical Control Point (HACCP), current legislation of food quality, and hygiene.
Prerequisite: General Microbiology (BIOL 401)

MICR 810
Bacterial Physiology, Growth, and Development
This course provides students with an overview of how microbes function, including their nutritional requirements and metabolic activities.
Prerequisite: General Microbiology (BIOL 401)

MICR 812
Tropical Medical Parasitology
This course is designed to provide participants with laboratory, 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 817
Tropical Medical Parasitology II
This course is designed to provide participants with laboratory, field, 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 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, sediments, deep seas, and the sun-independent ecosystem.

MICR 822
Medical Biofilms
This course will discuss the relevance of the biofilm mode of growth with regard to infectious diseases and disease processes (enhanced microbial survival, evasion of immune response components, etc.), focus on infections of indwelling medical devices (heart valves, catheters, artificial joints), and examine the relevance of biofilm formation with regard to treatment strategies and failures.

MICR 823
Microbial Effects on Climate and Geosphere
This course covers geomicrobiology, the role of microorganisms in geochemical reactions, oil and gas origins, the production of methane and carbon dioxide, and how life in deep subsurface is similar to life on Mars.

MICR 824
Advanced Biochemical Methods in Microbiology
This course examines strict anaerobe maintenance, DNA extraction, DNA-DNA reassociation, sequencing, electrophoresis of proteins, indirect immunofluorescence, chemical analysis of cell walls, G+C content in DNA, gas chromatography, radioisotope techniques, microbial physiology, light-scanning electron microscopy, PCR primer design, detection of specific microorganisms, gene cloning, plotting and reference programs, and 16S rRNA database interaction.

MICR 825
Scientific Text: Organization and Presentation (STOP)
The effective organization and presentation of scientific information is a necessary skill for students in the master’s and PhD degree programs to acquire. Scientific texts tend to follow very specific rules in terms of style, grammar, and format, regardless of whether a graduate thesis or journal article is being produced. This course aims to provide students with an introduction to some of the stylistic rules and technical aspects of presenting scientific data. Specifically, this course will target graduate-level theses, scientific articles, poster presentations, and oral presentations. As this is a course aiming to teach practical writing skills, a large component of the class is the production of a formal research proposal by students.

MICR 828
General Immunology
This two-credit course has been designed to provide students with an understanding of the major principles and mechanisms underlying the various aspects of the immune system, including tissues, cells, and soluble molecules. There is an emphasis on the interaction between innate and acquired immunity in response to inflammation and infection by different groups of pathogens. Clinically
relevant topics are also emphasized. In addition to classroom instruction, students must do extensive literature research on a particular topic and submit a 20-page essay on this topic. Classroom instruction is completed with medical students enrolled in Medical Immunology (MICR 580).

MICR 829
Current Topics in Immunology
This is a one-credit course that includes extensive literature research with the option of either two 10-page essays on two different topics or one 20-page essay on one topic based on researched material. Regardless? of the option selected, students must present one 45-minute PowerPoint presentation (followed by an oral question-and-answer session) on one of the selected research topics. Evaluation will be based on the essays, the PowerPoint presentation, and the ability to answer oral questions after the PowerPoint presentation.

MICR 831
Microbiology Teaching Practicum
This course is no less than 30 hours per term of direct contact teaching in laboratories, small group sessions, and/or lectures in ongoing regular courses conducted by the department. This may take place at undergraduate, graduate, and/or professional levels. All contact shall be under direct personal supervision of departmental faculty.

MICR 901
Graduate Seminars in Microbiology
This is an ongoing seminar series. Registration and participation every term is required for all students while in residence for the MSc and PhD programs in Microbiology. In this series, students and faculty present reports on current topics. Credit students must organize and present at least one one-hour seminar per term and attend all other seminars to receive credit. Permanent, as well as visiting faculty, shall also present. This course is repeatable up to nine terms for cumulative credit. Graduate students are expected to enroll in this course repeatedly—a minimum of three times for freestanding MSc students and a minimum of four times for PhD students.

MICR 920
Research in Microbiology for MSc
Students shall conduct research on a topic approved by their graduate supervisory committee for the MSc thesis.

MICR 980
Research in Microbiology for PhD
Students shall conduct research on a topic approved by their graduate supervisory committee for their PhD dissertations.

MICR 990
Master’s Thesis in Microbiology
Students shall prepare and submit an original thesis, which must be defended before the microbiology faculty and invited guests. This course cannot be repeated for credit. This course may be offered by different instructors and/or faculty members engaged in research and willing to supervise students.

MICR 991
Doctoral Dissertation in Microbiology
Students shall prepare and submit an original dissertation, which must be defended before the microbiology faculty and invited guests. This course cannot be repeated for credit.

PHYSIOLOGY AND NEUROSCIENCE
Walter Kolbinger, PhD, Chair

PHNS 800
Physiology for Graduate Students
The course will cover the basic physiology of all major organ systems as didactic lectures and clinical cases are presented in a small group learning environment. In addition, a chosen specialist subject will also be researched and presented both as a review paper and as a seminar.

PHNS 801
Neuroscience for Graduate Students
The major components of the course are didactic lectures, clinical case discussions, small group practical sessions, and online activities, as well as directed self-study and monitored activities.

PHNS 890
Capstone Presentation for MSc
The Capstone Presentation is a 50-minute seminar presented by the student to an audience and their supervisory committee. The presentation will cover the student’s chosen specialist field.
PHNS 891
Capstone Paper for MSc
The Capstone Paper is based upon the student’s chosen specialist subject. The student, having thoroughly and critically researched the literature, will write a review paper based upon their literature research. The paper is appraised by the supervisory committee and awarded a letter grade based upon the current SOM grading system.

PUBLIC HEALTH AND PREVENTIVE MEDICINE
Satesh Bidaisee, DVM, MSPH, EdD, Chair

In addition to the courses listed below, the Department of Public Health and Preventive Medicine routinely teaches the course Topics in Community and Preventive Medicine: Medicine in Society II (PUBH 501), listed in the Medical Program Course Descriptions.

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. The 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 environmental physiology, radiation protection, air pollution control, water and wastewater management, food protection, hazardous material management, ecology and control of animal vectors of disease, and basic community sanitation issues.

PUBH 808
Maternal and Child Health
This course covers the major issues involved in the provision of maternal and child care services across countries, special needs and programs targeting women and children, the changing structure of the family, domestic violence, and child abuse. Special focus is given to issues involving maternal and child health in the Caribbean region.

PUBH 812
Nutrition and Public Health
Nutrition and Public Health covers the roles and applications of nutrition to assess community needs, shape policies that affect the public’s health, and manage public health nutrition programs. This course examines major health conditions and diseases within populations that have strong nutritional components.
**PUBH 813**  
Chronic Disease Epidemiology  
This course covers principles, methods, and issues in the epidemiology of chronic diseases. Chronic Disease Epidemiology starts with a strong focus on preventive medicine, and explores the risk factors for various chronic conditions. The course covers major conditions in extensive detail, including cardiovascular disease, cancer, diabetes, lung disease, arthritis, and neurological disorders.

**PUBH 816**  
Occupational Health  
This course provides students with the knowledge and skills to recognize and evaluate common occupational hazards (e.g., chemical, physical, biological, and psychosocial), which are followed by a review of common approaches that can be taken to prevent these hazards from causing work-related diseases and injuries. The relationship between workers and their jobs, with respect to health outcomes, are explored from historical, scientific, and policy perspectives. A systematic approach to the study of the causes and extent of work-related injuries and ill health is emphasized. Principles of occupational safety and models of accidents, causation, and investigation are also covered.

**PUBH 825**  
Family Violence: A Public Health Problem  
This course presents an in-depth study of family violence, a growing public health problem. Characteristics of the problem, its history, and its numerous manifestations in specific population groups across the lifespan will be studied. The role of public health agencies and their interface with the criminal justice systems will be an important focus. Prevention strategies and community responses to the problem will provide students with the opportunity to evaluate and plan a public health solution to a specific aspect of family violence for a geographic location of their selection.

**PUBH 826**  
Women and Health: A Sociolegal Perspective  
This course is intended to develop an understanding of the conception and operation of the law as it relates to women and health. Critical conceptual issues from the humanities, law, and social sciences will be used to investigate and theorize the intersections of women, health, and the law, with an emphasis on the North American experience, as well as glimpses into global conversations. The ways in which differences of race, class ability, and sexuality make a difference to women’s health will be constantly interrogated.

**PUBH 827**  
International Public Health Law and Policy  
This course is intended to provide students of public health administration, health policy, and planning, as well as other health-related disciplines, with a basic understanding of law and the international legal system as it impacts upon public health administration. The course is accordingly tailored to the needs of such students; it is specifically designed to assist them in understanding and coping with the legal constraints within which they will pursue their various disciplines and endeavors, the legal controversies in which they are likely to become involved, and the relationship between public health and international law. As such, the primary audience of this course is intended to be students and others with some interest or expertise in the delivery of health care, but with little or no background in law.

**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 841
Occupational and Environmental Epidemiology
The main goal of this course is to provide an introduction to environmental and occupational epidemiology and basic concepts, methodology, and practical usage in public health. This course describes epidemiological methods that are utilized to study risk factors in occupational and environmental health. Students will critically analyze epidemiological studies in occupational and environmental health settings. Students will gain knowledge and skills to evaluate environmental and occupational health problems by using epidemiologic methodology.

PUBH 842
Intermediate Epidemiology
In this course, students will be exposed to a more in-depth look at basic study designs, including the measures of disease occurrence, measure of effect, and the concept of validity and methods to deal with threats to validity, as well as defining and assessing heterogeneity. This course will also expose students to the most common analytic methods used by epidemiologists.

PUBH 843
Infectious Diseases Epidemiology
During the first half of this course, students are introduced to basic epidemiological concepts and methods, which form part of the standard armament of all epidemiologic activity. This includes the most common measures of disease frequency, measures of effect, basic study designs, concepts of validity, and basic statistical concepts. In the second half, emphasis is placed on how these basic tools are applied in the disease dependence context typical of infectious disease epidemiology. In this part of the course, students will look at models for epidemics, outbreak investigation and analysis, surveillance, measurement of infectivity, contact patterns, and the epidemiology of vaccination. An effort will be made to demonstrate the application of these methods in the context of important infectious diseases of human, animal, and zoonotic origin.

PUBH 844
Decision-Making for Public Health Policy
This course is all about “doing the right things right.” It gives an overview of different techniques for decision-making in health policy and management. Decision-making is an essential part of working as a public health professional; it forms the critical link between theory and practice, and thus ensures implementation of the right interventions with the maximum impact on the well-being of the population or groups of patients.

PUBH 849
Environmental Toxicology
The course covers basic principles of toxicology and mechanisms by which chemicals cause health problems and
environmental damage. The student will be able to apply the principles of toxicology for compounds found in the environment and workplace.

**PUBH 850**  
**Leadership in Management**  
The main emphasis of this course is guided by recent events and new trends; public health training increasingly requires new and more advanced information—leadership and management skills drawn from business, industry, education, and government. This course offers skills necessary for students entering the field of public health management with a specific focus on developing knowledge and skills in the cross-cutting competency domains.

The course provides students with the tools needed to diagnose and solve organizational problems; to influence the actions of individuals, groups, and organizations; and to lead high-performing, successful public service organizations. A key leadership task is to assemble the skills, talents, and resources of individuals and groups into those combinations that best solve the organizational problems at hand. Leaders must manage people, information, and processes to accomplish organizational goals; they must make things happen, and often not under conditions or time frames of their own choosing.

The successful execution of these goals requires leaders to be able to understand what they bring to and need from their organizations, formulate a mission and strategy, make effective decisions, influence and motivate diverse individuals, apply their own skills and abilities to their teams, optimize the structure of their organization, diagnose problems, and drive organizational change.

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

**PUBH 851**  
**Foundations in Health Policy Analysis**  
Foundations in Health Policy Analysis is the introductory course to health policy concepts and analysis, with special emphasis on the political framework and the problem-centered model. This is based on the thinking that good policy analysis is built on economics, resource management strategies, and political processes. Policy analysis can be described as the science and the art of giving advice that affects public policy decisions. This course familiarizes students with the policy process, the role of political actors, and the implications of research and resources within health policy-making.

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

**PUBH 852**  
**Environmental Health Management**  
Environmental Health Management is designed to prepare students to confidently step into community situations in a professional capacity and experience, understand, evaluate, and solve real-world environmental and occupational health issues in the developing world. Emphasis will be placed on understanding the linkages between the physical and social aspects of environmental and occupational health issues. Topics are variable and will draw upon the cumulative expertise of the Environmental Health Track faculty. Course time will be split approximately evenly between field project time conducted off-campus and in-class instruction designed to prepare students for field projects.

**PUBH 853**  
**Public Health Surveillance**  
This course provides a comprehensive overview of the key aspects of surveillance: history of public health surveillance, sources and collection of data, analysis and interpretation of surveillance data, communication of surveillance data,
technology of public health surveillance systems, evaluation of public health surveillance activities, ethical and legal issues in surveillance, international and regional issues in surveillance, and future considerations. The course structure will be based on the principle that the purpose of surveillance is to enable evidence-based development of prevention and control programs, and to promote the most effective use of health resources. Surveillance is built upon dynamic and flexible principles of careful resource allocation, the best response to the current epidemic state, use of biological and behavioral data, and integration of various data sources.

PUBH 854
Health Economics
The course will introduce students to the main concepts of the public health field and the critical links between global health and social and economic development. Students will get an overview:
- To provide an economics perspective for management decision-making
- To provide theoretical groundwork for the study of finance, accounting, marketing, and planning
- To enable them as future health care managers to play positive roles in the reform of health care. The course will cover key concepts and frameworks but be very practical in orientation

PUBH 855
Community Medicine Seminar Series
This course is a 16 contact-hour seminar series experience in which students are required to attend, participate in presented topics, as well as develop and deliver a seminar on their own. This seminar series will contribute to the development of well-rounded (holistic) medical professionals, who will demonstrate knowledge and competence in dealing with primary health care, desire for lifelong learning, evidence-based practice, interdisciplinary teamwork, and professional and ethical behavior in practice in order to improve and sustain the health of the human population.

PUBH 856
Principles of Industrial Hygiene
This course is designed to provide knowledge and skills on anticipation, recognition, evaluation, and control of workplace exposures to biological, chemical and physical agents, and psychosocial risk factors.

PUBH 881
Independent Study
This course is the opportunity for students to design a course of particular interest for self-study in association with a faculty mentor. This course requires the permission of a faculty advisor.

PUBH 889
Practicum/Internship in Public Health
This course is the third requirement of the department is the practicum. The practicum experience is a critical part of the Master of Public Health program, which integrates academic preparation with field-based experience. The internship allows students to apply academic coursework and training within a public health agency setting under the direction of a mentor or on-site supervisor. Internships are arranged on an individual basis with written goals spelled out in advance and approved by the student, faculty advisor, and on-site supervisor. Students complete a minimum of 240 hours of fieldwork in the public health practice setting.

PUBH 893
Capstone Seminar
The fourth departmental requirement is designed as a practical seminar to assist students to work through systematic steps in preparation of their Capstone Paper. The seminar covers topics in a planned sequence, such as selecting a topic, reviewing the literature, selecting data sources, selecting methods of analysis, preparing a proposal, and writing stepwise drafts. The Capstone Paper demonstrates mastery of selected concepts of public health by integrating the core functions of public health within a comprehensive research paper. Students determine the topic of the paper and work according to the schedule of the Capstone Seminar to show understanding and mastery through the application of public health concepts to chosen research questions. Finished papers are presented orally in a seminar setting and kept in the department as reference documents; they may also be submitted for publication.
CLINICAL CENTERS AND AFFILIATED HOSPITALS

UNITED STATES

CALIFORNIA
- Alameda Health System (Highland Campus)*
- Arrowhead Regional Medical Center †
- San Joaquin General Hospital *

CONNECTICUT
- St. Mary’s Hospital *

FLORIDA
- The Center for Haitian Studies*
- Cleveland Clinic Hospital **
- Larkin Community Hospital†
- Miami Children’s Hospital *
- University of Florida**

GEORGIA
- DeKalb Regional Health System†

ILLINOIS
- Norwegian American Hospital**

MARYLAND
- Holy Cross Hospital†
- Spring Grove Hospital Center†
- Sheppard Pratt Health System†

MICHIGAN
- Doctors’ Hospital of Michigan**
- Providence Hospital†
- St. John Hospital and Medical Center†

NEVADA
- Renown Health Care†

NEW JERSEY
- AtlantiCare Regional Medical Center*
- Bergen Regional Medical Center†
- Hackensack UMC Mountainside*
- Hackensack University Medical Center†
- Jersey City Medical Center†
- JFK Medical Center†
- Monmouth Medical Center†
- Morristown Memorial Hospital†
- Newark Beth Israel Medical Center†
- Overlook Hospital†
- Rutgers, New Jersey Medical School**
- St. Barnabas Medical Center†
- St. Joseph’s Regional Medical Center†
- St. Michael’s Medical Center†
- Trinitas Regional Medical Center*

NEW YORK
- Brookdale University Hospital and Medical Center†
- Brooklyn Hospital Center†
- Coney Island Hospital†
- Flushing Hospital and Medical Center†
- Kings County Hospital Center†
- Kingsbrook Jewish Medical Center†
- Lincoln Medical And Mental Health Center†
- Lutheran Medical Center†
- Maimonides Medical Center**
- Manhattan Psychiatric Center†
- Metropolitan Hospital Center†
- Montefiore Mount Vernon†
- Montefiore New Rochelle†
- New York Methodist Hospital†
- The Queens Hospital Network, Elmhurst Hospital Center†
- Richmond University Medical Center†
- Southside Hospital**
- Woodhull Medical And Mental Health Center†

OHIO
- The Jewish Hospital†
- Mercy St. Vincent Medical Center†

WASHINGTON, DC
- MedStar National Rehabilitation Hospital**
UNITED KINGDOM

BUCKINGHAMSHIRE
• Stoke Mandeville Hospital**

DORSET
• 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†
• Royal Hampshire County Hospital†

HERTFORDSHIRE
• Watford General Hospital†

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

NORWICH
• Norfolk and Norwich University Hospital†
• Norfolk and Suffolk NHS Foundation Trust, Hellesdon Hospital†

SUFFOLK
• Ipswich Hospital NHS Trust**

WEST MIDLANDS
• Russells Hall Hospital, Dudley†

WILTSHIRE
• The Great Western Hospital**

CANADA

BRITISH COLUMBIA
• Vancouver General Hospital, Department of Family Medicine**
• Vancouver General Hospital, Department of Psychiatry**

SASKATCHEWAN
• University of Saskatchewan†

GRENADA

ST. GEORGE’S
• Grenada General Hospital†

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

American University of Nigeria
Nigeria

COMBINED DEGREE PROGRAM

American University of Nigeria has joined with St. George’s University to offer students a direct pathway to an MD or DVM degree. Qualified students are able to pursue a career in medicine or veterinary medicine at SGU following successful completion of the relevant combined courses in the premedicine or preveterinary medicine programs in AUN’s program in Natural & Environmental Sciences major. Students must demonstrate a competitive grade point average while in the science major at AUN. Qualified applicants successfully completing the requirements at AUN and meeting the requirements for entrance are granted a pathway to the SGU Doctor of Medicine or Doctor of Veterinary Medicine program.

The American University of Nigeria (AUN) was established in 2003 by Nigeria’s former Vice President His Excellency, Atiku Abubakar along with other local and international statesmen and academic leaders. The institution was conceived as Africa’s first Development University. Its mission is to pioneer service learning and build leaders who will be prepared to tackle societal concerns. Located in Yola, Adamawa State, the University is a world-class career-oriented institution missioned to be an agent of change in the development of the region. AUN has a strong commitment to providing the skills and the leadership essential to solving the continent’s critical social and economic problems. The University offers an American-style education modelled after the curriculum of American universities with corresponding approaches to teaching and students assessment.

For more information about this program, contact:
Bob Ryan, Associate Dean of Enrolment Planning
bohrayan@sgu.edu
ANC EDUCATION
Sri Lanka

COMBINED BS/MD PROGRAM

St. George’s University has joined with ANC Education to offer students an opportunity to obtain a BS/MD degree. Through the partnership, qualified students are able to pursue a career in medicine at St. George’s University following successful completion of the BS degree or Advanced Level Examinations at ANC. Upon successful completion of the BS degree at ANC students enter the four-year MD program at SGU. If the student completes the Advanced levels at ANC, they may enter the five-year medical program at SGU.

ANC Education specializes in providing the best of international undergraduate and postgraduate education through its partnerships with some of the leading universities worldwide. Having been in operation for more than 10 years, ANC Education is the only umbrella organization that offers the entire array of education from preschool and high school to undergraduate and postgraduate education. ANC Education enables excellent results at the Pre-University, Advanced Diploma, Associate Degree, and Bachelor Degree levels to motivated and committed Sri Lankan and international students from diverse ethnic and socioeconomic backgrounds, including India, Maldives, South Korea, China, and Europe.

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

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 premedical program at St. George’s University. Students are eligible for promotion into the Doctor of Medicine program after successful completion of the premedical program. Students must meet the admission requirements and qualifications to enter the School of Medicine, and continue to meet the standards for promotion.

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

After successful completion of the seven-year program, St. George’s University School of Medicine will confer the Doctor of Medicine degree. The medical degree from St. George’s University has been approved by the Bermuda Medical Council.

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

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

CALDWELL UNIVERSITY
New Jersey, USA

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 premedical program at Caldwell University.

Enrolled students begin their studies at Caldwell University where they spend the first three years of the premedical 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:
Erin O’Brien, Assistant Director of Admission
eobrien@sgu.edu
1 (800) 899-6337 ext. 9 1241
+1 (631) 665-8500 ext. 9 1241

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS
California, USA

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

Centrally located in the South Bay and the heart of Los Angeles, CSU Dominguez Hills is a diverse, welcoming community of learners and educators collaborating to change lives and communities for the better. Through strong and relevant academic programs, dedicated faculty mentors, supportive staff, and attractive campus and student amenities, CSU Dominguez Hills is committed to connecting our students to an affordable, high-quality and transformative education while providing its communities with a vital resource for talent, knowledge, skills, and leadership needed to thrive today and tomorrow.

For more information about this program, contact:
Joseph Franza, Assistant Director of Admission
jfranza@sgu.edu
1 (800) 899-6337 or ext. 9 1297
+1 (631) 665-8500 ext. 9 1297

CALIFORNIA STATE UNIVERSITY, FULLERTON
California, USA

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

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

For more information about this program, contact:
Joseph Franza, Assistant Director of Admission
jfranza@sgu.edu
1 (800) 899-6337 ext. 9 1297
+1 (631) 665-8500 ext. 9 1297
CANADIAN EDUCATIONAL INSTITUTE OF TECHNOLOGY
Ontario, Canada

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

For more information about this program, contact:
Benjamin Robinson, MD, Assistant Director of Admission
probinso@sgu.edu
1 (800) 899-6337 ext. 9 1321
+1 (631) 665-8500 ext. 9 1321

CITY COLLEGES OF CHICAGO,
MALCOLM X COLLEGE
Illinois, USA

COMBINED BS/MD PROGRAM
Students may enter a joint premedical program offered by Malcolm X College and St. George’s University. Qualified applicants successfully completing two years of study at Malcolm X College and meeting the requirements for promotion are granted a pathway from their undergraduate associate’s degree to the premedical program at St. George’s University.

Upon successful completion of their second year at St. George’s University, students fulfill the requirements for the Bachelor of Science from St. George’s University. Qualified students are then eligible to enroll in the Doctor of Medicine degree program at St. George’s.

Malcolm X College is a major provider of training for health professionals in Chicago, offering associate degrees, shorter-term certificate programs, free adult education classes and special interest courses.

For more information about this program, contact:
John Marimuthu, Assistant Director of Admission
jmarimuthu@sgu.edu
1 (800) 899-6337 ext. 9 1498
+1 (631) 665-8500 ext. 9 1498

DASAN INTERNATIONAL ACADEMY
Republic of Korea

St. George’s University and Dasan International Academy offers students an opportunity to pursue the Doctor of Medicine degree through a joint program. Qualified students are able to pursue a career in medicine at St. George’s University following successful completion of the program requirements at Dasan International. Applicants admitted to this program complete their studies at Dasan before proceeding to the five-year premedicine/medicine degree program track at St. George’s University.

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

DREXEL UNIVERSITY COLLEGE OF MEDICINE
Pennsylvania, USA

COMBINED DEGREE PROGRAM
Drexel University College of Medicine has joined with St. George’s University to offer students an opportunity to obtain a direct pathway to an MD degree. Qualified students are able to pursue a career in medicine at St. George’s University following successful completion of either one year of postbaccalaureate premedicine certificate study, or completion of a Master of Medical Science (MMS) or Master of Science in Biological Science (MBS) at Drexel.

Qualified applicants successfully completing the requirements at Drexel and meeting the requirements for entrance are granted a pathway to the SGU Doctor of Medicine program. Interested students should apply to Drexel through its office of admissions, indicating interest in the combined degree program.

Drexel University was founded in 1891 and is a comprehensive global research university ranked among the top 100 in the
nation. With approximately 26,000 students, Drexel is one of America’s 15 largest private universities.

For more information about this program, contact:
Erin O’Brien, Assistant Director of Admission
eobrien@sgu.edu
1 (800) 899-6337 ext. 9 1241
+1 (631) 665-8500 ext. 9 1241

FRANKLIN PIERCE UNIVERSITY
New Hampshire, USA
COMBINED BS/MD PROGRAM
Franklin Pierce University has joined with St. George’s University to offer students an opportunity to obtain a BS/MD degree. Qualified students are able to pursue a career in medicine at St. George’s University following successful completion of the premedical program and their bachelor’s degree at Franklin Pierce University.

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

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

For more information about this program, contact:
Erin O’Brien, Assistant Director of Admission
eobrien@sgu.edu
1 (800) 899-6337 ext. 9 1241
+1 (631) 665-8500 ext. 9 1241

KING’S COLLEGE
Pennsylvania, USA
COMBINED BS/MD DEGREE
Qualified King’s College students may begin their programs in medicine or veterinary medicine at St. George’s University after completing three years in the undergraduate college and after meeting all admission requirements to St. George’s. Applicants admitted to this combined degree program have a unique opportunity to finish their bachelor’s degree studies at an international medical school before proceeding into the MD program.

Founded in Wilkes-Barre, Pennsylvania in 1946 by the Congregation of Holy Cross from the University of Notre Dame, King’s College offer 40 majors in Business, Engineering, Humanities and Social Sciences, Education, Sciences and Allied Health programs, seven pre-professional programs and 11 concentrations to 2700 undergraduate and graduate students. For 19 straight years, King’s College has been ranked in the top tier of U.S. News and World Report’s list of Best Colleges in the United States. King’s is also recognized as among the best master’s degree granting institutions in the country in a national ranking by Washington Monthly magazine.

For more information about this program, contact:
Erin O’Brien, Assistant Director of Admission
eobrien@sgu.edu
1 (800) 899-6337 ext. 9 1241
+1 (631) 665-8500 ext. 9 1241

LONG ISLAND UNIVERSITY
New York, USA
COMBINED BS/MD PROGRAM
Long Island University has joined with St. George’s University to offer students an opportunity to obtain a BS/MD degree. Qualified students are able to pursue a career in medicine at St. George’s University following successful completion of four years of undergraduate study at Long Island University.

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

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

For more information about this program, contact:
Erin O’Brien, Assistant Director of Admission
eobrien@sgu.edu
1 (800) 899-6337 ext. 9 1241
+1 (631) 665-8500 ext. 9 1241

MAHIDOL UNIVERSITY INTERNATIONAL COLLEGE
Thailand

COMBINED BS/MD PROGRAM

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

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

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

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

MAKEREREE UNIVERSITY
Uganda

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

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

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 premedical program at Monmouth.

Applicants admitted to this combined degree program are granted a pathway from their undergraduate degree in biology or health sciences to a Doctor of Medicine program. Students complete their undergraduate degree in biology or health sciences at Monmouth University in four years, and upon meeting established admission criteria, progress into the four-year Doctor of Medicine program at SGU.
Monmouth University is a leading private institution in West Long Branch, New Jersey, that offers a comprehensive array of undergraduate and graduate degree programs. The University provides students with a highly personalized education that builds the knowledge and confidence of tomorrow's leaders. Monmouth University’s magnificent and historic campus is approximately one hour from both New York City and Philadelphia and is within walking distance of the Jersey Shore’s ocean beaches.

For more information about this program, contact:
Erin O’Brien, Assistant Director of Admission
kviola@sgu.edu
1 (800) 899-6337 ext. 9 1241
+1 (631) 665-8500 ext. 9 1241

NEW JERSEY INSTITUTE OF TECHNOLOGY
New Jersey, USA

COMBINED BS/MD DEGREE

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

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

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

For more information about this program, contact:
Erin O’Brien, Assistant Director of Admission
eobrien@sgu.edu
1 (800) 899-6337 ext. 9 1241
+1 (631) 665-8500 ext. 9 1241

NIAGARA CHRISTIAN COMMUNITY OF SCHOOLS
Ontario, Canada

COMBINED BS/MD PROGRAM

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

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

For more information about this program, contact:
Bob Ryan, Associate Dean of Enrolment Planning
bobryan@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 in the Keith B. Taylor Global Scholars Program (KBTGSP). Students who opt to remain at Northumbria will, upon successful completion of the first year of basic medical sciences, also be awarded the Diploma of Higher Education in Medical Sciences. Qualified students accepted into this competitive program will complete the degree of Doctor of Medicine (MD) after a total of five years of study.

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

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

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

REGIS COLLEGE
Massachusetts, USA

COMBINED BS/MD DEGREE PROGRAM

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

For more information about this program, contact:
Erin O’Brien, Assistant Director of Admission
eobrien@sgu.edu
1 (800) 899-6337 ext. 9 1241
+1 (631) 665-8500 ext. 9 1241

THE ROYAL CROWN COLLEGE OF BUSINESS AND TECHNOLOGY
Ontario, Canada

COMBINED BS/MD DEGREE PROGRAM

St. George’s University and The Royal Crown College of Business and Technology offer students an opportunity to obtain a BS/MD degree through a joint degree program. Qualified students are able to pursue a career in medicine at St. George’s University following successful completion of secondary education requirements at NCC. Applicants admitted to this dual degree program complete their studies at The Royal Crown College of Business and Technology before proceeding to the four year or five year medicine degree program at St. George’s University.
Royal Crown College of Business and Technology (RCCBT), one of Canada’s leading private educational institutions is accredited in the province of Ontario and is registered as a private career college under the Private Career Colleges Act, 2005. RCCBT has offered Canadian and international students a variety of degree programs for 20 years, including Pre-Medical (MD, DO, and DCM degrees), Pre-optometry, Pre-veterinary, Pre-dental, Pre-pharmacy, TESOL, Business Administration, Hospitality and Tourism.

For more information about this program, contact:
Bob Ryan, Associate Dean of Enrollment Planning
bobryan@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 third year of the premedicine/medicine degree program track at St. George’s University. Upon successful completion of their premedicine degree program at SGU, the qualified student will have fulfilled the requirements for a Bachelor of Science degree from St. George’s University, and will then be eligible to complete the remaining four years of study at SGU leading to the MD degree.

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

For more information about this program, contact:
Joseph Franza, Assistant Director of Admission
jfranza@sgu.edu
1 (800) 899-6337 ext. 9 1297
+1 (631) 665-8500 ext. 9 1297

SPRINGFIELD COLLEGE
Massachusetts, USA

COMBINED BS/MD PROGRAM

Springfield College has joined with St. George’s University to offer students an opportunity to obtain a BS/MD degree. Springfield 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 Springfield, and will then be eligible to complete the remaining three years of study toward an MD degree at St. George’s University.

Founded in 1885, Springfield College is known worldwide for the guiding principles of its humanics philosophy—educating students in spirit, mind, and body for leadership in service to others. With its foundation of academic excellence and rich athletic heritage, Springfield College prepares students with real-world leadership skills for careers that transform lives and communities. The college offers a range of undergraduate and graduate degree programs in the fields of health sciences, human and social services, sport management and movement studies, education, business, and the arts and sciences.

For more information about this program, contact:
Erin O’Brien, Assistant Director of Admission
eobrien@sgu.edu
1 (800) 899-6337 ext. 9 1241
+1 (631) 665-8500 ext. 9 1241
STATE UNIVERSITY OF NEW YORK, PLATTSBURGH
New York, USA
COMBINED BS/MD DEGREE
Qualified State University of New York (SUNY) Plattsburgh students may begin their programs in medicine or veterinary medicine at St. George’s University after completing three years in the undergraduate college and after meeting all admission requirements to St. George’s. Applicants admitted to this combined degree program have a unique opportunity to finish their bachelor’s degree studies at an international medical school before proceeding into the MD program. Upon successful completion of the first year of medicine or veterinary medicine at SGU, qualified students will earn a Bachelor of Arts degree from SUNY Plattsburgh. Qualified students who meet the standard of promotion at SGU will then be eligible to complete the remaining three years of study at SGU, leading to the MD or DVM degree.

SUNY Plattsburgh is a residential campus, located in a small upstate New York city. SUNY Plattsburgh has been ranked among “America’s Best Colleges” by US News & World Report for the eighth straight year. This latest recognition adds to a growing number of mentions and rankings by national publications and services which have placed SUNY Plattsburgh high for a range of factors—from affordability and location to services and academic quality.

For more information about this program, contact:
Erin O’Brien, Assistant Director of Admission
eobrien@sgu.edu
1 (800) 899-6337 ext. 9 1241
+1 (631) 665-8500 ext. 9 1241

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

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

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

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

UNIVERSITY OF ST. THOMAS
Minnesota, USA
COMBINED BS/MD PROGRAM
The University of St. Thomas has joined with St. George’s University to offer students an opportunity to obtain a BS/MD degree. Qualified students are able to pursue a career in medicine at St. George’s University following successful completion of the premedical program at St. Thomas.

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

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

The University of St. Thomas is a Catholic, comprehensive university that fosters a tradition of service to the public and an energetic, thoughtful approach to the challenges of contemporary life. Located in Minnesota’s vibrant Twin Cities area, St. Thomas offers its students a wide range of employment opportunities, cultural events, and volunteer activities. It is a campus connected to community to meet the challenges of today.

For more information about this program, contact:
John Marimuthu. Assistant Director of Admission
jmarimuthu@sgu.edu
1 (800) 899-6337 ext. 9 1498
+1 (631) 665-8500 ext. 9 1498

UNIVERSITY OF THE WEST OF ENGLAND
United Kingdom
JOINT PREMEDICAL SCIENCES PROGRAM

This challenging one-year international Premedical Sciences Program has been co-developed by the University of the West of England (UWE) and St. George’s University (SGU). Taught at UWE in Bristol, United Kingdom, it provides an exciting route for students with A-level science qualifications or the equivalent to gain the knowledge and entry qualification for subsequent progression into the Doctor of Medicine (MD) Program at SGU. This full-time program is delivered in the Department of Applied Sciences through eight compulsory modules covering aspects of human anatomy and physiology. In addition, the program’s modules include biology, microbiology, and genetics underpin an understanding of human health, which will prepare the student both academically and professionally to subsequently undertake a medical degree.

Upon successful completion of the program, students are awarded a UK Certificate of Higher Education (Cert HE). Entry into St. George’s University School of Medicine is conditional on a minimum overall mark of 65 percent in the UWE Premedical Sciences Cert HE and a satisfactory reference from UWE. Qualified students accepted into this competitive program can complete the degree of Doctor of Medicine (MD) after a total of five years of study.

Students initially apply to the University of the West of England for the Cert HE. Applicants who demonstrate they meet the academic criteria for the Joint Premedical Sciences Program will then be invited to submit a Supplemental Application, an additional essay and reference. Upon receipt of the respective applications, UWE and SGU 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.

UWE Bristol is one of the UK’s largest and most popular universities with over 30,000 students and 3,500 staff members. The university has an excellent reputation for the quality of teaching and approvals from numerous external bodies, including the Institute of Biomedical Science. Students studying on this course will have access to all UWE’s professional and social facilities.

More information on the Premedical Sciences program is available at courses.uwe.ac.uk/C99H.

For more information about this program, contact:
Bob Ryan, Associate Dean of Enrolment Planning
bobryan@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 premedicine degree program track at St. George’s University. Upon successful completion of the first year of the MD program at SGU, qualified students in the seven-year program will have fulfilled the requirements for a Bachelor of Science degree from St. George’s University, and will then be eligible to complete the remaining three years of study at SGU leading to the MD degree.

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

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

WIDENER UNIVERSITY
Pennsylvania, USA

COMBINED BS/MD DEGREE PROGRAM

Widener University has joined with St. George's University in an agreement to offer qualified students the opportunity to pursue a career in medicine at St. George's University following successful completion of three years of premedicine 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:

For more information about this program, contact:
Kristen Viola
Assistant Director of Admission
St. George's University
kviola@sgu.edu
Phone: 1 (800) 899-6337
+1 (631) 665-8500 ext. 9 1307
In accordance with its mission, the University is fully committed to the creation and maintenance of an environment conducive to academic success for all students. A wide range of student academic and nonacademic support services are offered to ensure that the University is in partnership with each student to provide support for success.

DEAN OF STUDENTS
C. V. Rao, PhD, Dean

The mission of the Dean of Students Office (DOS) is to encourage and enable students to achieve academic success, and to exhibit the highest standards of professionalism in their chosen fields of study at St. George's University. This is accomplished by providing support and guidance in both academic and 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 Office is responsible for monitoring the academic progress of all students, providing information and advice regarding the satisfactory academic progress and professional standards. Additionally, 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 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.

“LET’S TALK TEACHING” 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.
The Dean of Students is a member of the University Council of Deans; chairs the Committees for Satisfactory Academic Progress and Professional Standards, and the Student Nonacademic Affairs Committee; and is active on other committees and panels constituted in the interests of student affairs.

DEPARTMENT OF EDUCATIONAL SERVICES
Glen Jacobs, DEd, Director

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

DES provides academic support services in Grenada through a variety of programs, courses, and workshops focused on student and faculty skills development. These services include the Academic Enhancement Program, a proactive retention initiative; the Specialized English Language Program (SELP) offering classes and workshops, as well as individualized programs with training in reading efficiency and comprehension, writing, oral communication, pronunciation, and grammatical accuracy; and the Faculty Development Program, which offers seminars and workshops in concepts, methods, and techniques of education. DES works closely with the Dean of Basic Sciences on faculty development, and with the Dean of Students on student academic progress.

OFFICE OF CAREER GUIDANCE AND STUDENT DEVELOPMENT
John F. Madden, MD, Director

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

TRUE BLUE CLINIC
Katherine Bourne-Yearwood, MBBS
Interim 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
Terry Ruthrauff, PhD, 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.
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.

**STUDENT ORGANIZATIONS**

**ST. GEORGE’S IN THE GRENADE 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.

**ACADEMIC ORGANIZATIONS**

**American Medical Student Association**

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

**Clinical Research Society**

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

**Emergency Medicine Club**

Students from a variety of backgrounds choose to join the Emergency Medicine Club (EMC) to learn more about emergency medicine, help the local community, and get a jumpstart on their clinical years through several hands-on workshops. The club regularly invites guest speakers to talk with students about emergency medicine, obtaining residencies, and recent advances that have been made in the field. All students are welcome to join.
Family Medicine Club
The Family Medicine Club aims to educate current and future SGU medical students about the range of opportunities and challenges of a family practice career. The goals of the club are educating, volunteering, mentoring, and encouraging caring and compassion in developing primary care physicians.

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

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

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

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

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

Pediatrics Club
The Pediatrics Club is a student organization for students in the SGU community who seek to learn more about the field of pediatrics. The goal of the club is to promote and
stimulate interest in pediatric medicine through various events and activities, as well as provide service to children of the local Grenadian community.

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

**Premed Biology Student Organization**
The Premed 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 premedical 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 premedical 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 neuosciences 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: premedicine, 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

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

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

ALL APPLICANTS

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

DOCTOR OF MEDICINE DEGREE PROGRAM

Admission Requirements

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

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

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

SEE SGU ON US

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

But don’t take our word for it.

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

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

Take the first step toward your future. See SGU. Visit sgu.edu/seesgu or call an admission advisor today for details.

*Airfare will be refunded from continental United States, Canada, and United Kingdom only.
All applicants must provide a financial plan indicating that they have adequate funding for the duration of the Doctor of Medicine program.

As the world has become an increasingly technical environment, a basic knowledge in the use of a computer is imperative for all students.

If English is not the principal language, the applicant must have achieved a minimum score of 600 (paper-based), 250 (computer-based), or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL), or a 7.0 overall score on the International English Language Testing System (IELTS). (The University’s TOEFL code is 2864.)

SEVEN-YEAR DOCTOR OF MEDICINE PROGRAM
• Passes in Caribbean Secondary Education Certificate, Ordinary Levels, or the equivalent are required in mathematics, science, biology, chemistry, English, and at least one other subject.

OR
• High school diploma (or the equivalent) with a strong GPA in science and SAT scores for North American candidates.

SIX-YEAR DOCTOR OF MEDICINE PROGRAM
• A matriculation examination, such as the South African or Australian examination (or the equivalent) with strong science grades.

OR
• Minimum of 30 university/college undergraduate level credits that include biology, chemistry, and some science foundation courses.

FIVE-YEAR DOCTOR OF MEDICINE PROGRAM
• A minimum of three General Certificate of Education (GCE) Advanced Level Examinations, CAPE, or the equivalent with strong science grades, which must include chemistry and biology.

OR
• The IB diploma with higher level sciences.

OR
• Minimum of 60 university/college undergraduate level credits that include all science foundation courses.

FOUR-YEAR DOCTOR OF MEDICINE PROGRAM

FOR NORTH AMERICAN APPLICANTS
• A bachelor’s degree from an accredited university is required. Candidates accepted during the final year of undergraduate study are accepted with the assumption that their undergraduate degrees will be completed before matriculation into the School of Medicine; candidates’ acceptance will be withdrawn if degrees are not obtained.

• The following specific undergraduate coursework (or the equivalent) is part of the premedical requirements for admission: one year of general biology or zoology, with lab; one year of inorganic chemistry (general or physical), with lab; one year of organic chemistry (applicants may substitute one semester of biochemistry for one semester of organic chemistry), with lab; one semester of physics, with lab; one semester of math (calculus, computer science, or statistics); and one semester of English. The Committee on Admission recommends courses in biochemistry, microbiology, and physiology as preparation for medical school.

• All North American applicants must submit Medical College Admission Test (MCAT) scores. The University’s MCAT code is 21303. For inquiries concerning applications, test dates, and locations, visit aamc.org/students/applying/mcat or call +1 (202) 828-0600.

FOR BRITISH APPLICANTS
• A bachelor’s degree with a strong science background is required.

• Applicants with passes at the Advanced Level in the sciences will be assessed individually and will be considered for entry into the five-year Doctor of Medicine program.

• If English is not the principal language, the applicant must have achieved a minimum score of 600 (paper-based), 250 (computer-based), or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL), or a 7.0 overall score on the International English Language Testing System (IELTS). The University’s TOEFL code is 2864.

FOR APPLICANTS FROM OTHER SYSTEMS OF EDUCATION
• Successful completion of secondary school (12 years post-kindergarten, comprising four years post-primary/
elementary that in itself is at least eight years long, preferably in a science curriculum or track.

• A bachelor’s degree (or its equivalent), which includes a science background and the study of English.

• If English is not the principal language, the applicant must have achieved a minimum score of 600 (paper-based), 250 (computer-based), or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL), or a 7.0 overall score on the International English Language Testing System (IELTS). The University’s TOEFL code is 2864.

MCAT EXAM FOR NON-US AND NON-CANADIAN APPLICANTS
Based on the complexities of different curricula from around the world, we do not encourage our non-US and non-Canadian citizens (including those educated in North America) to sit the Medical College Admission Test (MCAT). The MCAT is a US-centric exam, and international students do not tend to score well on this exam.

KEITH B. TAYLOR GLOBAL SCHOLARS PROGRAM
The academic admission requirements for the Keith B. Taylor Global Scholars Program are the same as entry into the four-year Doctor of Medicine program in the School of Medicine in Grenada.

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

Admission Process and Student Selection

ADMISSION PROCESS
The faculty of the School of Medicine seek students for its MD program who exhibit strong academic potential; who are compassionate, competent, flexible, motivated, perceptive, and empathetic with strong communication skills; they must be aware of the realities of medical health care delivery in the 21st century and be familiar with the ethical questions they will face on a daily basis. They must have a sense of community responsibility and have interest in and exposure to knowledge creation. The faculty also seeks students from diverse backgrounds, cultures, countries and various states within the US.

A student’s whole background will be taken into account during this process: academic achievement and trajectory, volunteer and job experience, extracurricular activities, and exposure to the medical profession.

1. Upon receipt of the application, an admissions counselor from the Office of Enrollment Planning staff is assigned to the applicant. That counselor will aid the candidate in ensuring that all supporting documentation is in and complete and that minimum admission requirements (courses, degree or diploma, tests, etc.) have been satisfied.

2. When the application is complete (all required documentation is received) the counselor informs the applicant that the application is being presented to the School of Medicine Committee on Admission (SOMCOA). The SOMCOA reviews the application and determines whether it will go to the next step (the interview) or whether the applicant is not suitable for admission.

3. Applicants that are granted an interview (about 60%) are informed of this by phone and email. They are given the name and email address of the interviewer (typically a graduate), the interviewer is given the name and email address of the candidate and they set a date and time for the interview, that is suitable to both.

The SGU Office of Admission encourages candidates who have been approved for an interview to request interviews in Grenada and will schedule one upon the applicant’s request. The University recognizes that financial considerations may prevent many candidates who reside at great distances from Grenada from choosing this option. Interviews, therefore, may be conducted in the United States, the United Kingdom, Africa, the Middle East, the Far East, the Caribbean, or other locations that best serve the diverse applicant pool. The interview gives us a chance to know candidates better and gives the candidates a chance to articulate themselves in ways that might not be evident in an application.
4. After the interview has been completed, the interview form is added to the candidate’s application and the SOMCOA makes a final determination on the candidate.

5. This determination can be:
   a. Accept (sometimes into an academic enhancement program)
   b. Not Accept
   c. Wait list/Accept to a later class
   d. Accept into another program with a guarantee of MD later upon requisite performance markers

Acceptances cannot be deferred. Applicants who wish to matriculate in a later term than the one offered must put their request in writing to be reviewed with the application by the Committee on Admission for a final determination. Applicants should be aware that there is no guarantee that they will be offered the same terms of acceptance as all candidates are reviewed with consideration of the existing pool of applicants.

At all times an applicant is encouraged to contact the Admission Counselor with questions and concerns.

**STUDENT SELECTION**

The Committee on Admission takes seriously its charge of choosing future physicians who will contribute positively to the world’s community of health care practitioners. The selection of students is made after careful consideration of many aspects: academic ability, emotional and professional maturity, academic achievement, community service, indicators of responsibility and motivation, Medical College Admission Test scores (when applicable), health professions experience, and letters of recommendation regarding the applicant’s personal qualities, character, motivation, and academic abilities. Candidates for admission will be invited for an interview. The medical school faculty specified the following non-academic and academic standards which applicants/medical students are expected to meet to participate in the medical education program and the subsequent practice of medicine:

**Observation Skills**

The applicant/medical student must be able to participate actively in all demonstrations and laboratory exercises in the basic medical sciences and to assess and comprehend the condition of all patients assigned to him or her for examination, diagnosis and treatment.

**Communication Skills**

Communication Skills: Applicants/Medical students must be able to communicate effectively and sensitively with patients in order to elicit information, describe changes in mood, activity, and posture, assess verbal and non-verbal communications, and be able to effectively and efficiently transmit information to patients, fellow students, faculty, staff, and all members of the health care team. Communication skills include speaking, reading, and writing, as well as the observation skills described above. Applicants/medical students should be able to hear the history of a patient and respond to the patient verbally. They must be able to read and write in standard format and must be able to interact with computers in rendering patient care.

**Motor Skills**

The applicant/medical student must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers, be able to perform basic laboratory tests, possess all skills necessary to carry out diagnostic procedures and be able to execute motor movements reasonably required to provide general care and emergency treatment to patients.

**Intellectual-Conceptual, Integrative and Quantitative Abilities**

Intellectual/Conceptual, Integrative, and Quantitative Abilities: Applicants/Medical students must be able to measure, calculate, reason, analyze, and synthesize. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, applicants/medical students must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Applicants/Medical students must have the capacity to perform these problem-solving skills in a timely fashion. Applicants/medical students must be able to learn effectively through a variety of modalities including the use of computer-based technology.

**Behavioral and Social Attributes**

The applicant/medical student must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive,
and effective relationships with patients and others. The applicant/medical student must also be able to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, commitment, and motivation are personal qualities which each applicant/medical student should possess.

A student’s acceptance into the School of Medicine is granted upon the presumption by the Committee on Admission that:

1. All courses currently being taken by the applicant will be completed prior to registration.

2. All statements made by the applicant during the admission process, whether oral, written, or in submission of academic documentation, are true and correct. If it is subsequently discovered that false or inaccurate information was submitted, the University may nullify a candidate’s acceptance or, if the student is registered, dismiss the student.

Application Checklist
Here’s a helpful checklist to help you through the admission process. If you have a question, please contact the Office of Admission.

1. Personal History Form (Only for students who submitted an AMCAS application and did not complete an online or physical SGU application)

2. US $75 application fee*
   • Electronic payment via PayPal. Please submit a copy of your receipt with your application.
   • Check or money order payable to St. George’s University (must be drawn from a US bank).

3. One passport-sized photograph

4. Official standardized test scores
   • If applicable, MCAT. Our school code is 21303.
   • If applicable, ILTS or TOEFL. Our TOEFL code is 2864.

5. Two letters of recommendation, preferably from science professors, or a premedical committee evaluation. We accept electronic letters of recommendation from services such as Interfolio and VirtualEvals.

6. Official transcripts from all institutions attended, including degree bearing. Final transcripts must be submitted prior to matriculation. We accept electronic transcripts from services such as such Parchment and eSCRIP-SAFE.

All documents must be in English or have a certified translation attached, and must be originals or certified copies.

Please forward all application material to:
Office of Admission
St. George’s University
c/o University Support Services, LLC
The North American Correspondent
3500 Sunrise Highway, Building 300
Great River, NY 11739 USA

Advanced Standing Applications
Applications for advanced standing are considered rarely, and only for the beginning of the second year of the medical program. The Committee on Admission does not seek or encourage transfer applications. Candidates seeking advanced standing should write to the chairman of the Committee on Admission to determine whether their application will be considered. Letters should include the citizenship of the candidate, the prior medical school with years attended, a brief summary of academic achievement, and the reason for leaving. Should the Committee on Admission consider the application, candidates will be notified of the procedures for application.

INDEPENDENT GRADUATE DEGREE PROGRAMS

MPH Program

ENTRANCE REQUIREMENTS

FOR NORTH AMERICAN APPLICANTS
1. A bachelor’s degree from a recognized university or college.

2. Work experience or a strong interest in public health.
3. Two letters of recommendation are necessary.

**FOR BRITISH APPLICANTS**
1. A first- or second-class degree.
2. Work experience or a strong interest in public health.
3. Two letters of recommendation are necessary.

**FOR APPLICANTS FROM OTHER SYSTEMS OF EDUCATION**
1. A bachelor’s degree (or the equivalent) with a strong science background.
2. Work experience or a strong interest in public health.
3. Two letters of recommendation are necessary.
4. If English is not the principal language, the applicant must have achieved a minimum score of 600 (paper-based), 250 (computer-based), or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL), or a 7.0 overall score on the International English Language Testing System (IELTS). (The University’s TOEFL code is 2864.)
   OR
1. Minimum equivalent of two years of academic education such as an associate’s degree or diploma, and at least five years of working experience in the field of community health.
2. Two letters of recommendation are necessary.
3. If English is not the principal language, the applicant must have achieved a minimum score of 600 (paper-based), 250 (computer-based), or 100 (Internet-based) on the Test of English as a Foreign Language (TOEFL), or a 7.0 overall score on the International English Language Testing System (IELTS). (The University’s TOEFL code is 2864.)

**MCAT EXAM FOR NON-US AND NON-CANADIAN APPLICANTS**
Based on the complexities of different curricula from around the world, we do not encourage our non-US and non-Canadian citizens (including those educated in North America) to sit the Medical College Admission Test (MCAT). The MCAT is a US-centric exam, and international students do not tend to score well on this exam.

**APPLICATION PROCESS**
St. George’s University now participates in the Schools of Public Health Application Service (SOPHAS)—the centralized application service for schools accredited by the Council on Education for Public Health (CEPH). SOPHAS simplifies the process of applying to public health schools and programs. By using SOPHAS, you are able to complete one application and send one set of documents to the centralized service. SOPHAS will verify your coursework for accuracy, calculate your GPA, and send your application to as many public health schools and programs as you wish to designate who utilize the service. To begin your application please visit [sophas.org](http://sophas.org) and be sure to first carefully read all Frequently Asked Questions.

**MSc and PhD Programs**

**ENTRANCE REQUIREMENTS**

**FOR NORTH AMERICAN APPLICANTS**
1. A bachelor’s degree (or the equivalent) with a GPA of 3.0 and a strong science background.
2. GRE tests are not required, but a strong GRE performance enhances an application.
3. Two letters of recommendation are necessary.
4. Prior research experience is a benefit, but not a requirement.

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

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

**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 Premedical Program during their first term of enrollment. Students who enter the final year of the premedical 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.

**MD/MSc, MD/MBA, and MD/MPH**

Students applying to the dual graduate degree programs must first meet the admission requirements for the Doctor of Medicine program. Please refer to the Doctor of Medicine program admission requirements for details.

In addition to the professional application, applicants must submit an additional essay outlining any relevant experience and their interest in pursuing the designated graduate degree. Once candidates are offered admission into the professional program, the Committee on Admission will evaluate the potential for success in the dual degree program, and render an admission decision based on the information provided.

**THE ORIENTATION PROCESS**

The Office of Admission and the administration as a whole consider a realistic assessment of the medical program and the student experience in Grenada, the United States, and the United Kingdom, a necessary component of a responsible decision to attend St. George’s University School of Medicine. Therefore, accepted and prospective candidates are invited to visit the campus in Grenada during the academic year, if possible. Accepted candidates who are unable to do so are encouraged to attend one of the Welcome Sessions for entering students that are held before registration, usually in New York City, Los Angeles, Port St. Lucie, Toronto, Trinidad, and Grenada. Enrolment Planning representatives, faculty members, graduates, students, and others will attend the Welcome Sessions in order to guide prospective students in making their decisions and preparing for medical school.

As part of welcoming all new students, there is an extensive mandatory academic orientation program on campus commencing five days prior to the start of classes. For students arriving by air, this includes reception and transportation to the campus from the airport.

Entering students are required to attend all academic sessions as well as the seminar on safety, campus rules, Grenadian law, off-campus housing, busing, and disaster preparedness. All students are encouraged to participate in walking tours of the campus and to familiarize themselves with the many recreational opportunities on campus and in Grenada.
FINANCIAL OBLIGATIONS

Tuition
All tuition fees and other University charges must be paid before students are permitted to register for classes (see tuition and fees chart on separate insert). Responsibility for payment of tuition and all other University charges is solely that of the student. Billing is posted to the Student Self-Service Account. Notification that bills are available for viewing is sent via email to students’ University email accounts approximately one month prior to the due date. In the event students do not have fees posted to their account, it is their responsibility to contact the Office of Student Finances to request proper billing.

Housing
University policy requires that entering medical, veterinary medical, and graduate students live in campus residence halls for their first term; students entering into the premedical, 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 an unapproved leave of absence, fail to return from an approved leave of absence, are dismissed, or otherwise fail to complete the term for which they were charged, will

SCHOLARSHIPS

St. George’s University offers a wide variety of institutional scholarships designed to recognize academic excellence and provide access to the best and brightest students regardless of circumstance. Approximately 28% of each entering class is awarded institutional scholarships with awards based on academic excellence and/or need.

Academic Merit-Based Scholarships
- Chancellor’s Circle of the Legacy of Excellence Scholarship
- Legacy of Excellence Scholarship
- CityDoctors Scholarship

Need-Based Scholarships
- Congress of Italian American Organizations (CIAO)
- Geoffrey H. Bourne Scholarship
- Global Medicine Scholarship
- Grenadian Scholarships
- International Peace Scholarship
- Stephen R. Kopycinski Memorial Scholarships

FINANCES

SCHOLARSHIPS

St. George’s University offers a wide variety of institutional scholarships designed to recognize academic excellence and provide access to the best and brightest students regardless of circumstance. Approximately 28% of each entering class is awarded institutional scholarships with awards based on academic excellence and/or need.

Academic Merit-Based Scholarships
- Chancellor’s Circle of the Legacy of Excellence Scholarship
- Legacy of Excellence Scholarship
- CityDoctors Scholarship

Need-Based Scholarships
- Congress of Italian American Organizations (CIAO)
- Geoffrey H. Bourne Scholarship
- Global Medicine Scholarship
- Grenadian Scholarships
- International Peace Scholarship
- Stephen R. Kopycinski Memorial Scholarships

FINANCIAL OBLIGATIONS

Tuition
All tuition fees and other University charges must be paid before students are permitted to register for classes (see tuition and fees chart on separate insert). Responsibility for payment of tuition and all other University charges is solely that of the student. Billing is posted to the Student Self-Service Account. Notification that bills are available for viewing is sent via email to students’ University email accounts approximately one month prior to the due date. In the event students do not have fees posted to their account, it is their responsibility to contact the Office of Student Finances to request proper billing.

Housing
University policy requires that entering medical, veterinary medical, and graduate students live in campus residence halls for their first term; students entering into the premedical, 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 an unapproved leave of absence, fail to return from an approved leave of absence, are dismissed, or otherwise fail to complete the term for which they were charged, will
receive a refund of University charges based on a pro rata calculation. If the student withdraws during the first 60 percent of a term, University charges are prorated based on the percentage of the term that has elapsed. If a credit balance is created, the funds will be returned to the student within 30 days. If withdrawals take place after the 60 percent point, full University charges remain due. The refund is determined by the student’s effective dates of separation and the start of the student’s term. Students who take a Leave of Absence during a term may apply for a McCord Scholarship by writing a letter to the Office of Financial Aid requesting consideration for this one-time award. A McCord scholarship is a partial tuition scholarship awarded to students who take a Leave of Absence from a term due to compelling personal circumstances beyond the student’s control, causing them to suffer undue financial hardships which affect their ability to pay for their education upon their return. The scholarship is used to help defray all or part of the penalty paid as a result of the withdrawal. The scholarship committee will review the details of the student’s circumstances noted in their application letter and may require further documentation before determining eligibility for the scholarship. These awards are grants-in-aid and do not have to be repaid.

Return of Title IV Funds
In accordance with federal regulations, students who withdraw or otherwise fail to complete the term and have Federal Title IV financial assistance that has been credited or could have been credited to their account, will be subject to a federally mandated pro rata refund policy.

Title IV funds (Federal Direct Loans and Federal Direct PLUS Loans) are awarded to students based on the assumption that they will attend classes for the entire period for which aid is awarded. The return of federal aid is a federally mandated process by which a school calculates the amount of federal funds to be returned for a federally funded student who withdraws or ceases attendance during a period of enrollment. Calculations may result in a reduction of the student’s Title IV loan to reflect the percentage of the period of enrollment that the student attended, if the student attended 60 percent or less of the enrollment period.

The calculation required determines a student’s earned and unearned Title IV aid based on the percentage of the enrollment period completed by the student. The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the period. Calendar days (including weekends) are used, but breaks of at least five days are excluded from both the numerator and denominator.

Until a student has passed the 60 percent point of an enrollment period, only a portion of the student’s aid has been earned. A student who remains enrolled beyond the 60 percent point is considered to have earned all awarded aid for the enrollment period.

Only the amount of the aid that has been earned for a term (as a result of the prorated amount of the time the student has been in school for that term) will be eligible to be retained for the student. Based on these calculations, the school and/or the student may be required to return “unearned” federal assistance in the following order:

1. Unsubsidized Federal Direct Loan
2. Grad Plus Federal Direct Loan

These unearned Title IV funds must be returned no later than 45 days after the date St. George’s University determined the student withdrew.

If the student did not receive all of the funds earned, the student may be due a post-withdrawal disbursement. St. George’s University must obtain the student’s permission before the funds can be disbursed. A student may choose to decline some or all of the loan funds so that he does not incur additional debt.

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 at sgu.edu/somloans. Applications for financial aid can be completed almost entirely online.

For information or applications, please contact:

Office of Financial Aid
c/o University Support Services, LLC
3500 Sunrise Highway, Building 300
The North American Correspondent
Great River, NY 11739
Phone: +1 (631) 665-8500 ext. 9 1232
Fax: +1 (631) 666-9162

Partial scholarships are available to some entering students who demonstrate financial need and/or academic excellence. Those students who meet the criteria for one or more of the programs offered are encouraged to apply. Applications for institutional aid are available on the University website at sgu.edu/som-scholarships. Although an application may be reviewed for several programs, a recipient generally will receive only one type of scholarship. The University participates in US and Canadian government loan programs and private educational loan programs offered by private lenders. The credit-based private educational loan programs are available to US students. US students who meet the eligibility requirements are able (if necessary) to finance their entire cost of attendance through loans. International students whose governments do not provide scholarship and loan programs usually need substantial personal and private resources to pay for costs of attendance not covered by the partial scholarships and loans made available through the University.

Students may wish to research and pursue outside sources of financial aid; however, the responsibility for paying for the cost of attendance is solely with the student. It is important that students anticipating the need for financial assistance at any time during their medical education undertake early long-term planning. The Office of Financial Aid welcomes the opportunity to help students develop these plans. Financial aid is used only to supplement personal and/or family financial resources. In some cases, because both the personal contribution and sources of financial aid are limited, students may be unable to enroll in medical school. Students who believe they may be unable to attend due to financial constraints should call the Office of Financial Aid for information and counseling.

UNIVERSITY-SPONSORED SCHOLARSHIPS

St. George's University seeks intelligent, dedicated, passionate students who will succeed in their professional objectives and become successful practitioners adding value to their communities and to global health as a whole. To that end, the scholarship program at SGU is robust, offering partial scholarships to students in need, and to those who have demonstrated academic excellence.

For more information about scholarship opportunities and to download applications, visit sgu.edu/som-scholarships.

Scholarship Programs

LEGACY OF EXCELLENCE SCHOLARSHIP PROGRAM

No application needed. Candidates for admission are automatically reviewed.

The Legacy of Excellence Scholarship Program was established more than 10 years ago to award students with high academic achievement with the high costs of medical school education. There are two components of this scholarship.

The Chancellor’s Circle, Legacy Of Excellence (CCLOE)
The CCLOE is an automatic award of $80,000 to students with a minimum overall undergraduate GPA of 3.7, a 3.5 science GPA, and a 29 (old)/508 (new) MCAT score who have been accepted by the Committee on Admission. This scholarship is awarded to the first 50 qualified students in each class to accept it and is distributed over four years. The University withholds the right to award this scholarship under certain unusual conditions.

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

Legacy Of Excellence (LOE)
An award granted to students demonstrating academic excellence in their undergraduate education, the Legacy of Excellence Scholarship is a partial-tuition scholarship awarded to entering students who demonstrate the commitment and dedication necessary to achieve academic excellence in a rigorous medical curriculum based on their academic history.
Students are identified during the admission application process and notified of their award through the Office of Admission upon acceptance into the University.

CITYDOCTORS

The CityDoctors Scholarships Program, the brainchild of St. George’s University and its affiliated hospitals, is a scholarship program designed to attract and educate the best and brightest students to become doctors committed to serving in urban hospitals.

Full and partial tuition scholarships are awarded to US citizen/Permanent Resident students interested in primary care medicine and meeting the specific requirements of each of our participating affiliated hospitals.

Application for CityDoctors HHC Scholarship
City Doctors HHC Scholarship Eligible student must have a permanent address within the five boroughs of The City of New York, and meet at either be a graduate of a New York City high school, have lived in the City of New York for the past five years, or have a parent employed by the City of New York or HHC or is employed themselves by the City of New York or HHC. More information is available at citydoctors.com/ny/hhc.

Application for CityDoctors Methodist Scholarship
City Doctors Methodist Hospital Scholarship Eligible students must be either be a current resident of Brooklyn for at least one year, a current employee of New York Methodist Hospital, or have a parent who is a full time employee of New York Methodist Hospital. More information is available at citydoctors.com/ny/newyorkmethodist.

Application for CityDoctors HackensackUMC Scholarship
CityDoctors HackensackUMC Scholarship Eligible students must be residents of Bergen County, NJ and either a HackensackUMC’s employee or an immediate family member of an employee. Awards are granted for 50% tuition and applied to the four years of medical school while enrolled at SGU School of Medicine. More information is available at citydoctors.com/nj/humc.

Application Deadline
November 1 for January class.

Scholarship Programs For Non-Us Students
There are two scholarship programs designed for international students (non-US): The International Peace Scholarship (IPS) program and the Global Medicine Scholarship (GMS) for students attending the Keith B. Taylor Global Scholars Program. Both are partial tuition
awards. The University grants many IPS and GMS awards. The application is the same for the IPS and the GMA and can be downloaded at sg.edu/som-scholarships.

INTERNATIONAL PEACE SCHOLARSHIP

Partial scholarship awards to non-US citizen/permanent residents who exhibit academic excellence and demonstrate financial need, the International Peace Scholarship program is committed to promoting a student body made up of diverse nationalities and cultural backgrounds, which in the future will contribute to a worldwide medical community. Partial tuition scholarship awards are granted to international students who exhibit academic excellence, demonstrate financial need, and who will return to their home countries as physicians dedicated to the enhancement of the countries’ medical care systems. These awards are grants-in-aid and do not have to be repaid.

Submit the application and be sure to submit the Confidential Financial Statement section of the admission application.

GLOBAL MEDICINE SCHOLARSHIP

Partial scholarship awards to non-US citizen/permanent residents entering the entering Keith B. Taylor Global Scholars Program, the Global Medicine Scholarship program is committed to promoting a student body made up of diverse nationalities and cultural backgrounds specifically within the Keith B. Taylor Global Scholars Program, which in the future will contribute to a worldwide medical community.

Partial Tuition Scholarships are awarded to international students who exhibit academic excellence, demonstrate financial need, and who will return to their home countries as physicians dedicated to the enhancement of the countries’ medical care systems. These awards are grants-in-aid and do not have to be repaid.

Submit the application and be sure to submit the Confidential Financial Statement section of the admission application.

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 scholarships provide full tuition and administrative fees. This scholarship is only awarded in January.

Applications are made to the Grenada Ministry of Education and Human Resource Development. Contact your regional admissions counselor or Colin Dowe at cdowe@sg.edu or +1 (473) 444-4680.

GEOFFREY H. BOURNE SCHOLARSHIPS

Awarded to entering US citizen/Permanent Resident students who demonstrate academic excellence and financial need. Partial scholarships are awarded to entering students who possess the personal qualities of motivation and integrity, as well as a background that demonstrates academic excellence. Financial need is also a consideration.

Application Deadlines
July 1 for August class
December 1 for January class

CONGRESS OF ITALIAN AMERICAN ORGANIZATIONS

Partial scholarships are awarded in honor of Mrs. Mary Sansone, Executive Director of Congress of Italian American Organizations (CIAO), for her many years of community service. Preference is given to students of Italian descent; however, students of all heritages have received these awards. This award is a grant and does not have to be repaid. Financial need is also a consideration.

Applications will be reviewed and award determinations made in a timely manner.

All students applying for need-based scholarship programs must fill out a FAFSA and include financial information, including students who are not borrowing federal loans.
**Application Deadlines**

July 1 for August class  
December 1 for January class  

**STEPHEN R. KOPYCINSKI MEMORIAL SCHOLARSHIPS**

Partial tuition scholarships are awarded to students with financial need under the auspices of the Polonians, a national organization that promotes Polish heritage and culture. These awards are made in memory of Stephen R. Kopycinski, a former administrator at St. George’s University. Preference is given to students of Polish descent; however, students of all heritages have received these awards. This award is a grant and does not have to be repaid.

Applications will be reviewed and award determinations made in a timely manner.

All students applying for need-based scholarship programs must fill out a FAFSA and include financial information, including students who are not borrowing federal loans.

**Application Deadlines**

July 1 for August class  
December 1 for January class  

**MORRIS ALPERT SCHOLARSHIPS**

This scholarship is dedicated to the memory of Morris Alpert, MD, the first Dean of Kingstown Medical College. Each year several partial tuition scholarships will be awarded to upperclassmen who have achieved academic excellence. Recipients of these awards must also demonstrate financial need and meet the high moral and ethical standards set by Dr. Alpert for his students during his tenure on the faculty of St. George’s University.

A prospective Upperclassman award candidate must have completed Terms 1 and 2 of their academic program. Determinations are made twice yearly in the fall and spring. Students are welcome to re-apply each academic year.

**Application Deadlines**

June 15: Applicants will have the opportunity to be awarded for full academic year.  
November 15: Applicants will have the opportunity to be awarded for their remaining term(s) of the academic year.

**WILLIAM M. MCCORD SCHOLARSHIPS**

This scholarship is dedicated to the memory of William M. McCord, MD, a leader in the field of medical education in the United States who had a major impact on the development of St. George’s University School of Medicine’s clinical program. These partial tuition scholarships are awarded to students who withdraw from a term due to compelling personal reasons, and when they return to resume their studies suffer undue financial hardships which affect their ability to pay for their education. These awards are grants-in-aid and do not have to be repaid.

Send an email to Cynthia Lessing at clessing@sgu.edu detailing your circumstances surrounding your leave of absence or contact her at +1 (631) 665-8500 ext. 9 1364 with any questions about this scholarship.

**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. (As of July 1, 2011, students in the Keith B. Taylor (KBT) Global Studies Program are not eligible for the Federal Direct Loan Program.)

The William D. Ford Federal Direct Loan Program consists of the Federal Direct Unsubsidized Stafford Loan and Federal Direct Graduate PLUS Loan. The maximum loan amount for which a student is eligible may not exceed the cost of attendance (as defined by St. George’s University) minus any other assistance received for the academic period in which the student is enrolled. Eligible students can borrow up to $20,500 per academic year from the Federal Direct Unsubsidized Stafford loan, not to exceed an overall aggregate amount borrowed of $138,500. The Federal Direct Graduate PLUS loan program is used to bridge the gap between the Unsubsidized Loans and the remaining cost of attendance. Students must have a satisfactory credit history in order to qualify for a Federal Direct Graduate PLUS loan. The Direct PLUS loan does not have an aggregate limit.
The interest is currently set at an annual fixed rate of 5.84% for Direct Unsubsidized Stafford loans and 6.84% 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 principle balance) at the beginning of the repayment period. The student will be required to pay a 1.073% origination fee on Unsubsidized loans and a 4.292% origination fee on Direct PLUS loans. Loans disbursed after October 1, 2015, will have a loan origination fee of 1.068% for Unsubsidized loans and 4.272% for Grad PLUS loans. These fees will be subtracted from the amount borrowed, and will be reflected in the disbursements issued to the student’s account.

Loans are typically processed for an academic year and are disbursed in two installments. Disbursements typically occur 10 days before the start of an academic term. For example, if a student requests a $20,500 Federal Direct Unsubsidized Stafford Loan, the Department of Education will release half the requested amount, minus any applicable fees for the first term of the academic year and release the second half of the approved amount (minus fees) 10 days before the start of the second term.

Under the Direct Unsubsidized and Graduate PLUS loan programs, the student is responsible for all accruing interest and may choose to repay the interest while in school or defer it until repayment begins. Upon graduation, a grace period is applied automatically to your Federal Direct Stafford loans. The grace period is a six-month period of time during which no payments are required, although interest will continue to accrue on these loans. If a student ceases to be enrolled at least half time (withdraws or takes a leave of absence), the six-month grace period would apply in most circumstances.

Students can apply for US federal loans by completing the Free Application for Federal Student Assistance (FAFSA) at fafsa.ed.gov. When completing the FAFSA, be sure to the appropriate school code. The SGU School of Medicine federal school code is G22333. Students will also need to complete an online Entrance Counselling session 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, visit sgu.edu/somloans.

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. These loans have repayment terms that begin following graduation or withdrawal from school and may be extended up to 15 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 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 up to $250,000 at most banks, however the bank will require a co-signer.

St. George’s University is committed to ensuring that students are aware of all their financial aid options and we have designated a counselor to work directly with students to address their questions and needs. For more information, please contact:

Beth Cohen  
Canadian Loan Specialist  
1 (800) 899-6337 ext. 1237  
Fax: +1 (631) 969-5937  
bcohen@sgu.edu

**CANADIAN FUNDING AMOUNTS**

**Alberta Student Financial Assistance**  
alis.alberta.ca/ec/fo/pay/loans-grants.html  
+1 (780) 644-1348  
Students are eligible for both the federal and provincial funding in Alberta. The combined maximum a student can receive is $33,250 Canadian. If the term starts/ends mid-month, the award is prorated and the award is made for the whole month or nothing for that month. Students are awarded funding by the month. Students are also eligible for low- or middle-income grants.

**British Columbia Student Financial Aid**  
aved.gov.bc.ca/studentaidbc  
1 (866) 312-3322  
Students are eligible for both the federal and provincial funding up to $320 ($210 federal and $110 provincial) per week. Students are awarded funding by the month. If the term starts/ends mid-month, the award is prorated and the award is made for either two or four weeks of funding depending on the exact date. Students are also eligible for low- or middle-income grants.

**Manitoba Student Aid**  
gov.mb.ca/educate/sfa/pages/sfaFrontDoor_en.html  
1 (866) 626-4862  
Students are eligible for both the federal and provincial funding up to $310 ($210 federal and $100 provincial) per week of instructional time. Students are also eligible for low- or middle-income grants.

**Newfoundland Student Financial Assistance**  
aes.gov.nl.ca/studentaid/apply/index.html  
1 (888) 657-0800  
Students are eligible for both the federal and provincial funding ($210 federal and $140 provincial) per week of instructional time. Students are also eligible for low- or middle-income grants.

**Nova Scotia Student Assistance**  
studentloans.ednet.ns.ca  
1 (800) 565-8420  
Students are eligible for both the federal and provincial loans ($210 federal and $160 provincial) per week of instructional time. Students may be awarded up to 20% of the provincial loan amount in a scholarship. Students are also eligible for low- or middle-income grants.

**NWT Student Financial Assistance**  
securesfa.ece.gov.nt.ca/EceWeb/sfa  
1 (800) 661-0793  
Students also are eligible to receive scholarships and bursaries; funds also go directly to students. Bursary is up to $10,000 per year. Students are eligible for low- or middle-income grants.

**Ontario Student Assistance Program**  
osap.gov.on.ca  
1 (877) 672-7411  
Students are eligible for federal funding only (not provincial). Maximum federal funding is $210 Canadian per week of instructional time. Students are also eligible for low- or middle income-grants.

**Quebec Student Financial Assistance Programs**  
afe.gouv.qc.ca/en/index.asp  
1 (877) 643-3750  
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**  
aeei.gov.sk.ca/student-loans  
1 (800) 597-8278  
Students are eligible for both the federal and provincial funding up to $320 ($210 federal and $110 provincial) per week. Award is based on actual number of weeks of instructional time. Students are also eligible for low- or middle-income grants.
VETERAN AFFAIRS BENEFIT PROGRAMS
St. George’s University is a participant in the Department of Veteran Affairs Educational Programs. Only students who are/were a uniformed service member, veteran, veteran’s dependent, surviving spouse, or child of a deceased veteran, and are registered in the MD or DVM programs are eligible for the VA Benefit.

Veteran Affairs Education Programs
The following is a list of Veteran Affair benefit programs that the SGU MD program is eligible for:
- Chapter 30, Montgomery GI Bill Active Duty
- 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
- Chapter 1607, Reserve Educational Assistance Program (REAP)

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 you are applying for the first time.

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

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

Once your eligibility for VA Benefits has been approved, you will be issued a Certificate of Eligibility showing the number of months of entitlement you have, as well as the date your eligibility expires. If possible, you should have this document in your possession prior to enrollment in the SGU MD program. You will need to supply a copy of your Certificate of Eligibility to the Financial Aid Office in order for a VA enrollment certification form (Form 22-1999) to be completed and sent to the VA on your behalf. Payment of benefit can take up to eight weeks.

For more information, please contact:
Laurie Wagner
St. George’s University Certifying Official
Assistant Director of Financial Aid
Phone: 1 (800) 899-6337 or +1 (631) 665-8500 ext. 1350
Email: lwagner@sgu.edu

OR

Kara Johnston
St. George’s University Certifying Official
Financial Aid Counselor
Phone: 1 (800) 899-6337 or +1 (631) 665-8500 ext. 1349
Email: kjohnsto@sgu.edu

For additional information, please visit:
gibill.va.gov/
gibill.va.gov/Vet_Info/OS_TrngV.htm
todaysgibill.org/
DUAL MD/MPH, MD/MBA, 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.

GLOBAL LEADERS SCHOLARSHIP
Students enrolling in the dual MD/MBA degree program will automatically be awarded a partial scholarship for the MBA program. This Global Leaders Scholarship reduces the MBA tuition by 30 percent.

Private Education Loans for the Dual MD/MPH or MD/MSc Degree Programs
Private educational loans may be available to US students. Students who qualify for private loans may be able to use these loans to fund the full cost for the MPH or MSc portion of their education. These private loan programs are credit-based and offered only to students who meet the credit requirements determined by the lender. Students may be required to have a cosigner for these loans. Repayment begins after graduation or withdrawal from the University.

Applications for private loans are completed by the applicant and certified by the Office of Financial Aid. The Office of Financial Aid also provides counseling services to our students to help them understand the eligibility requirements, terms, and conditions of these loans.

For further information about our financial aid counseling services and alternate loan programs, contact the Office of Financial Aid.

Further information about credit services and alternate loan programs is available on the University website at sgu.edu/somloans.
IMPORTANT DATES FOR ENTERING STUDENTS 2015–2016

Doctor of Medicine (Grenada Campus and Northumbria Campus)

AUGUST 2015

August 7  Registration—all students
August 10  Mandatory academic orientation (freshmen only) NU
August 10  Term 2 classes begin NU
August 10  Holiday: Grenada Carnival (whole day) GND
August 11  Late registration period begins for Term 2 NU
August 11  Holiday: Grenada Carnival (half day) GND
August 11–14  Make-up Examinations for Terms 2, 4, and 5
August 12  Late registration period begins for Terms 2, 4, and 5 GND
August 12  Mandatory academic orientation (freshmen only) GND
August 14  Convocation NU
August 14  White Coat Ceremony NU
August 16  Convocation GND
August 17  Term 1 classes begin
August 17  Late registration period ends for Term 2, 5 pm NU
          (NO REGISTRATION AFTER THIS DAY)
August 18  Late registration period ends for Terms 2–5, 5 pm GND
          (NO REGISTRATION AFTER THIS DAY)
August 18  Late registration begins for Term 1
August 24  Late registration period ends for Term 1, 5 pm GND
          (NO REGISTRATION AFTER THIS DAY)
August 25  Late registration period ends for Term 1, 5 pm NU
          (NO REGISTRATION AFTER THIS DAY)
August 28  White Coat Ceremony GND
August 28–31  Family Weekend GND
August 25  Bank Holiday NU

October 6  Last day to withdraw from Nutrition, 5 pm GND
October 12  Last day to withdraw from Pathologic Basis of Clinical Medicine and Microbiology, 5 pm GND
October 22  Last day to enter IAP Term 1, 5 pm
October 25–26  Holiday: Thanksgiving GND
October 29  Last day to enter IAP Term 2, 5 pm
November 9  Last day to withdraw from Communications and Physical Diagnosis GND
November 19  Last day to enter IAP Term 5, 5 pm GND
December 11  Last day of examinations for Terms 1, 4, and 5
December 13  Last day of examinations for Term 2
December 14–16  Completion of examinations
December 17–18  Committee for Satisfactory Academic Progress and Professional Standards (CAPPS) for Terms 1, 2, 4, and 5 GND
December 18  CAPPS for Terms 1 and 2 NU

JANUARY 2016

January 1  Graduation diploma date (no ceremony)
January 8  Registration—all students
January 11  Mandatory academic orientation (freshmen only) NU
January 11  Terms 2, 3, and 5 classes begin
January 11–15  Make-up examinations for Terms 2, 4, and 5
January 12  Late registration period begins for Terms 2, 3, and 5
January 13  Mandatory academic orientation (freshmen only) GND
January 15  Convocation NU
January 15  White Coat Ceremony NU
January 17  Convocation GND
January 18   Term 1 classes begin
January 18 Late registration period ends for Terms 2, 3, and 5, 5 pm  GND  
(NO REGISTRATION AFTER THIS DAY)
January 19 Late registration begins for Term 1  GND
January 19 Late registration period ends for Terms 2 and 3, 5 pm  NU  
(NO REGISTRATION AFTER THIS DAY)
January 25 Late registration period ends for Term 1, 5 pm  GND
(JANUARY 29–FEB 1)
January 29 White Coat Ceremony  GND  
February 7–8 Holiday: Independence Day  GND  
February 19 Last day of Term 3 examinations  
February 22 Term 4 classes begin
February 23 Late registration begins for Term 4
February 25 Interim Review for Term 3  
February 29 Late registration period ends for Term 4  GND
(MARCH 24)
March 24 Last day to enter IAP Term 1, 5 pm  
March 25 Holiday: Good Friday  
March 25 Holiday: Valentine’s Day  
March 28 Holiday: Holy Monday  
March 31 Last day to enter IAP Term 2, 5 pm  
April 8 Graduation diploma date (no ceremony)  
April 21 Last day to enter IAP Terms 4 and 5, 5 pm  GND  
(MAY 1–2)
May 1–2 Holiday: Labor Day  GND  
May 2 Holiday: May Day  NU  
May 13 Graduation diploma date (no ceremony)  
May 13 Last day of examinations for Terms 1 and 5  
May 15 Last day of examinations for Term 2  
May 16 Holiday: Whit Monday  GND  
May 16–18 Completion of examinations  NU  
May 17–18 Completion of examinations, Terms 1, 2, and 5  GND  
May 19–20 CAPPS for Terms 1, 2, and 5  GND  
May 20 CAPPS for Terms 1 and 2  NU  
May 26 Holiday: Corpus Christi  GND  
May 30 Bank Holiday  NU  
June 10 Graduation diploma date (no ceremony)  
June 24 Last day of examinations for Term 4  
June 24 Term 3 registration begins  
June 27–28 Completion examinations, Term 4  
June 27 Term 3 classes begin
June 28 Late registration period begins for Term 3  
June 30 CAPPS for Term 4  
July 4 Late registration period ends for Term 3, 5 pm  
(NO REGISTRATION AFTER THIS DAY)
TBA Graduation ceremony

AUGUST 2016

August 5 Last day of Term 3 examinations
August 5 Registration—all students
August 8 Mandatory academic orientation (freshmen only)  NU  
August 8 Term 2 classes begin  NU  
August 8 Holiday: Grenada Carnival (whole day)  GND  
August 9 Holiday: Grenada Carnival (half day)  GND  
August 9 Terms 2, 4, and 5 classes begin  GND
August 9–12 Make-up examinations for Terms 2, 4, and 5
August 10 Mandatory academic orientation (freshmen only)  GND  
August 12 Convocation  NU  
August 12 White Coat Ceremony  NU  
August 15 Term 1 classes begin
August 17 Interim review for Term 3
August 21 White Coat Ceremony  GND  
August 26–29 Family Weekend  GND  
August 26–29 Family Weekend  GND  
December 9 Last day of examinations for Terms 1, 4, and 5
December 11 Last day of examinations for Term 2
December 12–14 Completion of examinations
December 15–16 CAPPS for Terms 1, 2, 4, and 5  GND  
December 16 CAPPS for Terms 1 and 2  NU  

Dates are subject to change
GND Applies only to Grenada Campus
NU Applies only to KBTGSP at the Northumbria University Campus
January 18  Late registration ends for Postbaccalaureate Program only
January 18  Classes begin for Premedical Sciences, Foundation to Medicine, and Foundation to Premedicine
January 19  Late registration period begins
January 25  Last day to add/drop a course, 5 pm
January 25  Late registration period ends, 5 pm
(NO REGISTRATION AFTER THIS DAY)
Jan. 29–Feb. 1  Family Weekend
February 7–8  Holiday: Independence Day
March 25  Holiday: Good Friday
March 28  Holiday: Holy Monday
April 1  Last day to withdraw from a course, 5 pm
April 4–8  Course selection for preregistration for August 2015
May 1–2  Holiday: Labor Day
May 6  Last day of course examinations
May 9  PMSCE
May 16  Holiday: Whit Monday
May 17  CAPPS
TBA  Graduation ceremony and diploma date

AUGUST 2015
August 5  Registration—all students
August 8  Holiday: Grenada Carnival (whole day)
August 9  Holiday: Grenada Carnival (half day)
August 10  Mandatory academic orientation (freshmen only)
August 15  Classes begin
August 26–29  Family Weekend
December 2  Last day of course examinations for Premedical Sciences, Foundation to Medicine, and Foundation to Premedicine
December 5  PMSCE
December 9  Last day of course examinations for Postbaccalaureate Program
December 12  CAPPS for Premedical Sciences, Foundation to Medicine, and Foundation to Premedicine
December 16  CAPPS for Postbaccalaureate Program
December 30  Graduation diploma date (no ceremony)

Dates are subject to change
RELEVANT ORGANIZATIONS

PARENTS’ COALITION OF SGUSOM

The Parents’ Coalition is an independent organization, founded in 1985, in response to a changing political atmosphere that affected the School of Medicine students. The coalition has had significant impact on legislation at both state and federal levels, and today students enjoy the progress that the coalition has made over the years. Presently, the coalition remains politically oriented, monitoring the changes that will be occurring in health care and medical education. The Parents’ Coalition is a nonprofit organization. Meetings are held at least once a year. The coalition welcomes membership from all students, parents, or friends of St. George’s University School of Medicine.

Miriam Jacobs, Director
Phone: 1 (800) 474-8766
Fax: +1 (973) 467-6743
Outside of US: +1 (973) 467-6714

NATIONAL RESIDENT MATCHING PROGRAM

The function of the National Resident Matching Program (NRMP) is to match applicants seeking postgraduate residency positions in the United States with institutions offering those positions. Students are given the opportunity in the final year to rank preferences confidentially. The students are matched to training programs ranked highest that offer prospective graduate positions. Students and graduates of foreign medical schools may enroll as individuals and will be retained in the match program if they submit proof of having passed the examinations required to obtain the ECFMG certification by the date of submission of Rank Order Lists in January of each year. ECFMG certification must be obtained before beginning residency training. Residency applications are now generally done through the Electronic Residence Application Service (ERAS). International medical students obtain the necessary software to complete the electronic format application from the ECFMG and return it to them for processing in the early fall, prior to the expected start of a residency in July. Candidates who intend to enter the United States as exchange visitors must also be able to qualify under the conditions of applicable US law. Residency program directors must determine that alien students of foreign medical schools will be able to obtain a visa if matched, that applicants are ECFMG-certified, and that applicants are also eligible under state law for any license or permit that may be necessary to study as residents.

FAMILY WEEKEND

St. George’s University Family Weekend provides the students’ families with an insider’s view of the island, its people and the University. Showcasing our beautiful True Blue campus in Grenada, West Indies, SGU hosts the families of our enrolled students as they see the campus, meet the administration, and experience what the beautiful island of Grenada has to offer. Family Weekend is held twice yearly in September and February.

For more information visit sgu.edu/familyweekend.
Information and materials may be obtained from:

**National Resident Matching Program®**  
2121 K Street, NW, Suite 1000  
Washington, DC 20037

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

**MEDICAL COLLEGE ADMISSIONS TEST (MCAT)**

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

**Association of American Medical Colleges**  
Medical College Admission Test  
655 K Street, NW, Suite 100  
Washington, DC 20001-2399

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

MCAT Code: 21303

**EDUCATIONAL COMMISSION FOR FOREIGN MEDICAL GRADUATES**

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

1. USMLE Step 1

2. USMLE Step 2  
   a. Clinical Knowledge (CK—Written Exam)  
   b. Clinical Skills (CS—Clinical Skills Exam)

3. USMLE Step 3

USMLE Step 1 is a test of basic science knowledge and is usually taken at the completion of the Basic Medical Sciences curriculum. Step 2 is a two-part examination given during the final year of the Medical Sciences. Clinical Knowledge is a written examination. Clinical Skills is a bedside examination that utilizes standardized patients to test students’ abilities in clinical skills, (for example, medical history taking, physical examination and diagnosis of the patient, and composition of a written record of patient contact). Spoken English is also assessed at this time. USMLE Step 3 is administered after graduation by individual state licensing boards. Information on the scheduling of and application for these examinations is distributed to students in a timely fashion during their medical programs. More information and a pamphlet can be obtained from:

**Educational Commission for Foreign Medical Graduates**  
3624 Market Street  
Philadelphia, PA 19104-2685  
Phone: +1 (215) 386-5900  
Fax: +1 (215) 386-9196 or +1 (215) 386-6327 or  
+1 (215) 387-9963  
info@ecfmg.org  
ecfmg.org

Students needing information on School of Medicine procedures may contact:

**Director of Record Services**  
c/o The North American Correspondent:  
University Support Services, LLC  
3500 Sunrise Highway, Building 300  
Great River, NY 11739  
Phone: +1 (631) 665-8500  
Fax: +1 (631) 665-2047
ALUMNI AFFAIRS

POSTGRADUATE RECORDS

St. George’s University School of Medicine has a continuing commitment to its graduates and other former students. The services of the Office of the Registrar include assistance to graduates who wish to sit for qualifying examinations, obtain licensure, secure postgraduate training programs, and achieve employment. The registrar maintains the records of all graduates; certifies their medical education; and sends transcripts, letters of recommendation, and other supporting documentation to places of employment, educational institutions, and government agencies. Records are released only upon the written request of graduates and the subsequent authorization of the registrar. There is a fee for these services.

This office also provides access to information needed to address the examination and licensing requirements of state and national boards. Although it is not a placement service, the office acts as a liaison between graduates involved in job searches and medical institutions that have indicated an interest in employing graduates of the University. Statistical data about postgraduate training, examination results, medical specialty associations, and licenses are kept on file and are continually updated to enhance postgraduate professional contacts. Much of this information is received from graduates voluntarily. The University urges its graduates to report regularly all accomplishments, such as postgraduate residency positions acquired, licenses issued, and specialty board certifications. The Office of the Registrar works in conjunction with the Alumni Association to help graduates keep in touch with one another and to inform them of developments within the University. It is the University’s goal to provide a basis of support that allows this network of graduates to continue to benefit from the trust and cooperation they share as members of the St. George’s University community.

LICENSURE

Applicants for licensure should bear in mind that it is their responsibility to see that their applications are properly processed in accordance with the requirements of the particular authority from which licenses are sought. The Office of the Registrar maintains some information on the requirements for licensure in the 54 American jurisdictions, and in many international jurisdictions; however, the University is not an agent of any licensing authority. For precise information, it is students’ or graduates’ responsibility to seek that information from the licensing agency in the region, state, or country.

ALUMNI ADMISSION MENTOR PROGRAM VOLUNTEER DIRECTORY

Practicing physicians trained at St. George’s University are available to help guide and assist prospective students as they prepare for the next step in their professional career. We are delighted to connect our prospective students with some of our network of over 11,000 School of Medicine alumni who are practicing worldwide. Thousands of prospective and current students have used this service to learn more about the University’s clinical programs, faculty, life in Grenada, licensing processes, and more. See sgu.edu/avd.
where licensure is being sought. The Office of the Registrar, during the paperwork process of licensure, will advise individuals on the role of the University in the process.

ALUMNI ASSOCIATION

The St. George’s University School of Medicine Alumni Association, an autonomous nonprofit organization, was founded in May 1981 to help its graduates achieve their educational and professional aspirations. A large membership of graduates, transferees to US schools, and current students, is served by a substantial commitment to maintain the fellowship cultivated in Grenada. Since 1984, this has been accomplished by alumni reunions and the alumni newsletter, a forum for the membership that keeps them informed of educational, professional, and personal news of interest. All graduates, transferees, and students are urged to enroll and enjoy the collective spirit and experience of the membership.

The Alumni Relations Office has been set up to aid in the area of alumni affairs. Please visit the website at sgu.edu/alumnirelations.

“Graduating from St. George’s University, I was prepared to make a good impression and get the residency spot I wanted, and that was the ultimate goal. SGU has given a lot of us the tools to build great careers.”

Jason Fischer, MD ’03
ADMINISTRATION AND FACULTY

BOARD OF DIRECTORS
CHARLES R. MODICA, JD
G. RICHARD OLDS, MD
CHARLES J. ADAMS, JD
SANDRA BOSELA
JACK HENNESSY
ANDREW SHEINER
ALAIN TREMBLAY
SCOTT WERRY
PATRICK F. ADAMS, JD

C.V. RAO, PhD
Dean of Students
MARGARET A. LAMBERT, MA
Dean of Enrolment Planning
University Registrar
Director of University Communications and Publications
GREGORY J. HENDEL
Senior Vice President and Chief Operating Officer
FRED M. JACOBS, MD, JD
Executive Vice President
JONATHAN K. ROGERS
Vice President and Controller
DAWNE BUCKMIRE
Business Administrator
JOHN A. WILBUR III
Accreditation Compliance Officer
DOMINICK ALBERTELLI
Executive Director, Information Technology
DIANE BELTRANI
Director of Financial Aid
ANDREW J. BELFORD
Director of Design and Project Management
GLEN JACOBS, DEd
Vice Provost for Educational Services
Director, Department of Educational Services
ADRIAN HAVENGA, DEd
Director of Institutional Research
JOHN MCGUIRK, MA, DipLib
Director of University Library Services
ZURI AMULERU-MARSHALL, PhD
Senior Associate Dean of Students
ROBERT L. JORDAN, PhD
Senior Associate Dean of Basic Sciences for the Keith B. Taylor
Global Scholars Program
Associate Dean of Enrolment Planning for Admission
GEORGE J. MCGUIRE, MA
Associate Dean of Students
Director of Athletics
SARA RABIE, PhD, MA
Associate Dean of Students

OFFICERS OF THE UNIVERSITY
CHARLES R. MODICA, JD
Chancellor
PATRICK F. ADAMS
Secretary

UNIVERSITY ADMINISTRATION
CHARLES R. MODICA, JD
Chancellor
G. RICHARD OLDS, MD
President and Chief Executive Officer
ALLEN H. PENSICK, PhD
Provost
CALUM MACPHERSON, PhD
Vice Provost for International Program Development
Dean, School of Graduate Studies
Director of Research
DENIS PAUL, PhD
Vice Provost for Institutional Advancement
PETER BOURNE, MA, MD
Vice Chancellor Emeritus
CHARLES J. ADAMS, JD
General Counsel
BRIAN ZWARYCH
Chief Financial Officer

Administration and Faculty

School of Medicine Catalog 2015–2016 | 139
LAURENCE DOPKIN, MD  
Assistant Dean of Students

BRENDA S. KIRKBY, PhD  
Assistant Dean of Students

R. DUNCAN KIRKBY, PhD  
Assistant Dean of Students

ROBERT RYAN  
Associate Dean of Enrolment Planning

COLIN DOWE  
Assistant Dean of Enrolment Planning for Admission

NADINE BAKSH, MA  
Assistant Dean of Enrolment Planning for Registrar

ROBERT YEARWOOD, MBBS  
Associate Dean, School Graduate Studies

RAVINDRA SHARMA, BVSC, PhD  
Associate Director of Research, Office of Research  
Assistant Dean, School of Graduate Studies, School of Veterinary Medicine

FEISAL BRAHIM, PhD  
Assistant Dean, School of Graduate Studies

ANTHIA MACDONALD, PhD  
Assistant Dean School of Graduate Studies

ANTHIA PARKE  
Assistant to the Chancellor

ANN-MARIE PALMER  
Assistant to the Provost

THERESA MCCANN, PhD  
Associate Dean, Office of Provost

DAVID LENNON, PhD  
Coordinator of Faculty and Student Services

BRENDA COOPER-WILLIAMS  
University Scheduling Coordinator

TERRIE RODRIGUES  
University Faculty Recruitment Officer

UNIVERSITY COMMITTEES

University Council of Deans
University Senate
Advisory Management Committee
Board of Admission
Financial Aid Committee
Judiciary Board and Student/Faculty Judiciary Board
Library Panel
Research and Scholarly Activities
University Standard Exam Committee
St. George’s University Professionalism Panel
Non Academic Affairs Committee
Committee for Technology-Based Teaching and Learning

SCHOOL OF MEDICINE

Administration

STEPHEN WEITZMAN, MD  
Dean of the School of Medicine

MARIOS LOUKAS, MD, PhD  
Dean of Basic Sciences  
Dean of Research

DANIEL RICCIARDI, MD  
Dean of Clinical Studies, United States

RODNEY CROFT, MA, MChir, FRCS, FACS  
Dean of Clinical Studies, United Kingdom

SHIVAYOGI BHUSNURMATH, MD, FRCPath  
Dean of Academic Affairs

ROBERT L. JORDAN, PhD  
Senior Associate Dean of Basic Sciences for the Keith B. Taylor Global Scholars Program  
Associate Dean of Enrolment Planning for Admission

DAVID HOLMES, BSc (Hons), PhD, CSci, FIbMS  
Associate Dean of Basic and Allied Health Sciences for the Keith B. Taylor Global Scholars Program

JOHN F. MADDEN, MD  
Associate Dean of Clinical Studies  
Director, Office of Career Guidance and Student Development

FRANCES MCGILL, MD  
Associate Dean of Clinical Studies, United States

ORAZIO GILIBERTI, MD  
Associate Dean of Clinical Studies, United States

MICHAEL CLEMENTS, MBBS, MD, FRCP  
Associate Dean of Academic Affairs, United Kingdom

UNIVERSITY HEALTH SERVICES

TERRY RUTHRAUFF, PhD  
Director, Psychological Services Center

KATHERINE BOURNE-YEARWOOD, MBBS  
Interim Director, University Health Services
School of Medicine Committees
School of Medicine Council of Deans
Executive Council of Deans
Curriculum Committee
Basic Science Curriculum Committee
Clinical Council
Executive Clinical Councils–US and UK
Chairs Council
Committee on Academic Progress and Professional Standards
Executive Committee on Academic Progress and Professional Standards
Committee on Admission
School of Medicine Professionalism Committee

Faculty Senate
Executive Committee
Division of Basic Sciences Committees
Executive Committee
Curriculum (Faculty/Administrative)
Student Academic Affairs
Faculty Affairs
Division of Clinical Science Committees
Executive Committee
Curriculum (Faculty/Administration)
Student Academic Affairs
Faculty Affairs

SCHOOL OF MEDICINE
BASIC SCIENCES DEPARTMENTS

Anatomical Sciences
MARIOS LOUKAS, MD, PhD
Co-Chair, Anatomical Sciences
Professor of Human Gross and Developmental Anatomy
ROBERT HAGE, MD, PhD, DLO, MBA
Co-Chair, Anatomical Sciences
Professor of Human Gross and Developmental Anatomy
ROBERT L. JORDAN, PhD
Administrative Chair, Anatomical Sciences
Professor of Human Gross and Developmental Anatomy
FEISAL BRAHIM, PhD
Professor of Human Gross and Developmental Anatomy
C. V. RAO, PhD
Professor of Human Gross and Developmental Anatomy
ANTHONY PAPARO, PhD
Professor of Histology and Cell Biology
BRIAN CURRY, PhD
Professor of Human Gross and Developmental Anatomy
DANNY BURNS, MD, PhD
Professor of Human Gross and Developmental Anatomy
JACQUES GILLOTEAUX, DSc, EdM
Professor of Histology and Cell Biology
FRANCIS A. FAKOYA, MBChB, MSc, PhD
Professor of Anatomy, Histology and Cell Biology
R. SHANE TUBBS, PhD, PAC
Professor of Human Gross and Developmental Anatomy
ABHISHEK YADAV, MBBS, MSc
Associate Professor of Human Gross and Developmental Anatomy

ERIC KOPPELMAN, PhD
Associate Professor of Histology and Cell Biology

MATHANGI GILKES, MBBS, MSc
Associate Professor of Histology and Cell Biology

EWARLD MARSHALL, MD, MSc
Associate Professor of Human Gross and Developmental Anatomy

ALENA WADE, MD
Instructor of Human Gross and Developmental Anatomy

KATHLEEN BUBB, MD
Instructor of Human Gross and Developmental Anatomy

RACHAEL GEORGE, MD
Instructor of Human Gross and Developmental Anatomy

ADEOLA ADESOKAN, MBChB
Instructor of Human Gross and Developmental Anatomy

DEON FORRESTER, MD
Instructor of Human Gross and Developmental Anatomy

IKECHI GBENIMACHO, MBChB
Instructor of Human Gross and Developmental Anatomy

KAZZARA RAEBURN, MD
Instructor of Human Gross and Developmental Anatomy

MICHAEL SNOSEK, MSc
Instructor of Human Gross and Developmental Anatomy

BENJAMIN TURNER, MSc
Instructor of Human Gross and Developmental Anatomy

MAIRA DU PLESSIS, MSc
Instructor of Human Gross and Developmental Anatomy

JESSICA HOLLAND, MSc
Instructor of Human Gross and Developmental Anatomy

OGUNDERU ABAYOMI, MBBS
Clinical Tutor

EMMANUEL BAIDOO, MD
Clinical Tutor

SIKEREDONG EKPO, MBBCh
Clinical Tutor

ADEGBENRO FAKOYA, MBBS
Clinical Tutor

IRFAN CHAUNDRY, MD
Clinical Tutor

IMONITAMA PHEBE OIBOH, MBBS
Clinical Tutor

EGEAGBOR ISI OIBOH, MBBS
Clinical Tutor

AMIT SHARMA, MD
Research Fellow

PART-TIME PROFESSORS

PETER ABRAHAMS, MBBS
Professor of Human Gross and Developmental Anatomy

T. V. N. PERSAUD, PhD, MD, DSc, FRCPath
Professor of Human Gross and Developmental Anatomy

VISITING PROFESSORS

J. ROSS MCCLUNG, PhD
Professor, Virginia Commonwealth University

T. P. WELCH, MBBS, FRCS
Professor, Cambridge University

BERNARD MOXHAM, PhD
Professor, University of Wales

ROBERT O. KELLEY, PhD
Professor, University of Wyoming

DAVID AKER, PhD
Professor, Temple University School of Medicine

LAWRENCE M. ROSS, PhD
Professor, University of Texas

GEORGE SALTER, PhD
Professor, University of Alabama

TIMOTHY STRICKLER, PhD
Professor, Grand Valley State University

ANNA ZURADA, MD., PhD
Associate Professor, Varmia and Masuria University in Olsztyn

JERZY GIELECKI, MD., PhD
Professor, Varmia and Masuria University in Olsztyn

KITT SCHAFFER, MD., PhD
Professor, Boston University

KITT SCHAFFER, MD., PhD
Professor, Boston University

JOEL VILENSKY, PhD
Professor, Indiana University

STEPHEN CARMICHAEL, PhD
Professor, Mayo Clinic

CAMILLE DILULLO, PhD
Professor, Philadelphia College of Osteopathic Medicine

TIM STRICKTLER, PhD
Professor, Grand Valley State University
ROBERT WARD, MD  
Assistant Professor, Tufts University

REBECCA PRATT, PhD  
Professor Michigan State University

BRION BENNINGER, MD, MSc  
Professor, Oregon Health Science University

GERALD GREENHOUSE, PhD  
Professor Harvard University

Behavioral Sciences

JOHN P. PETTUS, PhD  
Chair, Behavioral Sciences and Medicine  
Co-Course Director  
Professor of Behavioral Sciences

BRENDA KIRKBY, PhD  
Co-Course Director  
Professor of Behavioral Sciences

ZURI AMULERU-MARSHALL, PhD  
Professor of Behavioral Sciences

THERESA MCCANN, PhD  
Professor of Behavioral Sciences

CHARLES R. MODICA, JD  
Professor of Medical Jurisprudence

VISITING PROFESSORS

NATALIE BLAODES, PhD  
Department of Statistics, Brigham Young University, Utah

DOOLEY GOUMENIOUK, MD  
Department of Anesthesiology, Pharmacology, and Therapeutics,  
Consultant Psychiatrist, Huntington Disease Medical Clinic  
University of British Columbia, Vancouver, Canada

ANTONIA MAIONI, PhD  
Department of Political Science and Institute for Health and Social  
Policy, McGill University, Montreal, Canada

ROBERT M. VEATCH, PhD  
The Kennedy Institute of Ethics, Georgetown University,  
Washington, DC

RICHARD YOUNG, JD  
Attorney at Law

Biochemistry

SHARMILA UPADHYA, MBBS, MD, DNB Biochem  
Chair, Biochemistry  
Professor of Biochemistry

MARK WILLIAMS, PhD  
Professor of Biochemistry, KBTGSP

MARGIT TROTZ, PhD  
Professor of Biochemistry

CRISTOFRE MARTIN, PhD  
Professor of Biochemistry

MARY C. MAJ, PhD  
Associate Professor of Biochemistry

ANDREW SOBERING, PhD  
Associate Professor of Biochemistry

ABBOD J. GHALAYINI, PhD  
Professor of Biochemistry

TREVOR WILDMAN, MSc  
Instructor of Biochemistry

GODWILL JAMES, MBBS  
Clinical Instructor of Biochemistry

FELICIA IKOLO, MSc  
Instructor of Biochemistry

TOBIAS CLEMENT, BSc  
Demonstrator of Biochemistry

VISITING PROFESSORS

ROSS MCGOWAN, PhD  
Memorial University of Newfoundland

DAVID LEVIN, PhD  
Boston University Henry M. Goldman School of Dental Medicine

SARAH H. ELSEA, PhD  
Virginia Commonwealth University School of Medicine

KEN STOREY, PhD  
Carleton University Henry

KAY PADGET, PhD  
Northumbria University

ROBERT FINN, PhD  
Northumbria University

STEPHANY VEUGER, PhD  
Newcastle University

School of Medicine Catalog 2015–2016 | 143
Bioethics
CHERYL MACPHERSON, PhD
Chair, Bioethics
Professor of Bioethics

BARBARA LANDON, Psy.D.
Associate Professor

FREDERIK KOTZE, MBchB (Pret)
Clinical Instructor

PART-TIME
CLARICE MODEST-CURWEN, MD
Clinical Tutor

RANDALL WAECHTER, PhD
Instructor

VISITING PROFESSORS
ANGUS J. DAWSON, BA (Hons), MSc, PhD
University of Birmingham

CARIN MUHR, MD, PhD
Uppsala University, Sweden

DARSHAN H. MEHTA, M.D. M.P.H.
Benson-Henry Institute for Mind/Body Medicine at Massachusetts General Hospital

GAVIN BART, MD
Hennepin County Medical Center

GERARD CORCORAN BSC, MS, FRCS
Marie Curie Palliative Care Institute Liverpool (MCPCIL, University Liverpool)

MATTHEW WYNIA, MD, MPH, FACP
Institute of Ethics, American Medical Association

RUTH MACKLIN, PhD
Albert Einstein College of Medicine

ROBERT VEATCH, PhD
Georgetown University

SEAN PHILPOTT, MS, PhD,
Union Graduate College

UDO SCHUKLENK, PhD
Queens University

VISITING ALUMNI
ELIZABETH LOUIE, MD
Center for Precious Minds, Florida

ELLA RUTH DERBYSHIRE, MD
Manilaq Association, Kotzebue AK

JEAN-PIERRE BARAKAT, MD, PhD, MSC, SST
Staten Island University Hospital, New York

LLOYD FINKS, MD
University of Tennessee Health Science Center

MATTHEW BOLES, MD, MSC
Oregon Anesthesiology Group, Salem Hospital

RAE CONNOLLY, MD, MSC
Sacred Heart Hospital, Temple University, Pennsylvania

REBECCA SMITH, MD, MS
University of Pennsylvania

SEBASTIAN KREITSCHITZ, MD, MSC
University of Utah

SUTAPA DUBE, MD
University of Arizona, Department of Psychiatry

ADJUNCT PROFESSORS
JOHN MCGUIRK, MA, DipLib
Professor and Director of Library Services

KATHERINE BOURNE-YEARWOOD, MBBS
Associate Professor of Clinical Skills

SUZANNE PAPARO, MLIS
Associate Professor of Library Services

EDWIN SPERR, MLIS
Associate Professor of Library Services

JOSEPH MERLINO, MD, M.P.A.
Assistant Professor of Bioethics, SUNY Downstate College of Medicine

JULIE LONGWORTH, LLB (HONS)
Instructor of Bioethics

SEAN PHILPOTT, PhD, MS,
Assistant Professor of Bioethics, Union Graduate College, Schenectady NY

Clinical Skills
SALAH BOUAZIZ, PhD
Co-Chair, Clinical Skills

ELIZABETH GRAY, MD, MBA
Co-Chair, Clinical Skills

PATRICK ROONEY, MB ChB, MD, FRCP
Professor of Clinical Skills
HELEN ABUTU, MBBS, FMCP  
Clinical Preceptor of Clinical Skills

EVLYN SPENCER, MD  
Clinical Tutor/Preceptor of Clinical Skills

ANWULI ODILI, MD, MPH  
Clinical Preceptor of Clinical Skills

FULL-TIME CLINICAL TUTORS

OLICIA HENRY, MD  
Clinical Tutor of Clinical Skills

MATTHEW OYELAMI, MBBS  
Clinical Tutor of Clinical Skills

TOCHUKWU NOWSU, MBBS  
Clinical Tutor of Clinical Skills

ROHIT GUPTA, MBBS  
Clinical Tutor of Clinical Skills

WALEED MOHAMED, MBBS  
Clinical Tutor of Clinical Skills

ONIKA MIGUEL, MD  
Clinical Tutor of Clinical Skills

CLINICAL TEACHING UNIT

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

MARIA RHOMA RUBIO, MD  
Registrar

Educational Services

GLEN JACOBS, DEd  
Chair of Educational Services

RICHARD BLUNT, DEd  
Chair of Faculty Development

SARA RABIE, PhD  
Associate Dean of Students

PETER J. V. SLINGER, MA  
Supervisor, Professional Supplemental Learning Program

GERVETTE PENNY, BSc  
Professional Supplemental Learning Program

ATOM ABDULLAH, BSc  
Professional Supplemental Learning Program

DEBBI JOHNSON, PhD  
Director, Medical Spanish Selective

LAURA MCWHORTER, MA  
Specialized English Language Program

HEATHER BRATHWAITE, BA  
Specialized English Language Program

NITSA TOPALE, PhD  
Supervisor, Learning Strategies Program

BRIAN PILCHER, MS  
Learning Strategies Program

JOANNE BUCKLAND, MA  
Learning Strategies Program

ANDREA VAUGHANS, MD  
Learning Strategies Program

COURISSE KNIGHT, MS  
Director, Preprofessional Programs

ARLETTE WILDMAN, MA  
Combined Degree Coordinator, BS/MD Program

SACHA PIERRE, BA  
Assistant Coordinator, BS/MD Program

ALTHEA MCPHAIL, BS  
Assistant Co-ordinator, Pre-professional Program

ANTHIA TOKALA, MComm  
Student Support Administrative Office

GOLDA MAHESH, BSc  
Student Support Administrative Office

MICHAEL MONINGER, PhD  
Special Projects

CATHERINE ALFORD, BA  
Specialized English Language Program

CAYLEY MOSCA, BSc  
Specialized English Language Program

COURTNEY NELSON, MSc  
Specialised English Language Program

LAUREN ORLANDO, MSc  
Student Support Administrative Office

Founders Library

JOHN MCGUIRK, MA, DipLib  
Professor/Director of Library Services

SUZANNE PAPARO, MLIS  
Associate Professor of Library Services
EDWIN SPERR, MLIS
Associate Professor of Library Services

Pathology
SHIVAYOGI R. BHUSNURMATH, MBBS, MD, FRCPath
Co-Chair and Professor of Pathology
BHARTI BHUSNURMATH, MBBS, MD (Path)
Deputy Chair and Professor of Pathology
CAREY WILLIAMS, MD, MPH
Assistant Professor of Pathology
JOHN A. OKPE, MBBS
Instructor of Pathology
VAJINDER SINGH, MBBS
Instructor of Pathology
SAFINA HAFEEZ, MD
Instructor of Pathology
MAHESH PERCY, BSc
Instructor of Pathology/Medical Technology
ELSHAIKH ABUBAKER, MBBS
Clinical Tutor of Pathology
OMER SAEED, MBBS
Clinical Tutor of Pathology
ASHRAF ABUGROUN, MBBS
Clinical Tutor of Pathology
MOHAMMED SAAD, MBBS
Clinical Tutor of Pathology
SATISH BODDHULA, MBBS
Clinical Tutor of Pathology
AJAY KUMAR, MBBS
Clinical Tutor of Pathology
MICHAEL UNOBE, MBBS
Clinical Tutor of Pathology
KIRAN ROKKAPPANAVAR, MBBS
Clinical Tutor of Pathology

VISITING PROFESSORS
BAKRI SAEED, MD, PhD
Professor of Pathology
DAVID WILKINSON, PhD
Professor and Chair of Pathology, Medical College of Virginia, Virginia Commonwealth University

BERTHA GARCIA, MD
London Health Sciences Centre
PAUL STRAUSBAUCH, PhD, MD
Professor, East Carolina University
BYRON CRAWFORD, MD
Tulane University
JAGDISH BUTANY
Professor, University of Toronto
FRED JORDAN, MD
Chief Medical Examiner, State of Oklahoma
SUBRATA CHAKARBARTI, PhD, MD
London Health Sciences Centre, Canada
JENNIFER JAPAL-ISAAC, MBBS
Private Practice
CAROLE PILLINGER, MD
University of South Carolina
REGINA KREISLE, PhD
Associate Professor, Purdue University
JESSICA SHEPHERD, PhD
London Health Services Centre, Canada
JAISHREE JAGIRDAR, MD
Director of Anatomic Pathology, University of Texas Health Science Center
ROBERT CORLISS, MD
University of Wisconsin Hospital and Clinic
DHANPAT JAIN, MD
Department of Pathology, Yale University
ASHRAF KHAN, MD
Department of Pathology, University of Massachusetts
VINITA PARKASH, MD
Yale University School of Medicine
YAKOUB JACK KATRI, MD
Long Island College Hospital
ROBERT HAMMOND, MD, FRCP
Department of Pathology, London Health Sciences Center
MANJU PRASAD, MD
Department of Pathology, University of Massachusetts
DAVID RAMSAY, MBChB, FRCP, FRCPath, MRCP
Department of Pathology, London Health Sciences Centre, Canada
MEGHA JOSHI, MD
Department of Pathology, Lawrence General Hospital
BRUCE WEBBER
Baptist Memorial Hospital (retired)

SANDESH JAIN, MD
Kidney and Hypertension Center of Central New Jersey

KISHA MITCHELL, MD
Yale University School of Medicine

MONA LISA SUR, MD
McMaster University

NIRAG JHALA, MD
University of Alabama at Birmingham

MADELEINE MOUSSA, MD
London Health Sciences Centre

ALLAN SCHILLER, MD
Mount Sinai School of Medicine

SHEFALI GOYAL, MD
University of Washington, Seattle

RAJIV SWAMY, MD
Queen Elizabeth II Hospital

ELIZABETH PAVisko, MD
Duke University Medical Center

BENJAMIN HOCH, MD
University of Washington Medical Center

SHANNON MCCALL, MD
Duke University Medical Center

LOUIS DI BERNARDO, MD
Duke University Medical Center

DIANA CARDONA, MD
Duke University Medical Center

PARUL BHARGAVA, MD
Beth Israel Deaconess Medical Center

Microbiology

JOANNA RAYNER, PhD
Chair, Microbiology
Professor of Microbiology

DAVID LENNON, PhD
Professor of Microbiology

ALLEN H. PENSICK, PhD
Professor of Microbiology

ATEEF QUERESHI, PhD
Professor of Microbiology

JACQUELINE STANLEY, PhD
Course Director, Professor of Immunology

CALUM MACPHERSON, PhD
Course Director, Professor of Parasitology

ZARA ROSS, PhD
Course Director, Professor of Microbiology

SVETLANA KOTELNIKOVA, PhD
Professor of Microbiology

GARY BROWN, PhD
Professor of Microbiology

AMY BALDWIN, PhD
Associate Professor of Microbiology

GRACE DOLPHIN-BOND, MT, BSc, MBA
Instructor of Microbiology

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

AVI BAHADOO-YETMAN, BA
Demonstrator of Microbiology

PETER GIESLER
Demonstrator of Microbiology

SHEEREENE RAHAMAN, MD
Demonstrator of Microbiology

RAVINDRA NARAIN, MSc
Demonstrator of Microbiology

Pathophysiology

SUBRAMANYA UPADHYA, MBBS, MD, DNB
Chair, Pathophysiology
Professor of Pathophysiology

DAVID HOLLOMBY, MDCM, FRCP, FACP, FRCP (Glasg.)
Professor of Pathophysiology

OBINNA IVOKE, MBBS
Instructor of Pathophysiology

JOSEPH MBAZOR, MBChB, FMCOG
Instructor of Pathophysiology

ADEWALE EBENEZER JONES, MBBS
Clinical Tutor of Pathophysiology

KARL ANWAR THEODORE, MBBS
Clinical Tutor of Pathophysiology

KENECHUKWU MEZUE, MBBS
Clinical Tutor of Pathophysiology
TOSAN AJUYAH, MBBS  
Clinical Tutor of Pathophysiology

OKLO GODWIN CHUKWUKA, MBBS  
Clinical Tutor of Pathophysiology

TOYIN AYOADELE, MBBS  
Clinical Tutor of Pathophysiology

KEHINDE IDOWU, MBBS  
Clinical Tutor of Pathophysiology

CHUKWUEMEHA NZEWI, MBBS  
Clinical Tutor of Pathophysiology

VISITING PROFESSORS

ROGER COOPER, MD  
St. Barnabas Health Care System

ROBERT CARL DAHL, MD  
University of Colorado

MARK WILLIAMS, MD  
Eli Lilly Company

SANJAY DODDAMANI, MBBS  
Private Practice

DAVID COLBY, MD  
Private Practice

ANAND LAGOO, MD  
Duke University Medical Center

SHANNON VENANCE, MD  
London Health Services

BRENT WAINWRIGHT, MD  
Norwalk Hospital

IAN CHEN-YEE, MD  
Victoria Hospital

SUSHMITA MIKKELINENI, MD  
Private Practice

JENNIFER JAPAL-ISAAC, MBBS  
Private Practice

NILAY SHAH, MD  
Private Practice

MICHAEL FIRTH, MD  
Exempla Lutheran Medical Center

DWIGHT MATTHIAS, MD  
Private Practice

WILLIAM THOMPSON, MD  
London Health Services

DAVID MC MCORMACK, MD  
London Health Services

LAURA HALE, MD  
Duke University Medical Center

PATRICK BUCKLEY, MD  
Duke University Medical Center

AARON PINKASHOV, MD  
London Health Services

LYN GUENTHER, MD  
Private Practice

Pharmacology

LEONARDO DASSO, PhD  
Chair, Pharmacology  
Professor of Pharmacology

T. M. REDDY, MBBS, MD  
Professor of Pharmacology

LUCY CLUNES, PhD  
Associate Professor of Pharmacology

RAVEEN KATPALLY, MBBS  
Instructor of Pharmacology

BANNUR NANDDEESH, MBBS, MD  
Instructor of Pharmacology

ALLISTER RECHEA, MD  
Clinical Tutor of Pharmacology

ELIZABETH BIBBY, MD  
Clinical Tutor of Pharmacology

Physiology and Neuroscience

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

MARK CLUNES, PhD  
Associate Professor of Physiology

DIRK BURKHARDT, MSc, MD, PhD  
Professor of Neuroscience

ROBERT DUNCAN KIRKBY, PhD  
Professor of Neuroscience

VIJAYA CHELLAPILLA, MD  
Professor of Physiology
TUULA JALONEN, PhD
Associate Professor of Neuroscience

KESAVA MANDALANENI, MBBS
Assistant Professor of Neuroscience

JACQUELINE POWELL, PhD
Associate Professor of Physiology

NOREEN ALEXANDER, MSc
Instructor of Neuroscience

DAN SYDNEY PAYNE, MBBS, MMSc, Dip. Arch
Clinical Instructor for Physiology/Neuroscience

THEODORE HOLLIS, PhD
Professor of Physiology

C. RANDALL HOUSE, PhD, DSc, FRSE
Professor of Neuroscience, Northumbria

OLWEN PARRY, PhD
Professor of Physiology Northumbria

BRIANA FAHEY, PhD
Associate Professor of Neuroscience, Northumbria

SASKANTH PERALA, MBBS
Clinical Tutor of Physiology and Neuroscience

DEEPTHI, YARRAMSETTY, MBBS
Clinical Tutor of Physiology and Neuroscience

JUANETTE MCKENZIE, MD
Clinical Tutor of Physiology and Neuroscience

GABRIELLE BEDEAU WALCOTT, MD
Clinical Tutor of Physiology and Neuroscience

JACOB THOMPSON, MD
Clinical Tutor of Physiology and Neuroscience

SHERRY NOEL, MD
Clinical Tutor of Physiology and Neuroscience

NNAJI ARINZECHUKWU, MD
Clinical Tutor of Physiology and Neuroscience

ESTHER OMOTAYO LAWAL, MD
Clinical Tutor of Physiology and Neuroscience

SHANKER SAJJAN, MBBS
Clinical Tutor of Physiology and Neuroscience

ROXANN LEWIS-ROBERTS, MD
Clinical Tutor of Physiology and Neuroscience

VISITING PROFESSORS, NEUROSCIENCE DIVISION

JOHN NICHOLLS, MBBS, PhD, FRS
Professor of Biophysics, SISSA, Trieste

VISITING PROFESSORS, PHYSIOLOGY DIVISION

NIGEL WEST, PhD, BSc
Professor, University of Saskatchewan, Canada

STUART MCDONALD WILSON, PhD, BSc,
Professor, University of Dundee

SHONA MCQUILKEN, PhD, BSc (Hons),
Birbeck College University of London

Public Health and Preventive Medicine

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

OMUR-CINAR ELCI, MD, PhD
Professor, Public Health and Preventive Medicine

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

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

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

CECILIA HEGAMIN-YOUNGER, PhD
Professor, Public Health and Preventive Medicine

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

PRAVEEN DURGAMPUDI, MBBS, MPH, MSPH
Associate Professor, Public Health and Preventive Medicine

SHELLY RODRIGO, MPH, PhD
Instructor, Public Health and Preventive Medicine

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

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

SHANTEL PETERS, MPH
Instructor, Public Health and Preventive Medicine

LESELLE PIERRE, MSc
Instructor, Public Health and Preventive Medicine

DIANNE ROBERTS, MES
Instructor, Public Health and Preventive Medicine
JERRY ENOW, MSc
Instructor/Practicum Coordinator, Public Health and Preventive Medicine

ODRAN NIGEL EDWARDS, BSc
Demonstrator

ADJUNCT PROFESSORS

JACQUELINE SEALY-BURKE, LLM
Associate Professor, Public Health and Preventive Medicine

PETER RADIX, PhD
Professor, Public Health and Preventive Medicine

VISITING PROFESSORS

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

MARY JEANNE KREEK, M.D.
The Rockefeller University

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

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

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

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

TREVOR THOMPSON
Ministry of Agriculture, Grenada

LINUS THOMAS, MRP, PhD
Honorary Consul for Belize in Grenada

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

CLINICAL DEPARTMENTS

Emergency Medicine

PROFESSORS

THEODORE J. GAETA, DO
Chair, St. George’s University School of Medicine
Associate Director of Medical Education, New York Methodist Hospital

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

DAVID E. HODGKINSON, BMBS, MFSEM, FRCP, FRCS, FCEM
Associate Chair, St. George’s University School of Medicine
Ipswich Hospital NHS Trust

JOHN A. BRENNAN, MD
Newark Beth Israel Medical Center

IAN K. DUKES, BSc, MBBS, FRCS, FCEM
Russells Hall Hospital

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

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

MUHAMMAD WAISEEM, MD
Lincoln Medical and Mental Health Center

ADJUNCT PROFESSORS

JOSEPH BOVE, MD
New York Methodist Hospital

ASSOCIATE PROFESSORS

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

SIMON J. BELL, MBBS, MRCP
Clerkship Director, Poole General Hospital

PRITISH K. BHATTACHARYYA, MD
Hackensack University Medical Center

RICHARD BLAYNEY, MBChB, LRCP, LRCSI, FRCSI, FFAEM
Russells Hall Hospital

ABHIJIT BOSE, MBBS, FRCS, FCEM
Clerkship Director, Ipswich Hospital NHS Trust

ANTHONY CATAPANO, DO
St. Joseph’s Regional Medical Center

GARY CUMBERBATCH, FRCS, DA, FCEM
Poole General Hospital

PATRICK B. HINF, MD
Newark Beth Israel Medical Center
MATTHEW J. HUEBNER, MD
Cleveland Clinic Hospital

LISANDRO IRIZARRY, MD
The Brooklyn Hospital Center

CAROL H. LEE, MD
Arrowhead Regional Medical Center

STEWARD H. MCMORRAN, MBCh, MRCS
Clerkship Director, Stoke Mandeville Hospital

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

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

LINDA FARBER POST, JD
Hackensack University Medical Center

MARK ROSENBERG, DO
St. Joseph’s Regional Medical Center

BONNIE SIMMONS, DO
Lutheran Medical Center

CLINICAL ASSOCIATE PROFESSORS

RODNEY W. BORGER, MD
Clerkship Director, Arrowhead Regional Medical Center

CHINWE OGEDEGBE, MD
Hackensack University Medical Center

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

ASSISTANT PROFESSORS

BAHA AL-WAKEEL, MBChB, MRCP, FRCP
North Middlesex University Hospital

BEN ASLAM, MBBS, FRCS, DA
The Great Western Hospital

HAIFEZ M. BAZZI, MD
St. John Hospital & Medical Center

TERESA M. BENTLEY, FRCP, MBCHCB
Clerkship Director, Stafford General Hospital

MICHAEL J. BESSETT, MD
Jersey City Medical Center

CRAIG BLACK, DO
Cleveland Clinic Hospital

DAVID C. CASTILLO, DO
Jersey City Medical Center

VICTORIA CESPEDES, MD
Clerkship Director, Jersey City Medical Center

JAYDEEP CHITNIS, MBBS
Clerkship Director, North Hampshire Hospital and Royal Hampshire County Hospital

MIEKA D.CLOSE, MD
Jersey City Medical Center

SYLVIE DESOUZA, MD
Hackensack University Medical Center

SHELLEY A. DILLON-JONES, MD
Newark Beth Israel Medical Center

PETER DOYLE, MBChB, MRCP
Russells Hall Hospital

LAURENT DREYFUSS, DO
Cleveland Clinic Hospital

CHRISTINE FERNANDEZ, MD
Associate Director of Medical Education, Hackensack University Medical Center

DAVID R. GAUNT, MBBS, FRCS, FFAEM
Clerkship Director, Watford General Hospital

REGINA HAMMOCK, DO
Coney Island Hospital

GETAW WORKU HASSEN, MD
Lutheran Medical Center

HEINRICH H. HOLLIS, MBChB, MRCS
Clerkship Director, Norfolk & Norwich University Hospital

THOMAS P. KIPPAK, MBBS, MRCP, FFAEM
Russells Hall Hospital

DAVID LEDRICK, MD
Clerkship Director, Mercy St. Vincent Medical Center

NICOLE J. MAGUIRE, DO
Newark Beth Israel Medical Center

BARBARA A. MCINTOSH, MD
Hackensack University Medical Center

TODD A MUNDY, MD
New York Methodist Hospital

RICHARD NIERENBERG, MD
Clerkship Director, Hackensack University Medical Center

RAJAN PAW, MBChB, MRCS, FCEM
Russells Hall Hospital

ALFREDO L. RABINES, DO
Lutheran Medical Center
INSTRUCTORS

JIANG (CAROLE) CHEN
Hackensack University Medical Center

STACEY L. FANNING, PhD
Hackensack University Medical Center

DOROTHY M. HILPMANN, BA
Hackensack University Medical Center

CARYN KATZ-LOFFMAN, MSW
Hackensack University Medical Center

CLINICAL INSTRUCTORS

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

RONALD L. FERNANDEZ, MD
Hackensack University Medical Center

VIKKI HAZELWOOD, PhD
Hackensack University Medical Center

Family Medicine and General Practice

PROFESSORS

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

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

GILL N. WHITE, MD
Director of Medical Education, University of Saskatchewan

CLINICAL PROFESSORS

EMILY A. EBERT, MD
Director of Medical Education, Arrowhead Regional Medical Center

RAOUF R. SEIFELDIN, MD
Clerkship Director, Doctors’ Hospital of Michigan

ASSOCIATE PROFESSORS

SHERLY ABRAHAM, MD
The Brooklyn Hospital Center

KENNETH W. BOLLIN, MD
Clerkship Director, St. John Hospital and Medical Center
RICHARD J. BONANNO, MD  
Southside Hospital

DANIEL CRUZ, PhD  
HackensackUMC Mountainside Hospital

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

KENNETH W. FAISTL, MD  
Hackensack University Medical Center

AMY D. GRUBER, MD  
Clerkship Director, Overlook Hospital

NIKHIL K. HEMADY, MD  
Director of Medical Education, Doctors’ Hospital of Michigan

ELBRIDGE T. HOLLAND, MD  
Clerkship Director, Overlook Hospital

VICTOR C. JOE, MD  
Clerkship Director, Arrowhead Regional Medical Center

DENA L. LACARA, DO  
Mountainside Family Practice

DAVID WILTON, MD  
Vancouver General Hospital

JOSEPH TRIBUNA, MD  
Overlook Medical Center

DAVID WESTERDAHL, MD  
Cleveland Clinc Hospital

ROBIN WINTER, MD  
Director of Medical Education, Clerkship Director, JFK Medical Center

ADJUNCT ASSOCIATE PROFESSORS

MICHAEL R. DELMAN, MD  
Clerkship Director, Southside Hospital

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

CLINICAL ASSOCIATE PROFESSORS

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

GEORGE W. MILLER, MD  
HackensackUMC Mountainside Hospital

YAR PYE, MD  
Lutheran Medical Center

RODERICK P. TUKKER, MD  
Vancouver General Hospital

NANCY WEITZMAN, PhD  
Southside Hospital

ASSISTANT PROFESSORS

JUDI BAKONY, MD  
Vancouver General Hospital

ROBERT T. BOCK, MD  
HackensackUMC Mountainside Hospital

ANI A. BODOUTCHIAN, MD  
Southside Hospital

ERNESTO BONILLA, MD  
Cleveland Clinic Hospital

RUTH E. DEITZ, MD  
HackensackUMC Mountainside Hospital

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

IRINA V. ERLIKH, MD  
The Brooklyn Hospital Center

JOSE C. FLORES, DO  
HackensackUMC Mountainside Hospital

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

KATHLEEN M. FULGENZI, MD  
St. John Hospital and Medical Center

PREETHI S. GEORGE, MD  
HackensackUMC Mountainside Hospital

INDIRA GJONI, MD  
HackensackUMC Mountainside Hospital

JOHN A. GREGG, DO  
St. Joseph’s Regional Medical Center

CHANDRIKA IYER, MD  
St. John Hospital and Medical Center

AISHA M. JALEEL, MD  
Norwegian American Hospital

CHANDRA SEKHAR KOTHURU, MBBS  
St. George’s General Hospital

PETER KRYKORKA, MD  
Vancouver General Hospital

CHRISTOPHER J. MAGNIFIC, MD  
Southside Hospital
SRILAKSHMI MAGULURI, MD  
Director of Medical Education, Norwegian American Hospital

CARMINE A. MAZZELLA, DO  
HackensackUMC Mountainside Hospital

DALIA S. MCCOY, MD  
Cleveland Clinic Hospital

CHARLENE MILNE, MD  
JFK Medical Center

MICHELE MOSCATO, DO  
HackensackUMC Mountainside Hospital

JOHN MURATORI, MD  
Southside Hospital

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

KIMBERLY ANN ODELL, MD  
JFK Medical Center

VEENA PANTHANI, MD  
St. John Hospital and Medical Center

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

NEUBERT PHILLIPE, MD  
Southside Hospital

ANNE PICCIANO, MD  
JFK Medical Center

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

NIREN RAVAL, DO  
Arrowhead Regional Medical Center

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

ANGELICA P. RODRIGUEZ, DO  
Cleveland Clinic Hospital

CHRISTIAN J. RUCKER, MD  
Vancouver General Hospital

ANDREW A. RUSSELL, MD  
Cleveland Clinic Hospital

ADRIENNE SALERNO, MD  
HackensackUMC Mountainside Hospital

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

POORNIMA SENRA, MBBS, MRCPsych  
Vancouver General Hospital

TANYA SHNEYDER, MD  
Lutheran Medical Center

KULBIR SINGH, MD  
Clerkship Director, Vancouver General Hospital

SHAKIRA L. SLATER, MD  
HackensackUMC Mountainside Hospital

DEBORAH E. SMALL, MD  
Arrowhead Regional Medical Center

EMMANUEL L. G. ST. LOUIS, MD  
Clerkship Director, The Brooklyn Hospital Center

HERMANN J. STUBBE, MD  
Cleveland Clinic Hospital

MYINT M. TIN, MD  
Lutheran Medical Center

MICHAEL W. TORELLI, MD  
Southside Hospital

DAVID WESTERDAHL, MD  
Cleveland Clinic Hospital

DARICE T. WIEGEL, DO  
Cleveland Clinic Hospital

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

RAMIRO ZUNIGA, MD  
San Joaquin General Hospital

CLINICAL ASSISTANT PROFESSORS

FRANK J. X. BAIN, MD  
HackensackUMC Mountainside Hospital

DANIEL EZEKIEL, MD  
Vancouver General Hospital

YLONKA GARCIA-MAROTTA, MD  
HackensackUMC Mountainside Hospital

JAMES A. LAMPAVIETTO, MD  
HackensackUMC Mountainside Hospital

JOHN P. METZ, MD  
JFK Medical Center

MOHAMED MOOLLA, MD  
University of Saskatchewan

ADESUWA I. OKESANYA, MD  
The Brooklyn Hospital Center

DOROTHY OURVAN, DO  
Hackensack University Medical Center
Internal Medicine

PROFESSORS

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

DANIEL D. RICCIARDI, MD
Dean of Clinical Studies, United States
Director of Medical Education, The Brooklyn Hospital Center

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

STANLEY BERNSTEIN, MD
Associate Chair, St. George’s University School of Medicine
Director of Medical Education, Clerkship Director, St. Joseph’s Regional Medical Center

ARLA OGILVIE, MBChB, MRCP
Associate Chair, Director of Medical Education, Watford General Hospital

EDWARD L. ARSURA, MD
Director of Medical Education, Richmond University Medical Center

HARRY BIENENSTOCK, MD
Coney Island Hospital

TIMOTHY SHELDON BRANNAN, MD
Jersey City Medical Center

JEFFREY BRENSLIVER, MD
Overlook Hospital

LYSSETTE CARDONA, MD
Cleveland Clinic Hospital

MICHAEL CLEMENTS, MBBS, MD, FRCP
Watford General Hospital

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

HARVEY DOSIK, MD
New York Methodist Hospital

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

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

ADEL EL-HENNAWY, MD
Coney Island Hospital

MOHAMAD FAKIH, MD
St. John Hospital & Medical Center

GLORIA I. FERNANDEZ, MD
Coney Island Hospital

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

JULIUS M. GARDIN, MD
Hackensack University Medical Center

STEPHEN J. GOLDBERG, MD
Director of Medical Education, Clerkship Director, The Jewish Hospital

PETER GROSS, MD
Hackensack University Medical Center

ALISON GROVE, MD, FRCP, MRCP, MBBChir
Royal Hampshire County Hospital

MARTINE GUEZ, MD
Coney Island Hospital

KANCHAN GUPTA, MD
Coney Island Hospital

JACOB HAFT, MD
St. Michael’s Medical Center
CLINICAL PROFESSORS

HANI ASHAMALLA, MD
New York Methodist Hospital

GERALD COHEN, MD
St. John Hospital & Medical Center

ROBERT T. FAILLACE, MD
St. Joseph’s Regional Medical Center

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

JOHN J. HALPERIN, MD
Overlook Hospital

M. ANEES KHAN, MD
St. Joseph’s Regional Medical Center

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

HERBERT M. SCHUB, MD
Alameda County Medical Center

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

JIHAD SLIM, MD
St. Michael’s Medical Center

ANTHONY D. SLONIM, MD, DrPH
St. Barnabas Medical Center

ADJUNCT PROFESSORS

BAQUAR BASHEY, MD
New York Methodist Hospital

RAND DAVID, MD
The Queens Hospital Network

LAMBERT N. KING, MD
The Queens Hospital Network

KOTRESHA NEELAKANTAPPA, MD
New York Methodist Hospital

FERNANDO A. PUJOL, MD
New York Methodist Hospital

MIRAN W. SALGADO, MD
New York Methodist Hospital
ASSOCIATE PROFESSORS

DOLLAND W. NOEL, MD
Associate Dean of Clinical Studies, Grenada
Director of Medical Education, Clerkship Director, St. George’s
General Hospital

NASIR ABBAS, MBBS, MRCP
Kent & Canterbury Hospital

MUHAMMAD ABDULLAH, MD
Coney Island Hospital

NADA G. ABOU-FAYSSAL, MD
Lutheran Medical Center

MARC ADELMAN, MD
St. Michael’s Medical Center

JOLA A. ADEMOKUN, MBBS, FRCP, FRCPath, MD
Ipswich Hospital NHS Trust

ABHA AGRAWAL, MD
Norwegian American Hospital

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

AMR AREF, MD
St. John Hospital and Medical Center

HORMOZ ASHTYANI, MD
Hackensack University Medical Center

SALMAN AZHAR, MD
Lutheran Medical Center

NATASHA BAGDASARIAN, MD
St. John Hospital and Medical Center

GUL BAHTIYAR, MD
Woodhull Medical and Mental Health Center

MATTHEW J. BANKS, MBChB, MRCP
Russells Hall Hospital

NICHOLAS BARANETSKY, MD
St. Michael’s Medical Center

SEBASTIAN BARTON, MBChir, MD, MRCP
Kent & Canterbury Hospital

ANOMADARSHI BARUA, MD
Coney Island Hospital

PRASANTA BASAK, MD
Montefiore New Rochelle

KAREN BEEKMAN, MD
Flushing Hospital Medical Center

KEITH A. BELLOVICH, MD
St. John Hospital and Medical Center

BERNARD BERNHARDT, MD
Montefiore New Rochelle

MICHAEL J. BERNSTEIN, MD
Coney Island Hospital

ASHISH BHARGAVA, MD
St. John Hospital and Medical Center

ELIAHU BISHBURG, MD
Newark Beth Israel Medical Center

RODOLFO BLANDON, MD
Cleveland Clinic Hospital

JACK BOGHOSSIAN, MD
Director of Medical Education, St. Michael’s Medical Center

GLENN M. BRADY, MD
Associate Advisor, Office of Career Guidance and Student
Development, St. George’s University School of Medicine

TERENCE M. BRADY, MD
Director of Medical Education, Coney Island Hospital

JACK D. BURTON, MD
Coney Island Hospital

THOMAS BUSTROS, MD
Lutheran Medical Center

DAVID B. BUTCHER, MD
St. John Hospital and Medical Center

BRIAN CAMILLERI, MD, MRCP
Ipswich Hospital NHS Trust

JEANNE M. CAREY, MD
Lutheran Medical Center

ANTHONY CARLINO, MD
Clerkship Director, St. Barnabas Medical Center

JOSEPH E. CASINO, MD
Montefiore New Rochelle

FERNANDO J. CASTRO-PAVIA, MD
Cleveland Clinic Hospital
CHANDRA B. CHANDRAN, MD
St. Joseph’s Regional Medical Center

EDWARD K. CHAPNICK, MD
Clerkship Director, Maimonides Medical Center

SEGUNDINA CHUA-GAN, MD
Coney Island Hospital

JIMMY CHONG, BA, MBBCh, BAO, MD, MRCPI, FRCP
Royal Hampshire County Hospital

HILLARY B. CLARKE, MD
Coney Island Hospital

JEFFREY I. COCHIUS, MBBS
Norfolk & Norwich University Hospital

RONNY A. COHEN, MD
Woodhull Medical and Mental Health Center

DAVID M. COLLAS, MBBS, MRCP, FRCP
Watford General Hospital

ANNE MARGARET COOPER, MBChB, DRCOG, MRCP, MD, FRCP
Royal Hampshire County Hospital

DAVID COPPINI, MD, FRCP
Poole General Hospital

SIMON D. CROWther, MRCP
Poole General Hospital

RAMI K. DAYA, MD
Lutheran Medical Center

VINCENT A. DEBARI, PhD
St. Joseph’s Regional Medical Center

MICHAEL DELANEY, MBBS, MRCP, MD
Kent & Canterbury Hospital

MARCIA DEITZ, MD
Coney Island Hospital

KETAN K. DHATARIYA, MD, MBBS, MRCP, FRCP
Norfolk & Norwich University Hospital

RASHMIKANT DOSHI, MD
Coney Island Hospital

DOANTRANG T. DU, MD
Clerkship Director, Monmouth Medical Center

FRANZ T. DUFFOO, MD
Kings County Hospital Center

RENEE L. DWAIHY, MD
St. John Hospital and Medical Center

HELEN EAGLETON, MBBS, MRCP, MRCPath
Stoke Mandeville Hospital

SALLY E. EDMONDS, MBBS, MRCP, MD, FRCP
Stoke Mandeville Hospital

PETROS EFTHIMIOU, MD
New York Methodist Hospital

FRANK J. EIDELMAN, MD
Cleveland Clinic Hospital

MOHAMED EL-GHOROURY, MD
St. John Hospital and Medical Center

ADEL EL-HENNAWY, MD
Coney Island Hospital

JIMMY E. ELIZABETH, MD
Stafford General Hospital

HOSSAM ELZAWAWY, MD
Cleveland Clinic Hospital

CHRISTOPHER K. T. FARMER, MBBS, FRCP, MD
Clerkship Director, Kent & Canterbury Hospital

WILLIAM E. FARRER, MD
Trinitas Regional Medical Center

IAN W. FELLOWS, MBBS, FRCP
Norfolk & Norwich University Hospital

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

LINWALD FLEARY, MD
St. George’s General Hospital

DAVID FLORES, MD
Jersey City Medical Center

LEISA FREEMAN, MBChB, FRCP, MRCP
Norfolk & Norwich University Hospital

THOMAS M. GALLIFORD, MBBS, BSc, MRCP
Clerkship Director, Watford General Hospital

BRUCE F. GARNER, MD
Lutheran Medical Center

JOSE A. GASCON, MD
Cleveland Clinic Hospital

DANIEL J. GIACCIO, MD
Clerkship Director, The Queens Hospital Network

SAM S. S. GIBBS, MBBChir, MRCP, FRCP
The Great Western Hospital

BERNARD GITLER, MD
Montefiore New Rochelle
ISAIARASI GNANASEKARAN, MD
Lincoln Medical and Mental Health Center

DEBORAH GRACIA, DO
Clerkship Director, Larkin Community Hospital

KEVIN J. GRADY, MD
St. John Hospital and Medical Center

RALPH P. GREGORY, MRCP, FRCP
Poole General Hospital

ADRIANA GRIGORIU, MD
Jersey City Medical Center

SIMON A. GRUMETT, PhD
Russells Hall Hospital

PHILIPPE GRUNSTEIN, MD
Norfolk & Norwich University Hospital

GUNWANT K. GURON, MD
St. Michael's Medical Center

PETER HANSON, MD, MA, MBBS, MRCP
Director of Medical Education, Clerkship Director, The Great Western Hospital

KAREN HENNESSEY, MD
Lincoln Medical Center and Mental Health Center

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

RAYMOND C. HILU, MD
St. John Hospital and Medical Center

MINDY HOUNG, MD
St. Barnabas Medical Center

RICHARD HOWARD-GRiffin, FRCA
Ipswich Hospital

CHRISTOPHER W. HUGHES, MD
St. John Hospital & Medical Center

MEMON ILLAHI, MBBS
Kent & Canterbury Hospital

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

GEORGY A. JACOB, MD
Stafford General Hospital

FERGUS JACK, MBBS, MBChB, MRCP
Poole General Hospital

JOSEPH JAEGGER, DrPH
Director of Medical Education, Monmouth Medical Center

KALYANA C. JANGA, MBBS
Maimonides Medical Center

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

KELL N. JULLIARD, MA, MFA
Lutheran Medical Center

SYUNG MIN JUNG, MD
San Joaquin General Hospital

SHAHID A. KAUSAR, MD, FRCP
Russells Hall Hospital

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

ASHOK KHANNA, MD
Coney Island Hospital

VASANTHA KONDAMUDI, MD
The Brooklyn Hospital Center

DAVID KUO, MD
Clerkship Director, Morristown Memorial Hospital

GINA LA CAPRA, MD
Overlook Hospital

JOHN W. LEE, MD
St. John Hospital & Medical Center

NICK J. LEVELL, MBChB, MRCP, MD, FRCP
Norfolk & Norwich University Hospital

ROSARIO J. LIGRESTI, MD
Hackensack University Medical Center

MANUEL LOPEZ, MD
Flushing Medical Center

STEFAN LOZEWICZ, MD, MBBS, MRCP, FRCP
North Middlesex University Hospital

HIMENDER K. MAKKER, MBBS, MD, MRCP, FRCP, DM
North Middlesex University Hospital

MICHAEL MANDEL, MD
Montefiore New Rochelle

JYOTI MATTA, MD
Jersey City Medical Center

WILLIAM MCCREA, MBChB, MRCP
The Great Western Hospital

CARLA S. MCWILLIAMS, MD
Lutheran Medical Center

JINESH MEHTA, MD
Cleveland Clinic Hospital
PETER MERRY, MBBS, MRCP  
Norfolk & Norwich University Hospital

YIN M. MIAO, MBBS, FRCP  
Ipswich Hospital NHS Trust

ATEF MICHAEL, MD, MRCP, MBCh, MSc  
Russells Hall Hospital

FREDERICK MICHAEL, DO  
St. John Hospital and Medical Center

RAO S. MIKKILINENI, MD  
Director of Medical Education, Clerkship Director, Jersey City Medical Center

ANDREW D. MILLAR, MBBS, MD, MRCP  
North Middlesex University Hospital

STEVEN E. MINNICK, MD  
St. John Hospital and Medical Center

DEEPAK MOHAN, MD  
San Joaquin General Hospital

MORRISON, MBBS, MRCP, FRCR  
Kent & Canterbury Hospital

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

DIARMUID MULHERIN, MD  
Stafford General Hospital

JOSE M. MUNIZ, MD  
Cleveland Clinic Hospital

VINCENT J. NOTAR-FRANCESCO, MD  
New York Methodist Hospital

JAMES K. ONWUBALILI, MD, MBBS, MRCP, FRCP  
North Middlesex University Hospital

MANISHA PARULEKAR, MD  
Hackensack University Medical Center

VIKRANT KELVIN PANDIAN, MBBS  
Clerkship Director, Richmond University Medical Center

ASHISH D. PARikh, MD  
St. Barnabas Medical Center

JEFFREY M. PASSICK, MD  
Coney Island Hospital

JOHN F. POTTER, MBBS, MRCP, FRCP  
Norfolk & Norwich University Hospital

JOHN POWELL-JACKSON, MA, MBChir, MRCP, FRCP  
Associate Director, Office of Career Guidance and Student Development, United Kingdom, St. George’s University School of Medicine

BANDIPALYAM V. PRATHIBHA, MBBS, FRCP  
Clerkship Director, William Harvey Hospital

CRISTINA PRAVIA, MD  
Cleveland Clinic Hospital

DENIS RAXIS, MBCh, BAO  
Grenada General Hospital

F. FRANCK RAAGHI, MD  
Cleveland Clinic Hospital

NAIPALA RAMBARAN, MD  
St. Joseph’s Regional Medical Center

ASIM K. RAY, MBBS, MD  
North Middlesex University Hospital

GERRARD RAYMAN, MBBS, MD, FRCP  
Director of Medical Education, Clerkship Director, Ipswich Hospital NHS Trust

MICHELLE R. REISNER, MD  
Jersey City Medical Center

NICHOLAS T.F. RIDLEY, MBChB, MRCP, FRCR  
The Great Western Hospital

DONALD M. ROZZELL, MD  
St. John Hospital and Medical Center

JAMES SAFFIER, MD  
Director of Medical Education, San Joaquin General Hospital

THOMAS L. SALAZER, MD  
Hackensack University Medical Center

ANTHONY SALEH, MD  
New York Methodist Hospital

SUNIL SAPRU, MD, MBBS  
St. Barnabas Medical Center

ARCHANA SAXENA, MD  
Lutheran Medical Center

ACHIM SCHWENK, MD, FRCR  
North Middlesex University Hospital

CHRISTOPHER D. SCRASE, MBChir, MRCP, FRCR  
Ipswich Hospital NHS Trust

SHARON E. SELINGER, MD  
Overlook Medical Center

MAMTA SHARMA, MD  
St. John Hospital and Medical Center

VIJAY S. SHERTY, MD  
Director of Medical Education, Maimonides Medical Center
NICOLE SIMON, MD
Coney Island Hospital

RON D. B. SIMON, MBBS, MRCP
North Middlesex University Hospital

TODD L. SIMON, MD
Director of Medical Education, New York Methodist Hospital

PRADIP SINGH, MBBS, MD, MRCP
Stafford General Hospital

LAURENCE A. SMOLLEY, MD
Cleveland Clinic Hospital

JONATHAN SNOOK, MBChB, MRCP, FRCP
Clerkship Director, Poole General Hospital

ROBERTO SOLIS, MD
St. Joseph’s Regional Medical Center

PAUL STEVENS, BSc, MBBS, MRCP, FRCP
Kent & Canterbury Hospital

IAN STURGESS, MBChB, MRCP, FRCP
Kent & Canterbury Hospital

BEATRICE A. SUMMERS, MD
Stafford General Hospital

AVRAHAM TAL, MD
Coney Island Hospital

LISA TANK, MD
Hackensack University Medical Center

DAVID TARVER, MBBS, MRCP, FRCR
Poole General Hospital

ZUBIN J. THARAYIL, MD
Lutheran Medical Center

CARYS THOMAS, MBBS, MRCP, FRCP
Kent & Canterbury Hospital

MOHAN R. THOMAS, MBBS, MD, MRCP
Russells Hall Hospital

MUN-YEE TUNG, MBBS, MRCP
Kent & Canterbury Hospital

MANJULA VARA, MD
Coney Island Hospital

AMAN A. VAZIR, MD
St. Joseph’s Regional Medical Center

WARREN M. WALKOW, MD
Monmouth Medical Center

DONALD L. WAYNE, MD
The Jewish Hospital

CURTIS L. WHITEHAIR, MD
Director of Medical Education, Clerkship Director, National Rehabilitation Hospital

LINDA P. WILLIAMS, MD
Montefiore New Rochelle

LYN WILLIAMSON, MBChB, MRCP
The Great Western Hospital

JENNIFER Z. WIMPERIS, MB, BSM, DM, FRCPATH, FRCP
Norfolk & Norwich University Hospital

PAUL A. WOODMANSEY, MBChB, MRCP
Stafford General Hospital

PHILIP XIAO, MD
The Brooklyn Hospital Center

MICHAEL F. YACOUB, MD
St. John Hospital and Medical Center

HIROSHI YAMASAKI, MD
St. John Hospital & Medical Center

CHI YUEN YAU, MA, MBChir, MRCP
Stoke Mandeville Hospital

PAUL YODICE, MD
St. Barnabas Medical Center

FRANK YUPPA, MD
St. Joseph’s Regional Medical Center

MUHAMMAD M. ZAMAN, MD
Coney Island Hospital

ADJUNCT ASSOCIATE PROFESSORS

DEBRA J. BRENNESSEL, MD
The Queens Hospital Network

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

JOSEPH FARAYE, MD
The Queens Hospital Network

MIRELA C. FEURDEAN, MD
Overlook Hospital

JEFFREY FINE, MD
The Queens Hospital Network

JEAN K. FLEISCHMAN, MD
The Queens Hospital Network

REBECCA A. GRIFFITH, MD
Clerkship Director, Morristown Memorial Hospital
GEORGE T. MARTIN, MD  
The Queens Hospital Network

MAURICE POLICAR, MD  
The Queens Hospital Network

LAWRENCE M. REICH, MD  
The Queens Hospital Network

ISSAC SACHMECHI, MD  
The Queens Hospital Network

SUSAN SANELLI-RUSSO, MD  
The Queens Hospital Network

SUSAN P. STEIGERWALT, MD  
St. John Hospital & Medical Center

JOEL M. TOPF, MD  
St. John Hospital & Medical Center

MARTIN E. WARSHAWSKY, MD  
The Queens Hospital Network

CLINICAL ASSOCIATE PROFESSORS

SURYANARAYAN ANAND, MD  
The Brooklyn Hospital Center

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

LEONARD BERKOWITZ, MD  
The Brooklyn Hospital Center

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

EVAN A. BRATHWAITE, MD  
Coney Island Hospital

ERIC N. BURKETT, MD  
Monmouth Medical Center

HAJI I. CHALCHAL, MD  
University of Saskatchewan

WILLIAM CHENITZ, MD  
St. Michael’s Medical Center

DAVID JOHN DICK, MD, MBChB, MRCP, FRCP  
Norfolk & Norwich University Hospital

JESSICA L. ISRAEL, MD  
Monmouth Medical Center

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

STEVE LEQUERICA, MD  
St. Joseph’s Regional Medical Center

DAVID LINTZ, MD  
Jersey City Medical Center

SUZANNE MEYER, MD  
Alameda County Medical Center

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

GIAN M. NOVARO, MD  
Cleveland Clinic Hospital

TIKKISETTY B. PRASAD, MD  
University of Saskatchewan

DOUGLAS J. RATNER, MD  
Jersey City Medical Center

BONNIE R. RICHARDSON, MD  
University of Saskatchewan

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

STEVEN SIEGEL, MD  
Coney Island Hospital

STEVEN J. SPERBER, MD  
Hackensack University Medical Center

VISWANATH P. VASUDEVAN, MBBS  
The Brooklyn Hospital Center

AUDANIS VERTUS, MD  
Clerkship Director, Kings County Hospital Center

ASSISTANT PROFESSORS

SAMIR ABDELHADI, DO  
Hackensack University Medical Center

IRFAN ADMANI, MD  
Hackensack University Medical Center

RICHARD ADAMICK, MD  
Cleveland Clinic Hospital

SAHID AHMED, MBBS, MRCP  
The Great Western Hospital

SUHEL H. AHMED, MD  
Hackensack University Medical Center

SYED U. AHMED, MBBS, MRCP  
Clerkship Director, Stafford General Hospital

USMAN ALI, MD  
San Joaquin General Hospital

SARKIS ARABIAN, MD  
Arrowhead Regional Medical Center
SHAMS UD DUJA, MBBS, MRCP
Russells Hall Hospital

KATHERINE ENTWISLE, MD
Kent & Canterbury Hospital

FARBOD, FARMAND, MD
Arrowhead Regional Medical Center

ANDRE FEDIDA, MD
St. Michael’s Medical Center

ELIE FEIN, MD
Maimonides Medical Center

RICHARD C. FELDSTEIN, MD
Woodhull Medical and Mental Health Center

ANDRAS FENYVES, MD
The Brooklyn Hospital Center

CARLOS M. FERMIN, MD
Jersey City Medical Center

ARIEL FERNANDEZ, MD
Director of Medical Education, Clerkship Director, Cleveland Clinic Hospital

JOHN FIRTH, mbcHb, MRCPath, FRCPath
North Middlesex University Hospital

ROBERT FLEMING, MD
Clerkship Director, Coney Island Hospital

PETER D. FOWLER, BSc, MBBS, FRCP
Ipswich Hospital NHS Trust

NORRIS FOX, MD
Montefiore New Rochelle

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

THOMAS G. FROHLICH, MD
Alameda County Medical Center

ELENA FROLOVA, MD
Coney Island Hospital

KENNETH F. GARAY, MD
Jersey City Medical Center

GABRIEL GAVRILESCU, MD
Cleveland Clinic Hospital

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

GREGORY GOIKHERG, MD
Coney Island Hospital

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

RAVI GUPTA, MD
Clerkship Director, Lutheran Medical Center

MICHELE HALPERN, MD
Montefiore New Rochelle

SYED HASAN, MBBS, FCPS, MRCP
Stoke Mandeville Hospital

STANLEY B. HOLSTEIN, MD
Montefiore New Rochelle

FEDIR ILNITSKYY, MD
New York Methodist Hospital

ABDUL K. JAHANGIR, MD
New York Methodist Hospital

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

STEPHEN KARP, MBBS, FRCP
North Middlesex University Hospital

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

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

SRINIVAS KATRAGADDA, MD
Clerkship Director, Mercy St. Vincent Medical Center

NEELIMA KETHINENI, MD
San Joaquin General Hospital

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

TARANNUM S. KHAN, MD
Cleveland Clinic Hospital

LINNA KHO, MD
Arrowhead Regional Medical Center

DMITRI KIRPICHNIKOV, MD
Lutheran Medical Center

DORIS A. KODUHAM, MD
Newark Beth Israel Medical Center

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

KAMESWARI D. LAKSHMI, MD
Montefiore New Rochelle
DOMINICK J. ZAMPINO, DO
Clerkship Director, AtlantiCare Regional Medical Center

PARVIN ZAWAHIR, MD
New York Methodist Hospital

ADJUNCT ASSISTANT PROFESSORS

JEWEL D. ALLEYNE, MD
The Queens Hospital Network

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

NATALIA CALDERON, MD
The Queens Hospital Network

GEORGE N. CORITSIDIS, MD
The Queens Hospital Network

SUMA DASARI, MD
The Queens Hospital Network

MICHELE ELKINS, MD
Overlook Hospital

ALEKSEY KAMENESHTSKY, MD
The Queens Hospital Network

ANATOLY LEYTIN, MD
The Queens Hospital Network

WILLIAM X. LI, MD
The Queens Hospital Network

KHALID MAHMOOD, MD
The Queens Hospital Network

RAUL C. MANRIQUE, MD
The Queens Hospital Network

SETHU MURALIDHARAN, MD
The Queens Hospital Network

GAY PERESS, MD
The Queens Hospital Network

SHERRY SINGH MOHAPATRA, MD
St. George’s University, School of Medicine

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

CLINICAL ASSISTANT PROFESSORS

YOLANDA CUADROS, MD
Alameda County Medical Center

LAWRENCE J. CLEIN, MD
University of Saskatchewan

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

MICHAEL J. GOLDFISCHER, MD
Hackensack University Medical Center

JONAH S. GREEN, MD
Woodhull Medical and Mental Health Center

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

QURESH KHAIRULLAH, MD
St. John Hospital and Medical Center

GARY KOSC, MD
St. Joseph’s Regional Medical Center

VINUTA MOHAN, MD
Lincoln Medical & Mental Health Center

JOHN B. PANNONE, MD
Lutheran Medical Center

H. SUDHAKAR PRABHU, MD
Coney Island Hospital

HABIB UR REHMAN, MD
University of Saskatchewan

STEVE SACKRIN, MD
Alameda County Medical Center

EVGENY SADIKOV, MD
University of Saskatchewan

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

DEEPAK SHRIVASTAVA, MD
San Joaquin General Hospital

ALAN LLOYD ST. BERNARD, MBBS
Grenada General Hospital

GEORGE STOUPAKIS, MD
Hackensack University Medical Center

AMER K. SYED, MD
Jersey City Medical Center

FREDERICK E. WIEN, MD
Hackensack University Medical Center

NASER YAZIGI, MD
Lutheran Medical Center

ROBERT A. ZALOOM, MD
Lutheran Medical Center
INSTRUCTORS

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

DENISE BYRD, NP
Montefiore New Rochelle

HANSON CUMMINGS, MD
St. George’s General Hospital

PRESTON GARNES, MPH, BSc
Lutheran Medical Center

ALINA LAZIS, RPA
The Brooklyn Hospital Center

FREDERICK NENNER, MSW
Lutheran Medical Center

ADJUNCT INSTRUCTORS

SUMAIR S. AHMAD, MD

THE QUEENS HOSPITAL NETWORK
Clinical Instructors

ANNA MARIA CYRUS-MURDEN, MD
Lutheran Medical Center

NAVEEN GOYAL, MD
The Brooklyn Hospital Center

Obstetrics/Gynecology

PROFESSORS

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

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

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

THAD DENEHY, MD
St. Barnabas Medical Center

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

CAROL GAGLIARDI, MD
Jersey City Medical Center

MARTIN L. GIMOVSKY, MD
Newark Beth Israel Medical Center

EDWIN R. GUZMAN, MD
St. Peter’s University Hospital

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

RICHARD C. MILLER, MD
St. Barnabas Medical Center

MICHAEL MORETTI, MD
Richmond University Medical Center

SAMBIT MUKHOPADHYAY, MBBS, MD, MRCOG
Clerkship Director, Norfolk & Norwich University Hospital

STANLEY OKOLO, FWACS, MRCOG
North Middlesex University Hospital

EDWARD J. WOLF, MD
St. Barnabas Medical Center

CLINICAL PROFESSORS

MANUEL ALVAREZ, MD
Hackensack University Medical Center

ROGER P. KIERCE, MD
Clerkship Director, St. Joseph’s Regional Medical Center

ADJUNCT PROFESSORS

JASMIN MOSHIRPUR, MD

THE QUEENS HOSPITAL NETWORK
Associate Professors

ABDULLAH AL-KHAN, MD
Hackensack University Medical Center

LIAT ELMA APPLEWHITE, MD
Lutheran Medical Center

JASON BELL, MD
St. George’s University School of Medicine

NATALIE I. BILENKI, MD
St. Joseph’s Regional Medical Center

DANA K. BRYANT, MD
Woodhull Medical and Mental Health Center

MICHAEL CABBAD, MD
Clerkship Director, The Brooklyn Hospital Center

TYRONE T. CARPENTER, MBBS
Poole General Hospital

KIRK A. J. CHIN, MBBS
Clerkship Director, Stafford General Hospital
MAHAMARAKKALA. S. DE SILVA, MBBS, PLAB, MRCOG
Clerkship Director, Russells Hall Hospital

WILFRIDO J. DIANZON, MD
Coney Island Hospital

JILL E. DIXON, MBBS, MRCOG
Stafford General Hospital

ABUBAKER ELMARDI, MBChB, MRCOG
Director of Medical Education, Clerkship Director,
Stafford General Hospital

FRANCES A. EVANS, MBBS, FRCS, MRCOG
North Middlesex University Hospital

ABIODUN FAKOKUNDE, MBBS, FWACS, MRCOG
North Middlesex University Hospital

GARRY FRISOLI, MD
Clerkship Director, Overlook Hospital

ABHA GOVIND, MBBS, DGO, MRCOG
North Middlesex University Hospital

ROBERT A. GRAEBE, MD
Monmouth Medical Center

FRANCOISE H. D. HARLOW, MBBS, MRCOG
Norfolk & Norwich University Hospital

MICHAEL HEARD, MB, MRCP, MRCOG
Royal Hampshire County Hospital

CASSANDRA HENDERSON, MD
Lincoln Medical and Mental Health Center

RICHARD J. W. HENRY, MBBS, FRCS, MRCOG
Director of Medical Education, Poole General Hospital

TIMOTHY C. HILLARD, BM, DM, MRCOG, FRCOG
Clerkship Director, Poole General Hospital

RUSSELL R. HOFFMAN, MD
Overlook Hospital

ANNI P. INNAMAA, MBChB, MRCOG, DM
Poole General Hospital

JOSEPH R. IVAN, MD
Newark Beth Israel Medical Center

BALROOP JOHAL, MD
Clerkship Director, Ipswich Hospital NHS Trust

RAKSHA JOSHI, MBBS, MS, MRCOG
Monmouth Medical Center

MONA KHADRA, MBChB, MRCOG
Poole General Hospital

ALDO D. KHOURY, MD
St. Joseph’s Regional Medical Center

EMMA J. KIRK, MBBS
North Middlesex University Hospital

HENRY LAM, MD
Clerkship Director, Flushing Hospital Medical Center

MICHAEL LEWIS, MBBS, FRCS
Norfolk & Norwich University Hospital

JOSEP M. LLahi-CAMP, MRCOG
North Middlesex University Hospital

KEITH A. LOUDEN, BMBS, DM, FRCOG
Royal Hampshire County Hospital

ALASTAIR MCKELVEY, MRCOG, MBChB
Norfolk & Norwich University Hospital

EDWARD MORRIS, MBBS, MRCOG, MD
Norfolk & Norwich University Hospital

SUSHMA NAKRA, MD
Monmouth Medical Center

JOSEPH NIETO, MRCOG, LMS
Norfolk & Norwich University Hospital

MALCOLM PADWICK, MBBS, MD, MRCOG, FRCOG
Clerkship Director, Watford General Hospital

MICHAEL F. PRYSAK, MD
St. John Hospital and Medical Center

HUGH QUASHIE, MD
Clerkship Director, St. George’s General Hospital

ANGELA C. RANZINI, MD
St. Peter’s University Hospital

ROBERT J. SAWDY, MBBS, BSc, PhD
Poole General Hospital

MICHAEL SBARRA, MD
Clerkship Director, Hackensack University Medical Center

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

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

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

ANITA SINHA, MD
Clerkship Director, The Great Western Hospital

RICHARD P. P. SMITH, PhD, MBChB, MRCOG
Norfolk & Norwich University Hospital
GUILLERMO J. VALENZUELA, MD
Clerkship Director, Arrowhead Regional Medical Center

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

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

AJUNCT ASSOCIATE PROFESSORS
ALEKSANDR M. FUKS, MD
The Queens Hospital Network

CLINICAL ASSOCIATE PROFESSORS
SERENA H. CHEN, MD
St. Barnabas Medical Center

ANGELA KERR, MD
The Brooklyn Hospital Center

JOHN A. KINDZIERSKI, MD
St. Barnabas Medical Center

JOANNA C. PESSOLANO, MD
Richmond University Medical Center

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

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

JUAN JOSE ARCE, MD
Arrowhead Regional Medical Center

RENEE F. BEHRENS, MD
Royal Hampshire County Hospital

KYLE A BEITER, MD
St. Peter’s University Hospital

MICHAEL J. BIMONTE, MD
Jersey City Medical Center

DAVID BINDER, MD
Coney Island Hospital

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

PETER W. BURNS, MD
San Joaquin General Hospital

TIMOTHY J. DUNCAN, MBBS
Norfolk & Norwich University Hospital

SHERMAN DUNN, JR., DO
Coney Island Hospital

LAURA L. ELLIOTT, MD
Clerkship Director, Mercy St. Vincent Medical Center

SORAYA G. ESTEVA, MD
San Joaquin General Hospital

GARY J. FIASCONARO, MD
Associate Advisor, Office of Career Guidance and Student Development,

ST. GEORGE’S UNIVERSITY SCHOOL OF MEDICINE
New York Methodist Hospital

EMAD A. HASHemi, MD
Newark Beth Israel Medical Center

JOSEPH D. JENCI, MD, PhD
Director of Medical Education, St. Peter’s University Hospital

MINUCHEHR KASHEF, MD
St. John Hospital and Medical Center

MEERA KESAVAN, MD
Clerkship Director, Lutheran Medical Center

KAREN L. KOSCICA, MD
Newark Beth Israel Medical Center

CASSIE LAASCH, MD
St. John Hospital and Medical Center

SANFORD M. LEDERMAN, MD
New York Methodist Hospital

CHOY HOA LEE, MD, MBChB
William Harvey Hospital

LLOYD J. LEE, MD
Clerkship Director, San Joaquin General Hospital

VIVIAN LO, MD
St. Barnabas Medical Center

WASIM LODHI, MBBS, MCPS, MR COG
Clerkship Director, North Middlesex University Hospital

DIPAK MAJUMDAR, MBBS, MR COG, FRCOG
The Great Western Hospital

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

NICOLA MCCORD, MBCh, MR COG, BSc
Poole General Hospital
MARC MONCRIEFF, MD, FRCS
Norfolk & Norwich University Hospital

DORCAS C. MORGAN, MD
Lutheran Medical Center

DONALD T. MORRISH, MD
Lutheran Medical Center

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

PRADIP MUKHERJEE, MD
Coney Island Hospital

FATIMA NAQVI, MD
St. Peter’s University Hospital

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

DAISY M. NIRMAL, MD
Norfolk & Norwich University Hospital

UCHENNA C. NWOBU, MD
Coney Island Hospital

LAWRENCE O. OLUJIDE, MBBS, MRCOG
Royal Hampshire County Hospital

MYCHELLE A. OWEN, DO
Clerkship Director, Mercy St. Vincent Medical Center

USHMA K. PATEL, MD
Clerkship Director, St. Peter’s University Hospital

MICHAEL C. PITTER, MD
Newark Beth Israel Medical Center

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

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

REGINALD J. RUIZ, MD
Woodhull Medical and Mental Health Center

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

THERESA SIMON, MD
St. George’s General Hospital

C. PAUL SINKHORN, MD
Arrowhead Regional Medical Center

AMARA SOHAII, MBBS, MRCOG
Clerkship Director, North Hampshire Hospital

RICHARD A. STEWART, MD
St. Peter’s University Hospital

MEDHA SULE, MD
Norfolk & Norwich University Hospital

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

JOHN J. TADROS, MD
Jersey City Medical Center

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

AYCAN TURKMEN, MD
Coney Island Hospital

JOSEPH VAYDOVSKY, MD
Newark Beth Israel Medical Center

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

LATHA VINAYAKARAO, MBBS, MRCP
Poole General Hospital

NATHAN WAGSTAFF, MD
St. John Hospital and Medical Center

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

ANN M. WOO, MD
Co-Clerkship Director, The Queens Hospital Network

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

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

UZMA ZAFAR, MBBS, MRCOG
Russells Hall Hospital

ADJUNCT ASSISTANT PROFESSORS

KOLAWOLE AKINNAWONU, MD
The Queens Hospital Network

ANDREW DITCHIK, MD
The Queens Hospital Network

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

ANN M. WOO, MD
The Queens Hospital Network

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

GAIL BRENNER, MD
Coney Island Hospital

ABRAHAM HAMAOUI, MD
Lincoln Medical and Mental Health Center

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

SIMON G. KOKKINAKIS, MD
Richmond University Medical Center

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

ELENITA TAGLE, MD
Coney Island Hospital Center

INSTRUCTORS

SANTO G. FIASCONARO, MD
New York Methodist Hospital

GUILLERMO GIRON, MD
Arrowhead Regional Medical Center

DEBORAH PALEY, CNM
Woodhull Medical & Mental Health Center

ADJUNCT INSTRUCTORS

TERESA GIL, MD
The Queens Hospital Network

Pediatrics

PROFESSORS

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

ALI RABBANI, MD
Assistant Dean of Clinical Studies—Michigan, Director of Medical Education, Clerkship Director, St. John Hospital and Medical Center

DAVID SCHAPIRA, MBBS, MRCP
Associate Chair, St. George’s University School of Medicine Clerkship Director, Royal Hampshire County Hospital

KENNETH BROMBERG, MD
The Brooklyn Hospital Center

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

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

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

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

DAVID R. FERNANDES, MD
Kings County Hospital Center

MARGARET C. FISHER, MD
Monmouth Medical Center

I. MARK HIATT, MD
St. Peter’s University Hospital

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

COLIN A.S. MELVILLE, MBChB, MRCP, MRCPCH
Clerkship Director, Stafford General Hospital

STEVEN G. PAVLAKIS, MD
Maimonides Medical Center

WARREN SEIGEL, MD
Coney Island Hospital

MUHAMMAD WASEEM, MD
Lincoln Medical and Mental Health Center

TIMOTHY S. YEH, MD
St. Barnabas Medical Center

CLINICAL PROFESSORS

RANI SIMON GEREIGE, MD

MIAMI CHILDREN’S HOSPITAL

MICHAEL LAMACCHIA, MD

ST. JOSEPH’S REGIONAL MEDICAL CENTER

KENNETH V. LIEBERMAN, MD

HACKENSACK UNIVERSITY MEDICAL CENTER

PRAMOD NARULA, MD, MBBS, DCH

CLERKSHIP DIRECTOR, New York Methodist Hospital

ALBERT SANZ, MD, FAAP

ST. JOSEPH’S REGIONAL MEDICAL CENTER

ANTHONY D. SLONIM, MD, DrPH

ST. BARNABAS MEDICAL CENTER

Adjunct Professors

RANDI S. WASSERMAN, MD
Clerkship Director, The Queens Hospital Network
ASSOCIATE PROFESSORS

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

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

MUJAHID ANWAR, MD
St. Peter’s University Hospital

NWANDO A. ANYAOKU, MD
Newark Beth Israel Medical Center

SUHAIL N. ALSHEIKH, MD
Jersey City Medical Center

ALOK BHUTADA, MD
Maimonides Medical Center

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

JEFFREY BOSCAMP, MD
Clerkship Director, Hackensack University Medical Center

STANLEY CALDERWOOD, MD
St. Peter’s University Hospital

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

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

A. MAKSHUD A. CHOWDHURY, MD
Coney Island Hospital

ANTHONY S. COHN, MBBS, MRCP
Watford General Hospital

RICHARD DEGROOTE, MD
Clerkship Director, Monmouth Medical Center

M. BASSEM DEKELBAB, MD
St. John Hospital and Medical Center

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

PRAVIN R. DESAI, MD, MBBS
Clerkship Director, Ipswich Hospital NHS Trust

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

KEITH D. FOOTE, MBBS, DCH, MRCP, LMCC, FRCPPCH
Royal Hampshire County Hospital

MOHAMED I. GAFFOOR, MD
Maimonides Medical Center

MADHU B. GUDAVALLI, MD
New York Methodist Hospital

BASEL HAMZEH, MD
St. John Hospital and Medical Center

IVAN L. HAND, MD
Kings County Hospital Center

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

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

IONELA IACOBAS, MD
St. Peter’s University Hospital

ABRAHAM JELIN, MD
The Brooklyn Hospital Center

SIVA P. JONNA, MD
St. Peter’s University Hospital

ELLEN B. KAPLAN, MD
Hackensack University Medical Center

MICHAEL KEENAGHAN, MD
Kings County Hospital Center

ROXANNE KENDALL, MD
St. Peter’s University Hospital

JUAN C. KUPFERMANN, MD
Maimonides Medical Center

CARLOS R. LASTRA, MD
St. Peter’s University Hospital

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

ALAN J. MELTZER, MD
Morristown Memorial Hospital

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

SUSHMITA MIKKILINENI, MD
Newark Beth Israel Medical Center

LEWIS M. MILROD, MD
St. Peter’s University Hospital

MARY-ANNE MORRIS, MD, MBBS, MRCP, FRCPCH
Clerkship Director, Norfolk & Norwich University Hospital

BHIM SEN NANGIA, MD
Coney Island Hospital
ARCHANA SINGH, MD  
St. Peter’s University Hospital

KISHOR K. TEWARY, MBBS, MD, MRCP, MRCPCH, FRCPC  
Stafford General Hospital

TIONG GWAN THE, MD  
St. Peter’s University Hospital

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

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

KUSUM VISWANATHAN, MD  
Brookdale University Hospital and Medical Center

GRACIELA WETZLER, MD  
Maimonides Medical Center

GABRIEL WITLINGUM, MBBS  
Royal Hampshire County Hospital

WEIZHEN XU, MD  
St. Peter’s University Hospital

STANLEY ZENGEYA, MRCP  
Clerkship Director, The Great Western Hospital

BARBIE ZIMMERMAN-BIER, MD  
St. Peter’s University Hospital

CLINICAL ASSOCIATE PROFESSORS

TALAATA A. ABDELMONEIM, MD  
Kings County Hospital Center

LUDOVICO GUARINI, MD  
Maimonides Medical Center

LESLEY A. HAYES, MD  
New York Methodist Hospital

HARRY S. KAPLOVITZ, MD  
Maimonides Medical Center

GABRIEL S. KUPCHIK, MD  
Maimonides Medical Center

TERESA M. LEMMA, MD  
Clackamas General Medical Center

BRIAN M. LURIE, MD  
Clerkship Director, Morristown Memorial Hospital

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

MICHAEL G. MARCUS, MD  
Maimonides Medical Center

CLINICAL ASSOCIATE PROFESSORS

TALAATA A. ABDELMONEIM, MD  
Kings County Hospital Center

LUDOVICO GUARINI, MD  
Maimonides Medical Center

LESLEY A. HAYES, MD  
New York Methodist Hospital

HARRY S. KAPLOVITZ, MD  
Maimonides Medical Center

GABRIEL S. KUPCHIK, MD  
Maimonides Medical Center

TERESA M. LEMMA, MD  
Clackamas General Medical Center

BRIAN M. LURIE, MD  
Clerkship Director, Morristown Memorial Hospital

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

MICHAEL G. MARCUS, MD  
Maimonides Medical Center
BEVERLY NELSON, MD  
Grenada General Hospital

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

OLA SMITH, MD  
William Harvey Hospital

RENUKA VERMA, MD  
Monmouth Medical Center

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

ADJUNCT ASSOCIATE PROFESSORS

MARCY STEIN-ALBERT, MD  
The Queens Hospital Network

ASSISTANT PROFESSORS

MATTHEW COULSON, MD  
Assistant Dean of Clinical Studies, St. George’s University School of Medicine

LEVON AGDERE, MD  
New York Methodist Hospital

SHOBHA AMARA, MD  
St. Peter’s University Hospital

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

PATRICIA C. APOLINARIO, MD  
Co-Clerkship Director, San Joaquin General Hospital

JULIA E. BARILLAS-CERRITOS, MD  
Woodhull Medical & Mental Health Center

KAREN BABCOCK, MD  
St. Peter’s University Hospital

WONDWESSEN BEKELE, MD  
Newark Beth Israel Medical Center

MARISSA T. CALUYA, MD  
Arrowhead Regional Medical Center

LAURA L. CHANG- Strauss, MD  
Arrowhead Regional Medical Center

MANJULA CHATTERJEE, MD  
The Brooklyn Hospital Center

YAW LIM CHEN, MD  
Lutheran Medical Center

MARCUS E DEGRAN, MD  
St. John Hospital and Medical Center

FRANCIS J. DEVITO, MD  
New York Methodist Hospital

BEATA DYGULSKA, MD  
New York Methodist Hospital

JOSHUA L. DYM, MD  
Hackensack University Medical Center

WEGDAN ELAZAWY, MD  
Lutheran Medical Center

RAND S. FARJO, MD  
St. John Hospital and Medical Center

NAGHMANA FARRUKH, MD  
Arrowhead Regional Medical Center

MARK J. FENSTER, MD  
Coney Island Hospital

VENKATESH S. GANGADHARAPPA, MD  
Woodhull Medical & Mental Health Center

ESTEVAN ADAN, GARCIA, MD  
Director of Medical Education, Brookdale University Hospital & Medical Center

STEVEN GHANNY, MD  
Hackensack University Medical Center

SARAH R. GLICK, MD  
St. Barnabas Medical Center

SHOMIK GHOSAL, MBBSM MRCP, FRCPCH, MD  
Stafford General Hospital

FRED C. HIRSCHENFANG, MD  
Hackensack University Medical Center

ZALA IBRAHIM, MBChB, MRCP  
Clerkship Director, Russells Hall Hospital

FATEMA JAFFERY, MD  
Newark Beth Israel Medical Center

MAMTA JAIN, MD  
Co-Clerkship Director, San Joaquin General Hospital

MARY P. JOSEPH, MD  
San Joaquin General Hospital

LEWIS M. KRATA, MD  
The Brooklyn Hospital Center

ELIZABETH KRON-KORN, MD  
St. Peter’s University Hospital
AZIZA S. SEDRAK, MD
The Brooklyn Hospital Center

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

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

INDRMALI SUMATHIPALA, MBBS, MRCP, MRCPCH
William Harvey Hospital

NATALIE TELT, MD
Coney Island Hospital

CHRISTIN M. TRABA, MD
Director of Medical Education, Rutgers New Jersey Medical School

NORMA I. VILLANUEVA, MD
Lutheran Medical Center

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

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

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

OLU WILKEY, MBChB, MRCPP, FRCPP
North Middlesex University Hospital

MARTHA J. WYLES, MBChB, MRCPPCH, BSc
Royal Hampshire County Hospital

DOUGLAS K. ZIEGLER, MD
St. John Hospital and Medical Center

ADJUNCT ASSISTANT PROFESSORS

THAINA ROUSSEAU-PIERRE, MD
The Queens Hospital Network

CLINICAL ASSISTANT PROFESSORS

PIERRE R. BLEMUR, MD
The Center for Haitian Studies

JEREMIAH T. CLEVELAND, MD
Clerkship Director, Maimonides Medical Center

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

CYNTHIA J. KATZ, MD
The Brooklyn Hospital Center

BRIAN R. McMAHON, MD
Richmond University Medical Center

HEATHER M. MEADE, MD
Clerkship Director, Mercy St. Vincent Medical Center

VIKAS SHAH, MD
Kings County Hospital Center

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

VIMAL VASU, MD
William Harvey Hospital

RADHIKA VIJAYAN, MD
Hackensack University Medical Center

WEBSTER A. WONG, MD
Clerkship Director, Arrowhead Regional Medical Center

DOUGLAS K. ZIEGLER, MD
St. John Hospital and Medical Center

INSTRUCTORS

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

CLINICAL INSTRUCTORS

JERRY WATMAN, MD
Coney Island Hospital

Psychiatry

PROFESSORS

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

LAURENCE E. DOPKIN, MD
Assistant Dean of Students
Metropolitan Hospital Center

MARVIN H. LIPKOWITZ, MD
Associate Chair, St. George’s University School of Medicine
Maimonides Medical Center

ROBERT N. AVERBUCH, MD
University of Florida

WILLIAM M. GREENBERG, MD
Bergen Regional Medical Center

NARASIMHAN PRABHAKAR, MD
Clerkship Director, St. George’s General Hospital
RONNIE G. SWIFT, MD  
Director of Medical Education, Clerkship Director, Metropolitan Hospital Center

CLINICAL PROFESSORS

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

DHANAPAL NATARAJAN, MD  
University of Saskatchewan

ADJUNCT PROFESSORS

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

ASSOCIATE PROFESSORS

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

RENUKA ANANTHAMOORTHY, MD  
Kings County Hospital Center

ROMULO A. AROMIN, MD  
Trinitas Regional Medical Center

SARAH COHEN, MBChB, MRCPsych  
Clerkship Director, Watford General Hospital

DIEGO COIRA, MD  
Clerkship Director, Hackensack University Medical Center

JESSY J. COLAH, MD  
Clerkship Director, New York Methodist Hospital

PAUL E. CULLEN, MD, MBCh, MRCPsych  
Russells Hall Hospital

ANNAHIT DAGLYAN, PharMD  
Kings County Hospital Center

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

ANWAR Y. GHALI, MD  
Director of Psychiatry Education, Trinitas Regional Medical Center

CHINMOY GULRAJANI, MD  
Kings County Hospital Center

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

DAVID S. HELSEL, MD  
Director of Medical Education, Spring Grove Hospital Center

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

BRIAN E. ISAACSON, MD  
Clerkship Director, AtlantiCare Regional Medical Center

CHRIS JONES, MD  
Norfolk and Suffolk NHS Foundation Trust

RENUJOSEPH, MBBS, MD, MRCPsych  
Russells Hall Hospital

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

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

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

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

AMARJOT S. NARULA, MD  
Bergen Regional Medical Center

ROUMEN NIKOLOV, MD  
Clerkship Director, Kings County Hospital Center

FAISAL S. SHAIKH, MBBS, MRCPsych  
Russells Hall Hospital

SARA S. SMITH, MBChB, MRCPsych  
Russells Hall Hospital

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

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

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

AJAY WAGLE, MD, MRCPsych  
Norfolk and Suffolk NHS Foundation Trust

JONATHAN M. WILSON, BSc MBChB, M.Phil, PD Dip CAT, MRCPsych  
Director of Medical Education, Norfolk and Suffolk NHS Foundation Trust

DEVAL ZAVERI, MD  
Kings County Hospital Center

PANAYIOTIS ZIKIS, MD, DPM, MRCPsych, WMIP  
Russells Hall Hospital
ADJUNCT ASSOCIATE PROFESSORS
RICHARD A. YOUNG, MD
CO-CLERKSHIP DIRECTOR, The Queens Hospital Network
Clinical Associate Professor
NANCY WEITZMAN, PhD
Southside Hospital
SUSAN D. WHITLEY, MD
Kings County Hospital Center

ASSISTANT PROFESSORS
AKINOLA ADEBISI, MD
Kings County Hospital Center
KARINE V. AIRAPETIAN, MD
Bergen Regional Medical Center
SYED A. H. ALI, MD
Spring Grove Hospital Center
STEPHEN D. ANDERSON, MD
Vancouver General Hospital
ARTURO P. ARCHILA, MD
Bergen Regional Medical Center
MAXIMILLIAN BADOY, MD
Spring Grove Hospital Center
JEFFREY A. BERMAN, MD
Bergen Regional Medical Center
PURABI BHARATIYA, MD
Clerkship Director, Trinitas Regional Medical Center
PAUL BRADLEY, MBBS, MRCPsych
Watford General Hospital
ROMAIN R. BRANCH, MD
Kings County Hospital Center
TREVOR D. BROUGHTON, MBChB, MRCP
Norfolk & Suffolk NHS Foundation Trust
RICHARD S. BROWN, BSc, MBBS, MRCP, MRCPsych
Director of Medical Education, St. Martin’s Hospital
SUZANNAH CARMAN, MBBS, MRCPsych
North Hampshire Hospital
RITU CHANDAK, MD
Jersey City Medical Center
JATINDER M. CHAWLA, MD
Manhattan Psychiatric Center
FAIZ A. CHEEMA, MD
Bergen Regional Medical Center

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

OWEN DELANY, MBChB
Norfolk and Suffolk NHS Foundation Trust

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

MICHELLE DOHERTY, MBChB, MRCPsych
St. Ann’s Hospital - Poole

DEL DRESSEL, MD
Spring Grove Hospital Center

DAVID DUNNINGAN, MD
Spring Grove Hospital Center

DAVID EDGCOMB, MD
Kings County Hospital Center

EMAN EL GAMAL, MD
Manhattan Psychiatric Center

PHILIP EVANS, MBBS, MRCP, DRCOG
St. Ann’s Hospital – Poole

IAN S. FORBES, MD
Vancouver General Hospital

BEVERLI S. GOLDBERG, MD
Spring Grove Hospital Center

KEITH GORDON, MD
Arrowhead Regional Medical Center

RONALD K. GRAY, MD
Spring Grove Hospital Center

DURGA HARSH, MBBS, MD, DPM, MRCPsych
Norfolk and Suffolk NHS Foundation Trust

FAIROOZ HASSIEM, MBChB, MRCPsych
Russells Hall Hospital

REBECCA L. HORNE, MRCPsych, MBBS
Norfolk & Suffolk NHS Foundation Trust

ASGHAR S.M. HOSSAIN, MD
Bergen Regional Medical Center

PONGSAK HUANGTHAISONG, MD
Kings County Hospital Center

THULASIRAM JANARDHANAN, MD
Clerkship Director, Kingsbrook Jewish Medical Center

THULASIRAM JANARDHANAN, MD
Kingsbrook Jewish Medical Center
GARETH JARVIS, MBChB, MRCPsych  
*Clerkship Director, St. Ann’s Hospital - London*

MARISSA H. KAMINSKY, MD  
*Manhattan Psychiatric Center*

ISABELLA KANELLOPOULOU, MD  
*Manhattan Psychiatric Center*

TAHIR N. KHWAJA, MD  
*St. Joseph’s Regional Medical Center*

LARRY LAWRENCE, MD  
*Arrowhead Regional Medical Center*

JOHN MARK LEVY, MD  
*Vancouver General Hospital*

JEAN-PIERRE LINDENMAYER, MD  
*Manhattan Psychiatric Center*

SHAOHUA LU, MD  
*Vancouver General Hospital*

CECILE MARTINEAU, MD  
*Kings County Hospital Center*

ARMAKANAXWELL, MBBS, MRCPSYCH  
*Clerkship Director, Norfolk and Suffolk NHS Foundation Trust*

GALI MISRA, MD  
*Spring Grove Hospital Center*

MARK MOLLENHAUER, MD  
*Spring Grove Hospital Center*

ARRAMRAJU NAGARAJU, MD  
*Spring Grove Hospital Center*

AMITAV K. NARULA, MBChB, MRCpsych  
*Clerkship Director, Russells Hall Hospital*

JUAN DIEGO OMS, MD  
*Clerkship Director, Larkin Community Hospital*

EIISAKU OYAMA, MD  
*Manhattan Psychiatric Center*

ABNER PASATIEMPO, MD  
*Spring Grove Hospital Center*

HAYLEY L. PINTO, MBBS, MRCpsych  
*Norfolk & Suffolk NHS Foundation Trust*

M. HANIF RAMAY, MD  
*Bergen Regional Medical Center*

SRIKANTH M. REDDY, MD  
*Bergen Regional Medical Center*

ELIANA SANTORO, MD  
*Spring Grove Hospital Center*

ARCHNA SARWAL, MD  
*Clerkship Director, Richmond University Medical Center*

BOGDAN P. SASARAN, MD  
*Director of Medical Education, Clerkship Director, Manhattan Psychiatric Center*

NATHAN SCHAEFFER, MD  
*Vancouver General Hospital*

VIJAYAKUMAR SEETHAPATHY, MD  
*Vancouver General Hospital*

JESSE SIDHU, MD  
*Vancouver General Hospital*

HILARY SILVER, MD  
*Clerkship Director, San Joaquin General Hospital*

KULBIR SINGH, MD  
*Clerkship Director, Vancouver General Hospital*

MAGDALENA SPARIOSU, MD  
*Hackensack University Medical Center*

MATT SYMONS, BM, MSc, MRCpsych  
*Clerkship Director, North Hampshire Hospital*

GABRIEL K. TSUBOYAMA, MD  
*Manhattan Psychiatric Center*

PAVEL VERETILO, MD  
*Kings County Hospital Center*

NICK VIALE, MBBS, MRCPSYCH  
*Norfolk and Suffolk NHS Foundation Trust*

AJAY VIJAYAKRISHNAN, MRCpsych  
*Watford General Hospital*

JOSE VITO, MD  
*Manhattan Psychiatric Center*

SUVARNA WAGLE, MBBS, MD, MRCpsych  
*Norfolk and Suffolk NHS Foundation Trust*

WAHAN WANIS, MD  
*Vancouver General Hospital*

SHIMING WU, MD  
*Kings County Hospital Center*

**ADJUNCT ASSISTANT PROFESSORS**

TYSON J. BOUDREAUX, MD  
*Manhattan Psychiatric Center*

BASILISA H. CANTO, MD  
*The Queens Hospital Network*
Diane Chu, MD  
The Queens Hospital Network

Margaret Goni, MD  
The Queens Hospital Network

Hagop Gorgissian, MD  
The Queens Hospital Network

James W. Hicks, MD  
Manhattan Psychiatric Center

Daniel S. Kestelman, MD  
The Queens Hospital Network

Ritesha S. Krishnapp, MD  
The Queens Hospital Network

Jonathan B. Lauter, MD  
The Queens Hospital Network

Sumerta Manchandani, MD  
The Queens Hospital Network

Rose Marcus, MD  
The Queens Hospital Network

Martin Maurer, MD  
Co-Clerkship Director, The Queens Hospital Network

Rafael Mustafa-Michel, MD  
The Queens Hospital Network

Shaheen Rahman, MD  
The Queens Hospital Network

Anila A. Siddiqi, MD  
The Queens Hospital Network

Gregorio G. Sungcad, MD  
The Queens Hospital Network

Usha Kiran Tandon, MD  
The Queens Hospital Network

Aleksey Ten, MD  
The Queens Hospital Network

Kavita Vasu, MD  
The Queens Hospital Network

Laurie Vitagliano, MD  
The Queens Hospital Network

Clinical Assistant Professors

Zuleika Arroyo, MD  
Hackensack University Medical Center

Jill Bowen, PhD  
Kings County Hospital Center

Regine Bruni-Olawaiye, MD  
Kings County Hospital Center

Maureen Ceresney, MD  
Vancouver General Hospital

Peter A. Gold, PsyD  
Clerkship Director, University of Florida

Tanya Lewis, MD  
Hackensack University Medical Center

Alla Ostrovskaya, MD  
Kings County Hospital Center

Pankaj R. Patel, MD  
Richmond University Medical Center

Alan L. Tusher, MD, PhD  
Kings County Hospital Center

Instructors

Matthew Bars, MS  
Jersey City Medical Center

Seth A. Flesher, MD  
Kings County Hospital Center

Sevill Gamer, MD  
Kings County Hospital Center

Margaret Grady, APN  
Hackensack University Medical Center

The Rev’D Jeffrey Lee Hamblin, MD  
Kings County Hospital Center

Mudassar Iqbal, MD  
Kings County Hospital Center

Melanie Kopp, MD  
Kings County Hospital Center

Abdul Mohit, MD  
Kings County Hospital Center

Glenn A. Occhigrosso, MD  
Kings County Hospital Center

Srikanth M. Reddy, MD  
Bergen Regional Medical Center

Carlos J. Rodriguez Perez, MA  
Kings County Hospital Center

Eric B. Rueth, MD  
Kings County Hospital Center

Michele Ruvolo, MD  
Bergen Regional Medical Center
RICHARD F. STORCH, MD  
Kings County Hospital Center

ADJUNCT INSTRUCTORS

EMILIAN MIHAILA, PhD  
The Queens Hospital Network

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

CLINICAL INSTRUCTORS

MIRIAM AZUANCE, ED.D  
Kings County Hospital Center

DORIS KEENS-DOUGLAS, MD  
St. George’s General Hospital

DANIEL FINCH, MD  
Hackensack University Medical Center

PAUL D. O’KEEFE, MD  
Kings County Hospital Center

Surgery

PROFESSORS

JAMES RUCINSKI, MD  
Chair, New York Methodist Hospital

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

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

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

DAVID L. STOKER, MD, FRCS  
Associate Chair, United Kingdom,

NORTH MIDDLESEX UNIVERSITY HOSPITAL

ANTHONY J. ACINAPURA, MD  
Lutheran Medical Center

PATRICK I. BORGEN, MD  
Maimonides Borgen Center

DAVID BROADWAY, MBBS, FRCS, MD  
Division of Ophthalmology, Norfolk & Norwich University Hospital

RONALD S. CHAMBERLAIN, MD, MPA, FACS  
St. Barnabas Medical Center

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

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

JOSEPH DITROLO, MD  
St. Barnabas Medical Center

RICHARD D. FESSLER, MD  
St. John Hospital and Medical Center

MICHAEL A. GOLDFARB, MD  
Monmouth Medical Center

NICHOLAS GOODGER, PhD, FRCS  
Kent & Canterbury Hospital

IVAN GRUNBERGER, MD  
New York Methodist Hospital

TIMOTHY S. HALL, MD  
Clerkship Director, Coney Island Hospital

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

SIMON KEIGHTLEY, MBBS, DO, FRCS, FRCOphth  
Director of Medical Education, Division of Ophthalmology, North Hampshire Hospital

MICHAEL A. MARANO, MD  
Clerkship Director, St. Barnabas Medical Center

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

DAVID I. ROSENBLUM, MD  
Maimonides Medical Center

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

KEDAMBADY SHEKA, MD  
Coney Island Hospital

RICHARD A. WATSON, MD  
Hackensack University Medical Center

NICHOLAS WILSON, Bsc, MBBS, FRCS, MS  
Director of Medical Education, Royal Hampshire County Hospital
ADJUNCT PROFESSORS

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

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

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

MUHAMMAD S. FETEIHA, MD
Overlook Hospital

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

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

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

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

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

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

JOSEPH D. IUORNO, MD
Division of Ophthalmology, St. George’s University School of Medicine

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

MICHAEL L. ROSENBERG, MD
Division of Ophthalmology, St. George’s University School of Medicine

BERNARD SPIER, MD
Division of Ophthalmology, St. Barnabas Medical Center

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

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

CLINICAL PROFESSORS

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

GEORGE S. FERZLI, MD
Lutheran Medical Center

MARTIN GIZZI, MD
Division of Ophthalmology, St. George’s University School of Medicine

NATHANIEL J. HOLMES, MD
Jersey City Medical Center

JOEL H. HOROVITZ, MD
Maimonides Medical Center

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

ANTHONY J. TORTOLANI, md
New York Methodist Hospital

ASSOCIATE PROFESSORS

ARMAND ASARIAN, MD
Associate Chair, Clerkship Director, The Brooklyn Hospital Center

HARRY ADLER, MD
Maimonides Medical Center

CHARUSHEELA ANDAZ, MD
Maimonides Medical Center

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

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

FRANK J. BORAO, MD
Monmouth Medical Center

NEIL A. BURGESS, MBCh, FRCS, MCh
Norfolk & Norwich University Hospital

MOHAMMED S. BUTT, MBBS, FRCP
Russells Hall Hospital

ALBERTO L. CAYTON, MD
The Brooklyn Hospital Center

MITCHELL CHAAR, MD
Clerkship Director, Jersey City Medical Center
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEPHEN R. COLEN, MD</td>
<td>Hackensack University Medical Center</td>
</tr>
<tr>
<td>PHILIP R. CORVO, MD</td>
<td>Director of Medical Education, St. Mary’s Hospital</td>
</tr>
<tr>
<td>JILL H. DALE, MBChB, PhD, MSc, BSc</td>
<td>The Great Western Hospital</td>
</tr>
<tr>
<td>SAMER M. DOUGHAN, MD, BSc, FRCSEd</td>
<td>Clerkship Director, Queen Elizabeth the Queen Mother Hospital</td>
</tr>
<tr>
<td>NADIM ELRABIE, MD</td>
<td>St. Joseph’s Regional Medical Center</td>
</tr>
<tr>
<td>OLADAPPO O.O. FAFEMI, MB, FRCSEd, FRCS</td>
<td>Clerkship Director, North Middlesex University Hospital</td>
</tr>
<tr>
<td>JEFFERY S. FALK, MD</td>
<td>St. John Hospital and Medical Center</td>
</tr>
<tr>
<td>MARWAN FAROUK, MBChB, FRCS</td>
<td>Clerkship Director, Stoke Mandeville Hospital</td>
</tr>
<tr>
<td>RICHARD J. FOGLER, MD</td>
<td>Director of Medical Education, Brookdale University Hospital &amp; Medical Center</td>
</tr>
<tr>
<td>FEDERICO GATTORNO, MD, MC, FACS</td>
<td>Woodhull Medical and Mental Health Center</td>
</tr>
<tr>
<td>JAMES E. GERVASONI, Jr MD, PhD</td>
<td>St. Peter’s University Hospital</td>
</tr>
<tr>
<td>GREGORY GRECO, MD</td>
<td>Clerkship Director, Monmouth Medical Center</td>
</tr>
<tr>
<td>PIOTR J. GORECKI, MD</td>
<td>Clerkship Director, New York Methodist Hospital</td>
</tr>
<tr>
<td>MOHSEN A. HABIB, MD</td>
<td>Coney Island Hospital</td>
</tr>
<tr>
<td>ELLEN J. HAGOPIAN, MD</td>
<td>Clerkship Director, Hackensack University Medical Center</td>
</tr>
<tr>
<td>THEODORE E. M. HANLEY, MD</td>
<td>Woodhull Medical and Mental Health Center</td>
</tr>
<tr>
<td>DANIEL H. HECHTMAN, MD</td>
<td>Maimonides Medical Center</td>
</tr>
<tr>
<td>ANDREAS W. HILGER, MD, FRCS</td>
<td>Ipswich Hospital NHS Trust</td>
</tr>
<tr>
<td>MARK K. HIRKO, MD</td>
<td>Monmouth Medical Center</td>
</tr>
<tr>
<td>EDWIN T.S. HO, MD, MBCh, FRCS</td>
<td>Norfolk &amp; Norwich University Hospital</td>
</tr>
<tr>
<td>FARABI M. HUSSAIN, MD</td>
<td>Arrowhead Regional Medical Center</td>
</tr>
<tr>
<td>THOMAS L. HUSTED, MD</td>
<td>The Jewish Hospital</td>
</tr>
<tr>
<td>PARMOD K. JAIN, MD</td>
<td>Poole General Hospital</td>
</tr>
<tr>
<td>CLIFFORD BRUCE JAMES, BA, MA, FRCS, FRCO, DM</td>
<td>Division of Ophthalmology, Stoke Mandeville Hospital</td>
</tr>
<tr>
<td>SANDEEP KAPUR, MBBS, FRCSI</td>
<td>Clerkship Director, Norfolk &amp; Norwich University Hospital</td>
</tr>
<tr>
<td>RICHARD YJ KIM, MD</td>
<td>Hackensack University Medical Center</td>
</tr>
<tr>
<td>SAMPATH R. KUMAR, MD</td>
<td>Lutheran Medical Center</td>
</tr>
<tr>
<td>RATUKONDLA RAVI KUMAR, MBBS, MSc, FRCS</td>
<td>North Middlesex University Hospital</td>
</tr>
<tr>
<td>SANDEEP KAPUR, MBBS, FRCSI</td>
<td>Norfolk &amp; Norwich University Hospital</td>
</tr>
<tr>
<td>CHARLES S. LA PUNZINA, MD</td>
<td>Lutheran Medical Center</td>
</tr>
<tr>
<td>ERIC L. LAZAR, MD</td>
<td>Clerkship Director, Morristown Memorial Hospital</td>
</tr>
<tr>
<td>MICHAEL LEWIS, MBBS, MS, FRCS</td>
<td>Norfolk &amp; Norwich University Hospital</td>
</tr>
<tr>
<td>JOHN D. LORENZETTI, MD</td>
<td>Director of Medical Education, AtlantiCare Regional Medical Center</td>
</tr>
<tr>
<td>AHMED MAHMoud, MD</td>
<td>San Joaquin General Hospital</td>
</tr>
<tr>
<td>MARC S. MANDEL, MD</td>
<td>Clerkship Director, Overlook Hospital</td>
</tr>
<tr>
<td>JOHN A MANICONE, MD</td>
<td>Clerkship Director, Newark Beth Israel Medical Center</td>
</tr>
<tr>
<td>CHARLES J.V. MANN, MBBS, FRCS</td>
<td>Norfolk &amp; Norwich University Hospital</td>
</tr>
<tr>
<td>MOHAMMAD M. MASRI, MD</td>
<td>Clerkship Director, Larkin Community Hospital</td>
</tr>
<tr>
<td>AHAMED S. MOIDEEN, MD, FACS, FCCP</td>
<td>Director of Medical Education, Flushing Hospital Medical Center</td>
</tr>
<tr>
<td>BRUNO MOLINO, MD</td>
<td>Jersey City Medical Center</td>
</tr>
</tbody>
</table>

School of Medicine Catalog 2015–2016 | 185
RAGHAVAN VIDYA, MD, MS, FRCS
Stafford General Hospital

ANGUS WADDELL, MBBS
The Great Western Hospital

DAVID T. WONG, MD
Arrowhead Regional Medical Center

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

PAUL YODICE, MD
St. Barnabas Medical Center

ADJUNCT ASSOCIATE PROFESSORS

SHALINI ARORA, MD
Clerkship Director, The Queens Hospital Network

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

BENJAMIN W. PACE, MD
The Queens Hospital Network

JEAN-BERNARD POULARD, MD
The Queens Hospital Network

PRITHI P. SINGH, MD
The Queens Hospital Network

CLINICAL ASSOCIATE PROFESSORS

IAN D. BOTTRILL, BM FRCS
Stoke Mandeville Hospital

PHILLIP BURGESS, MB ChB, BSc, MD, FRCS
Clerkship Director, The Great Western Hospital

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

JOSEPH A. DELUCA, MD
Division of Ophthalmology, St. George’s University School of Medicine

KESTER DRAGON, MD
St. George’s General Hospital

CHRIS E. U. EKONG, MD
University of Saskatchewan

D. DURRANS, MBBS, FRCS
Stafford General Hospital

ROMULO L. GENATO, MD
The Brooklyn Hospital Center
DEV A. GNANADEV, MD  
Clerkship Director, Arrowhead Regional Medical Center

AJANTHA P. JAYATUNGA, MS, FRCS  
Russells Hall Hospital

ERROL C. MALLET, MD  
Coney Island Hospital

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

SANDEEP SIRSI, MD  
The Brooklyn Hospital Center

ASSISTANT PROFESSORS

TINALDO R. A. ADANIEL, MD  
Coney Island Hospital

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

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

ASHOK ANANT, MD  
Lutheran Medical Center

HENRY ATKINSON, MBChB, MRCS, BSc  
North Middlesex University Hospital

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

SANJOY BASU, MBBS, MS, FRCS  
William Harvey Hospital

RUPERT BECK, MBBS, FRCS  
The Great Western Hospital

RAVIKUMAR BRAHMBHATT, MD  
Jersey City Medical Center

JEFFREY S. CANE, MD  
Coney Island Hospital

RODOLFO J. CANOS, DO  
Clerkship Director, Mercy St. Vincent Medical Center

DERICK J. CHRISTIAN, MD  
Clerkship Director, St. Peter’s University Hospital

RODOLFO COLACO, MD  
Clerkship Director, Trinitas Regional Medical Center

KARI L. COLEN, MD  
Hackensack University Medical Center

JOHN CULHANE, MD  
Arrowhead Regional Medical Center

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

GLENN J. DONOVAN, MD  
Coney Island Hospital

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

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

RAPHAEL FAZYLOV, MD  
Coney Island Hospital

KRISTIN G. FLESS, MD  
St. Barnabas Medical Center

DAVID L. FORD, MD  
Lutheran Medical Center

PRATAP KUMAR GADANGI, MD  
Coney Island Hospital

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

ANUP R. GHEEWALA, MD  
Coney Island Hospital

SILVIO F. GHIRARDO, MD  
Coney Island Hospital

ANTHONY GIRARDI, MD  
Coney Island Hospital

GALINA GLINIK, MD  
Lutheran Medical Center

HARSHAWARDHAN C. GODBOLE, MBBS  
North Middlesex University Hospital

ERIC M. GORDON, MD  
The Brooklyn Hospital Center

MAGDI EL-GUINDI, MBBCh, FRCS  
Stoke Mandeville Hospital

RUSSELL J. HORN, MD  
Hackensack University Medical Center

ABRAHAM HOUNG, MD  
St. Barnabas Medical Center

DURAIRAJ JAGA JEDEVAN RAM, MBBS, FRCS, MS, MSc  
Watford General Hospital

SREEDHAR KALLAKURI, MD  
Coney Island Hospital

HELEN KAY, DO  
Clerkship Director, Richmond University Medical Center
Administration and Faculty

RAMAMOHAN R. KILARU, MD
Clerkship Director, Lutheran Medical Center

TRACEY J. KRZANOWSKI, MD
St. Barnabas Medical Center

MARTINE LOUIS, MD
Clerkship Director, Flushing Hospital Medical Center

RONALD B. LOW, MD
Hackensack University Medical Center

JOHN MACKINNON, FRCA
Kent & Canterbury Hospital

RATNA MAKKER, MBBS, FRCA
Watford General Hospital

THOMAS P. MCINTYRE, MD
Kings County Hospital Center

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

PETER J. MLYNARCYK, MD
Co-Clerkship Director, Trinitas Regional Medical Center

MUTHUSAMY MUTHUKUMAR, MD
Clerkship Director, Kings County Hospital Center

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

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

ANROY K. OTTLEY, MD
Jersey City Medical Center

SIMON PAIN, MBChir, FRCS
Norfolk & Norwich University Hospital

NARMAN PVUANACHANDRA, MD
Norfolk & Norwich University Hospital

YALAMANCHILI V. K. S. RAO, MBBS, MS, FRCS, FRCSL, FRCS (Urol)
Stafford General Hospital

RAMESH K. REDDY, MD
Kings County Hospital Center

JAI RELWANI, MBBS, FRCS
William Harvey Hospital

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

IGOR RUBINSHTYEY, MD
Coney Island Hospital

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

YOUSSEF M. SALIB, MBChB, MRCP
Stafford General Hospital

KEVIN SARGEN, MD
Norfolk & Norwich University Hospital

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

FRANZ O. SMITH, MD
St. Barnabas Medical Center

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

JULIAN P. STONE, MBBA, FRCA
The Great Western Hospital

HENRY TALUS, MD
Kings County Hospital Center

MICHAEL TIMONEY, MD
Lutheran Medical Center

THULASIRAMAN VIJAYAGANESH, MBBS, FRCS
Russells Hall Hospital

EDUARDO D. TOLENTINO, MD
Newark Beth Israel Medical Center

JONATHAN WONG, MD
Clerkship Director, Brookdale University Hospital & Medical Center

KEVIN E. WRIGHT, MD
The Brooklyn Hospital Center

ADJUNCT ASSISTANT PROFESSORS

BENJAMIN D. Malkin, MD
The Queens Hospital Network

BRUCE L. MOREL, MD
The Queens Hospital Network

RICHARD S. NITZBERG, MD
Overlook Hospital

CLINICAL ASSISTANT PROFESSORS

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

ALLISON C. CRICHLow, MD
University of Saskatchewan
GREGORY GALLINA, MD
Hackensack University Medical Center

ROBERT W. HAGE, MD
Grenada General Hospital

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

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

ROBERT YEARWOOD, MBBS, FRCS, DM
Grenada General Hospital

INSTRUCTORS

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

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

SUNNY D. MITCHELL, MD
Coney Island Hospital

SAMANTHI RAJU, MD
Coney Island Hospital

FRANK W. TRAUPMAN, MD
St. Barnabas Medical Center

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

ADJUNCT INSTRUCTORS

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

Please visit sgu.edu/som-faculty for the most up-to-date list of faculty.
ST. GEORGE’S UNIVERSITY, GRENADA, WEST INDIES

School of Arts and Sciences | School of Medicine | School of Veterinary Medicine | School of Graduate Studies

Prospective students may direct inquiries to:
Office of Admission
St. George’s University
c/o University Support Services, LLC
The North American Correspondent
3500 Sunrise Highway, Building 300
Great River, NY 11739 USA

Phone: +1 (631) 665-8500
US/Canada Toll-Free: 1 (800) 899-6337
UK Free Phone: 0800 1699061
Fax: +1 (631) 665-5590
sguenrolment@sgu.edu
sgu.edu

Florida regional contact regarding licensing or clinical placement:
Miami Children’s Hospital
3100 SW 62nd St.
Miami, FL 33155

Any applicant who is denied admission will be notified of the reason for the denial. A copy of the letter will be maintained for at least one year.

Counseling for prospective students:
US/Canada Toll-Free: 1 (800) 899-6337
Worldwide: +1 (631) 665-8500
UK Free Phone: 0800 1699061
Admission Counselor: ext. 9 1280
Financial Aid Counselor: ext. 9 1232